



Special Educational Needs & Inclusion Policy The Green Flying High Academy

Approved	J Smith
Title	Headteacher
Date	4.9.26

SEND Coordinator – Miss H.O'Brien

What does SEND mean to us?

The SEND code of practice 2014 gives the following definition:

"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 or a young person 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 mainstream schools

Governor Responsible for SEND – Victoria Jones

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents: The SEND Information Report, Equality Act 2010: advice for schools DfE Feb 2013; Schools SEND Information Report Regulations (2014). This report meets the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018. This policy should be read in combination the school's Accessibility Plan.

The policy is written alongside the SEND Information Report which can be found on our school website <https://www.green.derbyshire.sch.uk/>

Equality Act 2010 and Reasonable Adjustments

At The Green, we are committed to fulfilling our duties under the Equality Act 2010 by ensuring that disabled pupils are treated fairly, with dignity and respect, and are able to access all aspects of school life. We will not discriminate, harass or victimise any child on the grounds of disability and are committed to promoting equality of opportunity for all pupils. The Green will make reasonable adjustments to policies, practices, the curriculum, the physical environment, and the provision of auxiliary aids and services where required to remove barriers to learning and participation. These adjustments will be planned in partnership with pupils, parents/carers and, where appropriate, external professionals, and will be reviewed regularly to ensure they remain effective and responsive to individual needs.

Special Educational Needs & Inclusion Policy

At The Green Flying High Academy we believe that our teachers are responsible for the development and success of ALL our children, including those with SEND. This policy was developed in collaboration with the SENDCO following consultation with the local authority and trust members. It is shared with the community through our website. This policy reflects the current SEND Code of Practice, 0-25 guidance (2014) and is linked closely to our school Teaching and Learning and Behaviour policies.

At The Green Flying High Academy we are dedicated to raising the aspirations and expectations for all pupils with or without an identified SEND. We are focused on improving outcomes for children, not just putting in place hours of support. All interventions are well-targeted and clearly focused on the impact they have on individuals learning. Pupil support programmes are developed for children identified with SEND and consultations take place with professionals and parents. This policy links with other documents which include Accessibility Plan, Equality Policy, Behaviour Policy, Anti Bullying Policy, Supporting Children with Medical Conditions Policy and the Child Protection Policy. These can be found on our website <https://www.green.derbyshire.sch.uk/>

The Aims of the School

- To ensure all children have access to a broad and balanced curriculum.
- To identify children with Special Educational Needs and Disabilities as early as possible.
- To provide an individual assessment and programme of work suited to the needs and abilities of each child identified.
- To involve parents in the whole process.
- To keep comprehensive records at all stages.
- To seek advice and support from outside agencies where appropriate.
- To meet a child's special educational need wherever this is consistent with meeting the educational needs of the other children in the school.

Identification of SEND

There are four broad areas which give an overview of the range of needs that should be planned for.

1. 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.

2. Cognition and learning

In children this involves the progressive building of learning skills, such as attention, memory and thinking. These crucial skills enable children to process SENDsory information and eventually learn to evaluate, analyze, remember, make comparisons and understand cause and effect. Although some cognitive skill development is related to a child's genetic makeup, most cognitive skills are learned. That means thinking and learning skills can be improved with practice and the right training.

3. Social, Emotional and Mental Health

Mental health difficulties do not automatically mean a child has SEND, though where they have a long-term impact on learning they may be identified as having SEND." This reflects current DfE guidance. Social, emotional and mental health (SEMH) needs are a type of special educational needs in which children/young people have difficulties in managing their emotions and behaviour. They often show inappropriate responses and feelings to situations.

4. Sensory and/or Physical

Sensory needs, which can be hearing loss and/or visual impairment or sensory processing difficulties and physical difficulties, can occur for a variety of reasons, e.g. congenital conditions (some progressive), injury or disease. The important consideration in this area is the degree to which the difficulties impact on a child's or young person's ability to access educational opportunities.

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. Some children may have more than one area of need.

At The Green Flying High Academy we identify the needs of pupils by considering the needs of the whole child not just their special educational need or disability. We understand that other aspects of a child's life can impact on their development including: Attendance and Punctuality, Health and Well-being, Speaking English as an Additional Language, Being in receipt of Pupil Premium Grant, Being a Looked After Child, Being a child of Serviceman/woman.

A Graduated Approach to SEND Support

Universal, Targeted and Bespoke provision in line with FHP tiered approach

Assess, Plan, Do, Review

Our school uses the Assess–Plan–Do–Review cycle for all pupils to ensure teaching is responsive and inclusive. Class teachers continually assess each pupil's progress, attainment and wellbeing, identifying strengths and any emerging barriers to learning. Appropriate support and reasonable adjustments are then planned in partnership with parents/carers and, where appropriate, the pupil. The agreed strategies are implemented through high-quality, adaptive teaching and targeted interventions where needed. Progress is reviewed regularly, with outcomes used to refine provision and ensure every pupil is supported to achieve their best.

At The Green Flying High Academy, we believe that quality first teaching and the critical role of the class teacher, working alongside specialists, provides personalised learning for all pupils. Our teachers are responsible and accountable for the progress and development of every pupil in their class, including those receiving support from teaching assistants or specialist staff. High-quality teaching is the first step in responding to pupils who have, or may have, Special Educational Needs and Disabilities (SEND), and additional intervention or support will only be provided where a child's needs require it. The class teacher and SENDCO will consider a range of evidence, including the pupil's progress, attainment, observations, and national expectations, before planning additional provision. The views, wishes and aspirations of the child are central to this process, and pupils will be actively involved in discussing their strengths, identifying any barriers to learning, setting appropriate outcomes, and reviewing the support they receive. Children with SEND are supported to participate in decisions about their education and provision at a level appropriate to their age and understanding. Parents and carers will be consulted throughout to ensure decisions are made collaboratively and in the best interests of the child.

Children in need of additional support different to those of his or her peers, the SENDCO, class teacher and head teacher will look at the child's attainment and needs. They may be given additional intervention support on a one-to-one or small group basis and set targets that are match to their needs. School interventions may include: additional support sessions for speech and/or language development, reading skills and social/behavioural therapy through nurture groups. These additional interventions are highlighted on our Provision Map and progress of learners with SEND is reviewed termly by class teachers and the head through Pupil Progress meetings. The process for engaging specialist services such as an Educational Psychologist is the responsibility of the SENDCO in collaboration with the head teacher who will consider the level of need and financial implications. Agency referral forms will need to be completed and permission gained from parents or carers.

Click or tap here to enter text. For higher levels of need, the SENDCO and/or head teacher draw on information from parents, class teachers and more specialised assessments from external agencies and professionals. We always seek the views of the child when considering provision for them. At wave 3 for pupils with an individual Education, Care and Health Plan we follow a cycle of ASSESS – PLAN - DO – REVIEW. This involves holding meetings with parents and the professionals involved at least termly to review the child's progress, plan the next steps and decide how best to support the child using a support plan. The class teacher holds the responsibility for evidencing progress according to the outcomes described in the plan.

Different types of support in our school

a) Class teacher input, via excellent targeted classroom teaching (Quality First Teaching).

For your child this would mean

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- That specific strategies (which may be suggested by the SENDCo) are in place to support your child to learn.
- Scaffolding in place to ensure the child fully participates in the lessons.

- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific group work

Intervention which may be

- Run in the classroom or a group room.
- Run by a teacher or a teaching assistant (TA).
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b) Specialist groups run by outside agencies, e.g. Speech and Language therapy SEND

Code of Practice 2014: School Support (SS)

This means a pupil has been identified by the SENDCo/Inclusion Manager/class teacher as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority central services called the Inclusion Support Advisory Service. This service will offer Whole School Inclusion (WSI) and Targeted & Specialist (T&S) approaches to support a graduated response to SEND in your setting. Team or SEND Service (for students with a hearing, physical or visual need).
- Outside agencies such as the Education Psychology Service (EPS).

What could happen:

- You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself to understand your child's particular needs better and be able to support them more effectively in school.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

c) Specified Individual Support

This type of support is available for children whose learning needs are severe, complex and lifelong.

- Inclusion funding means your child has been identified as needing support above the resources already funded by school.
- Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups ("Including All Children" documentation from LA).

Your child will also need specialist support in school from a professional outside the school. This may be from

- Local Authority central services
- SENDsory Service (for students with a hearing or visual need).
- Outside agencies such as the Speech and Language Therapy (SALT) Service.

For your child this would mean

- The school (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 your child.
- 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 your child's 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 your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
- 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 an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

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

Other professionals you might meet:

- Teachers responsible for teaching SEND groups/individuals on a part-time basis.
- Teaching Assistants and HLTAs mainly working with either individual children or small groups on interventions such as Positive Play, handwriting, pre-teaching etc.
- ICT support in the form of writing and math's programmes are delivered by teachers and teaching assistants during specified small group or individual sessions, according to need.
- Teaching Assistants or HLTAs offering support for children with emotional and social development through daily checking in sessions.
- Pastoral care within the school and at home with our onsite P4YP case worker
- Local Authority Provision delivered in school with support from the Advisory Teacher
- Inclusion Support Advisory Service
- Educational Psychology Service
- Sensory Service for children with visual, hearing or other Sensory needs
- DIAS
- SALT (Speech and Language Therapy)
- SSPI and SSVI (School Support for Physical Impaired and Visual Impaired)
- Health Provision delivered in school
- Additional Speech and Language Therapy input to provide a higher level of service to the school - School Nurse
- Occupational Therapy
- CAMHS

Supporting Pupils and Families

Parents and carers are always welcome to speak with any member of staff about their child at The Green Infants Flying High Academy. We also encourage parents to visit our website

www.info@green.derbyshire.sch.uk where we have published our SEND Information Report and a link to the Derbyshire Local Offer.

- If you have concerns about your child's progress, you should speak to your child's class teacher
- If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs/Disabilities Co-ordinator (SENDCo).
- The school SEND Governor can also be contacted for support.

Supporting Pupils at School with Medical Conditions

We at The Green Flying High Academy recognise 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 school will comply with its duties under the Equality Act 2010. Some may also have special educational needs or disabilities (SEND) and may have an Education, Health and Care (EHC) plan. If required, parents/carers may be asked to sign a conSENDt form to allow staff to administer medication.

Monitoring and Evaluation of SEND

Our school regularly and carefully monitors and evaluates the quality of provision we offer all pupils through termly teacher led progress meetings, sampling of parent views, seeking pupil views and involving our school governors in visits to school.

Training and Resources

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 Head teacher 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. The school's SENDCO regularly attends the Flying High Trust SENDCO network meetings in order to keep up to date with local and national changes in SEND policy and practice. Teaching assistants working with pupils on the SEND register receive regular training and support from outside specialists or the SENDCO.

Storing and Managing Information

Pupils SEND information is managed in line with the schools confidentiality policy and the governments UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018. . All information is secure using the policies guidelines.