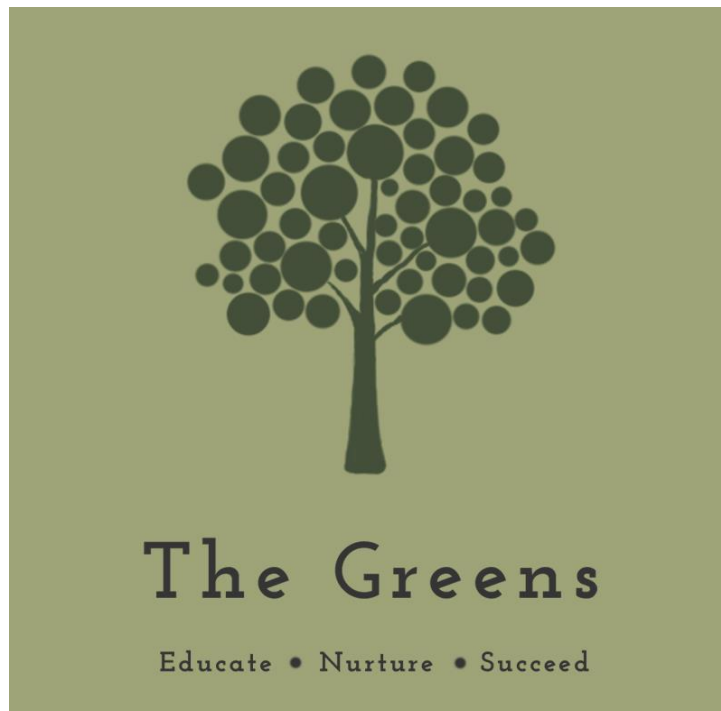


SEN policy and information report



Approved by:	Melanie Entwistle	Date: 06/02/2024
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Contents

1. Aims	2
2. Legislation and guidance	2
3. Definitions	3
4. Roles and responsibilities	3
5. SEN information report	4
6. Monitoring arrangements	8
7. Links with other policies and documents	8

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 (SEN)
- › Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
- › 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 ability.
- › 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 SEN 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 SENCO

The SENCO is Kerry Smith

They 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 provision 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 SENCO 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 SENCO 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 SENCO 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 provision for a range of needs, including:

- › Communication and interaction, for example, autistic spectrum disorder, autistic spectrum condition Asperger's Syndrome, speech and language difficulties
- › Cognition and learning, for example, dyslexia, dyspraxia
- › Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- › Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- › Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

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
- › Widens the attainment gap

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

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this 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.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations 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

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

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 SENCO 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, 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 SEN:

- Specialist speech and language Therapist at 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)
- Educational Psychology Service
- Special Educational Needs and Disabilities and Inclusion Teams
- GMIS a specialist SEMH independent school
- Shine ECC A recruitment and care company.

5.9 Expertise and training of staff

Our SENCO has 24 years' experience of teaching experience in a mainstream with SEND setting.

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 awareness Sex and Relationships Education (SRE) Child Protection Medication administration Behaviour Management. Prevent duty.

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 SENCO
- 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 we offer a range of communication skills. 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) Sensory awareness) A varied curriculum is offered to all students. The whole 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 promote teamwork/building friendships.

We have a zero-tolerance approach to bullying.

5.14 Working with other agencies.

- Specialist speech and language Therapist at 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)
- Educational Psychology Service
- Special Educational Needs and Disabilities and Inclusion Teams
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5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher/SENCO/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 Green's 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 can 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.

5.17 Contact details for raising concerns

Melanie Entwistle (The Head) Kerry Smith (SENDCO) Leanne Wood (Curriculum Lead)

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 **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
- Equality information and objectives
- Supporting pupils with medical conditions