

Greyfriars Academy Special Educational Needs & Disability Policy 2022-2023



**Greyfriars Academy
Special Educational
Needs & Disability
Policy
2022-2023**

The Local Offer	Page 3
Our Vision for SEND	Page 3
Policy Development	Page 4
Policy Consultation & Review	Page 4
Definition of SEN	Page 5
Definition of Disability	Page 5
The Role of the SENDCO	Page 6
The Role of the Class teacher	Page 6
Identification of SEND	Page 7
Quality First Teaching	Page 7
The Graduated Approach to SEN	Page 8
SEN Support Plans	Page 9
Education, Health & Care Plans	Page 9
Partnership with Parents	Page 10
Admissions	Page 10
Links with Support Services and Outside Agencies	Page 11
Useful Links	Page 12
Glossary	Page 13

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" may 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. This will be done regularly as part of the 'Assess, Plan, Do, Review' process with class teachers.

We respect and value all pupils and aim to provide them support that helps them feel positive about being at school. 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 2011

Policy Consultation & Review

This policy is reviewed annually by Unity Education Trust. 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 Miss Samantha Joyce 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 SENDCO

All mainstream schools and academies in England must ensure that there is a qualified teacher designated as SENDCO 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 SENDCO 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.'*

Identification of SEN

As stated in 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 teaching with activities adapted to match the needs of individuals. This is the first step in responding to children and young people who may have a Special Educational Need or Disability.

Our staff partake in continued professional development (CPD) throughout each academic year. 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 specialist 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 a variety of resources to support staff in considering specific barriers to learning that a child might experience.

SEN Support Plans

Children receiving SEN Support, or who have an EHCP, will also have an "SEN Support Plan." A child's Support Plan 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 EHCP, all targets, provision and resources will be taken from the Plan's recommendations.

Support Plans also contains a "pupil passport" on the front cover which details information about the child's preferred learning styles and what they find difficult these are kept in classrooms to ensure that all staff who work in that room understand the needs of the child. SEN Support Plans are reviewed every term with the child and parent/carer.

Education Health & Care Plans

Not all children who have SEN need an Education, Health & Care Plan (EHCP) to have their needs met. Most children with SEN have their needs met at SEN Support level.

An EHCP is for children and young people who have complex special educational needs & disabilities that cannot be met through SEN Support and the resources usually available to mainstream schools. Education, Health and Care plans will be reviewed annually with all professionals involved in the plan.

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 the class teacher (or via email/phone if face-to-face is not possible.)

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, as stated in our Home School Agreement (which can be found on our school website)
- Have knowledge of their child's entitlement within the SEND Framework (SENDIASS is a great resource for guidance)
- 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. We are also able to have Core Consultation meetings with specialists at Norfolk County Council, where we discuss specific cases where the child is anonymised, this is also true of the Norfolk Inclusion Team.

Being a part of Unity Education Trust also means that there are a wide variety of professionals that the SENDCo can seek advice from.

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

Useful links:

[The SEND Code of Practice](#)

[Support for parents of children with SEND](#)

[Virtual School Sensory Support](#)

[Autism Anglia](#)

[Just One Norfolk](#)

[Just One Norfolk- Mental Health Support](#)

[Early Help](#)

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

SENDCO - 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