

# Greenfields Federation

## SEND Handbook



## A simple guide to SEND



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*This handbook should be read in conjunction with Greenfields SEND Policy and SEN Information Report*

*Please note Miss Woodland is on maternity leave from September 2023-June 2024*

*Mrs Kathryn Saunderson will cover as Inclusion Lead during this time*

# Our vision

Our vision at Greenfields Federation is to provide every child in our care with the very best start to their life. It is our privilege to teach the children in our Federation and we strive to do our utmost to ensure every child has full access to a broad and balanced curriculum that is inclusive and engaging. All children regardless of race, gender, religion, background, abilities and need will be appropriately supported to thrive and achieve their full potential across the whole curriculum. We are fully committed to inclusion within the school and ensuring all pupils, including pupils with SEND, acquire the knowledge and cultural capital they need to succeed in life

Though we recognise that the pathway of progress for some children may be different to that of their peers, we strive to support all pupils to achieve their best through reasonable adjustments and targeted approaches, as per the SEND code of practice<sup>1</sup>. We strongly believe that every teacher is a teacher of SEND and every leader is a leader of SEND. Collaboration with students, parents, staff, and, where appropriate, external services is at the heart of everything we do.

We promote high expectations and aspirations for all individuals in our Federation. Every child is encouraged to contribute positively - to our school, the local community and beyond.

In line with the Governments White Paper 'Parent Pledge', Greenfields Federation will ensure that any child that falls behind in English or Maths should receive timely and evidence-based support to enable them to reach their potential. We will also ensure all pupils receive appropriate support in all areas of the curriculum.

For those children whose needs require additional targeted provision, support and/or resources, they will be added to our SEND register and a support plan of assess, plan, do and review cycle(s) will be implemented.

At Greenfields Federation our core values form the heart of our provision:

- Respect
- Independence
- Perseverance
- Reflection
- Working Together

We also prioritise the **emotional well-being and mental health** of every child, to ensure they develop as well-rounded, happy and confident individuals who value who they truly are and understand how they relate to other people in an ever-changing world. You can find out more information about this in our Positive Mental Health and well-being policy.

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<sup>1</sup> [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

# How do we identify and support children with SEND?

The flow chart on this page sets out the **process for identifying and supporting** pupils who may have SEND at Greenfields Federation.

Lack of progress identified related to academic attainment or emotional and social wellbeing.  
(Concern can be identified from a range of sources including review of whole school progress data, observations by key staff or discussions with parent/carer)



- Initial discussion with Assistant Headteacher/ Inclusion Lead and parent/carer regarding concerns and strategies to be put in place for first assess, plan, do review cycle (refer to page 5)
- Review of current arrangements within quality first teaching to meet needs. Use of Ordinarily Available Inclusive Practice (OAIP) document to support this.
- Implementation of appropriate targeted intervention that is available for all pupils.
- Clear targets set focussing on key areas of concern and date set for these to be reviewed
- Consider other contributing factors from individual circumstance e.g. EAL, Pupil Premium, Summer born, low attendance
- It is the class teacher's responsibility to ensure these adjustments and interventions take place as agreed to meet the needs of the pupils



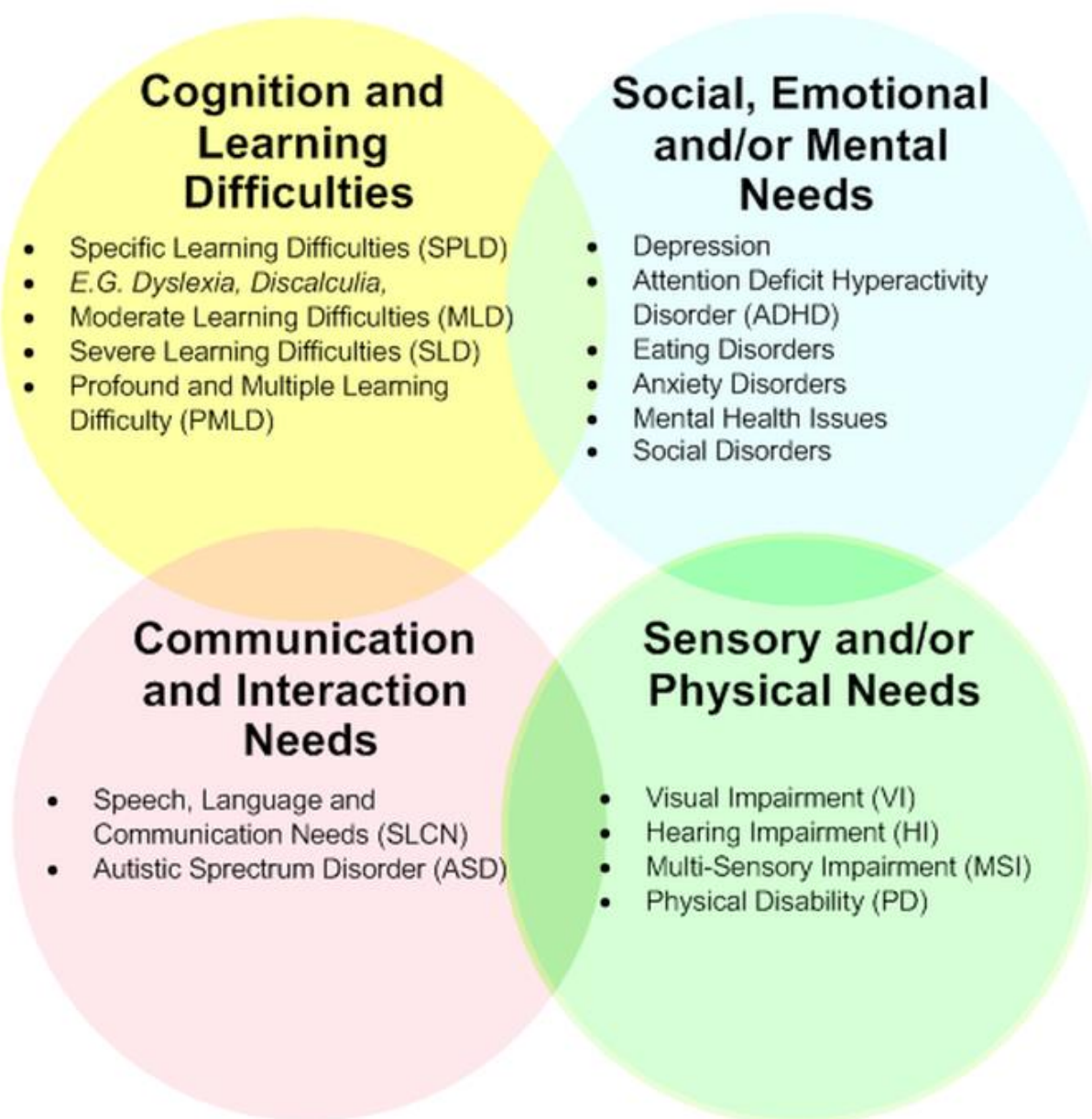
- Review impact of strategies after half a term through discussions between school, parent/carer and child.
- Class teacher to complete nature of concern form and arrange further meeting with Acting Deputy Headteacher/ Inclusion Lead to discuss concerns about the child if, despite adjustments to quality first teaching and/or interventions, there is limited or no progress and concerns still remain.



- If, at the end of two assess, plan, do review cycles (refer to page 5), feedback from school, parent/carer and pupil indicate that concerns still remain and the expected progress is not seen despite the appropriate adjustments being made, then this may indicate the child is likely to have SEN
- The child will be added to the SEND register after discussion between school and parents
- This may require further assessment and the Assistant Headteacher/ Inclusion Lead will involve the appropriate outside agencies
- A meeting will be arranged between the class teacher, parent/carer, pupil and Assistant/ Inclusion Lead to set individual learning targets for the child, which will be reviewed each term. This will form the ongoing Assess, Plan, Do, Review cycle to support the child in making progress.

# What are the four broad areas of need?

A pupil with SEND will always be categorised by one of the four broad areas of need set out in the Code of Practice. Often pupils will have needs in more than one area and a primary and secondary need may be identified.



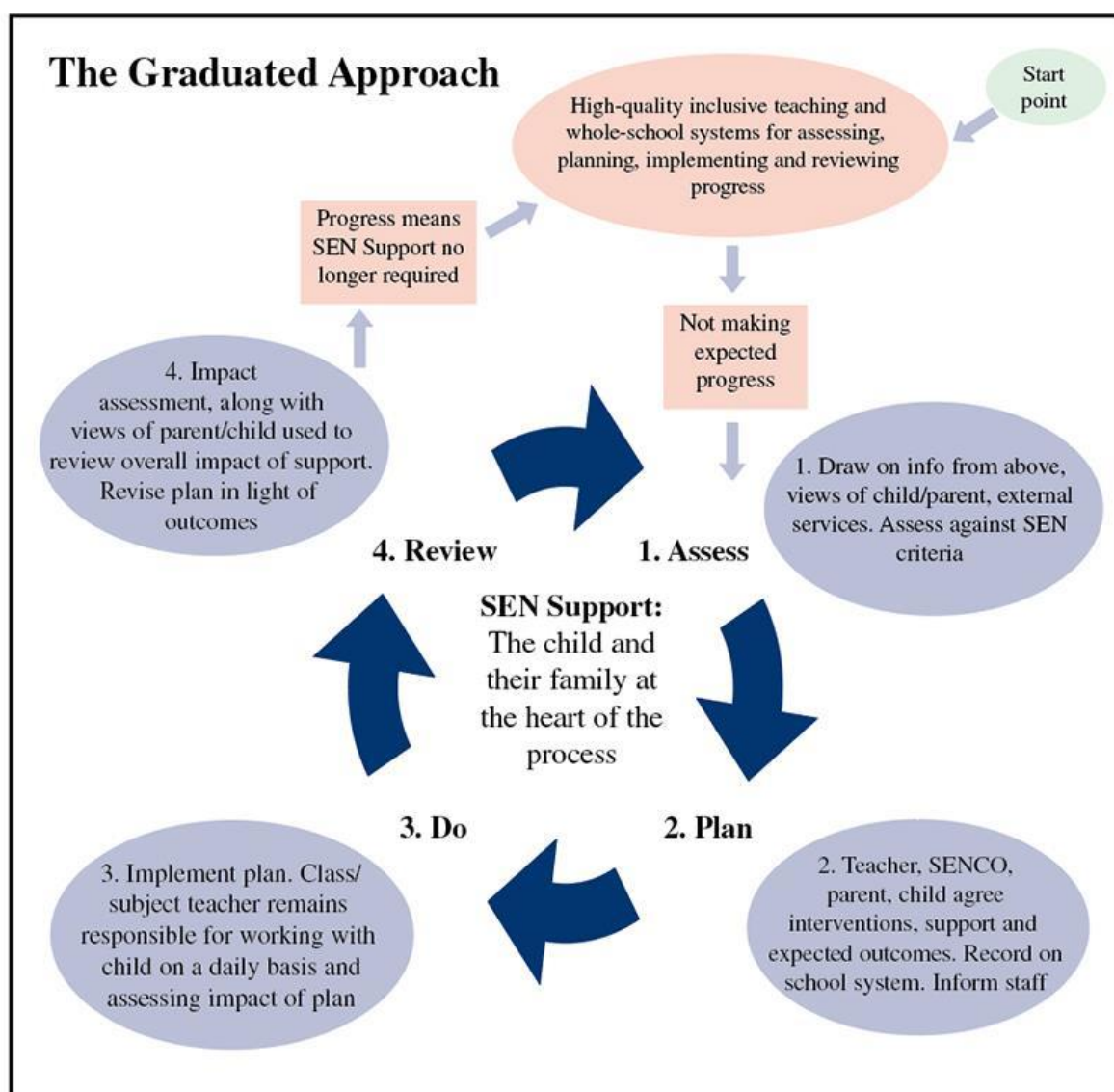
# What is the graduated approach?

Students who continue to face challenges in their learning, despite receiving Quality First Teaching, are likely to need additional strategies, or different provision, in order to **meet their needs**.

The SEND Code of Practice states that, for these learners, teachers are required to remove barriers to learning and put effective special educational provision in place through SEND support. This SEND support takes the form of a four-part cycle (**assess, plan, do, review**).

Through this cycle, actions are reviewed and refined as understanding of a student's needs and the support required to help them secure good outcomes increases.

This is known as the **graduated approach**.



# What is a pupil passport?

A Pupil Passport, sometimes called an Individual Learning Plan, is a document that captures all the important information about a pupil. It provides information about the child such as strengths and areas for development, as well as providing termly **SMART targets** for the child to work towards.

## Smart targets...what are they?

All SEND support plans need targets, but these must be smart:

***X will achieve Y by Z as measured by W.***

*X=student, Y=specific, Z=time, W=measurable*

### Examples:

- Jayden (X) will know 36 of the 44 phonics sounds (Y) by the end of the Spring term (Z) as measured using a branded phonics assessment (W).
- Grace (X) will be able to multiply single digit numbers by 5 without counting (rote recall) (Y) by Easter (Z) as measured using a simple oral assessment (W).
- Daniel (X) will point to his preferred choice of snack when given a choice of two (Y) 3/5 times (W) over the course of a week (Z).





# SEND across the Curriculum

At Greenfields Federation we are committed to **inclusive practice** and are determined to ensure that every child, including children with SEND, are able to fully access the full range of our **broad and balanced curriculum**. Teachers adapt their teaching of each subject to suit the needs of all children in their class. This may include use of scaffolding, modelling, resources and targeted support to enable all children to achieve their very best. We recognise the importance of **high expectations** of all children in every subject, understanding that children who may find some subjects difficult will excel in others.

