

Greenfield Primary School

SEN policy 2026-2027

RESPONSIBILITY

Those responsible for managing Greenfield Primary School's provision for children with SEN are:

The Headteacher, Mr B. Storey, the SENCo for the whole school, Mrs C. Snape, who holds the National Award for SENCo qualification (NASENCo) and the SEND Governors Mr T Wild and Miss L Egan.

Intent

Greenfield Primary School believes that all children should have access to a broad and balanced education, which gives them the opportunity to realise their full potential and achieve success. For some children this will mean the schools making special provision within the curriculum to meet their individual needs. All achievements of our pupils will be recognised and celebrated, with successes rewarded where appropriate. Greenfield Primary School is committed to providing an environment that allows children with disabilities full access to all areas of learning.

We instil that every teacher is a teacher of every child or young person including those with SEND.

At Greenfield Primary School we aim to raise the aspirations of and expectations for all pupils with SEND. We provide a focus on outcomes for children and not just hours of provision/support. In order to do this we have the following aims and objectives:

1. To identify pupils who have special educational needs and other additional needs, including disability or a medical condition.
2. To create an environment that meets the needs of these children enabling them to participate in all areas of school life.
3. To assess and monitor the effectiveness of this provision.
4. To work within the guidance provided in the SEND Code of Practice, 2014.
5. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs.
6. To provide a Special Educational Needs Co-ordinator (SENCo) who will work with and over -see the implementation of the SEND Policy.
7. To provide support and advice for all staff working with special educational needs pupils
8. To fully involve parents and carers in discussions about their child's SEN and the proposed provision for them.
9. To liaise closely with all those involved with the child to ensure monitoring of progress and continuity of approach.

10. Wherever possible to consider the views of the child.

11. To liaise effectively with those working with the child in the future to ensure transfers to other schools are successful.

Implementation

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Special educational provision is matched to each child's identified need. Children's special educational needs are generally thought of in the following four broad areas of need and support:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At Greenfield Primary School we identify the needs of pupils by considering the needs of the whole child.

The following are additional factors which may impact on progress and attainment but alone do not constitute SEND:

Disability (the Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)

Attendance and Punctuality

Health and Welfare

English as an additional language

Being in receipt of Pupil Premium Grant

Being a Child Looked After

Being a child of Serviceman/woman

Any concerns relating to a child's behaviour will be described as an underlying response to a need. At Greenfield Primary School we will endeavour to recognise and identify these needs through our understanding and knowledge of the particular child.

We use a variety of assessment tools, observations, discussion with parent/carers and liaison with external agencies to determine the needs of each child.

A Graduated Approach to SEN Support

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEND. We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, supporting teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered. The teacher and SENCO consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress in order to decide whether to make special educational provision. This includes high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, we draw on more specialised assessments from external agencies and professionals such as Speech Therapists, Educational Psychologists and Advisory teachers. The decision to place a pupil on the SEN record is not taken lightly. Prior to this the teacher will overtime have regularly assessed the child, planned appropriately (including differentiation, group interventions, adapted resources), implemented the plan, and reviewed its effectiveness. This cycle of ASSESS – PLAN - DO – REVIEW is part of the class teacher's practice with all children in the class. Pupils are only identified as SEND if they do not make adequate progress once they have had all these intervention/adjustments and quality first teaching. If a child is not making progress despite the above, the teacher liaises with the SENCo to decide on the next step. Parents/carers are informed throughout the whole process and parental consent given before children can be placed on the school's SEND register.

We endeavour to build partnerships with parents and professionals because we believe this is the key to success. We liaise with parents about their child's provision and progress in the following ways: At whole school parents evenings in the Autumn and Spring term, by sharing additional support plans if a need has been identified, by additional meetings with the class teacher or SENCo if the teacher or parent/carer wishes to discuss anything regarding their child, by a meeting with the class teacher and SENCo to discuss placing the child on the SEN register, by termly Person Centred Review meetings with the class teacher for those children with identified SEND to review the child's provision and progress. The SENCo oversees the termly review meetings.

MANAGING PUPILS NEEDS ON THE SEND REGISTER

There is a single category of support known as SEN SUPPORT. However, leading into this we have procedures that we follow to record the actions we take leading to determining that a child has SEN and then for monitoring their support and progress. Weekly PPA time allows teachers to prepare the learning of the pupils in the class based on good quality formative assessment carried out by teachers and support staff. Termly class assessments are monitored across each year group, needs are identified and prioritised and deployment of support or adaptations of provision are considered. A profile of the whole class is completed showing attainment and progress. Additional support plans/provision maps are completed termly by the class teacher for children who are receiving extra support or provision. Person Centred Review action plans are completed termly by the class teacher for children with identified SEN. These are monitored by the SENCo. Support plans are updated termly by the class teacher and SENCo for children with an EHCP. Action plans or support plans are created/updated following a Person Centred Review meeting with school staff, parents, external agencies and the child if appropriate.

SEEKING EXTERNAL SUPPORT

External specialist services may be consulted and the following referral documentation can be part of the process for applying for additional funding and support from outside school. These specialist services include: Occupational Therapy, Speech and Language Therapy, Paediatrics, Physiotherapy, the school nurse, counselling service, QEST, Primary Outreach Service, PIP Team, The Early Help Team and Educational Psychologist.

If we identify we are unable to fully meet the needs of a pupil through our own provision arrangements we may need to apply for additional funding from the Local Authority. This would be in the form of an Education, Health and Care (EHCP) needs assessment. The request for an EHC plan can come from the school, from parents/carers or from another professional who works with the child. An EHC plan brings the child/young person's education, health and social care needs into a single, legal document.

REFERRALS

Sometimes parents/carers or school staff have concerns that a referral might need to be made to an outside agency to gain more information about a child's needs. Some parents/carers might also be keen to secure a diagnosis for their child for conditions such as Autism or Attention Deficit Hyperactivity Disorder (ADHD).

School is able to make a referral to health professionals and other outside agencies however there is an expectation from professionals that steps of support will have already been taken by school and the impact of these measured before the referral takes place. Here is an example of what steps might happen before a referral is made by school.

1. Parents/carers will have discussed their concerns with class teacher in either an initial meeting or in a Person Centred Review meeting if their child is already on the SEN Register.
2. During the meeting parents, school staff and the pupil (if appropriate) will discuss what they feel is working well and what they feel are concerns/barriers to learning.
3. Some reasonable adjustments or identified support will be agreed and put into place.
4. This support will be in place for at least a term so that its impact can be measured effectively.
5. If progress continues to be very slow and barriers to learning are still present school can then consider if a referral should be made by them.

It is also important to consider that some health professionals ask that parents have reached out to parenting support via Early Help before they will accept a referral. In addition, GPs can also make referrals however they might direct parents back to school so that any steps of support can be included in the referral. Parents/carers are able to make their own referrals to Early Help for support or can seek support via Oldham SENDIASS (POINT) for further advice regarding referrals.

Once a referral has been made and accepted support will continue to be planned for, assessed and reviewed as part of The Graduated Response. There is more information about The Graduated Response in school's SEND Information Report which is available on the school website.

CRITERIA FOR EXITING THE SEND REGISTER

If a child with SEND makes sufficient progress so that they are no longer a concern (ie the gap between the child and their peers has been diminished) they are removed from the SEND register and continue to be monitored through the ASSESS – PLAN – DO - REVIEW cycle previously described. Parents/carers will always be included and informed of this decision.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEND) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. The school has a policy on managing the medical conditions of pupils.

MONITORING AND EVALUATION OF SEND

At Greenfield Primary School we regularly and carefully monitor and evaluate the quality of provision we offer all pupils. We do this by: gaining parent views, pupil's views and staff views, analysing data from class assessments, evaluating the impact of additional support, using The Engagement Model (when appropriate), SLT and SENCo monitoring of teaching and learning, providing feedback and addressing training and ensuring there is a named SEND Governor. We feel our school's rigorous evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

TRAINING AND RESOURCES

The training needs of staff are identified and planned through the process of appraisal and through the needs arising of any individual child in the class. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes liaising with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. The SENCo regularly attends the LAs SENCo network meetings in order to keep up to date with local and national updates in SEND. The SENCo regularly attends Saddleworth SENCo cluster meetings.

Impact

Our pupils will feel happy, secure, proud, confident and motivated to achieve their individual aspirations and to realise their full potential regardless of need. Our pupils will be successful in their own individual way. They will have been equipped with a range of strategies to enable them to meet outcomes that ensure they make progress. They will also feel that they have a team of support around them that includes their families, school staff and outside agencies. Our pupils will be well prepared for the transition to Secondary school and the journey into adulthood.