

GREENFIELDS EDUCATIONAL TRUST
SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY
(September 2015)

This policy is written in line with the requirements of:

- Part 3 of the Children and Families Act, 2014
- The SEND Code of Practice, January 2015
- The Special Educational Needs and Disability Regulations 2014
- The Equality Act 2010

This policy should also be read in conjunction with the following Greenfields Educational Trust policies: The Behaviour Policy, Anti-bullying Policy, Equalities Policy, Safeguarding and Child Protection Policy, Complaints Policy and Accessibility Plan.

This policy was developed by Trust Management, together with the two school SENCos, the Nominated Trustee for Special Educational Needs and Disability (SEND) and parents of children with special educational needs. It will be reviewed annually.

1. CONTEXT

Greenfields is a non-selective school, welcoming students between the ages of 2 and 18 years. The basis of the quality of education provided at Greenfields School is 'Study Technology', as discovered and delineated by philosopher and educator L. Ron Hubbard, which enables students to study for understanding and application of what they have learnt. (See The Aims and Characteristics of Greenfields School, Part 2, Paragraph 2).

2. DEFINITIONS (Children and Families Act, 2014, Section 20)

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

3. AIMS OF THE SCHOOL SEND POLICY

At Greenfields School we provide an education that respects the individuality of each pupil and the application of Study Technology is the foundation upon which our quality of teaching is based. Nevertheless, from time to time individual pupils may encounter learning difficulties linked to medical, sensory, physical, communication, emotional, social or other issues, and this policy aims to provide a framework for the support of learning in these situations.

Greenfields aims to avoid labeling a pupil unnecessarily, rather we aim to enable a pupil with special educational needs (SEN) or disabilities to achieve their full potential by:

- working with the pupil to enhance their learning skills and abilities, from a starting point of what they *can* do, and setting targets that are specific, measurable, achievable, resourced and time-limited;
- working closely with their parents to ensure consistency between home and school;
- working with their teachers to ensure the best study solution for each individual pupil
- working with outside agencies as necessary. This will include medical practitioners, speech and language therapists, physiotherapists, dieticians etc, also the local authority in rare cases where a pupil has a significant level of need provided for through an Education Health and Care Plan.

4. OBJECTIVES OF THE SCHOOL SEND POLICY

The Greenfields SEND policy reflects the expectations of the SEND Code of Practice, 2015: 'Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place.' This SEN provision should take the form of a four-part cycle': assess, plan, do, review.

- **Assess:** At Greenfields we aim to identify the needs of pupils with SEN as early as possible by gathering information from parents, teachers, educational assessment, health and care services and other early years settings. This information helps us to assess what we may need to put in place, sometimes even before the pupil arrives at our school.
- **Plan:** We aim to make appropriate provision to overcome barriers to learning and ensure that all pupils are able to access a curriculum appropriate to their stage.
- **Do:** Any teaching interventions that are additional to or different from those generally provided for within the pupil's classroom will be co-ordinated by the SENCOs. Parents will be provided with regular feedback on their child's progress. Pupils will be encouraged to participate in areas of school life where they have strengths, where they can support others, and where they can develop self-confidence through success.
- **Review:** Learning outcomes will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all

pupils' needs are catered for. Pupils will be encouraged to voice their opinions of their own needs.

5. THE SEND TEAM

The SENCO in the EYFS area is Heidi North and Veronica Tupholme is the member of Trust Management with special responsibility for SEND in the school. The nominated SEND trustee is Sue Rush. All may be contacted through the school.

6. FURTHER INFORMATION ON THE IDENTIFICATION OF SPECIAL EDUCATIONAL NEEDS

Although Greenfields School is broadly non-selective the staff and senior leadership team must feel confident from the time of admission that a pupil will be able to benefit from the education offered and have a happy and successful school career. Parents and carers are asked to tell the School of any health concern, disability, special educational needs or situation that may affect their child's ability to learn.

If a pupil is accepted into the School with a known learning difficulty or disability, the School will make reasonable adjustments to meet his or her Needs and will discuss with the parents and pupil how the needs of the pupil may best be met. If a pupil is accepted into the School and their needs become identified at a later stage, the School will assess how best to meet those needs in consultation with the parents and the pupil. See also Accessibility Policy.

The School will identify pupils with SEN as in Assess, point 3 above, viz:

- By the receipt of information from a previous school or other educational establishment
- By the provision of information by parents as described above
- By screening all new pupils who enter the school (as outlined below)
- By the raising of concerns from members of staff about the learning progress of a pupil
- By reviewing the progress of all pupils within the School through the School's reporting system

7. SUPPORT FOR PUPILS

The expectation is that, except in exceptional circumstances, a class teacher will use high quality teaching methods, differentiation and Study Technology, supported by the Quality Assurance Team, before considering that the individual pupil may have special educational needs. If necessary the class or subject teacher will draw up an Individual Education Plan (IEP) to support their work.

If a teacher feels that concerns are persisting they will refer to the appropriate SENCO, who may give advice or may consult with the SEND Team. Specific and individualised assessment may be offered or there may be support, either on a regular or an occasional basis, for which there will be an additional charge. This level of support may require the pupil to be temporarily

withdrawn from scheduled lessons and may require an amendment to the normal programme of study.

Such support will have an agreed focus and will last for an agreed time period. It will be included on an IEP. At the end of a defined period the effects of the support will be reviewed. For many pupils good progress will have been made and support will cease. For others a different type of support will be planned.

If the outcome of a test and/or any other circumstances give reason to think that a pupil may have a special education need or learning difficulty, the School will consult with parents/carers.

8. SUPPORT FOR TEACHING STAFF

Teachers are supported in their teaching of pupils with special educational needs by school-based staff training sessions, held at regular intervals. The SEND Team meets regularly and will review the progress of any individual child referred to them and advise teaching staff on the particular needs of the pupil and the recommended strategies for teaching him or her.

9. SUPPORT FOR CHILDREN WITH AN EHC PLAN

In rare cases where a pupil at Greenfields has an Education, Health and Care Plan or Statement of SEN prepared by the local authority, the School will work with this body to ensure that the provisions of the plan or statement are addressed and that the relevant IEPs are prepared and enacted according to the relevant statutory requirements.

For pupils with an Education, Health and Care Plan or a Statement of SEN The school will organize an annual review, with, in attendance, parents, the pupil, and representatives from the local education authority.

10. SUPPORT FOR PUPILS WHO ARE PARTICULARLY ABLE

Some pupils may be particularly able, gifted or talented in one or more areas of school life. Teachers understand the need to consider the learning requirements of such pupils in their lesson planning, ensuring that extension material is available and that pupils are stretched by differentiated questioning and expectations. See Gifted and Talented Pupils Policy

11. SUPPORT FOR PUPILS WITH BEHAVIOURAL DIFFICULTIES

Greenfields School is committed to supporting pupils with behavioural difficulties, as long as those difficulties do not impact significantly on the education or welfare of other pupils. Support will be provided by the Student Consultant.

12. ACCESS ARRANGEMENTS FOR EXAMINATIONS

Where pupils have English as an additional language and they have only recently arrived in the UK, they may be entitled to use bi-lingual dictionaries during internal and public examinations, including GCSE and A level examinations. This will depend on the examination regulations of the

examination bodies in any academic year. Full details are contained in the handbooks of the Joint Centre for Qualifications (JCQ), the Cambridge Examination Board etc.

If necessary the SEND Team will review the needs of identified pupils for access arrangements in both public and internal examinations, working closely with the Examinations Officer to ensure that any 'reasonable adjustments' allowed by the examination boards are the candidate's 'normal way of working', in accordance with the regulations set out by the Joint Council for Qualifications, the Cambridge Examination Board, or any other awarding body. An assessment for these 'access arrangements' will be carried out by a specialist assessor. It should be noted that such an assessment is non-diagnostic as the examination bodies only require that there is evidence that the provision of access arrangements, for example additional time or access to a reader etc, would not give the candidate an unfair advantage.

13. EVALUATION AND REVIEW OF POLICY

This policy will be formally reviewed annually in order to update both the legislative elements and the functional aspects of its content.

Reviewed December 2015

Trust Management for Academics and Standards

Nominated Trust Member for SEND