



Learning Enrichment

Policy for Learning Support, Special Educational Needs and Disability **(includes EYFS and Little School)**

This document is a statement of the aims, principles and strategies for the teaching and learning of pupils at Greenfield School who require additional support and/or have Special Educational Needs or Disability. This policy reflects the principles included within the 0-25 SEND Code of Practice 2015 which was published in response to the Children and Families Act 2014.

The policy should be read in conjunction with those for the Curriculum as well as the Behaviour, Sanctions and Exclusion Policy and the Anti-Bullying Policy as these form an integral statement of the principles underpinning all the work of the school. Reference should also be made to the Accessibility Plan.

Subject Definition

Special Educational Needs are defined as those of children who have significantly greater difficulty than the majority of their peer group, and are unable to avail themselves fully of the curriculum or make use of educational facilities because of physical, emotional, behavioural or cognitive difficulties. It is recognised that all pupils have individual needs and many may need some form of learning support at some time during their time at Greenfield. Most of these needs can be met within the environment of the classroom through a differentiated curriculum.

At Greenfield, the accepted nomenclature is “specific” rather than “special,” but the more usual nomenclature is used as appropriate. A programme of work for pupils with Special Educational Needs or Disability is an educational provision which is additional to, or different from that for other children of their age.

Aims and Objectives

Our aims are to:

- Apply a whole school policy to meet each child’s individual needs.
- Identify all children who need special consideration to support their physical, social, emotional or cognitive development.
- Ensure that these children are immediately given appropriate support to allow full access to the School Curriculum by providing different levels of intervention to match the child’s level of need.
- Ensure that these children are fully integrated into all activities of the school and that all staff are aware of their needs.
- Ensure that parents are involved in partnership, as appropriate.

At Greenfield we have a clear approach to identifying pupils who may experience difficulty with their learning; this forms part of the school's overall approach to monitoring the progress and development of all our pupils. In Little School, the SENDCo reviews the behaviour logs of any children whose behaviour is of concern with the Nursery Manager and will advise on whether outside agencies may need to be involved. In the Pre-Prep Department, we assess the children using the Early Years Foundation Stage Curriculum (EYFS):

- Communication and Language (*prime area*)

- Physical Development (*prime area*)
- Personal, Social and Emotional Development (*prime area*)
- Literacy
- Mathematics
- Understanding the world
- Expressive Arts and Design

In the Lower School (Years 1 and 2), Middle School (Years 3 and 4) and Upper School (Years 5 and 6) we use a variety of formative and summative assessments to identify potential learning difficulties and pupils who have SEND.

Procedure for Identifying and supporting children with a learning difficulty and/or a Special Education Need or Disability

At Greenfield we have a graduated approach to identifying and supporting pupils who may have a learning difficulty. At each stage we apply the 'Assess, Plan, Do, Review' model as advocated in the Code of Practice 2015.

1) Early Identification, Monitoring and Assessment

It is hoped that identification of a learning need will be within each pupil's first two years at school, through admissions procedures, standardised testing (including CAT4 and Progress Testing in English and Mathematics), annotated work, observation and monitoring. Teachers are committed to making an initial response to a child's needs, involving other staff, the Learning Enrichment (LE) team, the Head of Pre-Prep, Heads of School Stage, the Head of Pastoral Care and Headmistress for support where necessary.

Throughout their time at Greenfield, each child's progress is regularly monitored and reviewed. Informal discussions and weekly meetings are held to address teachers' concerns with regard to specific children. Summative reports are written for parents towards the end of each term and communication with parents whose children are having additional help will be made through termly Parent Consultation evenings. Furthermore, where appropriate, meetings will be arranged for parents to meet with the class teacher, a member of the LE team and/or other members of staff. For example, in the case of pupils in the Pre-Prep Department (Owls – Year 2) this might be the Head of Pre-Prep.

If there are significant emerging concerns (or an identified SEN or disability), a referral to the Learning Enrichment Department will be made either verbally or via a Learning Enrichment Referral Form and a targeted Individual Education Plan (IEP) written to support the child is developed, involving the class teacher and other relevant Greenfield professionals. Parents are fully consulted and involved in this process.

2) Targeted Support

Where a child continues to fall behind the expected levels, class teachers will seek further advice from within school (e.g. the Learning Enrichment Department). A baseline screening (e.g. a Special Needs Assessment Profile) may be completed with permission from parents. Specialist advice from professionals outside the Greenfield setting including the Local Authority (LA) may also be sought for details of the Surrey LA Local Offer. Parents are fully consulted; where appropriate they may be asked to fund appropriate assessments.

3) Specialist Support

If the child continues to make less than the expected progress despite evidence-based support and interventions that are matched to the child's particular area/s of need, Greenfield may liaise with parents to involve appropriate specialists (e.g. health visitors, speech and language therapists, occupational health therapists, educational psychologists or specialist teachers) who may be able to identify appropriate strategies, equipment, programmes or other interventions to enable the child to make progress towards the desired learning and development outcomes. The decision to involve specialists will be taken following consultation with the pupil's parents. Again, where appropriate parents may be asked to fund assessments. Parents will also be given details of how to access support for Special Education Needs and Disability through the Local Authority (LA) Local Offer.

4) Education, Health and Care needs assessment (EHC)

Where, despite relevant and purposeful action to identify, assess and meet the special educational needs of the child, that child has not made the expected progress, we will consider completing an Education, Health and Care needs assessment. We will work with parents to complete an application for assessment together and support families through this process.

Educational, Health Care Plans (EHCP)

Once an EHCP has been set up, it is the responsibility of Surrey Local Authority (LA) to update and amend it following an annual review. It is Greenfield's responsibility to make sure that the review takes place at the correct time and to co-operate with the LA in the review process. Where necessary, Greenfield will request the presence of a representative from Surrey LA.

The Greenfield Approach

At all stages it is our aim at Greenfield to match the special educational provision to the child's identified SEN. Generally, SEN will fall into 4 broad areas of needs and support.

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

However, individual children will often have needs that will fall into two or more of these areas and their needs may change over time.

Record Keeping

At Greenfield we maintain detailed records of all pupils in Pre-Prep (Owls, Robins and Reception) as required under the EYFS framework. Detailed records are also held for all pupils as they progress throughout the school. These records are always available to the child's parents.

Responsibilities

Learning Enrichment Department

The Learning Enrichment department is responsible for the identification and assessment of children with SEND, and for the subsequent provision of support and an appropriate Individual Education Plan (IEP) if appropriate. The department is to liaise with staff, external agencies (including Early Years advisors), parents and the Local Education Authority (LEA) in the case of pupils with an Educational and Health Care Plan (EHCP). The LE department liaise closely with the Head of Pre-Prep, the EAL co-ordinator, the A, G & T co-ordinator and the Head of Pastoral Care and report regularly to the Headmistress and Safeguarding Committee. The Learning Enrichment Department consists of:

- SENCO
- Assistant SENCO and AG&T Co-ordinator
- Learning Enrichment Assistant & Administrator and EAL Co-ordinator
- Learning Enrichment Assistant and Play Specialist
- Learning Support Assistants

Staff

All teaching staff are expected to:

- Provide a stimulating programme of study which is differentiated and designed to enable all children to reach their potential.
- Recognise and be aware of the needs of each individual child according to age and aptitude.

- Work closely with the Learning Enrichment Department, particularly in the initial identification of needs and early provision for pupils with SEND. Attend regular meetings with members of the LE team to produce targets for IEP's and complete referral forms.

Provision of curriculum access and integration includes:

- Teaching pupils who require learning support or pupils with SEND primarily within the class situation, respecting the fact that children: have different educational and behavioural needs; require different strategies and teaching approaches for learning and acquire information at different rates.
- Ensuring that all pupils with SEND join in all the activities of the school (as far as this is practical).
- Provide a continuum of intervention according to IEP's.
- Ensuring that a differentiated curriculum is offered to all pupils in accordance with the Teaching and Learning Policy of the school. Where appropriate this may involve:
 - The provision of physical aids to support learning.
 - Adaptation of the material presented to a group within the class.
 - The provision of an Individual Education Plan (IEP), which embraces learning, emotional and behavioural difficulties.
 - Periodic withdrawal either individually or as part of a group.
 - Reallocation of a child to a year group in which his/her chronological age does not match the rest of the group. Such a move would be made exceptionally, and would always follow consultation with parents

SEND STAFF Training includes:

- Members of the Learning Enrichment team attending appropriate courses and conferences as they arise.
- Other teachers and Learning Support Assistants attending SEND courses which interest them and have a particular bearing on children they are supporting.
- Staff meetings are held and address SEND issues.
- INSET for all staff as required.

Use of outside facilities includes:

- Multiagency links with those giving support in meeting the needs of specific children
- Family Counselling Service
- Children's Services
- Paediatric Services
- Speech and Language Therapy
- Occupational Therapy
- Educational Psychologist
- Local Authority (LA)
- Early Help Assessment (EHA)

Partnerships with parents includes:

- Ensuring that parents are aware of the school's arrangements for SEND, including the opportunities for meetings between parents and teachers.

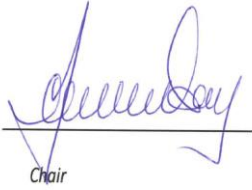
Liaison with other schools includes:

- Contacting previous or receiving schools for children with SEND to ensure all records are known, thus the process of transition is smooth. Greenfield School is always willing to be consulted by receiving schools at any point after a child has transferred.

Resources

The requirements of most children with SEND can be met through the use of the general resources available, but there are some which have been purchased specifically.

Next Review Date: **September 2022**



Chair

Signed Date **September 2021**
Chairman of the Board of Governors