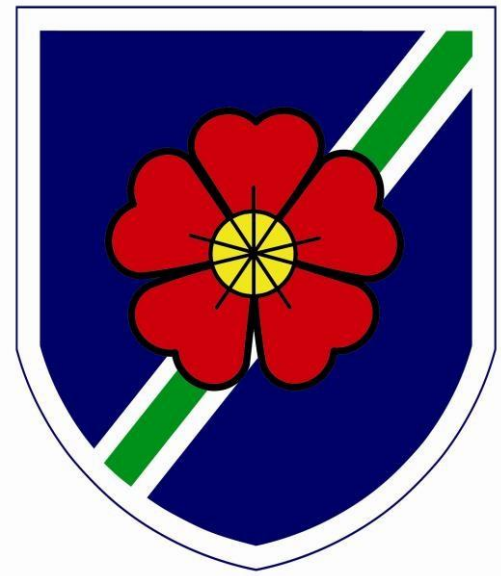
Greenmount Primary School



Policy for

Special Educational Needs and Disabilities

Chronology:

This policy replaces the policy agreed by the Full Governing Body of Greenmount Primary School on 29th January 2024.

This policy was updated by the Head Teacher on 29th July 2025 and is relevant for the academic year 2025-2026.

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Definition of Special Educational Needs (SEN)

The Code of Practice for Special Educational Needs (2014) defines Special Educational Needs as follows:

"A child or young person has SEN 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:

- (a) has a significantly greater difficulty in learning than the majority of others of the same age, or

- (b) 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 or mainstream post-16 institutions"

For children aged two or more, Special Educational Provision is "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".

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

(See Introduction to the 2014 Special Educational Needs and Disability Code of Practice: 0 to 25 years – sections xiii to xvii).

The Code does not assume that there are hard and fast categories of special educational need, but recognises that children's needs and requirements may fall within or across four broad areas. These are: -

- Communication and Interaction;
- Cognition and Learning;
- Social, emotional and mental health difficulties;
- Sensory and/or physical needs.

Whilst the SEND Code of Practice (2014) excludes children who are extremely able from its definition of Special needs, it is recognised at Greenmount Primary School that these children may have special or additional needs of their own. Please see our school's policy for Gifted and Talented / More Able.

Aims

As a school we aim to identify any child who has potential special educational needs as soon as possible. In doing so, we will put into place a system of support, monitoring and assessment. We work in close partnership with parents/carers, who play an active and valued role in their child's education, seeking their advice and support from the start. We also value the child's voice, including them in their learning journey, enabling them to have a say in their future targets and progress reviews. We believe that all children will have the right to a broad and balanced curriculum including extra-curricular activities where appropriate and full access to the National Curriculum. All children are valued and their self-esteem promoted. Our aim is that all children with special educational needs participate in activities compatible with the efficient education of other children and the efficient use of resources. Where appropriate we will seek the expert advice and support from outside agencies, in order for the child to achieve their potential.

Objectives

- To identify and monitor children's individual needs from the earliest possible stage so that appropriate provision can be made and their attainment raised.
- To plan an effective curriculum to meet the needs of children with special educational needs and where necessary ensure that the targets set on Individual School Support Plans are specific, measurable, achievable, realistic and time related;
- To involve children and parents/carers in the identification and review of the targets set for individual children and where necessary those targets identified in their Individual School Support Plans;
- To work in close partnership with, and involve, parents/carers of children who have special educational needs;
- To ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them.
- To work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have special educational needs.

The Role of the Governor:

The school's SEN governor is to be confirmed in September 2025.

The governing body of a community, voluntary or foundation school must:

- Together with the Head Teacher, decide the school's general policy and approach to meeting pupil's special educational needs for those with and without statements;
- Set up appropriate staffing and funding arrangements and oversee the school's work;
- Do its best to ensure that the necessary provision is made for any child who has special educational needs;
- Ensure that where the 'responsible person' – the Head teacher or the appropriate governor – has been informed by the LA that a child has special educational needs, those needs are made known to all who are likely to teach them;
- Ensure that teachers in the school are aware of the importance of identifying and providing for those children who have special educational needs;
- Ensure that parents/carers are notified of a decision by the school that SEN provision is being made for their child;
- Ensure that a child with special educational needs joins in the activities of the school together with children who do not have special educational need. This is so far as is reasonably practical and compatible with the child receiving the SEN provision their learning needs calls for, the efficient education of the children with whom they are educated, and the efficient use of resources;
- Have regard to the Special Educational Needs Code of Practice (2014) when carrying out its duties toward all children with special educational needs;
- Consult the LA and the governing body of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole; and
- Have a written SEN policy containing the information as set out in the Education Regulations 1999 (reproduced in the SEN Code of Practice).

The governors play an important role in ensuring that:

- They are fully involved in developing and monitoring the school's SEN policy;

- They are up-to-date and knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed;
- SEN provision is an integral part of the School Improvement Plan and the school's selfevaluation process;
- The quality of SEN provision is continually monitored.

The Role of the SENCo:
The school's SENCo is Mrs Claire Balmer, who is responsible for coordinating the provision of special educational needs throughout the school. This involves:

- Day to day operation of the SEN policy;
- Maintaining records of all SEN children;
- Being a point of contact for staff, providing advice, supporting, liaising with them and where necessary guiding them in the completion of Individual School Support Plans;
- Working alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress;
- Advising on the graduated approach to providing SEN support;
- Overseeing and maintaining specific resources for special educational needs;
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Liaising with outside agencies;
- Contributing to and, where necessary, leading the continuing professional development (CPD) of staff;
- Monitoring, evaluating and reporting on the provision for children with SEN to the governing body in conjunction with the head teacher;
- Co-ordinating the range of support available to children with special educational needs including those on School Support Plans, with a Statement of Special Educational Needs or an Education, Health and Care Plan (EHC);
- In conjunction with the class teacher, liaising with parents/carers of children with special educational needs;
- Liaising with the Designated Teacher for Children and Young People in Care (CYPIC) where a child has SEND;
- Liaising with pre-schools, other schools and high school provision to ensure continuity of provision and smooth transition;
- Be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching;
- Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- Reporting to the Head teacher and governing body.

Arrangements for co-ordinating provision for children with SEN - the teacher's role All teachers are teachers of children with special educational needs and they should have ownership of children's learning needs.

The Code of Practice (2014) states that "Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff." (para.6.36)

Also that “High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.” (para.6.37)

The teacher’s role is to initially identify a child who may have special educational needs and to complete a Record of Concern form (ROC) to be given to the SENCO. The teacher will need to differentiate their teaching and resources to meet the needs of the child, using available TA support as necessary.

If the concern continues then the teacher will need to approach the parents/carers to arrange a meeting to discuss their concerns and to discuss future action. The SENCo can attend this meeting alongside the class teacher or a meeting can be set up after the initial contact has been made. The SENCo will request written consent from the parents for their child to be placed on the Special Educational Needs register.

The needs of the majority of children will be met in the classroom through quality first teaching. Teachers are expected to make every effort to ensure that children with special educational needs are fully involved in the life of the class. For some children it will be necessary for them to spend some time in small group work or being withdrawn from the classroom for specific, timed activities related to the needs identified. These will be delivered by the teacher or teaching assistant and will complement classroom work so that the skills, knowledge and understanding will be transferred to the classroom.

In consultation with parents, class teachers will draw up an Individual School Support Plan (ISSP) which must be signed by parents and returned to the SENCO within two weeks of the meeting taking place.

Types of provision include:

- Additional classroom resources and strategies;
- Precision Teaching;
- 1:1 teaching with a teacher or teaching assistant;
- Small intervention groups based on a specific target for a measurable period of time with measurable outcomes;
- Commercially available intervention programmes.

Where precision teaching, or intervention groups are developed, these are planned and monitored by the class teacher in collaboration with the teaching assistant.

The SENCO and Head Teacher will oversee this provision to ensure it meets the objectives of this policy.

It is the joint responsibility of the Class Teacher, SENCO and Head Teacher to review and extend the provision (if necessary) for any children with SEND who experience periods of long-term absence.

Admission arrangements

Normal admission arrangements apply. We strive to be a fully inclusive school. All children will be treated according to their needs in line with the school’s policy for equality of opportunity. No child will be denied admission because of his or her creed, race, physical ability or academic attainment. Where a child has a particular need e.g. wheelchair access the governors will make

reasonable adjustments to ensure the child's needs are fully met. If a child is transferring into the school with a statement or EHC plan, or has been receiving extra support from LA centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate officer of the LA to ensure that their needs can be met. Any variation to the above will need to be agreed by the full governing body.

Please see the school's Accessibility Plan and Single Equality Policy.

The Graduated Approach to meeting the needs of children with SEND

Where possible we will try to meet every child's needs within the classroom through ensuring that our planning, teaching and approaches meet the needs of the majority of the children in our school. However, where through careful identification and assessment we and/or the parents/carers determine that a child is not making adequate progress, the class teacher will complete a Record of Concern (ROC) and consult the SENCO.

They, in conjunction with the child and parents/carers, will review the strategies and approaches that are currently being used and the way these might be developed. Where this review leads to the conclusion that the child needs help over and above that which is normally available within the class or school we will help the child through School Support.

Whilst a child is receiving School Support we will follow the graduated approach of:

- Assess
- Plan
- Do
- Review

These four stages of the approach are cyclical.

Assess

Following the completion of the Record of Concern (ROC) initial assessments will be carried out to identify a child's individual strengths and needs.

Plan

An Individual School Support Plan (ISSP) will be set up, identifying SMART* learning targets for the child with SEND. Information from the class teacher, the child, their parents/carers, and in some cases, outside agencies who may be involved with the child, will be sought. The ISSP is written by the class teacher during meetings with the parents/carers and the child. The SENCO and information from other agencies may be involved in this meeting. Additional or different provision from that which is already provided will be developed for the child, resources permitting.

A date to review the ISSP is set at these meetings.

* SMART: **S**pecific, **M**easurable, **A**chievable, **R**ealistic, **T**ime related

Do

The class teacher will remain responsible for working with the child on a daily basis and retain responsibility for their progress and outcomes. The class teacher will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved. The SENCO will support the above if necessary.

Review

The effectiveness of the support and interventions and their impact on pupil progress will be reviewed by the agreed date. Reviews will be held with parents at least three times per year.

The class teacher, working in partnership with parents, will revise the support in light of the pupil's progress. A new ISSP will be drawn up and the cycle begins again. The SENCO will support the review stage if necessary.

If a pupil does not make expected progress over a sustained period of time school will consider involving specialist outside agencies.

Where, despite all of our best endeavours, the child still makes little or no progress in the areas targeted, we will discuss with the parents/carers and child the need for either of us to approach the LA to request a statutory assessment. This may or may not result in the LA issuing a Education, Health and Care (EHC) Plan. Where a child has an EHC or statement of special educational needs we will carry out an additional annual review which parents/carers, child, outside agencies, SENCO and other staff as appropriate, will be invited to attend.

Resources

At the annual budget setting, governors set an allocation for SEND. The vast majority of this allocation pays for TA support to deliver ISSP targets for children on the SEND register. We also seek to improve our bank of resources and recognise that this is an ongoing process.

Access to the Curriculum

Strategies which are used to enable access for all children to the National Curriculum are:

- differentiation of the curriculum to match tasks to ability
- grouping of children according to ability for English and Mathematics to ensure that tasks are suitably matched to ability
- use of a range of teaching styles which recognise the individual learning styles of the children in the class
- use of TAs to provide additional support within English and Mathematics lessons
- small group and 1:1 teaching by staff
- accessibility to resources to support pupils with particular difficulties
- alternative means of accessing the curriculum through ICT, and use of specialist equipment
- peer group support through mixed ability grouping, paired reading and "buddy" systems
- use of positive behaviour modification strategies within the classroom and as part of the whole school Behaviour Policy.
- access to extra-curricular clubs, and to the social life of the school.
- In-Service training for all staff on the needs of children with SEND

Our aim is to include all children in all aspects of the life of the school. We will adapt any aspects necessary to include all children.

Social, Emotional and Mental Health (SEMH)

Children can present with SEMH needs at varying times. This can sometimes impact on their learning or behaviour.
Mr Griffith and Miss Kunce are the school's lead teachers for SEMH.
At Greenmount Primary School we have set up a pastoral team (referred to as PS3) who work with children, parents and staff to offer support when children are experiencing SEMH issues which can be caused by a variety of factors.

Where we need additional advice or external expertise to support our children, parents or staff, we draw on the resources from Bury Council via the Ramsbottom SEMH Partnership Panel which meets on a monthly basis.

Monitoring and Evaluating

A variety of methods is used to monitor and evaluate the provision for and achievements of our pupils with SEND:

- Regular observation of teaching by the Senior Leadership Team which includes assessment on the provision for children with SEND
- Analysis of assessment data, with high expectations for the expectations of all children
- Pre and post assessments for those pupils who are withdrawn for targeted interventions
- Costed provision map detailing interventions
- Success rates in respect of individual targets detailed on the ISSP
- Monitoring by the governor with responsibility for SEND
- Gathering the views of parents / carers and pupils via regular questionnaires and the ISSP
- Regular meetings between parents/carers, class teachers and SENCO
- Half termly meeting between the Head Teacher and SENCO
- Regular SENCO consultation meetings between the SENCO and officers from the LA's SEND team

Annual SEND Information Report

On an annual basis, the school produces its SEND Information Report which provides information to parents and the wider community around the implementation of this policy. The report, written by the school's SENCO, in conjunction with the Head Teacher and SEND Link Governor, is published on the school website:
https://www.greenmountprimarybury.co.uk/send/

Complaints procedure

If parents/carers have a complaint concerning provision for their child they should discuss this with the class teacher. If this proves unsuccessful the matter should be referred to the SENCO and/or Headteacher. Should the matter still be unresolved the parents/carers should contact the 'responsible person' on the governing body. If the complaint remains unresolved the Chair of Governors should be involved and finally the complaint should be taken to the Local Authority and/or Secretary of State.
The parents/carers may be directed to Parent Partnership who are an independent group who offer advice and support to parents. They are able to liaise between parents and school and to attend meetings. This point of contact may prevent situations from escalating.

For further detail, please see the school's Complaints Procedure.

Continuing Professional Development (CPD)

Through the monitoring and evaluating of our provision the SENCO, with the headteacher will identify any particular professional development needs of the staff. This will, where appropriate, be linked closely to the school's improvement plan and/or performance management objectives. Staff can also request for further training that may help them with a particular SEN child. Staff who attend further courses will feedback on courses attended through staff meetings. The effectiveness of such professional development will be monitored and evaluated by the SENDCO, and information provided during the annual evaluation of the school's overall SEND provision.

The SENCO will attend regular LA network meetings and briefings.

Links and Use of outside agencies

Close links are maintained with the LA support services in order to ensure that the school makes appropriate provision for children with special educational needs. The school also employs the services of private SEND consultants to supplement the support on offer from the LA

Where it is necessary to contact outside agencies, the SENCO will usually make the necessary arrangements and discuss with parents/carers accordingly.

Partnership with parents/carers/children

Parents/carers are important partners in the effective working relationship with the school in raising their child's attainment. They are beginning to be involved in the identification, assessment and decision-making process in the school. Parents/carers' contribution to their child's education is valued highly by the staff of the school. The staff involve the SEND child in the decision-making processes, including recording children's views and implementing and reviewing where necessary the Individual School Support Plan. The school will also update parents/carers with relevant information.

We show sensitivity, honesty and mutual respect in encouraging children to share concerns, discuss strategies and see themselves as equal partners in the school. All children are involved in making decisions, where possible, as soon as they start at the school. The ways in which we encourage them to participate reflects their emerging maturity. Confident young children, who know that their opinions will be valued and who can practise making choices, will be more secure and effective children during their school years. In this school, we encourage children to participate in their learning. We encourage them to take ownership of their learning targets by discussing their targets and what they can do to improve. For children with SEND this includes discussing the strategies for their success. We encourage them to take part in reviewing their progress and in setting new goals and challenges.

Links with other schools

Links are maintained to ensure a smooth transfer on school entry through liaison and visits to local Early Years Settings. Children are invited to visit us for induction visits in the summer term before they start school. If necessary the school liaises with other agencies at this stage. There is also a staggered intake at the start of the school year where the children attend school in smaller groups for a half day session.

Children with SEND who transfer from other schools are supported through their induction to the school by the class teacher, SENCO and by classroom buddies to ensure that they have a smooth transition.

Liaison from Year 6 to Year 7 ensures a smooth transition and staff from Secondary Schools usually visit us.