



The Greenfield & Hurst Drive Federation

www.GreenfieldandHurstdrive.co.uk



Special Educational Needs and Disability Policy

**Persons Responsible: Mireilli Forrest, Executive Headteacher
Hayley Nicolas, Deputy Headteacher
Dorothy Fadairo, SENDCo and Inclusion Leader
Hayleigh Baker, SENDCo (Greenfield)**
Policy Reviewed: January 2025
Policy Next Review: January 2026

CONTENTS

Vision Statement	3
Rationale	3
Legislation and Guidance	3
Definitions	4
Definitions of the four broad areas of need are:	4
Communication and interaction	4
Cognition and learning.....	5
Social, emotional and mental health difficulties	5
Sensory and/or physical needs	5
The Graduated Approach to SEND Support.....	5
The Graduated Approach (The Four-Part Cycle).....	6
Assess:.....	6
Plan:	6
Do:.....	6
Review:.....	6
Pupils who have high levels of SEND	7
Requesting an Educational, Health and Care (EHC) Needs Assessment.....	7
Current Education, Health and Care Plans.....	7
What is not SEND but may impact on progress and attainment?	8
Disability and medical conditions	8
Attendance and punctuality.....	8
Health and Wellbeing.....	8
Looked After Children (LAC).....	8
English as an Additional Language (EAL).....	8
SEND Provision.....	8
Criteria for adding or removing pupils from the SEND Register	9
Roles and responsibilities.....	9
The Inclusion Lead is responsible for:.....	9
The SEND Governor will:.....	9
The Executive Headteacher will:.....	9
Class Teachers and Key Persons will:	10
Monitoring arrangements.....	10
Links with other policies and documents	10
What is the Local Authority Local Offer?	10

Vision Statement

‘Every teacher is a teacher of SEND’

Working in partnership, Greenfield Nursery School and Hurst Drive Primary School can build and maximise the strengths of both schools, ensure equality, whilst maintaining the unique personalities that each school has to offer. We are proud members of the Federation and together we are committed to working with pupils, families and the local community.

We pride ourselves on supporting and inspiring pupils to be successful in their learning, confident individuals and responsible citizens. Whilst striving to improve life chances for every pupil to prepare them for life in Hertfordshire, Enfield, modern Britain and the world.

Both schools continue to focus on improving outcomes for children whilst ensuring that they have access to a purposeful learning experience where acquisition of knowledge and experience are at the heart. We aim to achieve this by developing quality of learning in each classroom and leadership at all levels.

Rationale

The Greenfield and Hurst Drive Federation believe that:

- every pupil has the right to a broad and balanced curriculum
- that all pupils are individuals with strengths
- every teacher and practitioner are educators of every pupil including those with special educational needs and disabilities
- it is the responsibility of all our teachers and practitioners to help each pupil reach their own potential whatever their needs
- early identification of difficulties is important in order to provide the correct support to enable pupils to make maximum progress
- parents have a vital role as partners in their child’s education.

The Greenfield and Hurst Drive Federation has regards to the Children’s and Families Act (2014). Under this code and the Special Educational Needs Code of Practice, 2015 (SEND COP) which now covers 0-25 age range, we have a clear focus on the participation of children and young people in decision making. Also, there is guidance on the joint planning and close co-operation between parents, children and the school Education, Health and Care (EHC) Plans.

Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice 2015 and the follow legislation:

- Part 3 of the Children and Families Act 2014 which sets out the schools’ responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which sets out schools’ responsibilities for Education, Health and Care (EHC) plans, SEND Co-ordinators (SEND CO) and the SEND information report
- The Statutory Framework for the Early Years Foundation Stage 2023.

Definitions

At our Federation we use the definition of SEN and for Disability from the SEND Code of Practice (2015) which states:

- A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him/her.
- A learning difficulty or disability is a significantly or greater difficulty in learning than the majority of others of the same age.
- Special education provision means education or training provision that is in addition to or different from that is made generally for others of the same age in a mainstream setting in England.

The Special Educational Needs and Disability Regulations 2015, which set out schools' responsibilities for Education, Health and Care (EHC) plans, SEND co-ordinators (SENDCo's) and the SEND information report.

There are four broad areas of need within the SEND Code of Practice 2015:

- Cognition and Learning Needs
- Communication and Interaction Needs
- Social, Emotional and Mental Health
- 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 the Federation needs to take, not to fit a child into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time. For instance, speech, language and communication needs can also be a feature of a number of other areas of SEND, and children and young people with an Autistic Spectrum Condition (ASC) may have needs across all areas, including particular sensory requirements.

The support provided to an individual should always be based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software. However, we do not 'fit' a pupil into a category, but rather provide support based on their area/s of need.

Definitions of the four broad areas of need are:

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASC, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This covers a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other young people may have disorders such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) or Attachment Disorder.

Sensory and/or Physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

The Graduated Approach to SEND Support

The school decides whether to make special educational provision following a process of on-going teacher assessments and termly pupil progress meetings with the leadership team identifies those pupils making less than expected progress, given their age and individual circumstances. The school's first response is high quality targeted teaching by the class teacher or key person. Where progress continues to be less than expected, the class teacher or key person will complete an initial concern form and interventions will be planned and delivered under the directive of the Inclusion Lead. If there are still concerns, the class teacher or key person will raise them again with the Inclusion Lead.

In deciding whether to make special education provision to support educational, social, physical or emotional needs, we:

- work in partnership with class teachers, key persons, parents/carers, and pupils
- will consult with relevant external agencies
- use assessment tools & screening materials.

Adaptations to the school's core offer are made. If the support needed can be provided in this way, then a child might not be considered SEND or placed on the SEND register. If, however, the support required is different from or additional to what is ordinarily offered by the school, the child will be placed on the SEND register at SEND Support.

When a child is identified as needing SEND Support, this begins a cycle of Assess, Plan, Do, Review (as laid out in the SEND Code of Practice, 2015). We believe in a 'person centred' approach to information gathering with the child and parents/carers at the centre of the process.

The Graduated Approach (The Four-Part Cycle)

Assess:

As part of our whole Federation practice, we regularly assess all pupils' needs so that each child's progress and development is carefully tracked and compared to their peers and national expectations. For those pupils who may need SEND support, we believe that listening to the views of parents/carers and the child when of age, is an important part of the assessment process.

The Inclusion Team and Nursery Practitioners use a variety of standardised tests and screening materials and techniques to assess pupils' specific needs and to inform target setting, e.g. Individual Assessment of Early Learning and Development (IAELD), Terrific Talker's, WellComm Toolkit, Sandwell Early Numeracy Test (SENT) Lucid Rapid, LEXIA core 5 Programme, Boxall Profile, Strengths and Difficulties Questionnaire (SDQ), Physical and or other sensory needs assessment.

We also carry out assessment of phonic sounds (Read, Write, Inc), vocabulary skills, non-verbal reasoning skills, receptive and expressive language tests, Bell Foundation EAL Assessment Framework). In some cases, we will draw on assessments and guidance from other outside professionals e.g. Specialist Advisory Teacher (SAT), Educational Psychologists (EP), Speech and Language Therapy (SALT), Children and Adolescent Mental Health Service (CAMHS).

Whilst we use screening materials to assess and plan for support, only medical professionals are qualified to carry out a diagnosis of any special educational need or disability.

Plan:

To ensure all SEND pupils have equity and equality of opportunities to work within the curriculum, the teacher or key person and relevant staff form a plan to identify learning outcomes from our curriculum that will inform the pupil's targets. If necessary, advice from other professionals mentioned above will form part of this plan and progress is tracked. The tracking form identifies the additional support, intervention and strategies required to meet the pupil's targets. For most children on the SEND register these will be set out on the class provision map and for children with greater needs/adaptations these will be set out on a SEND Support Plan (SSP) or if your child attends Nursery, a 'Learning Plan'.

Do:

The class teacher or the key person is responsible for working with the pupil on a daily basis. She/he will also liaise closely with support staff and/or specialists who provide support set out in the pupil's plan and track their progress. The Inclusion Lead can provide support, guidance and advice for the teacher, key person and support staff on how to support the pupil.

Review:

The impact and outcomes of the plan is closely tracked and will be formally reviewed each term by the teacher, support staff, parents/carers and the pupil. This ensures everybody celebrates the pupil's progress and achievements and is involved in planning the next steps for a further period or where successful, the removal of the pupil from SEND Support. These meetings are planned around Oct/Nov, Feb/March and June/July.

This four-part cycle is known as the graduated approach where earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress.

Pupils who have high levels of SEND

For pupils who have high levels of need, with the agreement of parents/carers, the school may seek advice from external agencies. These agencies include:

- Family Centre Services
- Health Visiting Services
- School Nurse
- HfL Education SEND Advisors
- Integrated Services for Learning (ISL)
- Ask Sally
- Inclusion Development Officer (Early Years)
- Special Advisory Teachers for Speech, Language and Communication
- CAMHS
- Speech and Language Therapy Service
- Physiotherapy, Occupational Therapy
- CAMHS (Child and Adolescent Mental Health Service)

The advice and strategies provided by these professionals may result in a Learning Plan or SEND Support Plan being implemented.

Requesting an Educational, Health and Care (EHC) Needs Assessment

A small number of pupils, whose needs are significant, complex and long term, may require a greater level of support than that provided at SEND Support from the school's own resources. For these pupils, evidence will be collected to show that outside agency advice i.e. from an Educational Psychologist has been implemented over a period of two terms. The outcomes are recorded and must form part of the application, along with any medical reports, for an (EHC) plan which is made to the Local Authority to assess education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided if it is felt additional funding is required to support the needs of the child in school. This brings together the child's health and social care needs as well as their special educational needs.

Current Education, Health and Care Plans

Pupils with an EHC plan have an annual review meeting; the date set for this is based on the date the plan was first put in place. Pupils will attend part or all of the meeting to share their achievements for the year and aspirations for the future.

Pupils with an EHC plan who attend Nursery have an annual review on a 6-month cycle. As Nursery children are too young to attend the annual review, pupils' voice is obtained, where possible, through observations, photos, video and through the parent/carer.

What is not SEND but may impact on progress and attainment?

Disability and Medical Conditions

Pupils with medical conditions are supported so that they have full access to education, including school trips and physical education. Where a medical condition meets the criteria of disability, the school will comply with its duties under the Equality Act 2010. Reasonable adjustments will always be made to promote access to all areas of the school curriculum for pupils with a disability. Specific staff will have training to support particular needs, e.g. tube feeding, managing diabetes, epilepsy and Sickle Cell.

Attendance and Punctuality

Attendance is closely monitored; when it falls below 96% parents/carers are alerted. Should attendance fall below 93%, parents/carers are contacted in order to resolve any impacting issues.

Health and Wellbeing

YMCA Family Centre, CHEXS, Phoenix Centre and our Nurture Team are available to support with any needs that may arise in this area. Where a child and family need co-ordinated social care support from more than one agency, an Early Help Assessment may be used to identify help required and to prevent needs escalating.

Looked After Children (LAC)

These pupils are closely monitored through the policy and guidelines of the LA.

English as an Additional Language (EAL)

Care is taken when identifying and assessing SEN for children whose first language is not English.

SEND Provision

Each pupil with SEND is an individual and their support is tailored to meet their particular needs, therefore SEND support can take many forms. It could include:

- An individual learning programme (e.g. LEXIA, Attention Autism, Intensive Interaction, Sensory Circuits)
- Evidence Based interventions (e.g. Terrific Talkers, WellComm)
- Extra help from a teacher or learning support
- Making changes to materials, resources and equipment
- Working with a child in a small group
- Access to the Sensory/Nurture Rooms
- Sensory Boxes
- Helping a child take part in class activities
- Helping a child to work with or alongside another child or play with them at break time
- Supporting children with physical or personal care difficulties

Criteria for adding or removing pupils from the SEND Register

If it is felt a child needs to be added to the SEND register, parents are informed in writing, and an appointment is made to discuss your child's learning needs. In some cases, a consent form is required for your child to be added to the register. Your child's class teacher or key person would have already raised concerns with you before this point.

When a child has made sufficient and sustained progress towards achieving their targets and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEND register. Parent/carers will be informed of this in writing. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

Roles and responsibilities

The Assistant Head for Inclusion and SENCO is responsible for:

- Working with the Executive Headteacher and SEND Governor to determine the strategic development of the SEND policy and provision across the Federation.
- Working with the Executive Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 about reasonable adjustments and access arrangements.
- Having day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND including those who have EHC plans.
- Providing 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.
- Advising on the graduated approach to providing SEND support
- Liaising with parents and offering advice and support
- Liaising with external agencies and making referrals
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Ensure the school keeps the records of all pupils with SEND up to date.

The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Executive Headteacher and Inclusion Lead to determine the strategic development of the SEND policy and provision across the Federation.

The Executive Headteacher will:

- Work with the Assistant Head for Inclusion and SENCOs, Deputy Headteachers and SEND governor to determine the strategic development of the SEND policy and provision across the Federation.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

Class Teachers and Key Persons will:

- Be accountable for the planning, progress and development of every pupil in their class or key group
- Implement strategies and use resources provided
- Work closely with any teaching assistants, Learning Support Assistants, or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the Inclusion Lead to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

Monitoring arrangements

This policy and information report will be reviewed annually by the Inclusion Lead. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

Links with other policies and documents

This policy links to:

- [Accessibility Plan](#)
- [Behaviour Policy](#)
- [Equality information and objectives](#)
- [Supporting Pupils with Medical Conditions](#)
- [SEND Information Report – Hurst Drive](#)
- [SEND Information Report - Greenfield](#)

What is the Local Authority Local Offer?

A Local Offer gives children and young people with SEND, and their families information about what support services the local authority think will be available in their local area.

Parents/carers who live in Hertfordshire can access the local offer at <https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

Parents/carers who live in Enfield can access the local offer at <https://www.enfield.gov.uk/services/children-and-education/local-offer>

SENDIASS is an impartial advice and information service for parents/carers. You can access further information about this service at <https://www.hertssendiass.org.uk/home.aspx> if you live in Hertfordshire and at <https://epandc.org.uk/testimonial/sendias/> if you live in Enfield.

Face Family Advice at www.facefamilyadvice.co.uk email: info@facefamilyadvice.co.uk