

Special Educational Needs and Disability (SEN/D) Policy and SEN Information Report



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Ratified by:	<i>Sophy Davies</i> – Chair of Governors Date:
On behalf of:	Local Governing Body

Objectives

At Green Ridge, we believe that each pupil has individual and unique needs. However, some pupils require more support than others to achieve well. We acknowledge that a significant proportion of pupils will have Special Educational Needs or Disabilities (SEN/D) at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period of time to help them overcome more temporary needs. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. Our school aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum. In particular, we aim to:

- enable every pupil to experience success;
- promote individual confidence and a positive attitude;
- ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning;
- ensure that all pupils with a special education need or disability make progress which is at least in line with the national expectation;
- give pupils with SEN/D equal opportunities to take part in all aspects of the school's provision, as far as is appropriate;
- ensure that children with SEN/D have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them;
- identify, assess, record and regularly review pupils' progress and needs;
- involve parents/carers in planning and supporting at all stages of their children's development;
- work collaboratively with parents, other professionals and support services; and
- ensure that the responsibility held by all staff and governors for SEN/D is implemented and maintained.

Relationship to other policies

This policy should be read in conjunction with the policies on teaching and learning and the SEN Information Report (appendix 1). The accessibility plan is an integral part of this policy.

Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

A definition of Special Educational Needs or Disability

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- 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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Responsibilities and arrangements for the co-ordination of SEN provision

Provision for pupils with SEN/D is a matter for the academy as a whole. It is each teacher's responsibility to provide for pupils with SEN/D in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The governing body, in co-operation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with SEN/D. It maintains a general overview and has appointed a representative governor (the SEN/D governor), who takes particular interest in this aspect of the school.

The **Headteacher – Mr Aaron Wanford** has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with SEN/D;
- keeping the governing body informed about SEN/D issues;
- working closely with the SEN/D lead within the school; and
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

Aspects of this work are delegated to the SENCo.

The SENCo is: Miss Vicki Gardiner

The **governing body** will ensure that:

- SEN/D provision is an integral part of the academy's strategic plan;
- the necessary provision is made for any pupil with SEN/D;
- all staff are aware of the need to identify and provide for pupils with SEN/D;
- pupils with SEN/D join in alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils;
- they have regard to the requirements of the SEN/D Code of Practice (2014);
- parents are notified if the school decides to make special educational provision for their child;

- they are fully informed about SEN/D issues, so that they can play a major part in school self-review;
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEN/D;
- the quality of SEN/D provision is regularly monitored; and
- they, and the school as a whole, are involved in the development and monitoring of this policy.

The governor responsible for SEN/D is Judith Glover

The **Special Educational Needs Co-ordinator** (SENCo) is responsible for:

- overseeing the day-to-day operation of this policy;
- ensuring that an agreed, consistent approach is adopted;
- liaising with and advising other staff;
- helping staff to identify pupils with SEN/D;
- carrying out detailed assessments and observations of pupils with specific learning problems;
- co-ordinating the provision for pupils with SEN/D;
- supporting class teachers in devising strategies, drawing up SEN Support Plans (SSPs), setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEN/D and on the effective use of materials and personnel in the classroom;
- liaising closely with parents of pupils with SEN/D, so that they are aware of the strategies that are being used and are involved as partners in the process;
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents;
- directly teaching children when appropriate;
- maintaining the school's SEN/D register, class provision maps and records;
- assisting in the monitoring and evaluation of progress of pupils with SEN/D through the use of school assessment information, e.g. class-based assessments/records, end of year tests and SATs;
- contributing to the in-service training (INSET) of staff;
- managing learning support staff/teaching assistants;
- ensuring that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils;
- liaising with the SENCo in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other; and
- taking part in LA SEN/D moderation.

Class teachers are responsible for:

- including pupils with SEN/D in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENCo for advice on assessment and strategies to support inclusion;
- making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEN/D;
- using SEN paperwork to inform planning and supporting pupils with SEN/D, updating and sharing targets; and
- giving feedback to parents of pupils with SEN/D.

Learning support staff/teaching assistants should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEN/D; and
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

Admission arrangements

Admissions for a child with special needs are identical to those for all children. For a child with an EHCP or severe needs, a meeting would be held for those involved to ensure that appropriate provision can be made by the school prior to the child starting.

Specialist SEN/D provision

Within the academy we have access to a range of support and advice for specialist SEN/D children. Within our setting we have children with a range of needs and regularly have professionals come into the school to support our staff in how to meet the children's needs in the classroom. We also have teaching assistants who are trained to work with individuals and small groups to support social and emotional aspects of development. The SENCo deploys support staff based on skills and experiences which best benefit the children with individual needs.

Facilities for pupils with SEN/D

Green Ridge is built on one level and is accessible for all. Where there are steps, ramps are in place should they be needed for access. The academy has several wide disabled toilets for pupil/adult use.

We have a range of areas where adults can work or support children with specific needs, such as the interview room, where intervention, counselling and therapy can be carried out with privacy.

Allocation of resources

The SENCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with an Education, Health and Care Plan. The school has a wide range of resources to support those with SEN/D, such as specific writing equipment for motor-skills and visual prompt cards/timetables. As necessary, the Headteacher informs the governing body of how the funding allocated to support special educational needs has been allocated. The Headteacher and the SENCo meet to agree on how to use funds directly related to Education, Health and Care Plans and Exceptional Needs Funding.

Identification, assessment, monitoring and review of pupils with SEN/D

Many of the children who join our school have already attended an early education setting. In some cases, children join us with their needs already assessed. We use this information to provide starting points for the development of an appropriate curriculum. The class teacher and the SENCo assess and monitor a child's progress routinely as part of the school's half-termly pupil progress meetings and SEN/D monitoring. The SENCo works closely with parents and teachers to plan an appropriate programme of support with the inclusion of outside agencies where necessary.

The importance of early identification, assessment and provision for any child who may have SEN/D cannot be over emphasised. The earlier action is taken, the more responsive the child is

likely to be, and the more readily intervention can be made without undue disruption to the organisation of the school, including the delivery of the curriculum for that particular child. If a difficulty proves transient the child will subsequently be able to learn and progress normally. If the child's difficulties prove less responsive to provision made by the school, then an early start can be made in considering the additional provision that may be needed to support the child's progress.

Any of the following may trigger a concern. The child and parent/carer are involved throughout:

- Parents/carer
- Child
- Class teacher assessment
- Response/ length of time on SEN register
- Any of the support services mentioned later in this policy
- Records – transferred from another school
- Base line assessments
- SAT results
- In-house assessment
- Records of achievement
- Pupil tracking

In identifying children who may have SEN/D we can measure children's progress by referring to:

- their performance monitored by the teacher as part of ongoing observation and assessment;
- the outcomes from baseline assessment results;
- their progress against the objectives specified in the National Curriculum and EYFS Early Learning Goals;
- their performance against the level descriptions within the National Curriculum at the end of a key stage; and
- standardised screening or assessment tools.

Record of Early Concern

Early identification of any concerns is vital and is recorded on the SEN overview which is maintained by the SENCo, in order to track concerns. As necessary, the class teacher may inform the parents/carers at the earliest opportunity, to alert them to concerns and enlist their active help and participation. Children are recorded as 'Stage 1' in our graduated response to needs for monitoring purposes.

SEN Support

If assessments show that a child may need some appropriate form of intervention or additional provision to aid their area of need, we use a range of strategies that make full use of all available classroom and school resources. This level of support is 'Stage 2' of our graduated response. It is at this point that a child is placed onto the SEN/D register.

Triggers for Stage 2 may be:

- makes little or no progress when teaching approaches are targeted particularly to a child's identified areas of weakness;
- shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas;

- presents persistent emotional or behavioural difficulties which are not ameliorated by the positive behaviour management techniques usually employed in the school;
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment; or
- has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

The child's class teacher together with the SENCo, will offer interventions or support that are different from, or additional to, those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. This intervention will be recorded on the Year-group/Key Stage provision map as well as the SEN Support Plan (SSP) for that child, setting out the provision the child receives and adjustments that are made, along with up to three specific targets the child will be working on in order to meet their needs.

The SSP will show the short-term targets (termly) set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date of review by the class teacher in consultation with the parents or carers. The review must take place at least termly, or whenever it is felt the targets have been achieved and new ones need to be set. SSPs will be in a child friendly format with the child being fully involved in the writing of it at every stage, where possible.

It is anticipated that the use of a SSP should be sufficient in order to meet the needs of a child and that this should be a temporary adjustment so that the child can address their areas of concern.

Should a child continue on a SSP and/or support is needed from outside services for more individualised or specific input, such as the Specialist Teachers Services, the school will discuss this with parents and carers first. A referral form specific to the professional service may need to be completed for the support of an external agency and parental consent given. When specialist advice is given, this may lead to additional or different strategies to those applied at Stage 2 of the SEN Support process. This enhanced level of support is called 'Stage 3'. External support services will provide information for the child's SSP. The new strategies within the SSP will, wherever possible, be implemented in the child's normal classroom setting.

Triggers for **Stage 3** may be:

- continues to make little or no progress in specific areas over a long period;
- continues working at National Curriculum expectations substantially below that expected of children of a similar age;
- continues to have difficulty in developing literacy and mathematical skills;
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme;
- has sensory or physical needs, and requires specialist equipment or regular advice or visits by a specialist service; or
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

At Stage 2 and Stage 3 it will involve a SSP having short-term targets (termly) set for the child and the teaching strategies to be used. The SSP also indicate the planned outcomes and the date of review by the class teacher in consultation with the parents or carers. The review must take place at least termly, or whenever it is felt the targets have been achieved and new ones need to be set. SSPs will be in a child friendly format with the child being fully involved in the writing of it at every stage, where possible.

The above is a graduated response of action and intervention when a child is identified as having special educational needs, but must not be regarded as steps on the way to statutory assessment, as some children will require less rather than more help if the interventions work successfully. The interventions are a means of matching special educational provision to the child's needs and are therefore part of the continuous and systematic cycle of planning, action and review within our school to enable all children to learn and progress.

Education, Health and Care Plans (EHCPs) – Stage 4

In exceptional circumstances, if the child continues to demonstrate significant cause for concern, a request for a statutory assessment will be made to the Local Authority (LA). A range of written evidence about the child will support the request and a range of advice will be sought before making a formal statement. The needs of the child are always considered to be paramount in this.

A child will be brought to the LA's attention as possibly requiring an assessment through: -

- a request for an assessment by the school;
- a request for an assessment by the parent; or
- a referral by another agency e.g. health authority, social services.

When applying for an EHCP, the SENCo will work with parents to gather information and evidence to explain why the child would benefit from having one. The process has a legal timeframe of 20 weeks from the submission of the application to a draft plan being received – not all EHCP applications are successful as the LA may suggest the child's needs can be met through the provision provided by the school. An EHCP is reviewed yearly at an Annual Review meeting, this is where parents, teachers and professionals will meet to go through the child's targets and set new ones, when required.

Inclusion arrangements and access to a broad and balanced curriculum

At Green Ridge, we have high expectations of all our children and all children are given the opportunity to achieve their full potential. We aim to offer excellence and choice to all our children, whatever their ability or needs, through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates; and
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing appropriate support for children who need help with communication, mathematics, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, both in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely; and
- helping to manage their emotions, particularly those caused by trauma or stress.

Teachers use a range of strategies to meet children's special educational needs. Multi-sensory learning is promoted. Lessons have clear learning intentions; appropriately differentiated work and the use of assessment to inform the next stages of learning.

SEN Support Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.

Year group/phase provision maps are also used for other individuals (such as those with English as an Additional Language) and classes to highlight where resources are being used effectively and to provide appropriate and targeted support, ensuring that provision matches the identified needs of individual pupils. This also identifies how support is deployed within the academy and can help to identify any potential gaps in provision.

We support children in a manner that acknowledges their entitlement to share the same learning experiences as their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times when, to maximise learning, children work in small groups, or in a one-to-one situation.

Monitoring and Evaluation

The academy and governors routinely evaluate and monitor the success of the SEN/D provision. The success of the school's SEN/D policy and provision is evaluated through self-evaluation and reporting activities such as:

- monitoring of classroom practice by the SENCo and subject leaders;
- analysis of pupil tracking data and test results for individual pupils and for cohorts;
- value-added data for pupils on the SEN register;
- termly monitoring of procedures and practice by the SEN/D governor;
- the school's annual review, which evaluates the success of the policy and sets new targets for development;
- the school's strategic plan, which is used for planning and monitoring provision;
- visits from LA personnel and Ofsted inspection arrangements; and
- feedback from parents and staff, both formal and informal, following meetings to produce PSPs and targets, revise provision and celebrate success.

Complaints procedure

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with the class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCo. For a problem that might need time to be explored fully, parents/carers should make an appointment rather than rushing the discussion before or after school.

In the event of a formal complaint parents should follow the procedure in the school's complaints policy.

Staff Training and Professional Development for SEN/D

At Green Ridge Primary Academy, we continue to develop staff/governor's expertise by making full use of courses provided by Buckinghamshire Council, REAch2 Academy Trust, Teaching Schools Partnerships, the LA, National Conferences and other agencies or INSET, drawing on

staff specialisation. The needs are identified by the individual, the SENCo and through the School Development Plans. The academy's performance appraisal system will assist in highlighting training needs as will the CPD leader.

Partnership with other schools and Transition

The academy liaises with all local feeder Secondary Schools in order to ensure the easiest possible transition from primary through to the secondary phase. Similarly, our school liaises with a range of feeder early years settings for children who join us in Nursery or Reception. Planning for secondary transition for some pupils may start as early as Year Five when, working with parents, individual visits can be arranged to help inform the correct placement for their child. In Year 6, the Year 7 tutor and/or the SENCo visits our school for the transfer of information and to meet the children. The children have the opportunity to spend part of the day 'sampling' life in their new school. The Year Six teacher and/or the SENCo discuss each child plus relevant information is passed on. Some children may need to visit more often in order to prepare more fully and the school works together with the next educational setting to facilitate this. All records – assessments, records of achievement and SEN records are passed on.

When a child transfers to another primary school, special school or unit, records are forwarded within 15 school days of the child ceasing to be registered at the school to ensure minimum disruption in educational profession and progress. The school always offers the SENCo as a person to contact if further information is needed.

Working in partnership with parents

The academy works closely with parents in the support of those children with SEN/D. (*Please see Appendix One*). We encourage an active partnership through an on-going dialogue with parents. Parents have much to contribute to our support for children with SEN/D, and so are involved with the writing and updating of SEN Support Plans each term to ensure staff stay informed of important and relevant information for their child.

Parents meet regularly with the class teacher and/or SENCo to review and edit targets on any SEN paperwork, as well as other necessary meetings such as making a referral for outside agency support. As necessary, parents can request to have individual meetings with the class teacher and/or SENCO by contacting the school office and arranging a mutually convenient time and date.

Collaboration with other agencies, organisations and schools

The academy continually works and liaises with the following agencies in order to ensure provision is matched to individual needs:

- Educational Psychology Service;
- Local Authority SEN Officer;
- Specialist Teaching Service Teachers e.g. autistic spectrum disorder;
- Speech and Language Services (SaLT);
- School nurse;
- CAMHS;
- Paediatricians;
- PRU
- Other school and academy SENCos (who meet to ensure continuity of provision/approach).

When required, the school also has access to support and advice from the following agencies:

- Physiotherapy;
- Occupational Therapy; and
- Social Services.

Any advice gained is used to inform 'next steps' and is incorporated within SEN Support Plans and intervention programmes, in conjunction with discussion with parents/carers and the child.

Monitoring arrangements

This policy and information report will be reviewed by Miss Vicki Gardiner **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

Appendix 1



SEN Information Report

Appendix 1 to SEND policy

September 2022

Green Ridge Primary Academy believes that each pupil has individual and unique needs. However, some pupils require more support than others to achieve well. We acknowledge that a significant proportion of pupils will have Special Educational Needs or Disabilities (SEN/D) at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. If these pupils are to achieve their full potential, we must recognise this and plan accordingly.

At Green Ridge, we provide for a broad range of SEN needs which fall within the four broad areas of need (as identified in the SEN Code of Practice, 2014):

- **Communication and interaction** – for example children and young people with speech and language difficulties, and those with ASD, including Asperger’s Syndrome and Autism;
- **Cognition and learning** – for example children and young people with moderate learning difficulties (MLD), severe learning difficulties (SLD), and those with specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia;
- **Social, mental and emotional health** – for example children and young people with attention deficit disorder, attention deficit hyperactive disorder (ADHD) and attachment disorder; and
- **Sensory and/or physical needs** – for example children and young people with vision impairment (VI), hearing impairment (HI) and multi-sensory impairment (MSI).

How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

Most of the children who join our school have already attended an early education setting. In some cases, children join us with their needs already assessed. We use this information to provide starting points for the development of an appropriate curriculum. The Class Teacher and the SENCo assess and monitor a child’s progress routinely as part of the school’s half-termly pupil progress meetings and SEN monitoring. The SENCo works closely with parents and teachers to plan an appropriate programme of support with the inclusion of outside agencies where necessary.

The importance of early identification, assessment and provision for any child who may have SEN cannot be over emphasised. The earlier action is taken, the more responsive the child is likely to be, and the more readily intervention can be made without undue disruption to the organisation of the school, including the delivery of the curriculum for that particular child. If a difficulty proves transient, the child will subsequently be able to learn and progress normally. If the child's difficulties prove less responsive to provision made by the school, then an early start can be made in considering the additional provision that may be needed to support the child's progress.

When recognising those children who are making less than expected progress given their age and individual circumstances, the following characteristics of progress are investigated by the teacher with support from the SENCo:

- When it is significantly slower than that of their peers starting from the same baseline;
- If it fails to match or better the child's previous rate of progress;
- If it fails to close the attainment gap between the child and their peers; or
- If it widens the attainment gap.

Where a concern is raised about a child, the class teacher, working with the SENCo, will assess whether the child has SEN and the child will be placed onto a Record of Concern (RoC). While informally gathering evidence (including the views of the pupil and their parents) the school will, where possible, put in place additional teaching or rigorous interventions designed to secure better progress, where required. The pupil's response to such support can help identify their particular needs. At the same time, in deciding whether to make SEN provision, the teacher and SENCo will consider all information available about the child including the pupil's progress, alongside national data and expectations of progress, which will include high quality and accurate formative assessment, using effective tools and early assessment materials.

The following assessment approaches, although not exhaustive, may be used to provide additional information to determine if a child requires SEN provision (and these may also be used as triggers for a RoC where applicable):

- Standardised tests (e.g. SATs, PIRA, PUMA);
- Criterion referenced assessment checklists (e.g. EYFSP);
- Profiling tools (e.g. for behaviour, SLCN);
- Observations and prompt schedules (carried out by professionals within school);
- Questionnaires for parents/carers;
- Questionnaires/pupil voice for children and young people;
- Screening assessments,
- Class teacher assessments;
- Records – transferred from another school;
- Pupil tracking through Pupil Progress meetings;
- EYFS home visits; and
- Year-group provision meetings (held half-termly with SENCo, class teachers and support staff).

If a parent or carer believes their child may have special educational needs then they are encouraged to speak with their child's class teacher to detail their concerns. Following this, the class teacher may advise a meeting with the school's SENCo. However, any concerns should always be addressed with the class teacher in the first instance.

How will school staff support my child?

At Green Ridge, we have high expectations of all our children and all children are given the opportunity to achieve their full potential. We aim to offer excellence and choice to all our children, whatever their ability or needs, through the removal of barriers to learning and

participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates; and
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing appropriate support for children who need help with communication, mathematics, language, reading and writing;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, both in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely; and
- helping to manage their emotions, particularly those caused by trauma or stress.

Teachers use a range of strategies to meet children's special educational needs. Multi-sensory and visual learning is promoted. Lessons have clear learning intentions; we differentiate work appropriately; scaffolds are put in place to support learning and we use assessment to inform the next stages of learning.

When providing support that is "additional to" or "different from", teachers engage in a four-stage process:

Assess – Information from discussions with parents/carers, the child, the class teacher and professional assessments are considered to assess where the child is working at.

Plan – Barriers for learning are identified, intended outcomes will be set, and details of what additional support will be provided to help overcome the barriers are decided. Decisions will be recorded on a SEN Support plan (SSP) or an Assess Plan Do Review (APDR) plan and will form the basis for review meetings with parents/carers.

Do – Identifying the support or assistance that will be provided for the child, as identified earlier in the cycle.

Review – The impact of the support provided is measured and reviewed to decide whether the target has been met or whether further support is required. All of those involved – child, parent/carers, teacher, SENCO and outside agencies contribute to this review. This stage then informs the next cycle.

SEN Support Plans (SSPs) which employ a small-steps approach, feature significantly in the provision that we make in the school which are created in consultation with the class teacher, parents/carers and the child. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success and progress is recognised.

Provision mapping is also used to track groups and cohorts to highlight where resources are being used and how effectively, and to provide appropriate and targeted support, ensuring that provision matches the identified needs of individual pupils. This also identifies how support is deployed within the school and can help to identify any potential gaps in provision.

We support children in a manner that acknowledges their entitlement to share the same learning experiences as their peers enjoy. Wherever possible, we do not withdraw children from the

classroom situation. There are times when, to maximise learning, children work in small groups, or in a one-to-one situation.

In general, we ensure that:

- Class work is differentiated through the use of scaffolds, support and challenge, and maximises both independent and collaborative learning through Quality First Teaching (QFT);
- Children with SEN are inclusively educated within an age appropriate learning environment with their peers most of the time, unless this is detrimental to the support they could receive elsewhere;
- Teaching and resources are differentiated within the classroom to ensure children are able to achieve objectives;
- Classroom and table-top displays support children's independence;
- If additional support is identified as necessary, children take part in planned, short-term evidence-based intervention and are provided at a time to suit need;
- Support is personalised and targeted;
- Links are forged between classrooms and intervention to ensure continuity, through verbal and written communication, or preferably by allowing the class teacher or TA to carry out any interventions to provide continuity;
- Provision, targets and outcomes are discussed and reviewed at SEN provision review meetings with parents/carers and the class teacher each term and recorded on the individual case study/provision map document;
- Teachers use the '*Ordinary Available Provision*' document to support learners with SEND in the classroom;
- Any class-based TAs work alongside the class teacher to support children with SEN individually or in small groups and to facilitate the class teacher working with children with SEN; and
- Adults working with a child with SEN communicate regularly to ensure a consistent approach to teaching and learning.

How will I know how my child is doing?

The academy uses a wide range of assessments and information gathering sources (as previously stated) in order to provide accurate formative assessment for a child with SEN, and these are repeated routinely as appropriate or necessary in order to review progress towards specific outcomes. In addition to these and where appropriate, the following arrangements are also available:

- Intervention-specific assessment tools when children have taken part in an evidence-based intervention;
- Year-group/key stage provision meetings to review effectiveness of interventions and outcomes;
- Half-termly O-Track for monitoring of progress and progress towards age-related expectations; and
- Pupil Progress Meetings, involving the Class Teacher, Headteacher and SENCo, during which we review the progress of children with SEN.

The outcomes of any assessments and reviews of progress and attainment are shared with parents/carers and where possible the child through the termly SEN provision review meeting with the class teacher and/or SENCo.

How will the learning and development provision be matched to my child's needs?

Differentiation is embedded into our curriculum and classroom practice. All our staff have high expectations of progress and this is regularly monitored by the Senior Leadership Team by a

variety of means, including: observations of both teaching and support staff, Pupil Progress Meetings, SEN Learning Walks, planning and book scrutinies. These tasks enable us to monitor whether all pupils are able to access the curriculum and are appropriately challenged and subsequently, make any necessary adjustments.

Where appropriate specialist equipment may be offered to a pupil. This may be as simple as a prompt card, pen/pencil grip, writing slope or coloured overlay or it may be a larger piece of equipment such as a laptop.

What support will there be for my child's overall wellbeing?

Green Ridge places a large emphasis on securing and improving the emotional and social development of all its children. This is achieved by:

- Welfare and Pastoral Support Lead to implement nurture/support groups as well as social emotional & mental health interventions for individuals and groups of children across the school;
- Specialist TAs to implement social and emotional skill groups, as well as offer one-to-one mentoring time for those individuals who may require so;
- Extra-curricular activities, such as art/craft club;
- Specific interventions, such Talking and Drawing Therapy and Protective Behaviours;
- In-class PHSE & C curriculum, including Philosophy for Children, with personalised small-group PSHE & C, which is responsive to need;
- SENCo facilitating communication to ensure all those working with the child, including the child themselves and the family, are aware of the support being implemented;
- All children being educated for the vast majority of the day in their class with peers, including opportunities for mixed-ability collaboration;
- Key workers being identified for children who need access to 1-1 emotional support throughout the day; and
- A buddy system implemented at lunch times to support play, resolve difficulties between children and build a sustainable model for self-regulation.

What specialist services and expertise are available at or accessed by the school?

The academy continually works and liaises with the following agencies in order to ensure provision is matched to individual needs:

- Educational Psychology Service;
- Local Authority SEN Officer;
- Specialist Teaching Service Teachers e.g. autistic spectrum disorder;
- Speech and Language Services (SaLT);
- School nurse;
- CAMHS;
- Paediatricians;
- PRU
- Other school and academy SENCos (who meet to ensure continuity of provision/approach).

When required, the school also has access to support and advice from the following agencies:

- Physiotherapy;
- Occupational Therapy; and
- Social Services.

Any advice gained is used to inform 'next steps' and is incorporated within SEN Support Plans and intervention programmes, in conjunction with discussion with parents/carers and the child.

What training have the staff, supporting children and young people with SEND, had or are having?

At Green Ridge Primary Academy, we continue to develop staff/governors expertise by making full use of courses provided by Bucks Specialist Teaching Services (STS), REAch2 Academy Trust, Teaching Schools Partnerships, the LA, National Conferences and other agencies or INSET, drawing on staff specialisation. The needs are identified by the individual, the SENCo and through the School Development Plans. The academy's performance appraisal system will assist in highlighting training needs as will the CPD leader. The following staff development gives an indication of support provided for staff:

- SENCo's completed the NASENCO qualification;
- Guidance from Headteacher in his capacity as a designated Specialist Leader of Education (SLE) by the DfE for Special Educational Needs;
- Regular training, which is disseminated amongst staff, e.g. through INSET or staff meetings, including the school's own qualified staff such as the SENCo;
- Support from Outside Agencies to deliver whole staff training;
- Visits to other SEN settings to widen expertise;
- Weekly TA professional development meetings and training sessions led by the SENCo;
- Liaison with SENCo and specialist TAs; and
- Specific training to meet specific needs is obtained and is also part of the school's anticipatory duty towards meeting the needs of every child.

How will you help me to support my child's learning?

We regularly share progress feedback with all our children, not only in terms of the academic but in all other areas of development. In addition, we have bi-annual Pupil Learning Review meetings when parents/carers are able to meet with their child and their child's class teacher to discuss the progress of their child. Within these meetings, next steps in learning will be shared, as well as support that can be provided at home to support the child.

The academy hosts curriculum evenings to support our parents/carers in developing a better understanding of the curriculum and regular updates are published both in our school newsletters and on the website.

In order to more closely target the learning needs of some children, SEN Support Plans (SSPs) are devised in conjunction with the: child, parent/carers and child's class teacher. These explicit state the child's measurable targets and strategies that can be implemented at school and at home to achieve these. SEN Support Plans (SSPs) are reviewed and new plans may be made as appropriate on a termly basis.

How will I be involved in discussions about and planning for my child's education?

The academy works closely with parents/carers in the support of those children with SEN. We encourage an active partnership through an on-going dialogue with parents. Parents have much to contribute to our support for children with SEN, and so complete routine Pen-Portraits as part of the SEN Support Plan for their children with specific needs in order to keep the staff informed of important and relevant information for their child.

Parents meet once a term with the class teacher and/or SENCo to review SEN provision and set new targets as necessary for SEN Support Plans (SSPs) as well as other necessary meetings such as single service requests for outside agency support. As necessary, parents can request to have individual meetings with the class teacher and/or SENCo by contacting the reception desk and

arranging a mutually convenient time and date. These arrangements are in addition to those already in place for all children within the school:

- Bi-annual parent consultation meetings with the class teacher;
- 'Open-door' policy with class teacher/SENCo;
- Relevant information about how parents can support their child at home, including parental workshops; and
- Annual reports to parents

Wherever possible, the views of the child should be included in the discussions between parents and the school staff. This could be through involving the child in all or part of the discussion itself, or gathering their views as part of the preparation. In large this will be dependent on age of the child and the extent of their need.

How will my child be included in activities outside the classroom including school trips?

Our current Inclusion Policy promotes the involvement of all of our learners in all aspects of the curriculum, including activities beyond the classroom which may involve school trips. As a matter of course, Risk Assessments are in place for all residential and day trips. Subsequent to that, the needs of individual children are then reviewed and where there are concerns of safety and access, further thought and consideration is put in place to ensure that needs are met. This may include the use of an individual risk assessment. As applicable parents/carers are consulted and involved in the planning for their individual child. Parents/Carers and staff supporting such trips are involved in planning and expectations.

How accessible is the school environment?

Green Ridge is built on one level and is accessible for all. Where there are steps, ramps are in place should they be needed for access. The academy has a wide disabled toilet for pupil/adult use and each classroom has height adjustable tables.

We have a range of areas where adults can work or support children with specific needs, such as the interview room, where intervention, counselling and therapy can be carried out with privacy.

Who can I contact for further information?

In the first instance parents and carers are encouraged to talk with their child's class teacher. Response to such a request is dealt with as speedily and as promptly as possible. If advised by the class teacher, further information and support can be obtained from the school SENCo.

At Green Ridge our SENCo is Miss. Vicki Gardiner and is supported by Mr. Aaron Wanford (Executive Headteacher) and Mr. Sam Kaye (Acting Headteacher) and they can be contacted via the School Office on 01296 326320 or via email at senco@greenridgeacademy.co.uk

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with the class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCo. For a problem that might need time to be explored fully, parents/carers should make an appointment rather than rushing the discussion before or after school.

In the event of a formal complaint parents should follow the procedure in the school's complaints policy.

How will the academy prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

The academy liaises with all local feeder Secondary Schools in order to ensure the easiest possible transition from primary through to the secondary phase. Similarly, our school liaises with a range of feeder early years settings for children who join us in Nursery or Reception. Planning for secondary transition for some pupils may start as early as Year Five when, working with parents, individual visits can be arranged to help inform the correct placement for their child. In Year 6, the Year 7 tutor and/or the SENCO visits our school for the transfer of information and to meet the children. The children have the opportunity to spend part of the day 'sampling' life in their new school. The Year Six teacher and/or the SENCO discuss each child plus relevant information is passed on. Some children may need to visit more often in order to prepare more fully and the school works together with the next educational setting to facilitate this. All records – assessments, records of achievement and SEN records are passed on.

When a child transfers to another primary school, special school or unit, records are forwarded within 15 school days of the child ceasing to be registered at the school to ensure minimum disruption in educational profession and progress. The school always offers the SENCo as a person to contact if further information is needed.

For all children with SEN within the school we offer specific interventions on a one-to-one basis or small-group work focussed on transitions moving from one academic year into the next, including from primary to secondary settings. This is in addition to the 'moving up' day when children visit their new classes and teachers. All children participate in the PSHE & C curriculum which incorporates the teaching of basic key skills necessary for successful educational career and future adult life, such as strategies for dealing with feelings and managing and accepting change.

How are the academy's resources allocated and matched to children's special educational needs?

The Headteacher and SENCo have a clear awareness of the school's allocated SEN budget and then funding is allocated according to need. Efforts are made to ensure value for money and all interventions are costed and evaluated.

As appropriate, the Headteacher informs the governing body of how the funding allocated to support special educational needs has been allocated and how it is aligned to the School Development Plan.

How is the decision made about how much support my child will receive?

It is expected that all staff will deliver quality first (Wave 1) teaching. Should additional support be required this is done after consultation with relevant staff and conversations with the pupil and parents/carers. Interventions are monitored for impact and outcomes are defined at the start of any intervention. The SENCo advises and works with the class teacher to oversee the additional SEN support.

How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

Buckinghamshire is obliged to set out, in its Local Offer, an authority wide description of the special educational and training provision it expects to be available in its area and outside for children who have SEN or disabilities (SEND).

Via the website <https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/localoffer.page> it delineates provision from providers of relevant Early Years' Education, maintained schools, non – maintained special schools, pupil referral units, independent institutions approved under Section 41 of the Children and Families Act 2014 and the full range of post - 16 providers.