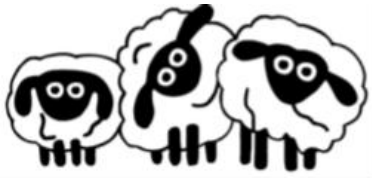
Policy for Inclusion and Special Educational Needs

Greenfields Community Primary School



Headteacher: Dan Andrews
SENCO: Emily Baker

At Greenfields we strive to ensure that policies and practices are underpinned by the school core values of teamwork, well-being, resilience, uniqueness and aspiration. This policy is underpinned by all the core values.

Approved by Governing Body		September 2026
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1. Aims

Greenfields Community Primary School's Policy for Inclusion and Special Educational Needs aims to:

- Ensure our school fully implements national legislation and Kent Local Authority's guidance and expectations.

Sets out how our school will:

- Support pupils with SEND ensuring our best endeavours to provide the appropriate provision to enable positive outcomes.
- Provide an inclusive environment that enables pupils to access all aspects of school life alongside their peers.
- Provide pupils with the skills and attributes that enable them to become confident individuals who can successfully live fulfilling lives.
- Support pupils with SEND to realise their aspirations and achieve their best.
- Communicate with pupils with SEND and their parents or carers ensuring co-production and seek pupil and parent or carer voices to fully involve them in decision making and discussions to support their child's provision.
- Communicate and explain the roles and responsibilities of key school and external professionals who are supporting the provision for pupils with SEND.
- Ensure the SEND Policy is understood and implemented consistently by all staff and is monitored by Governors.

At Greenfields Community Primary School all pupils irrespective of need access a broad and balanced curriculum which is delivered through high quality inclusive teaching to enable every pupil to make progress and reach their full potential socially, emotionally and academically. When required to do so, the school will make reasonable adjustments to support pupils with SEND. The school set high expectations and aspirations for each individual pupil, working together with them, and their parents/carers to ensure that pupils with SEND become confident and independent children and young people who are able to successfully transition to the next phase of their education or adult life.

2. Legislation and Guidance

This policy is written in line with:

The regulation associated with:

- Children and Families Act 2014 – Part 3: Children And Families Act 2014 Part 3
- Special Educational needs and Disability (SEND) Code of Practice 2015:
- The Special Educational Needs and Disability Regulations 2014: The Special Educational Needs and Disability Regulations 2014
- Equality Act 2010: Equality Act 2010
- School Admission Code 2021 School Admission Code 2021
- The School Information Regulations: Updated 24/10/24

  Maintained Schools: https://www.gov.uk/guidance/what-maintained-schools-must-publish-online

- Governance in Maintained Schools Handbook 2024: Governance in Maintained Schools

Kent Local Authority:

The Local Authority's local offer
The Local Authority's Offer can be found in the SEND Information Report

https://www.kent.gov.uk/education-and-children/special-educational-needs
Countywide Approach to Inclusive Education (CATIE)
A Countywide Approach to Inclusive Education (kelsi.org.uk)

What does inclusion mean in Kent?

'As the champion of families, children, and young people our collective priorities are to be certain that all children and young people are engaged with and included in the provision of high-quality inclusive education. Ensuring that, whatever their circumstance or ability, our children have a sense of belonging, feel respected, are valued for who they are and develop the knowledge and skills required for adult life. In doing so, we strive to achieve a continuous improvement in standards, a significant narrowing of achievement gaps for vulnerable groups of learners and a wholly inclusive education system which ensures:

- **Equitable access for all.** Sufficient, appropriate, quality education provision is available for all children and young people in Kent.
- **No child is left behind.** All children and young people are supported to be engaged fully in their education.
- **Effective collaboration.** There is collaboration and multi-agency working providing a self-informing, sustainable system which supports the education of all.' (KCC: CATIE p 2-3)

Special Educational Needs Mainstream Core Standards (ordinarily available provision) : Special Educational Needs Mainstream Core Standards

The Mainstream Core Standards:

- Sets out the provision that the Local Area has agreed should be ordinarily available for Children and Young People with SEND
- Provides guidance and advice to support schools to meet the needs of and include Children Young People with SEND
- Provides clear guidance to schools on the statutory duties regarding the inclusion of Children and Young People with SEND
- Provides information to all stakeholders on the work of schools in relation to the inclusion of Children and Young People with SEND.

The school are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support at Greenfields Community Primary School works towards achieving the Kent Children and Young People Outcomes Framework



Our SEND policy should be read in conjunction with our school's policies published on our website :

- SEN Information Report: https://greenfieldcommunityprimary.ovw5.juniperwebsites.co.uk/page/?title=SEND&pid=41
- Safeguarding policy
- Behaviour Policy
- Equality Policy
- Accessibility Plan

- Attendance and punctuality policy

All policies can be found here:
https://greenfieldcommunityprimary.ovw5.juniperwebsites.co.uk/page/?title=Policies&pid=49

3. Definitions

Definition of SEN

‘ A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty 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 facilities of a kind generally provided for others of the same age in mainstream schools to mainstream post-16 institutions’

(DFE/DOH 2015: 15-16)

Definition of Disability:

‘Many children and young people who have SEN may have a disability under the Equality Act 2010- that is ‘..a physical or mental impairment which is a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.’ This definition provides a low threshold and includes more children than many realise: ‘Long term’ is defined as a ‘year or more’ and substantial’ is defined as’ more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is sufficient overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires a special educational provision they will also be covered by the SEN definition’ (DfE/DOH 2015: 16)

Special Educational Needs Register:

At Greenfields Community Primary School the SENCO will regularly review the SEN register as part of the Graduated Approach. The SENCO will work in co-production with parents/carers and if required key external professionals to ensure high quality SEN provision is in place, informing parents/carers of any changes that have been agreed. School staff will also be informed, and records updated accordingly on the appropriate school system. A diagnosis does not necessarily mean that a pupil will be placed on the SEN register if the universal and targeted provision the pupil is accessing is enabling them to make good progress.

Special Educational Needs (SEN) support

‘SEN support means support that is additional to, or different from, the support generally made for other children of the same age in a school. It is provided for pupils who are identified as having a learning difficulty or a disability that requires extra or different help to that normally provided as part of the school’s usual curriculum offer and that without it, the child would not make progress. A pupil on SEN support will not have an education, health and care plan.’
This additional support will be added to provision maps with small step targets, which are reviewed termly.
Some children with SEN support may require a larger number of interventions. These children will be put onto a personalised plan and meetings will be held with parents three times a year to discuss progress against their targets and outcomes.

Education, health and care (EHC) plans

A local authority may issue an EHC plan for a pupil who needs more support than is available through SEN support. This will follow a statutory assessment process whereby the local authority considers the pupil’s special educational needs and any relevant health and social care needs; sets out long term outcomes; and specifies provision which will deliver additional support to meet those needs.

https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england

Monitoring

Teachers will monitor children’s progress and discuss this with the SENCO and Senior Leadership Team formally once a term. If teachers are concerned about a child’s progress, that child will be added to a monitoring list, whereby the SENCO and SLT will provide support for other strategies to try in the classroom. In some cases, children may be assessed for additional support, such as speech and language, as part of this monitoring process. If this is the case, parents will be informed.

4. Inclusion and Equal Opportunity

The school endeavour to provide, review and develop high quality inclusive opportunities for all pupils, regardless of SEN status, disability, having a diagnosis of a learning difficulty

or posessing an EHCP. All pupils are taught in an inclusive, multi sensory way and in an inclusive environment.

The Graduated Approach, or Assess, Plan, Do Review (APDR), is at the core of supporting students and improving outcomes for children. Once a concern has been raised, either by parent or teacher, an assessment will be carried out. This will either be a formal, standardised assessment to highlight a specific difficulty, such as speech and language, or it could be a set of observations made by the SEN team. From the results of these, a plan will be forulated by the SENCO. This could be an intervention (highlighted by the assessment and which run for one to two terms depending on the intervention), or it could be suggestions of strategies for the teacher to implement in class (or a combination of both). After a term (or two if the intervention suggested runs for longer) of implementing the strategies or intervention, the SEN team and class teacher will review progress made by the student. If any further support is needed following this period, the ADPR process starts again with different support. Please see the website for more information contained in the SEN information report:
https://greenfieldcommunityprimary.ovw5.juniperwebsites.co.uk/page/?title=SEND&pid=41

5. Roles and Responsibilities – in conjunction with SEN Information Report

Greenfields Community Primary School work strategically in line with the Special Educational Needs Code of Practice 2015

The SENCO ensures the SEN register is kept up to date and reviews this every two terms in line with our APDR procedures, and ensures any addition or removal to/from the register is communicated with parents.

The SENCO ensures that staff are equipped to make early identifications of need and secure best possible outcomes by supplying training to staff at the earliest opportunity. Support provided is put onto a provision map so that progress can be tracked effectively. Reasonable adjustments are made in the classroom to ensure all pupils can make progress.

Teaching staff and the SEN team maintain high expectations of all pupils to build confidence and independence, focussing on their strengths to support their learning. All pupils receive high quality teaching from qualified teachers who receive regular training on SEN.

We strive to ensure inclusion is at the heart of what we do, equipping all students with the tools they need to thrive and succeed, ensuring our Teaching and Learning policies reflect the needs of all students.

We want to ensure parents' views feel heard and involve parents in their child's education and support through regular meetings. We also offer support via coffee mornings, either for specific needs identified through parent voice, or general coffee mornings to discuss support for neurodivergent children.

We liaise and work with outside agencies to ensure we provide the best support possible. This may be health and social care as well as other educational agencies.

The school will ensure that pupils, parents and carers have:

- Access to impartial information, advice and support throughout their time in the school/academy to help them make informed decisions and choices about their future.
- Are effectively supported to understand their rights and decision-making processes and choices regarding their plans and support.
- An understanding of their individual plans, outcomes, provision and support and the reasons why some changes may not be possible

  (Area SEND inspections: framework and handbook updated April 2024)

5.1 SENCO

All maintained schools and academies are required by law to have a named SENCO who is a qualified teacher and has been awarded the National Award for Special Educational Needs Coordination (prior to September 2024) or The National Professional Qualification for SEND (from September 2024).

SENCOs must complete the qualification within three years of taking up the post.

At Greenfields Community Primary School our SENCO is Emily Baker. Contact details senco@greenfieldscps.kent.sch.uk

They have 3 years experience in this role and have worked as a teacher and a TA previously.

They achieved the Award in Special Educational Needs Co-ordination in 2024.

At Greenfields Community Primary School we also have three SENCO Assistants; Jane Eves, Helen Wade and Debbie Cooper. Helen delivers all of the speech and language interventions across the school and has vast experience (and interest) in this area. Jane delivers the social, emotional and mental health interventions across the school and is trained in Drawing and Talking Therapy and is a qualified ELSA. Debbie delivers the majority of interventions for our Early Years children in the nursery and has previously worked as an Early Years SENCO at a different school. Debbie is also trained in the JASPER approach, sensory circuits and Early Talk Boost.

The SENCO has an important role to play with the headteacher and governing body with regards to the strategic oversight and implementation of Greenfields Community Primary School‘s SEN policy and development.

They will:

- Oversee the day-to-day responsibility and implementation of the SEND policy.
- Ensure all statutory requirements are adhered to throughout the year

- Co-ordinate provision for children with SEN using the graduated approach – Assess, Plan, Do, Review to review and monitor provision for all pupils with SEN.
- Communicate and provide all staff with the key SEN and medical information, advice, guidance, and strategies to support pupils with SEN ensuring high quality provision across the school.
- Collaborate with teachers, support staff, parents and carers regarding all aspects of their child(ren)'s provision including interventions and outcomes.
- Offer professional guidance to staff to secure high quality inclusive provision in the classroom and throughout the school day.
- Collaborate with curriculum leaders to remove barriers to learning.
- Develop and lead whole school continued professional development to ensure high quality provision for all pupils with SEN.
- Liaise with the relevant Designated Teacher where a looked after child or young person has SEN
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.

- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Be the key point of contact for external agencies, especially the local authority and its support services
- Ensure the school keeps up-to-date records of all pupils with SEN.
- Ensure any pupils who has a part time timetable is agreed with parent/carers, is registered on the KELSI website and a clear re-integration strategy is planned in conjunction with the parent/carer and pupil.
- Hold status in order to have capacity and authority to make change.
- Ensure genuine coproduction and collaboration with the wider community.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- To keep up to date with key national and local SEN development.
- Attend key meetings organised by the local authority such as The Countywide SENCO Forum to ensure they have up-to-date strategic and operational information.
- Is fully involved in all aspects of transition planning whether phased or in year regarding pupils with SEND, following expectations set out in the District Plans and Kent Transition Charter. Ensuring parents/carers are fully informed throughout the transition period.

- Work closely with other colleagues and SENCOs in their Community of Schools.

  Developed from DfE/DOH SEND Code of Practice 2015:108-109

5.2 Headteacher

The headteacher will:

- Work closely with the SENCO and SEN link governor to determine the strategic development of the SEN policy and provision across the school.
- Work with the SENCO and governors to ensure the school adheres to all legislative and statutory guidance keeping up to date with all key national and local policies and expected SEN practice.
- Ensure the SENCO has sufficient time and resources to effectively carryout their role.
- Work closely with the SENCO to carry out their duties employing the Graduated Approach, using their 'best endeavours' and when required making reasonable adjustments to ensure the school/academy is providing high quality SEN provision.
- Have overall responsibility for the provision for pupils with SEN, their progress, and outcomes.
- Have the responsibility for monitoring the school's notional SEN budget and any additional funding allocated by the LA to support individual pupils or SEN provision for groups of pupils.

5.3 SEND Governor

Our Governing Body have a legal responsibility to pupils with SEN as defined in the Children and Families Act 2014 and SEND Code of Practice 2015.

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 body following monitoring visits.
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

Maintained School

7.2.2 Children with special educational needs and disabilities (SEND)

Governing bodies have legal duties in relation to pupils with SEND that are set out in the Children and Families Act 2014 and the SEND code of practice.

Governing bodies should have an individual responsible for specific oversight of the school's arrangements for children with SEND.

The SEND code of practice assists the governing body and the link or lead governor in supporting and promoting discussions with regards to outcomes for learners with SEND.

DfE: Maintained schools guidance guide: updated 2 October 2024 Maintained Schools Handbook

The named Governor is responsible for the strategic oversight of the arrangements and provision for pupils with SEN.

The SEND Governor will:

- carryout monitoring visits on behalf of the Governing Body to ensure high quality and effective provision is in place and in line with the SEND Code of Practice statutory and Local Authority guidance and expectations.
- Report to and raise awareness of SEN issues raised during monitoring visits and meetings at Governing Body meetings.
- Work closely with the SENCO and Headteacher to ensure the strategic review and development of the SEND Policy, SEN Information Report and provision in the school.

Our SEN Governor is Lisa Bell.

5.4 Teachers

All teachers are teachers of pupils with special educational needs. Our SENCO provides a vital strategic role and provides significant advice and support to teachers, but the responsibility for the learning and progress of all children lies with the teacher.

'High quality teaching, differentiated for individual pupils, is the starting point in responding to pupils who have or may have SEN. Additional intervention and SEN support cannot compensate for a lack of good quality teaching.

Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils, and their knowledge of the SEN most frequently encountered.'(DfE/DoH SEND Code of Practice 2015: 25)

Every teacher is responsible for:

- The progress and development of every pupil in their class
- Instilling high aspirations for every pupil.
- Delivering a broad balanced curriculum embedding high-quality inclusive teaching strategies and resources

- Working closely with teaching assistants or specialist staff to plan, monitor, track and assess the impact of support and interventions, and how they can be transitioned and embedded in the classroom.
- 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.

At Greenfields Community Primary School we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and environment. We are proud that we offer flexible seating in all of our classrooms to ensure all pupils can access learning. Other adaptations within the classroom used for all students include longer processing time, movement breaks, pre-teaching, use of technology, use of recommended aids (such as overlays) amongst others. Sensory aids, such as fidgets and ear defenders, can also be provided by the school to pupils who need them. These should not be brought in from home unless explicit permission has been granted by the SENCO/leadership team in exceptional circumstances.

Please see the SEN Information Report for further examples of how we make reasonable adjustments within the classroom.
https://greenfieldcommunityprimary.ovw5.juniperwebsites.co.uk/page/?title=SEND&pid=41

Support staff are deployed by the teacher to support the class alongside them during their learning. Some TAs will also deliver interventions outside of the classroom at times instructed by the class teacher. We also have a number of reading TAs who support children with building their phonics knowledge and reading skills.

5.5 Parents and carers

Parents and carers should inform the school if they have any concerns about their child's progress socially, physically, emotionally, or academically or if there are any changes to provision that have been advised by key external professionals working with their child following an appointment.

Parents/ carers are actively involved in all aspects of the decision-making process through meetings or agreed forms of communication and are afforded every opportunity to contribute discussions regarding their child's SEN provision.

Parents have an opportunity to meet with the class teacher twice a year during learning conferences, during which their child's progress will be discussed, alongside any strategies used or interventions undertaken to support their child.

If a child has a personalised plan or an EHCP, parents will meet with the class teacher and SENCO three times a year to discuss progress against their short term targets and long term outcomes. This is part of the APDR process.

At Greenfields Community Primary School we are proud to hold termly parent/carer coffee mornings to discuss neurodivergence and support around this. This group is intended for parents to discuss their own experiences with others and support each other, with a school

representative from the SEN team to offer support too. We also hold themed coffee mornings throughout the year for parents to receive support on a number of topics, such as behaviour.

5.6 The pupil

Seeking the voice of the pupil is an important aspect of ensuring the SEN provision is highly effective for every pupil with SEN. Pupils are given every opportunity to express their view and provide information to support review meetings as part of our Graduated Approach in year meetings and for pupils with an EHCP the statutory Annual Review. However, the voice of the pupil can be sought at any time throughout the school year.

Pupils at Greenfields Community Primary School are able to express their views through:

- Pupils questionnaires – identifying how they like to learn
- Appendix 1, used during annual reviews of EHCPs.
- Verbally or visually with support from a member of staff.

6. SEN Information Report

Our SEN policy works in conjunction with our SEN Information report (https://greenfieldcommunityprimary.ovw5.juniperwebsites.co.uk/page/?title=SEND&pid=41) which sets out how this policy is implemented in the school.

The SEN Information Report is updated annually or if necessary, when changes to the information may be required during the academic year.

7. Admissions and Accessibility

Greenfields Community Primary School is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions and admissions processes.

Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority.

The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

8. Our school/academy approach to SEN provision

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.

DfE/DOH SEND Code of Practice: 2015, 6.17

This may include progress in areas other than attainment, for example, social, emotional and mental health needs.

When deciding whether special educational provision is required, the school will start with the desired outcomes, including the expected progress and attainment using the school's graduated approach, and the views and the wishes of the pupil and their parents. The school will use this to determine the support that is needed and whether the school can provide it by adapting the universal offer, or whether something different or additional is needed.

8.1 The kinds of special educational need for which provision is made

At Greenfields Community Primary School provision is made to support pupils with additional needs irrespective of whether a pupil has an education health and care plan or a diagnosis of need in conjunction with The Continuum of Provision and Need and using the Graduated Approach.

At Greenfields Community Primary School we will ensure our 'best endeavours' to meet the needs of pupils with an Educational Health and Care Plan (EHCP) with the following kinds of special educational need: Cognition and Learning Difficulties, Communication and Interaction, Sensory and/or Physical Needs and Social, Emotional and Mental Health needs. Decisions on the admission of pupils with an EHCP are made by the Local Authority.

Teachers and support staff have experience of teaching pupils with a range of needs, but should a need arise that a member of staff is less familiar with, training will be sourced and provided.

8.2 The identification and assessment of pupils with special educational needs

In line with this SEND Code of Practice (DfE/DoH 2015) pupils at Greenfields Community Primary School are identified as either having no SEN, having SEN with support, or having a SEN with an Educational Health and Care Plan.

At Greenfields Community Primary School progress is closely monitored throughout the year to review their academic progress. This is done daily through book marking and questioning in lessons. Additionally, three times a year, formal progress meetings are held between teachers, the SENCO and members of the senior leadership team, following formal assessments. However, pupils with SEN may have more frequent assessments.

Teachers carry out regular assessments to track progress and identify pupils who despite using high quality inclusive teaching strategies are:

- Working significantly slower than their peers who have the same starting point.

- Are unable to maintain or improve their progress rate
- Are unable to close the attainment gap in line with their peers or the gap is widening.

This may also include progress and development in areas other than academic attainment such as social, emotional, and physical.

To support pupils, the school use a range of assessments to review and monitor the broader developmental needs and progress of all pupils such as reading assessments, PIRA and PUMA assessments, Phonics Shed Assessments, Phonics screening and Speech and Language Link assessments. These tests will enable the early identification of difficulties that a pupil may present. Information collected from the testing will inform the appropriate intervention and provision to support progress and outcomes.

Where progress is not sufficient, even if a special educational need has not been identified, teaching teams will put in place extra support to enable the pupil to catch up. Examples of extra support could be; visual or kinaesthetic resources or targeted curriculum interventions for phonics, reading, writing or maths.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of difficulty. For these pupils, and in consultation with parents, we will use a range assessment tools to determine the cause of the learning difficulty. At Greenfields Community Primary School, we are experienced in using the following assessment tools; Language for Learning screener, Sensory circuit checklist, Speech and Language Link, Literacy Gold assessments, along with a range of other assessment tools as necessary. In order to access support from external specialist teachers we also complete the Ravens, EVT and BPVS assessments, which allow us to be more specific about the potential intervention needed.

Teachers at Greenfields Community Primary School are responsible for classroom provision delivering a well sequenced and resourced curriculum and use high quality inclusive teaching strategies which are scaffolded, with adaptations made to meet a pupil's needs.

When teachers identify an area where a pupil is making slow progress or where they have concerns, they will follow the school's early identification of need's protocols as set out in section 7. Teachers will inform parents/carers at an early stage to make them aware and discuss the further supporting strategies that the teacher will use to help the pupil.

However, if progress does not improve the teacher will inform the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. In this instance, the SENCO will, in consultation with the pupil's parents/carers, discuss further support.

As a school, we have access to a number of outside professionals to offer advice and support around children's learning and needs. These include a link Speech and Language Therapist, a link Educational Psychologist, the Specialist Teaching Service and NELFT. These professionals may offer a more detailed assessment.

The purpose of a more detailed assessment will identify what additional resources and/or different approach is required to enable the pupil to make better progress. These will be

shared with parents/carers, written into SEN provision plans, which are regularly reviewed, refined, and revised. At this point the SENCO will have identified that the pupil has an additional need because the school is making provision for the pupil which is additional and different to what is normally available. Teachers will be informed throughout the process and training will be delivered to ensure the provision is of a high quality.

It is important to note as stated in the SEND Code of Practice (DfE/DoH,2015 6.23) that slower than expected progress and lower attainment does not automatically mean a pupil would be recorded as having SEN.

If the pupil is able to make good progress using this additional and different resource but would not be able to maintain this good progress without it, the school will continue to identify the pupils having special educational need. If the pupil is able to make good progress without the additional or different resources, they will not be identified as having special educational needs. When any change of identification of SEN is amended, parents/carers will be notified.

The school will ensure that all teachers and support staff who work with a pupil with SEN or have an additional need are made fully aware of the provision that each individual pupil requires through documents added to Teams (personalised plans, provision plans, EHCPs, specialist reports, amongst others).

8.3 Consulting with Parents

All parents of pupils at Greenfields Community Primary School are invited to discuss the progress of their children on two occasions a year and receive a written report once a year. In addition, we are happy to arrange meetings outside these times. Parents of children with SEN and D needs will be offered the opportunity to discuss the child's progress on other occasions throughout the year. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. Parents will be informed of the child's extra intervention and the expected outcome for this provision by the class teacher. Such provision will be recorded when necessary so that it can be tracked and evaluated on a class Provision Map. Parents of children who are receiving intervention will be informed via learning conferences, review meetings and/or an individual provision plans.

If following this normal provision, improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards, the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

Notes from any meetings held with parents regarding their child's SEN need or support will be added to their file. Parents can request a copy of this at any time.

In addition, we have termly coffee mornings for parents of neurodivergent pupils to share their experience and make suggestions to the school to further support. Parents who are unable to attend are encouraged to read the minutes on the website and seek clarification or have further discussions with staff if needed.

9. Assessing, Monitoring, Reviewing and Evaluating Progress towards Outcomes

The school assesses, monitors, reviews, and evaluates progress toward outcomes using the graduated approach as outlined above. We do this through:

- The teacher's assessment and experience of the pupil
- The pupil's previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The pupil's individual development compared to their peers and national data.
- Collaboration with parents/carers to seek their views and experience and agreed next steps.
- The pupil's own views
- Advice from external support services, if relevant
- Ensure pupils are prepared for their next steps and onward pathways.

At all times teachers and support staff who work closely with the pupil will be made aware of their needs, provision plan outcomes, key strategies, provision and approaches to support them throughout the school day. Any changes to provision will be communicated in a timely manner through the school's SEN protocols and processes as set out in the SEN Information Report.

At the beginning of the academic year, teachers are provided with a class profile, which outlines strategies that were successful for the student in the previous year so that these can be implemented again to ensure a smooth transition for the student. Class profiles are updated by the teacher throughout the year with new successful strategies for all children ready to be handed over to their next teacher.

This policy and SEN Information Report will be reviewed by Emily Baker, SENCO, every year. It will also be updated to reflect any changes to the information or statutory policy.

The policy will be approved by the governing body and available to read and refer to on the school's website.

10. Complaints about SEND Provision

The normal arrangements for the treatment of complaints at Greenfields Community Primary School are used for issues around provision made for special educational needs.

Refer to SEND Code of Practice Chapter 11 Pages 244 – 273

Complaints about SEN provision at Greenfields Community Primary School should be made to the teacher, SENCO or senior leadership team in the first instance. They will then be referred to the school's complaints policy.

Parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that the school has discriminated against their child. 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

All complaints relating to a named member of staff must be sent to the headteacher.

If a complaint is not resolved after it has been considered by the governing body and you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a fill explanation of suitable avenues for complaint, pages 246 and 247 of the SEND Code of Practice SEND Code of Practice

The Complaints Policy can be found here: https://greenfieldcommunityprimary.ovw5.juniperwebsites.co.uk/page/?title=Policies&pid=49

11. Glossary and SEND Acronyms

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets do not necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support pupils with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision which meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages