

Quality of Education

SEND Policy

October 2023

Contents	
1	Policy Intent
2	Implementation
3	Impact
4	Review



1.0 Intent

This policy has been written with regard to the Special Educational Needs and Disabilities Code of Practice: 0-25 years (Sep 2014) and the Equalities Act (2010), it will also reference the Disability Discrimination Act (DDA 1995) as amended by the Special Educational Needs and Disability Act 2001 (SENDA 2001).

The 2014 Code of Practice states that a child or young person has SEND if, “They have a learning difficulty or disability which calls for special educational provision to be made for him or her. Special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age. A child or young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.” A disability as defined by the Equality Act 2010 is ‘...a physical or mental impairment which has a long term (a year or more) and substantial (more than minor or trivial) adverse effect on their ability to carry out normal day-to-day activities’.

At Greenfields Academy all pupils have an ECHP and therefore fall into the category of SEND. Therefore, our school provides a broad and balanced curriculum for all pupils, considering the nature of their special educational need. National Curriculum documentation and accreditation schemes of work are used to support staff in providing differentiated planning that meets the specific needs of individuals and groups of pupils. When planning, teachers set suitable learning challenges and respond to pupil’s diverse learning needs which are established through the use of rigorous assessments and target setting.

Through this intent Greenfields Academy aims to ensure:

- The best possible outcomes, aspirations and achievement for pupils educated at Greenfields Academy and to foster an inclusive approach to working with children and young people with Special Educational Needs and Disabilities (SEND).
- Special Educational Needs and Difficulties are identified, and the correct provision provided for so that pupils with SEND have access to a full and varied curriculum.
- Parents, carers and external agencies work together with the Trust schools so that the needs of pupils with SEND are fully met.
- Our pupils have a voice in their education when possible.

2.0 Implementation

At Greenfields Academy we aim to offer excellence and choice to all our pupils, whatever their ability or needs. We have high expectations of all our pupils. We aim to achieve this through the removal of barriers to learning and participation. We want all our pupils to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that pupils:

- Have different educational and behavioural needs and aspirations
- Require different strategies for learning
- Acquire, assimilate and communicate information at different rates
- Need a range of different teaching approaches and experiences

The school responds to pupils’ needs by:

- Providing support for pupils who need help with communication, language and literacy
- Planning for pupils’ full participation in learning, and in physical and practical activities
- Helping pupils to manage their behaviour and to take part in learning effectively and safely
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

At Greenfields Academy the SENDCO:

- Manages the day-to-day operation of the policy
- Co-ordinates the provision for and manages the responses to pupils’ special needs
- Supports and advises colleagues
- Oversees the records of all pupils with special educational needs
- Acts as the link with parents
- Acts as the link with external agencies and other support agencies

- Monitors and evaluates the special educational needs provision, and reports to the governing body
- Manages a range of resources, both human and material, to enable appropriate provision to be made for pupils with special educational needs
- Contributes to the professional development of all staff

Access to the curriculum and assessment:

All pupils have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

- Understand the relevance and purpose of learning activities
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

Currently all pupils arrive with an EHCP, however all pupils are teacher assessed after a 6-week in school period generating a baseline assessment, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our pupils. Pupils may be seen in school by external support services, who work closely with class teachers and teaching assistants to provide specific and holistic support.

Teachers use a range of strategies to meet pupils' special educational needs We support pupils in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. To maximise learning, pupils may work in small groups or with a one to one for part of the school day. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning. We use Academy Assessment Points (APP's) as an academic assessment tool.

Individual EHCP targets (taken from Section F of pupil's EHCPs) are used to create bespoke learning aims for all pupils. The learning aims remain a live document throughout the child or young person's time at Greenfields Academy and progress towards these will be used as supporting evidence in Annual Review and other meetings. This may also detail additional teaching strategies to support the pupil that Greenfields Academy have identified as successful for that child. Each child will have allocated 'PACE' (Personalised, Aspirational, Caring, Engaging Time) sessions on their timetables in which to work with experienced adults, and in some cases peers, to work towards these targets. Outcomes and learning aims will be reviewed 3 times a year by the relevant members of staff in the school, this is recorded on the SchoolPod system (Learning Aims tab). This will be available for parent/carer viewing upon request as well as during EHCP Annual Review meetings. These reviews are used to identify whether an EHCP Outcome is still appropriate and identify successful/unsuccessful strategies to meet this target. The class teacher assesses and monitors the pupil's progress in line with existing school practices. This is an ongoing process. Teachers work closely with parents and other agencies to plan an appropriate programme of support. All EHCPs and further supporting documents such as Boxall Profile Reports/ Learning Plans and personal risk assessments will be uploaded onto each pupil's Individual Learning Plan on SchoolPod, along with the date of their next Annual Review.

Pupil Voice:

In our school we encourage pupils to take responsibility and to make decisions e.g., through the school council. Pupils are encouraged to make judgements about their own performance against their EHCP targets. We recognise success here as we do in any other aspect of school life. Those pupils for whom it is suitable will have a symbol or photographic version of their EHCP.

Partnership with parents

The school works closely with parents in the support of all pupils. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for their children. We provide regular updates to share the progress of pupils with their parents, including a post admission meeting for all new admissions, a weekly wellbeing mentor comment, a formal report twice yearly and a parent consultation each year. Pupils' EHC plans are also reviewed annually at the Annual Review meeting. We share the process of decision-making by providing clear information relating to the education of our pupils.

Monitoring and review

The SENDCO is involved in supporting teachers involved in developing individual pupil profiles including the creation of learning aims and monitoring progress towards outcomes. The EHCP outcomes are reviewed termly

and amended where appropriate. The governing body reviews this policy annually and considers any amendments in the light of the annual review findings. The headteacher reports the outcome of the review to the full governing body.

The Local School Board:

The local school board has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs. The governing body does its best to secure the necessary provision for any pupil within school. The governors ensure that all teachers are aware of the importance of providing for these pupils. They consult the LA and other schools, when appropriate, and report annually to parents on the success of the school's policy for pupils with special educational needs. Whilst by the nature of our school all Governors have a responsibility for the provision for pupils with special educational needs a named governor has responsibility for monitoring that these needs are being suitably met. The headteacher informs the governing body of how the funding allocated to support special educational needs has been employed. The headteacher and the local governing body meet annually to agree on how to use funds directly related to statements.

3.0 Impact

At Greenfields Academy we are proud:

- To provide an accessible learning environment alongside a broad and balanced curriculum which is tailored to the individual needs of all pupils
- Our staff team is highly skilled with the knowledge and experience to plan for and support all pupils to make progress
- Our staff know our pupils well and can both share their successes and advocate for support in overcoming any barriers to learning
- Children make good progress from their starting points due to the deployment of intervention, support and resources which meet the needs of the pupil
- We have good working relationships with a variety of professionals from outside agencies and work closely with these to ensure we are utilising the most up-to-date and research led advice and strategies
- On leaving Greenfields Academy, pupils have developed good independence and life skills and are actively supported to take the next steps towards achieving their life goals

4.0 Review

Date Written: September 2022

Reviewed: September 2023

Next Review Planned: September 2024

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