

GREEN LANES SCHOOL POLICY

Special Educational Needs and Disabilities



It is our vision and aim to create a learning experience in which every child will achieve and realise their full potential. At Green Lanes Primary school, we create independent and resilient learners for life.

Signed by	Green Lanes governing body
Signed by	Headteacher
Date Reviewed	Autumn 2025
Due for review	Autumn 2026
Sendco / Inclusion Lead	Amy Russell

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2025) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)
- Teachers Standards (December 2021)
- KCSIE (1st September 2025)

This policy was created by the school's SENDCO with the SEND Governor in liaison with the SLT.

Aims

We at Green Lanes Primary school believe that each pupil has individual and unique needs. However, some pupils require more support than others. We acknowledge that a significant proportion of pupils will have special educational needs or disabilities (SEND) 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. Green Lanes Primary school aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to a broad and balanced 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, reasonably adjusted as well as scaffolded, and that demonstrates coherence and progression in learning
- ensure that all pupils, whatever their special educational needs, receive the opportunities for same day consolidation within core subjects and pre teaching opportunities where appropriate to ensure understanding and engagement
- give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate with reasonable adjustment.
- ensure that children with SEND 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 through a cycle of assess, plan, do and review
- involve parents/carers in planning and supporting at all stages of their children's development through meetings with the SEND/Pastoral being available on Parents Evenings and on appointments throughout the academic year.
- work collaboratively with parents, other professionals and support services
- ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

Objectives

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance provided in the SEND Code of Practice, 2025
3. To operate a "whole pupil, whole school" approach to the management and provision of support for children with Special Educational Needs
4. To provide a Special Educational Needs and Disabilities Co-ordinator (SENDCO) who will work with the SEND/ Inclusion Policy

5. To provide support and advice for all staff working with Children with Special Educational Needs or Disabilities

High Quality Teaching

At Green Lanes, we adopt a “high quality first teaching” approach. The key characteristics of high quality teaching are:

- highly focused lesson design with SMART, manageable and succinct objectives
- high demands of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- an expectation that pupils will accept responsibility for their own learning and work independently
- regular use of encouragement and authentic, positive praise to engage and motivate pupils.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants. High quality teaching, scaffolded for individual pupils, is the first step in responding to pupils who have or may have SEND. Please refer to our scaffolding policy (teaching and learning policy).

ASSESSMENT CRITERIA (National Standard)

Class teachers, supported by the Senior Leadership Team, should make regular assessments of progress for all pupils. These assessments should seek to identify pupils who are:

- making less than expected progress given their age and individual circumstances
- significantly slower at making progress than that of their peers starting from the same baseline
- failing to match or better their previous rate of progress
- failing to close the attainment gap between themselves and their peers
- have a widening attainment gap to their peers
- pupils with Social, Emotional, Mental Health needs despite targeted intervention

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

A child may be identified as having special educational needs if they have all of the following:

- meet the assessment criteria above,
- have 2 complete cycles of Assess Plan Do Review (APDR)
- have had a classroom observation
- adults have met and discussed needs with parents.

SEND is divided into 4 types:

1. Communication and Interaction - this includes children with speech and language delay, impairments or disorders, emerging specific learning difficulties such as dyslexia, dyscalculia and dyspraxia, hearing impairment and those who demonstrate features within the autistic spectrum.
2. Cognition and Learning - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia or dyspraxia.
3. Social, Emotional and Mental Health - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or have a lack concentration as well as children who are showing characteristics of stress and/or anxiety.
4. Sensory and/or Physical Needs - this includes children with sensory, multisensory and physical difficulties.

At Green Lanes, we know and understand that:

- *Children displaying detrimental behaviour do not necessarily have SEND and should not automatically lead to a pupil being registered as having SEND.*
- *Slow progress and low attainment does not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND.*

- *Persistent detrimental or unsocial behaviours do not necessarily mean that a child or young person has SEND.*
- *Identifying and assessing SEND for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEND.*

There may be other factors that could impact on progress and attainment; but are not SEND.

- 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 (English as an Additional Language)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Bereavement and trauma

The Code of Practice outlines a graduated response to pupils’ needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is additional to, or different from, the provision made as part of the school’s scaffolding strategies. A register is kept of pupils with SEND.

Where concern is expressed that a pupil may have a Special Educational Need, the class teacher will take early action to assess and address these difficulties using the scaffolding strategy.

All children’s progression and development is continually assessed

If a need is identified, monitoring of the child’s progress will be put into place.

This will include:

- Observations
- Solution meetings to organise strategies for next steps
- scaffolded work
- reasonable adjustments made within classroom layout and routines
- parental involvement
- additional support for periods of time (usually of 6 week cycles tracked on an APDR or 2-4-6)
- if progress is not being made it will be necessary to take some additional action to enable the child to learn effectively
- the child will then be placed on the SEND register under SEN support

Green Lanes follows the graduated response at all times in order to support all children with or without a SEND need.

Assess

- The child is identified as needing support
- Relevant information is collected
- Parents are informed of concerns

Plan

- Action is decided to help the child progress
- A plan is drawn up, with parents, teachers, and teaching assistants .The focus is on the outcomes we are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review.
- These target should be SMART and achievable within the 6 week cycle.

Do

- The class teacher remains responsible for working with the child on a daily basis and providing reasonable adjustments to meet their needs.

- With support from the SENDCO, class teachers oversee the implementation of the interventions or programmes agreed as part of SEND support.
- The SENDCO supports the teacher in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

Review

- If the child does not make significant progress, the SENDCO will make a referral to other professionals.
- External Support Services are asked to give advice and support
- Additional specialist advice may be put in place to specify the needs of the child
- A referral to an outside agency may be completed when the child's needs cannot be met universally and therefore support and advice from a professional in a particular field is needed. (E.G.: Educational Psychologist, Behaviour support, Specific Learning base)
- An application may be made for High Level Needs Funding.
- Children with more profound/complex needs may need an Education, Health and Care Plan (EHCP) which is completed by the parent and SENDCO via Herts County and describes in more depth the needs of the child.
- Where a child has an EHCP, the local authority must review that plan as a minimum every twelve months.

MANAGING PUPILS NEEDS ON THE SEND REGISTER

All children accessing SEN support should have an Assess Plan Do Review (ADPR). This document is a working document, which outlines the need, what strategies have been used to support the need and the impact of this strategy on the child's individual progress. ADPR's include the child and parents voice and act as communication point by enabling all adults working with the children to know how best to support a child and enable them to be successful. ADPR's present important information which evidences all of the support they have had previously and then to date, it evidences a child's strengths and weaknesses, their outcomes and steps taken to allow children to achieve them and any other professionals who have contact with the child. Some children will require even more of a personalised approach and will have EHCP's, targeting their specific areas of need. Formal review meetings will take place at least three times a year but may happen more frequently. Parents and children will be involved in reviewing progress and setting new outcomes.

Pastoral & Emotional needs

At Green Lanes we endeavour to provide an environment in which pupils can feel safe, stay healthy and enjoy school. Children's strong emotional and mental health is paramount if they are to enjoy success and make a positive contribution.

Mental health needs are identified recorded on APDR's and therapeutic strategies both in house and external, are put in place.

We have developed our Inclusion team to allow the emotional, social and behavioural needs of all children to be met in a consistent, supportive way.

Supporting Pupils at School with Medical Needs

The school recognises that pupils at school 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 school 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 (EHCP) 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.

Relationship to other policies

This policy should be read in conjunction with the policies on teaching and learning, the school curriculum, equality and assessment, recording and reporting, Behaviour and Relationships, SEND Information and Supporting Pupils with Medical Conditions. The accessibility plan is an integral part of this policy

Roles and responsibilities of head teacher, other staff, governors

Provision for children with special educational needs is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEND 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 head teacher, has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview and has appointed a representative governor Mrs. Emma Flin, who takes particular interest in this aspect of the school.

The Headteacher has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with SEND
- keeping the governing body informed about SEND issues
- working closely with the Inclusion personnel within the school 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.

The governing body will ensure that:

- SEND provision is an integral part of the school improvement/development plan
- 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 school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- they report to parents on the implementation of the school's SEND policy
- they have regard to the requirements of the SEND Code of Practice 0 – 25 (April 2021)
- parents are notified if the school decides to make special educational provision for their child
- they are fully informed about SEND 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 SEND
- the quality of SEND provision is regularly monitored
- they, and the school as a whole, are involved in the development and monitoring of this policy.

The Inclusion Lead / SENDCo Miss Amy Russell 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 SEND
- carrying out detailed assessments and observations of pupils with specific learning problems
- co-ordinating the provision for pupils with SEND
- supporting class teachers in devising strategies, drawing up APDR's, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEND and on the effective use of materials and personnel in the classroom
- liaising closely with parents of pupils with SEND, 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
- maintaining the school's SEND register and records
- assisting in the monitoring and evaluation of progress of pupils with SEND 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 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 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:

- including pupils with SEND in the classroom, and for providing an appropriately scaffolded curriculum. They can draw on the SENDCO for advice on assessment and strategies to support inclusion ensuring that teachers provide and regularly update overviews of pupils with SEND needs using an APDR
- making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEND
- giving feedback to parents of pupils with SEND. Learning support staff/teaching assistants should: be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND
- Using and contributing to APDR's, sub review meetings and individual plans
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies

Arrangements for complaints

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a 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 SENDCO. 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 are advised to contact the head teacher or a governor if they prefer (follow the complaints policy)

Arrangements for monitoring and evaluation

The success of the school's SEND policy and provision is evaluated through school self-evaluation and reporting activities such as:

- monitoring of classroom practice by the SENDCO and subject co-ordinators
- analysis of pupil tracking data and test results for individual pupils and for cohorts
- value-added data for pupils on the SEND register
- termly monitoring of procedures and practice by the SEND governor
- the Report to Parents
- the school's annual SEND review, which evaluates the success of the policy and sets new targets for development
- the school improvement plan, which is used for planning and monitoring provision in the school
- Ofsted inspection arrangements
- Feedback from parents and staff, both formal and informal, following meetings to produce APDR and EHCP, revise provision and celebrate success.
- SEND bench marking assessment
- Scaffolding monitoring