

Quality of Education

SEND Policy

September 2025

Contents	
1	Policy Intent
2	Implementation
3	Impact
4	Review

1.0 Intent

Our SEND policy aims to:

- Set out how Greenfields Academy will support and make provision for pupils with special educational needs and Disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

This policy should be read in conjunction with our SEND Information Report.

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice 2014 (updated 2024) and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCos) and the SEND information report

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 them. 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 Education Health Care Plan (EHCP) and therefore come under the category of SEND. Therefore, our school provides a broad and balanced curriculum for all pupils, considering the nature of their special educational needs. National Curriculum documentation and accreditation schemes of work are used to support staff in providing adapted 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 achievements 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 school so that the needs of pupils with SEND are fully met.
- Our pupils have a voice in their education whenever 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 contextually 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 will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCo to determine the strategic development of the SEN policy and provision in the school

The Headteacher will:

- Work with the SENDCo and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDC to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

Access to the curriculum and assessment:

All pupils have an entitlement to a broad and balanced curriculum, which is adapted 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 during their first term in school 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 adapt 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 E 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 or young person. Each pupil 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 and 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.

Pupil Voice:

In our school we encourage pupils to take responsibility and to make decisions e.g., through the school council and our subject ambassadors. 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 child or young person. 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 twice-yearly parent consultation and a formal report 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 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 Head Teacher informs the governing body of how the funding allocated to support special educational needs has been employed. The Head Teacher and the local governing body meet annually to agree on how to use funds directly related to statements.

3.0 Impact

- Provision of an accessible learning environment alongside a broad and balanced curriculum which is tailored to the individual needs of all pupils
- A staff team who are highly skilled with the knowledge and experience to plan for and support all pupils to make progress
- A staff team who know our pupils well and can both share their successes and advocate for support in overcoming any barriers to learning
- Pupils make good progress from their starting points due to the deployment of intervention, support and resources which meet the needs of the pupil
- Good working relationships with a variety of professionals from outside agencies who we work closely with 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
- Successful post-16 transition to an appropriate destination
- By accessing the SEND support and guidance available, pupil's SEND is not a barrier to opportunity or their progress, achievement and attainment at Greenfields Academy

4.0 Review

Date Written: September 2022
Reviewed: September 2024
Reviewed: September 2025
Next Review Planned: September 2026