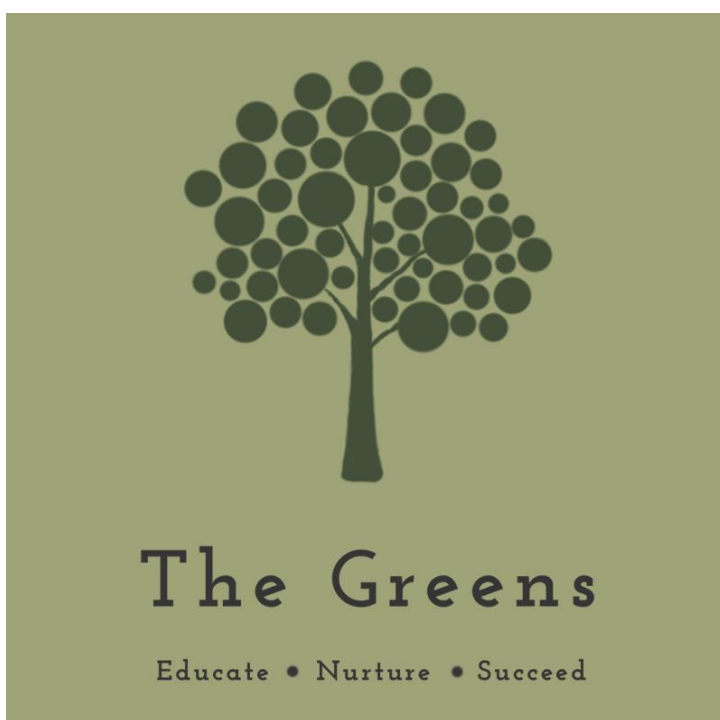


SEN policy and information report



Approved by:	Melanie Entwistle/Sarah Stokes	Date: 06/02/2024
Last reviewed on:	06/02/25 09/02/26	
Next review due by:	09/02/2027	

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school 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
- To ensure that all pupils have access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to the individual's needs and abilities.
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career.
- To ensure that SEND pupils take as full a part as possible in all school activities.
- To ensure that parents of SEND pupils are kept fully informed of their child's progress and attainment.
- To create an environment where pupils can contribute to their own learning, where they feel safe and listened to.
- To ensure that all pupils have access to a broad and balanced curriculum, including extra curriculum activities. Pupils with SEND are actively encouraged to participate in a number of activities aimed to improve gross motor, physical and social development alongside extra learning opportunities.
- We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.
- The policy was developed by the Head of school in collaboration with the Senior Management Team and in consultation with all staff and Governors.
- Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) 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, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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 by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCo

The SENDCo is Laura Mullineux

And will:

- Work with the head of school 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 provisions made to support individual pupils with SEN, including those who have EHC plans
- 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
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- 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

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN 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 head of school and SENDCo to determine the strategic development of the SEN policy and provision in the school

4.3 The head of school

The head of school 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

4.4 Class teachers

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 SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provisions for a range of needs, including, but not limited to:

- Communication and interaction difficulties, for example, Autistic Spectrum Disorder (ASD) and speech and language difficulties (SLCN).
- Cognition and learning difficulties, for example, Dyslexia, Dyspraxia, moderate to profound learning difficulties.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD) and anxiety.
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.

5.2 Identifying pupils with SEN and assessing their needs

At The Greens, all our students come to us with an EHC plan. Therefore, many needs or barriers to learning have already been identified from the support of previous educational settings or outside agencies. All EHC plans and other relevant documentation is sent to The Greens from previous educational settings or local authorities. The SENDCO reviews EHC plans annually and will recommend any changes to local authorities to amend accordingly.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers.

This may include progress in areas other than attainment, for example, social needs.

We will use this information to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. At this stage, we might also suggest referrals to external agencies to provide specialist assessment or additional support outside of the school setting, such as CAMHs and educational psychologist input.

5.3 Consulting and involving pupils and parents

The local authority sends EHCP consultations to The Greens to determine if a place at The Greens is suitable for the young person. The SENDCO will read the EHCP in depth to determine if The Greens can meet the needs of the young person. The Greens respond to the local authority within 15 days notifying them of the decision. We request the local authority confirm the place with The Greens within 15 days also so we can contact parents/carers and offer a timely transition.

Parents/carers of young people with SEN are invited to contact the school and arrange a meeting with the SENDCO whenever they feel this is necessary or appropriate. For our students with EHC plans, a person-centred annual review will be held. All agencies involved with the family will be invited. The students are asked about their views prior to their annual review which allows the young person to have a voice in their own meeting without being put on the spot.

Annual reviews/meetings with the SENDCO will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- › The teacher's assessment and experience of the pupil
- › Their previous progress and attainment or behaviour
- › Other teachers' assessments, where relevant
- › The individual's development in comparison to their peers and national data
- › The views and experience of parents
- › The pupil's own views
- › Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We will involve the child and parent in all aspects of the move and plan this taking in to account all the needs of the child, encouraging a smooth move and offering a period of time to support post move .

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

At The Greens ENS we follow **The Six Principles Of Nurture**

- Children's **learning** is understood developmentally.
- The classroom offers a safe base.
- The importance of nurture for the development of wellbeing.
- Language is a vital means of **communication**.
- All behaviour is **communication**.
- The importance of transition in children's lives.

We will also provide the following interventions:

- building relationships
- building our learning from nurture
- adapt the environment
- manage sensory stimulation
- change communication strategies
- providing prompts and cues
- developing social skills.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, communication aids larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

Teaching assistants will support pupils on a 1:1 basis when required.

Teaching assistants will support pupils in small groups when required.

We work with the following agencies to provide support for pupils with SEND:

- Specialist Speech and Language Therapist at The Speech Bubble
- Child and Adolescent Mental Health Service (CAMHS)
- First Contact (*Social Services*)
- Educational Social Workers
- SEND, Looked After and Vulnerable Groups Casework Team (Manchester LA)
- AROA Educational Psychology Service
- Special Educational Needs and Disabilities and Inclusion Teams
- GMIS a specialist SEMH independent school
- GM Dyslexia Centre

5.9 Expertise and training of staff

Our SENDCo has years of teaching experience.

We have a team of teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in serious youth violence, Keeping Children Safe in Education, first aid essentials, fire safety, Female Genital Mutilation (FGM) awareness, Sex and Relationships Education (SRE), Child Protection, medication administration, behaviour management, Prevent Duty and trauma and attachment, selective Mutism

5.10 Securing equipment and facilities

Teachers and support staff receive training and support to ensure that they can meet individual needs within their classroom through personalised learning approaches.

5.11 Evaluating the effectiveness of SEN provision.

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extracurricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to take part in sports activities/school plays/special workshops

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

At The Greens Ens we offer a range of communication skills. We consider a young person's physical development (at the level of the child developmentally), personal learning and thinking skills, personal, social, emotional development (including self-help, independence, hygiene, self-esteem, working with others, readiness to learn and feeding skills), and sensory awareness. Our curriculum can be linked to the National Curriculum programmes of study which have been modified to meet individual needs. Communication and personal, social, and emotional development are core areas of the school's curriculum.

5.13 Support for improving emotional and social development.

We provide support for pupils to improve their emotional and social development in the following ways:

- Students with SEN are encouraged to be part of the school family.
- Students with SEN are also encouraged to be part of the community, promoting teamwork and building friendships.

We have a zero-tolerance approach to bullying.

5.14 Working with other agencies.

See section 5.8

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher/SENDCo/head teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

At The Greens we believe that student families are key partners in the education of their child. The views of families are respected in order for a trusting partnership to be developed in the best interest of the child. Families, with their child, make a significant contribution to the individual child.

We contact parents via text messages, phone calls, face to face conversations and email.

The following support services are available to parents/carers in Manchester and Stockport:

Manchester:

Details for Manchester CAMHs can be found here: <https://mft.nhs.uk/rmch/services/camhs/>

Local offer: <https://hsm.manchester.gov.uk/kb5/manchester/directory/localoffer.page?localofferchannel=0>

SENDIASS (SEND information and advice support service): <https://www.iasmanchester.org/>

Stockport:

Details for Stockport CAMHs can be found here: <https://www.penninecare.nhs.uk/stockportcamhs>

Local offer: <https://www.stockport.gov.uk/showcase/special-educational-needs-and-disabilities-send-local-offer>

SENDIASS (SEND information and advice support service): <https://www.togethertrust.org.uk/SENDIASS>

5.17 Contact details for raising concerns

Melanie Entwistle (Executive Head) or Leanne Wood (Headteacher) Sarah Stokes (SENCo) Laura Mullineux (trainee SENCo)

5.18 The local authority local offer

Our contribution to the local offer is: The **SEND Local Offer** is all about services, events and information that are available for families of children and young people with Special Educational Needs and/or Disabilities (SEND) in Manchester.

More than just a website, Manchester's Local Offer also includes social media, newsletters, drop-ins, and the organisations & support groups that help spread vital information to families.

You can learn more at www.manchester.gov.uk/sendlocaloffer.

6. Monitoring arrangements

This policy and information report will be reviewed by Melanie Entwistle/Leanne Wood and *Laura Mullineux* **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions