

# Greenfields Federation

Littlehaven Infant School and Northolmes Junior School



## Growing Together, Aiming High

Our vision at Greenfields Federation is that we will work together as a community to ensure all pupils achieve their best and everyone feels valued and respected. We will prioritise the well-being of our children and have high expectations for behaviour. We will create an inspiring and motivating learning environment where all children can deepen their knowledge, acquire new skills and develop as well-rounded, happy, confident individuals.

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## Special Educational Needs & Disabilities (SEND) Policy

Review date: September 2023  
Ratified by the Governing Body:  
Next review: September 2024 (or before if guidance changes)

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### Introduction

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools (updated June 2018)
- Children and Families Act 2014
- SEND Code of Practice 0-25 2015
- Schools SEND Information Report Regulations 2014
- Supporting pupils at school with medical conditions (Updated August 2017)
- Reasonable adjustments for disabled pupils (2015)
- Working together to safeguard children (updated July 2022)
- Accessible Schools Summary Guidance
- Keeping Children Safe in Education (2023)

### Definitions

The Code of Practice (2015) definition of special educational needs and disability states:

*A child or young person has SEND 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 disability if they:*

- *Have a significantly greater difficulty in learning than the majority of others of the same age, or*
- *Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.*

The four broad areas of need stated in the Code of Practice (2015) are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Some children/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 effect on their ability to carry out normal day-to-day activities**’.

Please note that this definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

### **Our Vision for SEND pupils at Greenfields Federation**

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.

We are also committed to prioritising 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 are truly are and understand how they relate to other people in an ever-changing world. We recognize the significant impact that poor mental health can have on children’s learning and development, and promote a positive ethos. This is based on a shared understanding that all children need the foundations of positive mental health to fulfil their potential academically, personally and socially.

This SEND Policy should be read in conjunction with our SEND Information Report, SEND Handbook, Positive Mental Health and Well-being Policy, Medical Conditions Policy and Accessibility Policies.

The Assistant Headteacher/ Inclusion Lead at Greenfields Federation is Miss Lyndsay Woodland.

Please note that Miss Woodland will be on maternity leave from September 2023-June 2024. This role will be covered by Mrs Kathryn Saunderson during this time.

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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)

## **Objectives**

- To identify at the earliest opportunity all children who need adapted and additional provision to support their physical, sensory, social, emotional, communication or cognitive development.
- To ensure that children are given appropriate support and/or differentiated learning activities to allow them to access all parts of the curriculum in a positive and effective way.
- To ensure that our curriculum is suitable for children with SEND and that they have the breadth of opportunities provided to support their all-round development.
- To ensure that pupils with SEND acquire the knowledge and cultural capital they need to succeed in life.
- To seek and take account of the views of the child and, where possible, to involve children with send in the planning of their education.
- To always work in partnership with parents by valuing their contributions and involving them fully in decisions made about their children's education.
- To provide parents/carers with user-friendly information about SEND provision and procedures and to be aware of the needs they might have in respect of a disability or communication and linguistic barriers.
- To work within the guidance provided in the SEND Code of Practice (2015).
- To work in co-operation and productive partnership with the Local Authority and other outside agencies, to ensure a multi-professional approach to meeting the needs of all learners.

## **Admissions and Inclusion**

We are committed to offering an inclusive learning environment and equal access for all children who wish to attend the school. In accordance with the SEND Code of Practice (2015) and the Equalities Act 2010 the school will also make all reasonable adjustments to provide facilities and assist access for all disabled pupils and will promote equality of opportunity between disabled and non-disabled children.

For children with an Education, Health and Care Plan (EHCP), parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHCP unless:

- It would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- The attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on a placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget). Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that the needs of the child would be better met in specialist provision.

## **Children with Medical Needs**

The Children and Families Act 2014 places a duty on schools to support children with medical conditions. At Greenfields Federation we ensure that children with medical conditions are supported so that they have full access to education, including school trips and physical education. This support may include a Health Care Plan, compiled in partnership with the school nurse, parents and if appropriate, the pupil themselves. Staff who administer and supervise medication will complete formal training and be verified by the

school nurse as competent. All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within 'Supporting pupils at school with medical conditions' (updated 2017) and identified in the Federation's Medical Conditions Policy. Some children with medical conditions may also be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.

### **Partnership with parents**

The SEND Code of Practice (2015) and the Government's most recent White Paper recognises the importance of communicating effectively and working in partnership with parents/carers. This is fundamental to our ethos at Greenfields Federation and the schools strive to achieve this by:

- having positive attitudes towards parents/carers and respecting the validity of different views and perspectives
- providing regular opportunities for parents/carers to discuss their child's needs with the class teacher and/or the Assistant Headteacher/ Inclusion Lead and encouraging information to be shared between home and school
- acknowledging the importance of parental expertise in relation to their knowledge and understanding of own child
- explaining information and procedures clearly and taking into account the needs of parents/carers with regards to any disability, communication or linguistic barriers they may have
- recognising the pressures a parent/carer may be under because of their child's needs
- seeking parental permission before referring a child to an outside agency, keeping them informed of proceedings and facilitating meetings between parents and the agencies involved with their child.
- listening to parental concerns and dealing with them professionally and sympathetically
- inviting parents/carers to termly target setting meetings and providing the opportunity for them to contribute to setting new targets and discussing their child's progress.
- ensuring parents/carers of children with SEND are informed of the Parent Partnership Service, relevant support groups and documents that may offer support.

Parents/carers are encouraged to work in partnership with the school by:

- informing the school of any concerns regarding their child
- informing the school of any previous involvement from external agencies and/or relevant assessments carried out privately
- meeting regularly with the class teacher and/or the Assistant Headteacher/ Inclusion Lead to discuss their child's progress
- signing relevant SEND documents and providing written contributions when invited to do so
- fulfilling any obligations under the home/school agreement
- avoiding unnecessary absence for their child

The school has published a SEND Information Report and a SEND Handbook that provides further information for parents about the additional services and agencies that are available to support children with SEND. The report and the Handbook are both available on the school website.

## **Roles and Responsibilities**

Meeting the needs of children with SEND is the responsibility of the Local Authority (West Sussex), the school, parents, children, health and social services and other agencies. Successful provision therefore requires partnership between all parties involved.

## **West Sussex Local Authority**

The School Relations Code of Practice provides broad guidance on the relationship between Local Authorities, governing bodies and Headteachers in their respective roles in achieving excellence for all children. It expects Local Authorities, in partnership with schools, to prioritise their statutory duty to promote high standards of education for all children, including those with SEND.

## **Governing Body**

Greenfields Federation Governing Body has a SEND Governor who has a specific brief for SEND. The SEND Governor meets at least termly with the Assistant Headteacher/ Inclusion Lead to discuss SEND provision and progress across the Federation. School Governors have a responsibility to ensure that all teachers are made aware of the importance of identifying children with special educational needs and of making suitable provision for such children and to support the school's endeavours in this respect.

## **Roles within the School**

- Mrs Samantha Cox is the Headteacher and Deputy Designated Safeguarding Lead
- Mrs Kathryn Saunderson is the Assistant Headteacher and the Designated Safeguarding Lead
- Miss Lyndsay Woodland is the Assistant Headteacher/ Inclusion Lead and Deputy Designated Safeguarding Lead (maternity leave covered by Mrs Kathryn Saunderson from September 2023-June 2024)
- Mrs Kate Leyshon is the Governor with responsibility for SEND

## **Headteacher**

The Headteacher has responsibility for the day-to-day management of provision for children with SEND. They will keep the Governing Body fully informed and work closely with the Assistant Headteacher/ Inclusion Lead and SEND Governor.

## **Assistant Headteacher/ Inclusion Lead**

The key responsibilities of the Assistant Headteacher/ Inclusion Lead are:

- overseeing the day-to-day operation of the school's SEND policy and co-ordinating provision for children with SEN
- maintaining the school's SEND Register, Provision Maps and children's individual Pupil Passports and Individual Learning Plans, keeping them regularly updated
- monitoring and updating the SEND policy and SEN Information report
- supporting staff with the identification of children with SEND and ensuring a graduated response of support in the form of a cycle of '**Assess, Plan, Do, Review**'
- overseeing the records of all children with SEND - including monitoring child friendly targets and reviews
- completing paperwork for referrals, Education, Health and Care Plans (EHCP) and requests from outside agencies
- advising staff of appropriate strategies to ensure quality first teaching, including referring teachers to the Ordinarily Available Inclusive Practice document to support this
- providing resources to support children with SEND and ensuring class teachers are provided with copies of external advice reports
- monitoring progress of children with SEND
- liaising with parents of children with SEND as required

- liaising with external agencies and ensuring that their advice is being implemented
- contributing to the in-service training of staff

### **Class Teacher**

The class teacher is primarily responsible for teaching SEND children in their class. All teachers make provision for children with educational special needs through Quality First Teaching and adapted planning, referring to the Ordinarily Available Inclusive Practice document to support this. It is essential that planning ensures all pupils with SEND acquire the knowledge and cultural capital they need to succeed in life and that the curriculum taught is suitable for all children with SEND to ensure they have breadth of opportunities provided to support their all-round development.

Where a parent/carer raises a concern about their child, the class teacher will collect and assess any evidence, the Assistant Headteacher/ Inclusion Lead will be informed, and a decision will be made jointly by parents and staff whether to enter the child's name on the SEND register. The SEND register is a confidential document. In conjunction with the Assistant Headteacher/ Inclusion Lead, the class teacher ensures that any necessary interventions are put in place, referrals to external agencies are made and progress is monitored carefully.

### **Teaching Assistant (TA)**

Teaching Assistants liaise closely with the class teacher and Assistant Headteacher/ Inclusion Lead Quality First Teaching and to implement interventions or work towards individual targets. Our Teaching Assistants are also directed to the Ordinarily Available Inclusive Practice document to support inclusive practice.

### **Parents/Carers**

The school encourages parents/carers to play a positive and active role in the education of their child by developing strong home/school links. Parents have a responsibility to communicate regularly with their child's teacher, alerting them to any concerns. Parents/carers of children at all stages on the SEND register are consulted and informed regularly of their child's progress through discussion with the class teacher and/or Assistant Headteacher/ Inclusion Lead. Their views, knowledge and experience are sought, welcomed and valued when assessing, making decisions, implementing targets and reviewing their child's progress. Parents/carers are responsible for working with the school to fulfil their obligations under any home/school agreements.

Parental permission must be gained before referring a child to external agencies for support. Parents have access to information, advice and support during any formal assessment of, or decision-making process relating to their child and their special educational needs provision. The Assistant Headteacher/ Inclusion Lead will provide information of such services including Parent Partnership Services.

### **Pupils**

Where appropriate, children are involved in setting their own targets, agreeing and implementing strategies and reviewing their progress. Their views and feelings will be sought and recorded to contribute to their Pupil Passports or Individual Learning Plans, where their targets will be set and reviewed.

## Identification and Assessment

At Greenfields Federation we understand that it is crucial that pupils' needs should be identified and met as early as possible. As already stated there are four main categories of need in the SEND Code of Practice (2015):

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Whilst these four areas broadly identify the primary needs of a pupil, we also feel that it is important to consider the needs of the whole child, which may also impact on a child's learning. These include:

- health and welfare
- mental health and well being
- English as an additional language (EAL)
- being eligible for free school meals (FSM)
- being a child looked after (CLA), previously looked after or a child with a social worker
- being a child of service personnel
- being part of a gypsy, Roma or traveller family (GRT)

Pupil Premium is funding allocated to the school to support children who have been registered as being eligible for free school meals in the last six years, a child looked after for over six months and children of service personnel. Details of how that funding is used are available on the school website.

The class teachers and the Assistant Headteacher/ Inclusion Lead work together closely using whole school tracking data to ensure early identification of special educational needs.

We use a number of additional indicators that alert us to possible special educational needs:

- entry profiles at Reception
- end of Key Stage data
- the following up of teacher concerns
- the following up of parental concerns
- tracking individual progress over time
- information from external services

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
- 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 Assistant 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 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
- This may require further assessment and the Assistant Headteacher/ Inclusion Lead will involve the appropriate outside agencies
- The child will be added to the SEND register after discussion between school and parents
- A meeting will be arranged between the class teacher, parent/carer, pupil and Assistant Headteacher/ 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.

The Assistant Headteacher/ Inclusion Lead for Inclusion oversees every stage of the graduated response through regular assessment and monitoring and will intervene and review the provision if a child is not making adequate progress.



### **Collaboration with External Agencies**

If progress rates are judged to be inadequate despite the delivery of Quality First teaching and additional support, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent/carer permission has been obtained and may include referral to:

- Specialists in other schools e.g. teaching schools, special schools
- The Learning and Behaviour Advisory Team
- Speech and Language Service
- School Nurse
- Early Help
- Family Link Workers
- Social Services
- Educational Psychologists
- EMTAS (Ethnic Minority and Traveller Achievement Service)
- Behaviour Support
- Intensive Planning Team
- Autism and Social Communication Team
- Child Development Centre
- Occupational Therapy
- CAMHS (Child and Adolescent Mental Health Service)
- The school may also provide a letter for the child's GP

The school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting their families.

### **Education, Health and Care Plans**

In some cases, despite having taken the relevant action, a child may not make adequate progress and the school will, in consultation with the parents apply to the local authority for an Education, Health and Care Plan (EHCP). These plans put children and their families at the very centre of the process to make sure their views are heard and understood. They are outcome focused and determine how education, health and social services must work together to meet the needs of the child.

### **Monitoring and Evaluation of SEND**

The school carefully monitors and evaluates the quality of provision offered to all children, including those with SEND. This is through a variety of methods that include pupil voice, monitoring of children's work, lesson observations and learning walks. There are regular Pupil Progress meetings where tracking data is used to evaluate progress. Parent and carer views are also regularly sought. The school's SEN Governor also takes an active role in supporting the Assistant Headteacher/ Inclusion Lead by keeping abreast of new developments and acting as a critical friend.

### **Training and Resources**

An allocated SEND budget funds resources that can include additional staff, programmes of interventions, equipment, material and training. The school is committed to continuing professional development for all staff. This training may take place within the school or is accessed through the local authority or other professional training bodies. The Assistant Headteacher/ Inclusion Lead regularly attends West Sussex SEND Leadership Forums and

local cluster meetings which provide updates for best practice and knowledge within the school. Local cluster meetings for mental health and well-being are also attended each term.

### **Starting School and Transition**

Prior to a child starting at Greenfields Federation, all relevant SEND information is sought from their previous school or educational setting. When a child leaves Greenfields Federation, all of their SEND records are transferred to the receiving school.

Wherever possible the Assistant Headteacher/ Inclusion Lead will contact the SENCo of the previous or receiving school as soon as possible to discuss these records in detail and ensure a smooth transition between schools.

A number of strategies are in place to enable effective pupils' transition.

These include:

- Transition arrangements during the Summer term to support transfer for pupils starting school in September. This includes visits to the school and the new class as well as class teachers visiting children in their pre-school setting.
- Additional ELSA support provided where needed and social stories and transition books may be provided for individual children
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The Assistant Headteacher/ Inclusion Lead will meet with all new parents of pupils who are known to have SEND. This enables open conversations between parents and the school so that appropriate strategies can be put in place before the pupil starts.
- If pupils are transferring from another setting, the previous school records will be requested, and a meeting set up with parents to identify and reduce any concerns.

### **Complaints Regarding SEND Provision**

Parents/carers are encouraged to come into the school to talk about any aspect of their child's education. Should it become necessary to make a complaint regarding SEND provision, initial contact should be with the child's class teacher or the Assistant Headteacher/ Inclusion lead and then the Headteacher. If the problem is not resolved at this stage, the Governors will become involved. The Local Authority (West Sussex) has published detailed guidelines for parents/carers who feel it necessary to make a formal complaint if contact with the school has been unsuccessful.

For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services.

Parents and carers can also appeal to the Government's SEND tribunal if they disagree with the Local Authorities decisions concerning their child's special educational needs. You can also appeal to the tribunal if parents/carers feel that the school or council has discriminated against their disabled child.

### **Reviewing the SEN Policy**

This policy will be reviewed annually (or before if guidance or legislation is updated) and contributed to by all stakeholders.

