

# **GREENHEART**

LEARNING PARTNERSHIP



## **SEND Policy and Information Report**

## Contents

1. Aims.....	3
2. Legislation and Guidance .....	3
3. Definitions .....	3
4. Roles and Responsibilities.....	3
5. SEND Information Report .....	5
6. Monitoring Arrangements .....	8
7. Links with Other Policies and Documents.....	8
Appendix 1 .....	9

## 1. Aims

The Greenheart Learning Partnership (GLP), are committed to the academic and personal development of all students regardless of ability. GLP recognise the diverse and individual needs of all of our students and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND).

Our SEND Policy and Information Report aims to:

- Set out how GLP will support and make provision for students with special educational needs and disabilities (SEND).
- Explain the roles and responsibilities of everyone involved in providing for students with SEND.

## 2. Legislation and Guidance

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

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report.

This policy also complies with our funding agreement and articles of association.

## 3. Definitions

A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age.
- or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is an educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## 4. Roles and Responsibilities

### The SENDCO

The SENDCO will:

- Work with the Headteacher, Headteacher or Executive Headteacher and SEND GLAC Committee Member to determine the strategic direction of the SEND Policy and provision

in the Academy, including advising on the deployment of the Academy's delegated budget and other resources to meet students' needs effectively.

- Have day-to-day responsibility for the operation of this SEND Policy and the coordination of specific provision made to support individual students with SEND, including those who have Education Health Care (EHC) Plans and be the point of contact for external agencies, especially the Local Authority and its support services.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high quality teaching. Including advising on the graduated approach to providing SEND support.
- Liaise with academies and settings around transition from primary to secondary and from secondary to adulthood for pupils with SEND
- Work with the Headteacher or Executive Headteacher and Governing Board to ensure that the Academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the Academy keeps the records of all students with SEND up-to-date to support its statutory responsibilities and to support effective record keeping

#### **The SEND Greenheart Learning Advisory Committee (GLAC) Member**

The SEND GLAC member will:

- Help to raise awareness of SEND issues at Board and GLAC meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the academies and update the Governing Board on this.
- Work with the Headteacher and SENDCo to determine the strategic development of the SEND Policy and provision in the Academy.

#### **The Headteacher, Executive Headteacher or Head of Primary Academies**

The Headteacher, Executive Headteacher or Head of Primary Academies will:

- Work with the SENDCo and SEND GLAC member to determine the strategic development of the SEND Policy and provision in the academy.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.
- Chair weekly Inclusion Portfolio meetings with an agreed focus

#### **Class Teachers**

Each class teacher is responsible for:

- The progress and development of every student in their class.
- Working closely with any 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 SENDCo to review each student's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND Policy.

## 5. SEND Information Report

### **The kinds of SEND that are provided for**

GLP currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties.
- Cognition and learning, for example, processing difficulties and Specific Learning Difficulties (SpLD) Dyslexia, Dyspraxia, Attention Deficit Disorder/ Attention Deficit (Hyperactivity) Disorder, Dyscalculia and Dysgraphia.
- Social, emotional and mental health difficulties, for example, anxiety related to coming to school or around academic pressure.
- Sensory and/or physical needs, for example, visual impairment, hearing impairment, epilepsy and physical disability.

### **Identifying students with SEND and assessing their needs**

GLP will review each student's current skills and levels of attainment on entry, together with information from the previous school about Special Educational Needs and Disabilities. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline;
- Fails to match or better the child's previous rate of progress;
- Fails to close the attainment gap between the child and their peers;
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a student is recorded as having SEND. When deciding whether special educational provision is required, GLP will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. GLP will use this to determine the support that is needed and whether GLP can provide it by adapting our core offer, or whether something different or additional is needed.

### **Consulting and involving students and parents**

GLP will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty;
- GLP take into account the parents' concerns;
- Everyone understands the agreed outcomes sought for the child;
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the student's record and given to their parents. GLP will formally notify parents when it is decided that a student will receive SEND support.

### **Assessing and reviewing students' progress towards outcomes**

GLP will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student;
- Their previous progress and attainment and behaviour;
- Other teachers' assessments, where relevant;
- The individual's development in comparison to their peers and national data;
- The views and experience of parents;
- The student's own views;
- Advice from external support services, if relevant.

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. GLP will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

### **Supporting students moving between schools, phases and preparing for adulthood**

GLP will share information with the school, college, or other setting the student is moving to. GLP will agree with parents and students which information will be shared as part of this.

### **Our approach to teaching students with SEND**

Teachers are responsible and accountable for the progress and development of all the students in their class.

High quality teaching is our first step in responding to students who have SEND. This will be differentiated for individual students. Additional intervention and support cannot compensate for a lack of good quality teaching.

Academies should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the most frequently encountered forms of SEND. SEND Code of Practice (2014, 6.37).

### **Adaptations to the curriculum and learning environment**

GLP will make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, seating position, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

### **Additional support for learning**

The SEND Team includes staff trained to support students by:

- Providing in-class support for named students;
- Running individual or small group intervention sessions.

GLP work a variety of support agencies to provide support for students with SEND. These include:

- Educational Psychology;
- Speech and Language Therapy;
- Specialist teachers for SEND;
- Sensory Support;
- Occupational Therapy;
- ASD Support.

### **Expertise and training of staff**

A SENDCO is a qualified teacher who has undertaken/is undertaking a National SENDCO Award.

### **Securing equipment and facilities**

Where external advisors recommend the use of equipment or facilities which GLP does not have, GLP will explore opportunities to purchase or loan such equipment in line with the GLP Purchasing Policy. For highly specialist communication equipment, GLP will seek the advice.

### **Evaluating the effectiveness of SEND provision**

GLP evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their goals at least three times a year;
- Reviewing the impact of interventions after six weeks;
- Using student questionnaires;
- Monitoring by the SENDCo;
- Using provision maps to measure progress;
- Holding annual reviews for students with EHC Plans.

### **Working with other agencies**

The advice and recommendations of a variety of support agencies are used to:

- Review and develop plans and provision for students with EHC plans.
- Carry out assessments and give advice for students who do not have EHC plans, but who may need additional support.

### **Information about SEND provision**

Information requests or concerns about SEND provision in our academies should be made to the SENDCo in the first instance, see [appendix 1](#). They will then be referred to the Headteacher or Executive Headteacher.

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that GLP has discriminated against their children. Parents can make a claim about alleged discrimination regarding:

- Exclusions;
- Provision of education and associated services;
- Making reasonable adjustments, including the provision of auxiliary aids and services.

### **Contact details of support services for parents of students with SEND**

Information about support for students with SEND can be found at:

<https://www.birminghamsendiass.co.uk/>

### **The Local Authority Local Offer**

<https://www.localofferbirmingham.co.uk/>

## **6. Monitoring Arrangements**

This policy and information report will be reviewed by the Executive Headteacher every year. It will also be updated if any changes to the information are made during the year.

## **7. Links with Other Policies and Documents**

This policy links to our policies on:

Accessibility

Behaviour (academies)

Equality Information and Objectives

Supporting Medical Needs

## Appendix 1

<b>Academy Name</b>	<b>Albert Bradbeer Primary Academy</b>
<b>Address</b>	<b>Turves Green Birmingham B31 4RD</b>
<b>Contact Number</b>	<b>0121 675 2365</b>
<b>Email Address</b>	<b>enquiry@abp.greenheartlearning.org</b>

<b>SENDSCO Name</b>	<b>Mrs Emma Cooke</b>
<b>Direct Dial</b>	<b>0121 675 1053</b>
<b>Mobile</b>	<b>N/A</b>
<b>Email</b>	<b>ecooke@abp.greenheartlearning.org</b>
<b>Additional Useful Information</b>	<b>This policy is to be read alongside the: Albert Bradbeer - SEND Information Report See Appendix 1</b>