



GREENSIDE FILM FACTORY

SEND Policy

September 2020

Special Educational Needs Policy

The Local Governing Body of Greenside adopted this policy on 1st Sept '18

Greenside Film Factory

Special Educational Needs Policy

This policy is a statement of the aims, principles and strategies to ensure the effective and efficient provision for our students with Special Educational Needs at Greenside. LA guidelines and DfE Code of Practice have been taken into consideration in the formulation of this policy. It has been updated to reflect changes to the SEND legislation – September 2014 and legislative changes since. It should be read in conjunction with our Greenside SEND offer and Accessibility Plan.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014) 3.66 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE February 2013
- SEND Code of Practice 0-25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting students at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (September 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR SENCo at greenside Primary school is Sophie Weitzman. Please contact the SENCo via email on sophiew@greensideschool.org or through the School Office on 020 8743 6421 or admin@greensideschool.org

Definition of Special Educational Needs

Students have Special Educational Needs (SEN) if they have a learning difficulty, which calls for special educational provision to be made for them.

Students have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of students of the same age; or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for students of the same age in schools within the area of the LA
- Are under compulsory school age and fall within either category above or would do so if special educational provision was not made for them.

Special educational provision means for students of two or over educational provision which is additional to, or otherwise different from, the educational provision made generally for students of their age in schools maintained by the LA, other than special schools in the area
(Code of Practice Jan 2002)

Greenside Aims

- To identify at the earliest opportunity all students who need special/additional provision to support their learning and educational development
- To ensure that identified students are given appropriate support to access the National Curriculum and Early Years Provision
- To ensure that identified students are fully included in all aspects of Greenside.
- To involve parents/ carers and students in developing a partnership of support.

Greenside Objectives are:

- To provide a broad, balanced and suitably differentiated curriculum that is relevant to student's individual

needs. Please see all our vision and documents explaining the Greenside Film Factory – Experiential Learning Model.

- To show an understanding that supporting difficulties in learning and/or behaviour is part of high quality mainstream education
- To be aware that any student at some time during their education may have special educational needs
- To promote self-worth and enthusiasm by encouraging independent learning at all ages
- To be aware that every student is entitled to a sense of personal and academic achievement.
- To identify students who will need extra resources/provision within their school career.
- To work in partnership with the student's parents/carers and other external agencies to provide for the student's individual educational needs
- To regularly monitor, review and assess the needs and suitability of provision for students with special educational needs.

Identification, Assessment and Provision

The above follows a graduated approach as set out in the SEN Code of Practice.

The Code of Practice recognizes four broad categories of special educational need:

- Communication and interaction
- Cognition and learning
- Physical and sensory
- Behavioural, emotional and social

For students who enter the school with no prior identified special educational needs but for whom the Class Teacher has concerns a discussion will be arranged initially with the parents/carers and SENCo. Following the discussion, a decision for an appropriate assessment and provision of the student will be made. If necessary a referral to an external agency will be made.

The school maintains a complete overview of all provision in all classes and at all levels. Students who meet the criteria for additional support will be named on the provision map and their specified provision identified (the provision map also names and identifies provision for all students receiving some additional support in specific areas of the curriculum but who do not meet SEN criteria).

Additional SEN provision includes:

- Maths support
- Athletics
- Home Learning Packages
- In class support for English and Maths – 1:1 and small group
- Out of class support for English and Maths – 1:1 and small group
- 1:1 support with reading
- Reading Tree (group reading)
- KS2 STAR Day programme
- Speech and Language Therapy
- Occupational Therapy
- Dyslexia and Dyspraxia programmes
- Other Therapy - LEGO/ Art/ Drama etc
- Additional phonics learning
- Pastoral support
- SEMH Programmes
- Behaviour work - access to TBAP programmes
- Family support

Students identified with a special educational need will, after parents/carers have been advised, be added to Greenside's Special Educational Needs Register. This Register is a confidential database held at Greenside.

Levels of SEN and IEPs

Students identified by teachers as needing additional support will receive in-school interventions. Students at this level are monitored termly through the creation of an Individual Education Plan (IEP).

Where student progress remains a concern and the gap between the student and peers remains static or widens, the class teacher will notify the SENCo, who may request or make referrals for additional consultation to external services, Educational Psychology, CAMHS, Behaviour Support, Primary Mental Health, Occupational Therapy, Speech and Language Therapy and the Cheyne Student Development Services. The school then works closely with other advisers and the student progress continues to be monitored through IEPs.

Statutory Assessment

In a small number of cases, the LA will need to make a statutory assessment of a student's special educational needs and then consider whether to issue a Statement (Code of Practice 02). Where a request for a statutory assessment is made to the LA, the student will have demonstrated significant cause for concern. The LA will seek evidence from the school that any action implemented for the student has continued for a reasonable period of time without success and that alternatives have been tried. Evidence of external agency involvement will also be required.

The Statement will provide details of:

- The student's special educational needs
- The arrangements to be made for monitoring progress and setting new objectives/targets
- The provision that the LA consider necessary to meet the student's special educational needs.

The Statement will be reviewed annually, involving parents/carers, teachers and external agencies and will report on progress made and to amend objectives and provision, if appropriate.

Inclusion

The National Curriculum Inclusion Statement emphasizes the importance of providing effective learning opportunities for all students and offers three principles for inclusion:

- Setting suitable learning challenges and targets
- Responding to students' diverse needs
- Overcoming potential barriers to learning and assessment

Greenside continues to strive to be fully inclusive through:

- Providing a broad and balanced curriculum to all students, with the opportunity to join in all the activities of the school and extended day
- Using differentiated teaching strategies according to students' needs
- Promoting its inclusive ethos
- Having high expectations of student progress and setting suitable learning targets for all students

Roles and Responsibilities

All staff at all levels work towards the aims and objectives of this policy, which is the inclusion and provision for all students.

All staff work towards providing where necessary and identified the reasonable adjustments required to ensure that access to our Learning and education is available to and equal for all students.

Greenside has an Intervention Leader/ also studying for new SENCo qualification (from September 2020): Sophie Weitzman.

We have a Greenside & Griffin Lead SENCo who works with and supports Greenside: Nicolle Atkins.

The SENCo is responsible for ensuring the effective strategic implementation of the SEN Policy across the whole school.

The Special Educational Needs Coordinator is responsible for:

- Daily implementation of the SEN Policy
- Advising staff on SEN issues
- Maintaining SEN files and records
- Monitoring records for SEN students
- Organizing Annual Reviews for EHCP students
- Liaising with external agencies
- Advising and working closely with Teaching and Learning Support Assistants

Partnerships within and beyond the school

Greenside will promote a culture of cooperation with parents/ carers by:

- Ensuring that all parents/ carers are aware of the school's arrangements for special educational needs
- Informing parents/ carers when their student is placed on the Special Education Needs Register
- Inviting parents/ carers to all formal discussions about the provision for their daughter/ son
- Holding consultations with parents/ carers to discuss IEPs at least twice yearly and where necessary more frequently and, where appropriate,
- Including the student in discussions about their progress and target setting

Staff CPD

Greenside has a dedicated fund for staff training and undertakes to provide adequate opportunities for all staff to receive appropriate training in special educational needs.

Staff who support identified students and groups of students will be offered opportunities to receive specific training and go on courses that promote increased understanding of the needs of the student/students in their care.

Evaluating Success and Managing Complaints

The success of Greenside's Special Educational Needs Policy and provision is evaluated through:

- Monitoring of classroom practice by the Executive Head and Leadership Group & SENCo.
- Analysis of student tracking data and assessments results for all groups of students and individual students
- We aim that no student should end the year with ARE of 111 and all SEND students should access GDS learning as far as appropriate.
- Greenside's own Self Evaluation Process and documentation and external review and validation opportunities.
- The School Improvement Plan

Any complaints regarding the Special Educational Needs Policy or the provision for students should be addressed in the first instance to the appropriate Class Teacher. If parents/carers need further advice they

are welcome to make an arrangement to meet with the SENCo. If, after these steps have been taken, the parents/carers still have concerns about the educational well being of their student, then they make seek advice from the appropriate member of the Leadership Group. Parents/ carers of students with Statements have access to their allocated caseworker at the LA Individual Progress Section.

In September 2014 new arrangements for Special Educational Needs came into being. School Action and School Action Plus were replaced by SEN support and Statements were replaced by Education, Health and Care Plans (EHC). Existing Statements will remain valid and will transfer to EHC plans by April 2018 on a timetable set out by Hammersmith and Fulham. The focus is on early identification and intervention and a skilled workforce with all teachers accountable for students with SEND.

Involvement of parents/ carers and students is key to the approach. Hammersmith and Fulham are required to produce a Local Offer giving wide-ranging information as to what is available locally for students with SEND. This document covers the details of how the staff at Greenside will implement this policy.

See our offer below.

Greenside and GGL SEND Offer

1. Who are the best people to talk to at Greenside about my daughter/ son's difficulties with learning, special educational needs or disability (SEND)?

The class teacher is responsible for:

- Checking on the progress of your daughter/ son and identifying, planning and delivering any additional help she/ he may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Co-ordinator (SENCo) know as necessary.

The role of the SENCo is to: assess the type of intervention that may be required for your child if the additional support within the classroom is insufficient

- Writing Student Progress targets/Individual Education Plans (IEPs) with the class teacher, based on the smaller steps in learning, and sharing and reviewing these with parents/ carers at least once each term and planning for the next term.
- Ensuring that all staff working with your daughter/ son are helped to deliver the planned work / programme so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that Greenside's SEND Policy is followed in their classroom and for all the students they teach with any SEND.

The SENCo Sophie Weitzman is responsible for leading all our SEND work at Greenside. She is supported by the GGL Lead SENCo - Nicolle Atkins and the Deputy Head and Head of School.

- Developing and reviewing Greenside's SEND policy to make sure all students get a consistent, high quality response to meeting their needs at Greenside.

- Coordinating all the support for students with SEND

- i) Ensuring that you are involved in supporting your daughter/ son's learning
- ii) kept informed about the support your student is getting
- iii) involved in reviewing how they are doing.

- Liaising with all the other agencies that may be coming into school to help support your student's learning, e.g. Speech and Language Therapy, Educational Psychology.

- Updating the SEND register (a system for ensuring that all the SEND needs of students are known) and making sure that informative record of your child's progress and needs are kept.

- Providing specialist support for teachers and support staff, so that they can help students with SEND to achieve the best progress possible.

The Executive Head teacher will work with and give responsibility to the Head of School, SENCo and class teachers, but is still responsible for ensuring that your student's needs are met.

The SENCo must make sure that the Local Governing Body (2020-2021 - Jem Shuttleworth) is kept up to date about issues relating to SEND.

The SEND Trust Links at Greenside is Jem Shuttleworth - she is responsible for:

- Making sure that the necessary support is given for any student with SEND who attends Greenside.

2. How will the school let me know if they have any concerns about my daughter/ son's learning at Greenside?

If your daughter/ son is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have.
- Plan any additional support your daughter/ son may receive.
- Discuss with you any referrals to outside professionals to support your daughter/ son's learning.

3. How is extra support allocated to students and how do they progress in their learning?

- The school budget, received from Hammersmith and Fulham includes money for supporting students with SEND.
- The Executive Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.
- The Executive Head or Head of School and the SENCo discuss all the information they have about SEND, including the students getting extra support already, the students needing extra support and the students who have been identified as not making as much progress as would be expected.
- From this information, they decide what resources/training and support is needed.
- The HoS/ DH and SENCo identifies the needs of SEND students on a provision map. This identifies all support given within school and is reviewed regularly. Changes are made as needed, so that the needs of students are met, and resources are deployed as effectively as possible.

4. What are the different types of support available for students with SEND at Greenside?

Class teacher's input, via excellent targeted classroom teaching also known as Quality First Teaching.

For your daughter/ son this would mean that: The teacher has the highest possible expectations for your child and all students in their class.

- All teaching is built on what your daughter/ son already knows, can do and can understand.
- Different ways of teaching are in place, so that your child is fully involved in learning in class, which may involve things like more practical learning.
- Specific strategies (which may be suggested by the SENCo or outside staff) are in place to support your daughter/ son to learn.
- Your child's teacher will have carefully checked on their progress and will have decided that they have a gap or gaps in their understanding/ learning and need some extra support to help them make the best possible progress. All students at Greenside should be receiving this when needed as part of excellent classroom practice. Specific group work within a smaller group of students This group, often called 'Intervention groups' may be delivered in the classroom or a group room.

- Delivered by a teacher, Learning support assistant, Teaching Assistant or Higher Level Teaching Assistant (LSA,TA / HLTA) who have had training to deliver these groups. For your daughter/ son this would mean she/ he will engage in group sessions with specific targets to help her / him to make more progress. Specialist groups run by or trained by outside agencies, e.g. Speech and Language therapy or Occupational Therapy. This means a student has been identified by the SENCo, class teacher or the parent/ carer as requiring a specialist assessment of their needs, possibly leading to some additional support at Greenside.

Local Authority central services, such as Queensmill Outreach Autism Team), TBAP Behaviour Support Team or Sensory Service (for students with a hearing or visual need), Educational Psychology Service, NHS Physiotherapy, Occupational Therapy Service, Community Pediatrician, CAMHs .

For your daughter/ son this would mean:

- You may be asked to give your permission for the SENCo to refer your daughter/ son to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the SENCo and you to understand your child's particular needs better and be able to support them more effectively at Greenside.

The specialist professionals may work with your child to understand their needs and make recommendations as to the ways she/ he is given support. This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching, which cannot be provided from the budget available to Greenside.

Usually your child will also need specialist support at Greenside from a professional outside. This may be from: Local Authority central services such as (Queensmill Outreach Autism Team), TBAP Behaviour Support Team , Sensory Service Vision Impairment and Mobility Service (for students with a hearing or visual impairment), outside Health agencies such as the Physiotherapy Service, Occupational Health Service.

For students with speech and language difficulties, the local authority Speech therapist allocated to Greenside will deliver one to one speech and language sessions, this service however is only available for students with an EHCP, who have a specified program of speech and language outcomes in their EHC plan. Other assessments/ sessions have to be bought in with our funding.

Specified Individual support:

This type of support is available for students whose learning needs are severe, complex and lifelong. This is usually provided via a Statement of Special Educational Needs (pre Sept 2014) or an Education, Health and Care Plan (EHCP). Currently all of the students with Statements of Special educational needs have been transferred to EHCPs. EHCP are awarded to students who have been referred by the SENCo with the consent of Parents/ carers, or parents/ carers can also make a referral. EHCP referrals have to be backed up with evidence from Greenside and professionals who have assessed the student.

For your child this would mean Greenside (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process, which sets out the amount of support that will be provided for the student.

- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think she/ he needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining their needs. If they do not think your child needs this, they will ask Greenside to continue with the current support through various group interventions.

- After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write a Statement of Special Educational Needs or an Education Health Care Plan (EHCP). If this is not the case, they will ask Greenside to continue with the current level of support and also set up a meeting with the SENCo to ensure a plan is in place to ensure your child makes as much progress as possible.

An EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used, and what strategies must be put in place. It will also have long- and short-term goals for the student.

- The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups that include your child.

5. How can I let Greenside know that I am concerned about my child's progress?

If you have concerns about your child's progress, you should speak to her/ his class teacher initially.

- If you continue to be concerned that your child is not making progress, you may wish to speak to the Special Education Needs / Disabilities Co-ordinator (SENCo).

6. Who are the other people providing services to students with SEND in Greenside?

- Teachers responsible for teaching SEND groups / individuals and our Support Staff Team.
- Additional advice from Speech and Language Therapy service to provide more targeted provision Local Authority Provision delivered in school
- Hammersmith Outreach Autism Service (Queensmill School)
- Educational Psychology Service
- Sensory Service for students with visual or hearing needs
- Parent Partnership Service
- Advice from LA Consultant for SPLD as budget/ need determines
- Advice from LA Consultant for students with Complex Needs as budget/ need determines Health Provision delivered
- Speech and Language Therapy
- School Nurse
- Occupational Therapy
- Physiotherapy

7. How are the teachers helped to work with students with SEND and what training do the teachers have?

The SENCo's job is to support the class teacher in planning for students with SEND.

· Greenside provides training and support to enable all staff to improve the teaching and learning of students, including those with SEND. This includes targeted training for individual teachers and support staff, on SEN issues such as Autism Spectrum Disorder (ASD), Speech and Language difficulties. We are also able to access the staff and support from Nicolle Atkins - GGL Lead SENCo.

8. How will the teaching be adapted for students with SEND?

Class teachers plan lessons according to the specific needs of all groups of students in their class and will ensure that your daughter/ son's needs are met.

- Support staff, under the direction of the class teacher or the SENCo, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your daughter/ son individually and in groups
- Planning and teaching will be adapted, on a daily basis if needed to meet your child's learning needs.
- Regular access to computers, i-pads, netbooks and supportive computer programs will be included in learning plans where appropriate
- Plans will also include more practical learning, extensive use of visual support, individual checklists, sand timers, writing frames and word banks high frequency word lists, easy grip writing tools, multi-sensory resources, table top resources to support mathematical learning as well as adjusting the task to better suit your child's needs, and adjusting the delivery of learning to support students with poor working memory and slow processing speeds

9. How will we measure the progress of your daughter/ son?

- Your daughter/ son's progress will be continually monitored by her/ his class teacher.
- Her/ his progress will be reviewed ½ termly in formal tests in Reading, Writing and Maths and the scores compared with national levels (Age Related Targets - ARE) level 1 (below ARE) level 2 (Expected level) Level 3 above expected level.
- If your daughter/ son is in Y1 or above, but is not yet working at National Curriculum levels, a more sensitive assessment tool can be used, which shows their level in more detail and will also show smaller but significant steps of progress. These levels are called 'P levels'
- At the end of each Key Stage (i.e. at the end of Y2 and Y6), all students are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do.
 - The progress of students with a statement of SEN / EHC Plan will be formally reviewed at an Annual Review with all adults involved with the student's education. The SENCo will also check that your child is making good progress within any individual work and in any group that they take part in.
- Regular book checks and lesson observations will be carried out by the SENCo to ensure that the needs of all SEND students are met and that the quality of teaching and learning is high.

10. What support do we have for you as a parent/ carer of a student with SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and Greenside, so that similar strategies can be used.
- The SENCo is available to meet with you to discuss your daughter/ son's progress or any concerns /worries you may have.

- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
 - Personalized progress targets / IEPs/ will be reviewed with your involvement every term.
 - Home Learning will be adjusted as needed to your child's individual requirements.
- A home contact book may be used to support communication with you when this has been agreed to be useful for you and your child.

Further Information

For more information for Hammersmith and Fulham SEND Local Offer please click on the following link search3.openobjects.com/kb5/lbhf/localoffer/home

LBHF Local Offer

<http://search3.openobjects.com/kb5/lbhf/fis/localoffer.page?localofferchannel=0>

SENDIAS - Information, Advise and Support Service (Insights)

<https://www.insightsesc.co.uk/parent-services/insights-information-advice-support-service-iass-for-hammersmith-fulham/>

The Special Educational Needs and Disability Regulations 2014

<http://www.legislation.gov.uk/uksi/2014/1530/schedule/1/made>