Green Shoots Partnership

Respect Reflection Responsibility Resilience

Special Educational Needs & Disability Policy

Our Vision

Green Shoots Partnership is a nurturing federation with a strong sense of pride and belonging, with the belief that all have the potential to thrive.

Our Purpose

We exist to cultivate a love of learning by broadening horizons and opening minds to new possibilities. Through our Partnership Values, we grow confident individuals who aspire to shape the future.

Meadowside Primary School

Great Doddington Primary School

Last Updated: September 2024

Green Shoots Partnership is committed to providing an appropriate and high quality education for all children, Every Teacher is a teacher of every child, including those pupils with Special Educational Needs (SEND). We work to be a federation in which people feel valued and where there is respect and consideration for the feelings and opinions of others.
We strive to provide the best possible education for all pupils, whatever their talents or abilities, within a framework of equal opportunities. Our aims are:-

- To promote the highest standards of personal achievement and learning within a structured self-disciplined environment;
- To foster a sense of belonging in a caring and supportive atmosphere;
- To provide a broad, balanced and challenging curriculum for every individual child and promote an enthusiasm for lifelong learning;
- To work in partnership with parents and to forge good working links with the local and wider community.

Aims

At Green Shoots Partnership we are committed to raising the aspirations of and expectations for all pupils with SEND. Our federation provides a focus on outcomes for our children. We believe that each child has individual and unique needs. However, some children require more support than others. If these children are to achieve their full potential, we must recognise this and plan accordingly.
We acknowledge that some children will have special educational needs within their educational journey. We aim to:

- enable every child to experience success;
- promote individual confidence and a positive attitude;
- ensure that all children, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, that demonstrates coherence and progression in learning;
- give children with special educational needs equal opportunities to take part in all aspects of our school's provision, to involve parents, carers and children themselves in planning and supporting at all stages of the child's development.
- ensure that the responsibility held by all staff and Governors for SEND is implemented and maintained.

Objectives

- to identify and provide for pupils who have SEND and additional needs
- to work within the guidance in the SEND Code of Practice (2014)

- to operate a "whole pupil, whole school" approach to the management and provision of support for SEND
- to provide an Executive SENDCo, Special Educational Needs Co-ordinator (SENDCo) /Inclusion Team who will work within the SEND policy
- to provide advice and support for all staff working with SEND pupils
- to create a fully inclusive environment through a personalised approach including person centered practices.

Identifying SEND

The SEND Code of Practice (2014) identifies four broad areas of need as follows:
- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action we, as a federation, need to take, not to fit a pupil into a category.

As a federation, we adopt a personalised approach and therefore identify the needs of our children by considering the needs of the whole child, not just any SEND. We recognise that there are a number of factors which may impact on progress and attainment but are not SEND. These include:
- Disability (the Code of Practice outlines the "reasonable adjustment "duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of the Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Behaviour difficulties (identifying behaviour as a need is not an acceptable way of describing SEND)

Definition of SEND

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 him or her.
- A child of compulsory school age has a learning difficulty or disability if he or she:
    - has a significantly greater difficulty in learning than the majority of others of the same age, or
    - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in school

- For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children of the same age within the federation nursery
- A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age

or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

Approach to SEND support

Provision for children with special educational needs is a matter for the whole federation.
The Governing Body, the Executive Head Teacher, the Heads of School, the Executive SENDCo, the SENDCo, the Inclusion Team and all other members of staff, particularly class teachers and teaching assistants, have important day–to–day responsibilities. All teachers are teachers of children with special educational needs.

The federation will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's Nursery years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher, Executive SENDCo and SENDCo will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

All teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. A graduated approach as advised in the Code of Practice is used within the Green Shoots Partnership.

The federation regularly reviews the quality of teaching for all pupils, including those at risk of underachievement, through;

- reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

Decision Making Process for SEND Provision

The teacher, Executive SENDCo and SENDCo together consider all of the information gathered from within the federation about the pupil's progress, alongside national data and expectations of progress. This will include high quality and accurate formative assessment, using effective tools and early assessment materials.
For higher levels of need, the federation draw on more specialised assessments from external agencies and professionals.

The federation has a graduated approach to deciding whether or not to place pupils on the SEND register. These steps are described below, in line with the whole federation assessment cycle.

- Assess – baseline
- Plan - individual intervention
- Do – provision and support
- Review – next steps



A personalised approach will ensure that the pupils within Green Shoots Partnership receive the support specific to their individual needs; "the right support at the right time".

Cycle for SEND Provision at Green Shoots Partnership

Assess – Class teachers have the responsibility of completing individual assessments in accordance with the whole federation assessment cycle. Children who may require additional support are identified initially by the Class teacher. Following consultation with the Executive SENDCo and SENDCo, children requiring an individual plan are confirmed and placed on the SEND register. A letter is sent to parents for them to sign and confirm their approval.

Plan – The Class teacher, Executive SENDCo and SENDCo together discuss each child's individual needs and put into place appropriate support or intervention. This information is recorded on an individual education plan (Inclusion Passport). The Inclusion Passport is a living record which details specifically how key barriers to learning effectively will be removed, including clear outcomes within a defined time frame.

Do – The Class teacher holds responsibility for ensuring that interventions outlined within the plan are carried out and progress according to the outcomes described is evidenced. The responsibility for ensuring that the plan is current and up to date to reflect changing needs lies with the Class teacher supported and monitored by the Inclusion Team.

Review – A minimum expectation for formal review is termly, however as a result of pupil progress reviews, the plan will be informally reviewed and updated as required to ensure that it remains a working document.

Pupils whose progress continues to be significantly below minimum expectations, despite individually planned intervention, will be identified as part of the whole school assessment cycle. At this stage, following consultation with the Executive Head Teacher and Head of School, additional support including specialist services will be engaged. It is the responsibility of the Inclusion Team to ensure completion of referral documentation as appropriate, to monitor and cost this, and to evaluate the impact on pupil attainment and progress.

Parents/Carers attend parental consultation meetings where their child's progress and attainment is discussed. Where an additional need has been identified the school will always seek to gather the rich information that parents/carers and families can contribute to the planned support for their child. This collaborative approach is facilitated through planning meetings involving the child, their family, class teacher and Executive SENDCo/SENDCo/Inclusion Team.

Criteria for Exiting the SEND Register

When, at a child's Inclusion Passport review, it is identified that progress has been sustained over time, resulting in the threshold for entry onto the SEND register being reached (identified within InSight), a decision may be made for the child to exit the SEND register. They will therefore, no longer require an Individual Pupil Passport at this point. Close monitoring of the pupil in the initial period (one term) after exiting the SEND register will take place via pupil progress reviews. A letter is sent to parents/carers for them to sign and confirm their approval.

Supporting Pupils and Families

Staff work closely with families to ensure that all pupils have appropriate support, ensuring that statutory requirements are met. The Green Shoots Partnership website (www.meadowsideprimary.org) provides SEND information and offers a link to the Information, Advice, Support Service (SENDIASS) and the Local Authority Local Offer where links with other agencies to support the family and pupil can be accessed. In addition to the Local offer, the school has a 'Core Offer' which is set out below;

In addition to quality first teaching and high quality classroom support, the federation provides additional support through our dedicated and experienced team within school. This includes the Executive SENDCo, SENDCo, Inclusion Team and Pastoral Support Manager. As a federation we also have access to outside agencies and can 'buy in' support, advice and specialist assessment when needed. The Executive SENDCo and SENDCo work closely with all services/agencies and involves school staff when appropriate. These other agencies include, educational psychologist, physiotherapists, occupational therapists, speech and language therapists, school nurse, community paediatrician and the support from the Local Authority teams.

At Green Shoots Partnership we are committed to supporting the Emotional Health and Mental Well-Being of our pupils and the provision on offer includes access to staff trained in Mental Health First Aid and managing pupils' Social, Emotional and Mental Health needs.

Pupils with additional needs are offered an individualised transition, dependent on requirements. This can be from class to class, across key stages and to another school including Secondary School. Admission arrangements are also available on the federations website.

Supporting Pupils with Medical Conditions in the federation

The federation recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the federation will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEND) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.
All pupils with a medical condition have an individual medical plan, kept by the Executive SENDCo, SENDCo and class teacher. The federation has a policy for supporting pupils at school with medical conditions.

Monitoring and Evaluation of SEND

All children on the SEND Register have an Individual Pupil Passport (IPP), which details important information about the child, including their areas of strengths and development, their outcomes and steps taken to achieve them and any other professionals who have contact with the child. Class teachers, parents, pupils and other professionals can contribute to the IPP when necessary. The IPP is designed to be a living document which is updated to reflect the current needs of the child. Review meetings will take place up to three times a year, where parents/carers and pupils will be involved in reviewing progress and setting new outcomes. Class teachers are responsible for evidencing progress according to the outcomes described in the plan.

Class teachers are responsible for maintaining and updating Individual Pupil Passports. The Executive SENDCo and SENDCo reviews the records of additional support provided by support staff to ensure consistency across the federation and quality of outcomes.

An annual audit of SEND provision will be undertaken by the Executive SENDCo and SENDCo and shared with the SEND Governor in order evaluate the quality of provision offered to pupils. This will take place in the Autumn Term in order that resulting actions can be incorporated into the federations development plan.

Parent/carer views will be sought on an ongoing basis. As well as being fully involved in the creation and review of their IPP, the views of pupils with SEND will be sought via the school council.

These monitoring and evaluation arrangements, underline the federation's commitment to an active process of continual review and improvement of provision for all pupils.

Training and Resources

There are two levels of support for pupils with SEND:

- Universal level funding is provided on a per-learner basis for all those attending the school. This is also known as Element 1 funding. Good quality universal provision will reduce the need for deployment of more expensive resources.

- As a Targeted level mainstream provider we contribute the first £6,000 of the additional educational support provision for learners with SEND from the notional SEND budget. This is also known as Element 2 funding.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the Executive SENDCo and SENDCo to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils.
Staff training needs will be discussed at this stage, and both teaching and support staff will be made aware of training opportunities that relate to working with children with SEND.

The federation's Executive SENDCo and SENDCo attends any appropriate meetings in order to keep up to date with local and national updates in SEND, including local Inclusion Network Meetings.

Roles and Responsibilities

Role of SEND Governor
Provision for pupils with SEND is a matter for the federation as a whole. The board of governors, in consultation with the Executive Head Teacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs. It maintains a general overview and has an appointed representative who takes particular interest in this aspect of the federation.
Governors will ensure that:
- the necessary provision is made for any pupil with SEND
- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND join in federation activities alongside other pupils, so 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 Code of Practice for Special Educational Needs (2014)
- parents are notified if the federation decides to make SEND provision for their child
- they are fully informed about SEND issues, so that they can play a major part in federation self-review
- they set up appropriate staffing and funding arrangements, and oversee the federation's work for SEND

The Executive Head Teacher and Head of School, are responsible for:
- the management of all aspects of the federation's work, including provision for pupils with special educational needs
- keeping the governing body informed about SEND issues
- working closely with the SENDCo
- the deployment of all special educational needs personnel within the federation
- monitoring and reporting to governors about the implementation of the federations' SEND policy and the effects of inclusion policies on the federation as a whole
- management of PPG/LAC funding

Miss Mia Lewis and Mrs Rachel Shelton are The Designated Safeguarding Leads with specific safeguarding responsibility supported by Josie Garnham (Executive Head teacher), Donna Astley, Clare Mills, Karen Tomkins, Lucy Winrow, Vicky McGregor and Ellie Kilsy as Deputy Designated Safeguarding Leads.

The Executive Special Educational Needs co-ordinator and SENDCo are responsible for:

- overseeing the day to day operation of the federation's SEND policy
- co-ordinating the provision for pupils with special educational needs
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other federation staff
- helping staff to identify pupils with special educational needs
- carrying out assessments and observations of pupils with specific learning problems
- supporting class teachers in devising strategies, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom
- liaising closely with parents of pupils with SEND alongside class teachers, 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/carers
- maintaining the federation's SEND register
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing federation assessment information, e.g. class-based assessments/records, end of year QCA tests, SATs, etc.
- contributing to the in-service training of staff
- liaising with the SENDCos in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other

Class teachers are responsible for:

- Providing high quality teaching for all children
- Assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the Executive SENDCo, SENDCo, parents/carers and pupil)
- Regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum.
- Retaining responsibility for the child, including working with the child on a daily basis
- Making themselves aware of the federation's SEND policy and procedures for identification, monitoring and supporting pupils with SEND.
- Directly liaising with parents of children with SEND.

Storing and Managing Information

Documents' relating to pupils on the SEND register are securely filed in line with GDPR guidelines. When a child no longer requires an Individual Pupil Passport and further monitoring is no longer needed, the information will be stored in their "Pupil Information File". This is located securely within the office complex of the main school building.

Pupil records will be passed on to a child's next setting when he or she leaves the federation. The federation has a Confidentiality policy which applies to all written pupil records.

Records of additional support are archived at the end of each academic year and are then kept in the Inclusion Office.

Reviewing the Policy

This policy will be reviewed and any amendments made as necessary in line with statutory guidance by the Executive SENDCo and SENDCO on an annual basis. The policy will then be shared and agreed by the Executive Head Teacher, Head of School and the Governing body of the federation.

Accessibility

The DDA, as amended by the SEN and Disability Act 2001, places a duty on all schools to increase - over time - the accessibility of schools for disabled pupils and to implement their plans. The federations Accessibility Plan ensures that all pupils will have access to the federation, including access to the physical environment and physical aids to enable them to achieve to their full potential within a range of contexts including school visits, after school clubs and access within the wider community.

The federation regularly reviews its success in removing barriers to learning and identifies areas for development. The federation operates an open door policy where all parents, carers and outside professionals are encouraged to take an active role within the child's provision and contact key staff when necessary.

Dealing with Complaints

Green Shoots Partnership has a complaints procedure which applies to the SEND provision. This is available upon request from the main school office.

Bullying

At Green Shoots Partnership our anti-bulling policy ensures that steps are taken to address any issues that arise, particularly those of vulnerable learners. Please see our anti-bullying policy for comprehensive details.

For further information, the following links may be helpful:

- Special Education Needs Code of Practice 2014
https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

- The Northamptonshire County Council Local Offer
LocalOffer@northamptonshire.gov.uk.