



☆ **Aim high** ☆
& be a Star

Greenways Primary Academy
Special Educational Needs and Disability
Policy

Reviewed: July 2024
Review frequency: Annually
Review date: July 2025

The named person for Special Educational Needs and Disabilities is Miss C Stone.

Aims

Our SEND aims to:

- Set out how our academy will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Everyone at Greenways Primary Academy is committed to providing the conditions and opportunities to enable any child with SEND to be included fully in all aspects of academy life. This document supports the stated ethos of the academy:

"Our vision for Greenways Primary Academy is to challenge each child to reach their full potential in a safe, welcoming and happy learning environment. We encourage children to become independent life-long learners by developing intellectual curiosity, a thirst for discovery and achievement, a sense of understanding and compassion for others and the courage to act on their beliefs. This will be achieved within an inclusive academy that values every individual and celebrates the diversity of our community. Every teacher is a teacher of every child or young person including those with SEND. "

Legislation and guidance

This policy 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 academy's responsibilities for pupils with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2015, which set out academy's responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report.
- Department for Education (2015) 'Supporting pupils at school with medical conditions'
- Department for Education (2024) 'Keeping children safe in education 2024'
- Department for Education (2023) 'Working Together to Safeguard Children 2018'
- Department for Education (2018) 'Mental health and wellbeing provision in schools'
- Department for Education (2021) 'School Admissions Code'

This policy also complies with our funding agreement and articles of association.

Definitions

A pupil has Special Educational Needs if they have a learning difficulty or disability that 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 the 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.

A pupil receives additional SEN support if teacher assessment, outside professional assessment or standardised assessment show that a child requires support within the following areas of need: Communication and Interaction, Social, Emotional and Mental Health, Cognition and Learning, Physical Disability, Visual Impairment, Hearing Impairment or Sensory Difficulties.

Roles and responsibilities

The SENDCo

The SENDCo is Miss C Stone.

They will:

- Work with the head of school and SEND link Governor to determine the strategic development of the SEN policy and provision in the academy.
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provisions made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the academy's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority (LA) and its support services.
- Liaise with potential next providers of education to ensure that the academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the academy keeps the records of all pupils with SEND up to date.

The SEND link governor

The SEND link governor will:

- Help to raise awareness of SEND issues at governor board meetings.

- Monitor the quality and effectiveness of SEND and disability provision within the academy and update the governor board on this.
- Work with the head of school and SENDCo to determine the strategic development of the SEND policy and provision in the academy.
- Ensure that the academy's Child Protection and Safeguarding Policy addresses additional safeguarding challenges that children with SEND may face.

The Executive Headteacher/Head of School

The Executive Headteacher is Miss J Garside and the Head of School is Mr J Brown.

The Executive Headteacher/Head of School will:

- Work with the SENDCo and SEND link governor to determine the strategic development of the SEND policy and provision within the academy.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any teaching support assistants or specialist staff to plan and assess the impact of support and QTP, and how they can be linked to classroom teaching.
- Working with the SENDCo to review each pupil's progress and development, and decide on any changes to provision.
- Ensuring they follow this SEND policy and SEND expectations document.

Designated Safeguarding Lead

- Liaising with the Headteacher/Head of School to inform them of any issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations regarding pupils with SEND.
- Liaising with the relevant staff on matters of safety, safeguarding and welfare, including online and digital safety regarding pupils with SEND.
- Liaising with the SENDCo where appropriate regarding safeguarding concerns for a pupil with SEND.
- Promoting supportive engagement with parents and/or carers in safeguarding and promote the welfare of pupils with SEND, including where families may be facing challenging circumstances.
- Working with the Headteacher/Head of School and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that pupils with SEND are experiencing or have experienced, and identifying the impact that these issues might be having on pupil's attendance, engagement and achievements.

- Recognising the additional risks that pupils with SEND face online, e.g., from online bullying, grooming and radicalisation, and ensuring they have the capability to support pupils with SEND to stay safe online.

Early Years pupils with SEND

The academy will ensure all staff who work with young children are alert to emerging difficulties and respond early. The academy will also ensure staff listen and understand when parents express concerns about their child's development. The academy will listen to any concerns raised by children themselves.

The academy will ensure that:

- Children with SEND get the support that they need.
- Children with SEND engage in the activities that the academy offers alongside children who do not have SEND.
- The SENDCo is responsible for coordinating SEND provision.
- Parents are informed when the academy makes special educational provision for their child.
- A report is prepared and sent to parents that includes the following:
 - The implementation of our SEND Policy
 - Our arrangements for the admission of children with SEND
 - The steps being taken to prevent children with SEND from being treated less favourably than others
- The facilities provided to enable access to the academy for children with SEND
- The academy's Accessibility Plan, showing how it plans to improve access over time

Additional support for learning

Specialist visits by the Local Authority and other outside agencies are requested to advise, train and support staff development in different areas of need.

We work with the following agencies to provide support for pupils with SEND:

- Inclusive Learning Service (ILS)
- Autism Outreach Team
- Speech and Language therapists,
- Hearing Impairment Team
- Visual Impairment Team
- Educational Psychologist Service
- Education Welfare Officer
- Children and Young People Services
- Academy Nurse
- Integrated family Support Service
- CAMHS (Child and Adolescent Mental Health Service)
- Occupational Therapy

- Physiotherapy Referrals can be made to Special Academy Outreach for children with statements of Special Educational Needs or Education, Health and Care plans.

An Educational psychologist is purchased by the academy. He/she would normally only work directly with pupils whose needs are quite considerable and who have not responded well to the interventions previously put in place for them. This involvement is planned by the SENDCo with the permission of parents/carers. In order to help understand the pupil's educational needs better, the Psychologist will generally meet with the parents and give feedback after the assessment has been completed. He/she will offer advice to the Academy and parents/carer on how to best support the pupil in order to take their learning forward.

The academy has a number of visits per year from ILS specialists which can include training, specialist support or generic whole Academy advice.

Evaluating the effectiveness of SEND provision

Pupils who continue to face learning challenges, despite receiving high-quality teaching, may require additional support as outlined in the SEND Code of Practice. For these learners, it's essential to remove barriers and implement effective special educational needs support through a four-part cycle known as the graduated approach: assess, plan, do, and review. This cycle allows for ongoing evaluation and refinement of the support based on the pupil's needs.

To evaluate the effectiveness of SEND provision, we focus on:

Termly Progress Reviews: Assessing individual progress toward set goals.

Intervention Impact Reviews: Evaluating the effectiveness of interventions after 10-12 weeks.

Pupil Feedback: Utilising questionnaires to gather insights from students.

SENDCo Monitoring: Regular oversight by the SENDCo.

Provision Maps: Tracking progress through structured provision maps.

Annual Reviews: Conducting comprehensive evaluations for pupils with Education, Health, and Care (EHC) plans.

This systematic approach ensures that support is tailored to meet each pupil's unique needs, enhancing their learning outcomes.

Educational Health and Care Plans

The academy will collaborate fully with the Local Authority (LA) during pupil research, providing necessary information and involving all relevant teachers. When the LA issues an Education, Health, and Care (EHC) plan for a pupil, the academy will engage parents and the pupil in discussions on how best to implement the plan's provisions to support the pupil's educational success. The academy commits to providing feedback on draft EHC plans within 15 days. If an EHC plan is not issued, the academy will consider and apply LA

feedback to meet the pupil's needs with existing provisions, informing parents within 16 weeks of the initial EHC assessment request.

The academy will admit any pupil named in an EHC plan or assessment process and ensure all staff are aware of and equipped to meet the pupil's needs. It will strive to deliver a high standard of education and establish procedures to address potential issues. Specific, measurable, achievable, realistic, and time-bound (SMART) targets will be set for each pupil.

The academy will review each pupil's EHC plan, ensuring statutory sections are separate and clearly labelled. Significant changes in a pupil's needs will prompt a re-assessment request within six months, with subsequent re-assessments conducted as deemed necessary by the governing board or headteacher. Following re-assessment, a final EHC plan will be issued within 14 weeks.

Confidentiality of EHC plan information will be strictly maintained and shared only on a need-to-know basis, particularly when a pupil transfers to another educational setting. The academy will support pupils and parents in developing and reviewing EHC plans, providing advocacy support when necessary to ensure pupil views are considered. Parents will be consistently involved throughout the EHC plan implementation process.

The academy is committed to completing the entire EHC needs assessment and development process within 20 weeks from the initial request.

Educational Health and Care Plan Reviews

The academy will:

- Cooperate with relevant individuals to ensure the annual review meeting occurs, convening it on behalf of the LA if requested.
- Provide at least two weeks' notice to appropriate attendees about the meeting date.
- Contribute relevant information and recommendations about the EHC plan to the LA, keeping parents informed throughout the process.
- Ensure adequate arrangements are made to host the annual review meeting.
- Collaborate with the LA during annual reviews.
- Lead the review of the EHC plan to build confidence among pupils and parents.
- Gather advice and information from all invited parties before the meeting and share this at least two weeks in advance.
- Prepare and send a report of the meeting, including recommendations and amendments to the EHC plan, to all attendees within four weeks.
- Provide the LA and parents with evidence supporting proposed changes, allowing at least 15 days for comments and representations.
- Inform parents and pupils of their right to appeal decisions related to the EHC plan.

Enabling pupils with SEND to engage in activities available to those in the academy who do not have SEND

At Greenways Primary Academy, all extra-curricular activities and visits, including before-and-after-school clubs, are open to all pupils. We encourage participation in residential trips to Stanley Head (for Years 5 and 6) and Sports Day, with differentiated activities to ensure inclusion. Educational visits also consider reasonable adjustments, ensuring no pupil is excluded due to SEND.

The academy offers:

- Ramp access for wheelchairs to all areas.
- Two adapted toilets for accessibility.
- A welcoming environment for all children and parents, working with agencies to facilitate access to the National Curriculum.
- Strong connections with the NHS hub, Stoke on Trent Social Services, and local groups.
- Policies available in other languages/Braille through the LA.
- Commitment from Governors and staff to support all pupils.

Admissions Policy:

- Children are admitted to Nursery and the Academy without reference to ability.
- If applications exceed available places, LEA Admissions criteria apply.
- The academy will not refuse admission based on potential disruptive behaviour or without prior SEND assessment.
- Admission will not be denied for children named in an EHC plan or those with SEND without an EHC plan.
- We do not discriminate against applicants with SEND.
- Policies regarding uniform and trips will not discourage applications from families of children with SEND.
- Fair practices for admissions without an EHC plan align with the Academy Admissions Code.
- Oversubscription arrangements will not disadvantage children with SEND.
- Selection tests will be accessible, with reasonable adjustments as needed.

Details regarding the fair admission of pupils with SEND are outlined in the Admissions Policy, available on the academy website.

Safeguarding

The academy acknowledges that children with SEND are at increased risk of abuse and maltreatment. To address this, staff will be trained to recognize that pupils with SEND may:

- Be disproportionately affected by bullying.
- Face heightened online risks, including online bullying, grooming, and radicalization.

- Experience a greater risk of various forms of abuse, such as peer-on-peer abuse, neglect, and sexual violence.

We recognize additional barriers to identifying abuse in this group, including:

- Assumptions that behavioural indicators of abuse stem solely from the pupil's condition without further investigation.
- Higher rates of peer isolation and prejudice-based bullying.
- Difficulty in recognizing signs of bullying, which may not be outwardly apparent.
- Communication challenges that hinder reporting issues.

The Head of School and governor board will ensure the Child Protection and Safeguarding Policy addresses these barriers. All staff, especially those working closely with SEND pupils, will be vigilant for changes in behaviour, mood, or injuries. Any concerns will be investigated by the Designated Safeguarding Lead (DSL) in collaboration with the SENDCo (& DDSL).

Complaints about SEND provision

The SEND complaints procedure follows these stages:

Initial Contact

Parents/guardians discuss the issue with the staff member involved, keeping the SENDCo informed.

Escalation to the Senior Leadership Team

If unresolved, the complaint is taken to a senior staff member, with the SENDCo kept in the loop.

Written Complaint to Chair of Governors

If still unresolved, parents write to the Chair of Governors, who will inform the LA about the SEND complaint under consideration.

Appeal to LA or Secretary of State

If the issue remains unresolved, parents can appeal to the LA and ultimately to the Secretary of State for Education. Parents should be informed of timelines and progress updates throughout the process.

Parents can also access Parent Partnership, a support service for families of children with Special Educational Needs.

Additionally, parents of pupils with disabilities can make disability discrimination claims to the first-tier SEND tribunal if they believe the academy has discriminated against their child, including in matters of:

- Exclusions
- Provision of education and related services
- Reasonable adjustments, such as auxiliary aids and services

Complaints about SEND provision should initially be directed to the academy, which will refer to the complaints policy.

Contact details of support services for parents of pupils with SEND

SEND information advice and support services is a service which provides free, accurate, impartial, confidential, information, advice and support relating to Special Educational Needs and Disability (SEND) for parents/Carers, children and young people aged 0-25 years.

SENDIASS
The Crescent Children's Centre
Pinewood Crescent
Meir
Stoke on Trent
Staffordshire
ST3 6HZ

Tel: 01782 234701 / 01782 234847

Email: iass@stoke.gov.uk

Website: www.sendiass-stoke.co.uk

Business hours – Monday-Friday – Telephone Helpline operates 10:00am – 100pm

The local authority local offer

Our local authority's local offer is published here:

<http://localoffer.stoke.gov.uk/kb5/stoke/directory/service.page?id=phhNoiLP8o8&localofferchannel=0>

Monitoring arrangements

This policy and information report will be reviewed by SENDCo - Miss C Stone every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governors board.