

Greyfriars Academy Special Educational Needs & Disability Policy 2021-2022



Greyfriars Academy
Special Educational
Needs & Disability
Policy
2021-2022

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The Local Offer

This policy forms part of the Norfolk Local Offer for SEND. The Local Offer is an authority's publication of all the provision they expect to be available across education, health and social care for children and young people in their area who have SEND.

More information on the local offer can be found at: <https://www.norfolk.gov.uk/children-and-families/send-local-offer>

We have a legal duty to publish information about how our school's policy for SEND is implemented and this can be found in our separate SEN Information Report.

Our Vision

We are committed to inclusion for all pupils and for their experience at Greyfriars to be "ACE":

Achieving:

We want every child to achieve to the best of their ability and recognise that for children with SEND "progress" make look different depending on their individual needs.

Caring:

When planning provision for children with SEND, we are child-centred in our approach and aim to include the child and their family in planning and evaluating their provision as much as possible. We respect and value all pupils. Positive relationships between staff, pupils and families are at the heart of Greyfriars.

Enjoying:

Children will be able to access a broad and balanced curriculum with adaptations where necessary. We are committed to providing a wide range of opportunities for all children and work closely with families to ensure that adjustments are made to include all children.

Policy Development

This policy is written in line with the requirements of:

- The Children & Families Act 2014
- The Equality Act 2010
- The SEN Code of Practice 2014

It has also been written with reference to the following guidance and documents:

- Norfolk County Council SEN Support Guidance: Provision Expected at SEN Support
- Statutory Guidance on Supporting Children in School with Medical Conditions. 2014. Updated August 2017
- The Teachers Standards 2012
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Policy Consultation & Review

This policy is reviewed annually by the full governing body. We inform all new parents and carers about this policy and it is always available on our website. A hard copy can be obtained at the school office.

We would welcome your feedback and future involvement in the review process. Please contact Mrs Suzie Allen via the school office email or school telephone number below:

office@ grf.unity-ed.uk

01553 773087

Definition of SEN

A child or young person has a special educational need (SEN) if they:

'have a learning difficulty or disability which calls for special educational provision to be made for them' (SEN Code of Practice p15)

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age.

or

- Have a disability that prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

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 has a long-term and substantial adverse affect to carry out normal day-to-day activities.'*

This definition provides a relatively 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.'

The Role of the SENCO

All mainstream schools and academies in England must ensure that there is a qualified teacher designated as SENCO for the school.

This person must also achieve a National Award in Special Educational Needs Co-ordination within three years of taking on the role.

The role of the SENCO is to:

- Alongside the headteacher & governing body, ensure the strategic development of SEN policy & provision
- Oversee the day-to-day operation of the school's SEN Policy
- Co-ordinate provision for children with SEN
- Provide professional guidance to colleagues
- Liaise and work closely with children, parents & outside agencies
- Maintain up to date records for children with SEN

Every teacher is a teacher of SEND

Your child's teacher is the key person at school with the responsibility for the education of your child and they should be your first port of call if you have any concerns regarding their learning. At the heart of The Teachers Standards (2012) is the requirement for all teachers to '*adapt teaching to respond to the strengths and needs of all pupils.*'

The Role of the Governing Body

At Greyfriars Academy we are committed to working with all members of our community and that includes our Governing Body. This policy has been reviewed and agreed with the governing body.

Identification of SEN

In accordance with the SEND Code of Practice there are four broad areas of need and support. These are:

- Cognition & Learning
- Communication & Interaction
- Social, Emotional & Mental Health
- Sensory and/or Physical Disability

When assessing a child and identifying if they have an additional need they will be assessed using the four areas and, after close consultation with parents, may be put on the school's SEN Register under one of the above categories if a need is identified.

Quality First Teaching

All children and young people should expect to receive good quality and differentiated teaching. This is the first step in responding to children and young people who may have SEN. Our staff partake in continued professional development. For detailed information about the CPD which staff have undertaken, please see our SEN Information Report.

The Graduated Approach to SEN

Where a pupil is identified as having SEN, to enable the child to participate, learn and make progress, schools should take action to:

- Remove barriers to learning
- Put effective special educational provision in place

This SEN Support should take the form of a four part cycle and this is known as the graduated approach. The four stages of the cycle are:

- **Assess** - What are the child's successes? What are their challenges?
- **Plan** - What can be put in place?
- **Do** - Take action.
- **Review** - Does it work?

The graduated approach begins at a whole school level. Teachers are continuously assessing, planning, implementing and reviewing the approach to teaching all children. Where a child has been identified as needing SEN Support this process becomes increasingly personalised.

- Individual assessment leads to a growing understanding of the barriers and gaps in learning

Continual reflection on approaches to meeting the child's needs lead to a growing understanding of strategies that enable the child to make progress. We use the 7Cs assessment framework to support staff in considering specific barriers to learning that a child might experience. Further information on the 7cs is available via our SENDCo.

Learning Journeys

Children receiving SEN Support, or who have an EHCP, will also have a “Learning Journey” where appropriate. A child’s learning journey details their strengths, their individual targets and will detail the strategies used and the special educational provision the child is receiving. If a child has an EHC, detailed information on how the provision in their EHC is being met in school will also be included.

It also contains a “pupil passport” on the front cover which details information about the child’s preferred learning styles and what they find difficult. Learning Journeys are reviewed every term.

Education Health & Care Plans

Not all children who have SEN need an Education, Health & Care (EHC) plan to have their needs met. Most children with SEN have their needs met with SEN Support.

An EHC plan is for children and young people who have complex special educational needs & disabilities that can not be met through SEN Support and the resources usually available to mainstream schools.

Education, Health and Care plans will be reviewed annually.

Partnership with Parents

Effective partnerships between school and home help to secure better outcomes for children. Parents of children with SEN are regularly informed of their child's learning via face to face meetings with class teachers (or online/telephone calls depending on COVID restrictions.)

Parents and carers will be treated as partners and encouraged to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their children's education
- Have knowledge of their child's entitlement within the SEND Framework
- Make their views known about how their child is educated
- Have access to information, advice and support about their child's special educational provision

We always welcome constructive feedback and parental involvement in the future review of our SEN Policy. Please do not hesitate to contact us if you wish to share your views.

Admissions

At present our school has no special admission arrangements in respect of pupils with SEND. This is because we aim to make 'reasonable adjustments' to meet the needs of all children. We meet the admission guidance from Norfolk County Council.

More information on admissions can be found here:

<https://www.norfolk.gov.uk/education-and-learning/schools/school-admissions>

Links with Support Services and Outside Agencies

When further support or a report of the specific needs of a child is required the school will always discuss this first with the parents/carers of the child in order to gain consent.

Our school commissions support from outside agencies such as Educational Psychologists, EPSS Specialist Teachers and School 2 School Support. We can seek advice from support services such as the Early Help Hub, Point 1, Speech & Language support, Just One Norfolk, Occupational Therapy and CAMHS.

Parents will always be fully informed out the outcome of any external observations and will be given full copies of any reports. Children's plans will be updated accordingly.

Useful links:

The SEND Code of Practice

<https://www.gov.uk/government/publications/send-code-of-practice-0to-25>

Support for parents of children with SEND:

<https://www.norfolksendpartnershiassi.org.uk/>

Virtual School Sensory Support

<http://vsss.virtual-school.org.uk/>

Autism Anglia

<https://www.autism-anglia.org.uk/>

Norfolk School Nursing help and referrals

<https://www.norfolk.gov.uk/care-support-and-health/health-and-wellbeing/childrens-health-and-wellbeing/school-nursing-service>

Child & Adult Mental Health Service (CAMHs)

<https://www.norfolk.gov.uk/care-support-and-health/health-and-wellbeing/childrens-health-and-wellbeing/mental-health-camhs>

Early Help and Family Support

<https://www.norfolk.gov.uk/children-and-families/early-help-and-family-support>

Glossary

This is a guide to some of the commonly used words and abbreviations that you may see in information about education and special educational needs.

SEN - Special Educational Needs

SEND - Special Educational Needs and Disability

SENCO - Special Educational Needs Co-coordinator

SEND COP - Special Educational Needs & Disability Code of Practice

CPD - Continual Professional Development

EHCP - Education, Health & Care Plan

EYFS - Early Years Foundation Stage

KS1/2 - Key Stage 1 or Key Stage 2

DfE - Department for Education