



SEND policy and SEND information report



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COMMITTED TO
EXCELLENCE

GREENSHAW HIGH SCHOOL

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Opening statement

Regardless of their starting point, we hold dear the ambition that all pupils should make significant progress during their time at Greenshaw High School. Where a pupil's SEND diagnosis means that we need to take any one of a range of actions (that might include some of: adapting the curriculum; teaching in a different setting; supporting in and outside of the classroom: and seeking professional advice about the best way forwards), we would not allow this to reduce our aspirations that the pupil can be successful at Greenshaw, and the world of adulthood beyond life at school.

1. Aims

Our aim is to identify pupils with special educational needs and disability (SEND), assess those needs in consultation with the parents/carers and the pupils themselves and plan an appropriate graduated response.

We will seek to meet pupil's needs in stages, matching the level of help to the needs of the child. Progress will be reviewed regularly and parents will be consulted and kept informed.

There are two data collections each school year which are communicated home through the school's Managed Learning Environment (called Frog). In addition there is a yearly parents' evening. Data collections are turned into reports which highlight whether a pupil is making progress or not in line with their peers.

For some children the school will want to seek advice from outside the school; for example, we might ask for an assessment by an educational psychologist. This would be discussed with parents/carers and they would be kept fully informed of any advice the school might receive.

All staff at Greenshaw work hard to ensure that our pupils are able to access the curriculum we set out for them, meaning that they can make progress in their choSEND subjects, thus securing an ongoing destination that is in keeping with their career aspirations.

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 co-ordinators (SENCOs) and the SEND information report.
- the Funding Agreement and Articles of Association of the Greenshaw Learning Trust.

3. Definitions

A pupil 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 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

4.1 The SENCO

SENCO:

Mrs Ro King Email: rking@greenshaw.co.uk telephone 020 8715 1001

HEADTEACHER:

Mr Nick House. Email: nhouse@greenshaw.co.uk, telephone: 020 8715 1001

SEND LINK GOVERNOR:

Mrs Amanda King. aking@greenshawlearningtrust.co.uk

The SENCO will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have 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
- Provide 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
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date.

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the Headteacher, SENCo to determine the strategic development of the SEND policy and provision in the school.

4.3 The Headteacher

The Headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching 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 SENCO and SEND Leads to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy.

5. SEND information report

5.1 The kinds of SEND that are provided for

Greenshaw has a Speech and Language department, which provides those students who have severe speech and language difficulties with specialist, on-site support to engage with their mainstream lessons.

Placement of a student in the speech and language department is the decision of Sutton Local Authority in consultation with the school. To be considered for the department, students must have an Education Health Care Plan (EHCP) for speech, language and communication needs.

In addition to the S&L department, Greenshaw currently supports students with a range of needs, including:

- Communication and interaction, for example, speech and language difficulties, autistic spectrum disorder
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, cerebral palsy, epilepsy.

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils 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 pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

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

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

We will formally notify parents when it is decided that a pupil will receive SEND support.

It should be noted that 2020/21 will be a little different to a 'typical' school year due to Covid-19, and therefore consultation and meetings with parents and other professionals will, unless impossible to do so, take place remotely using online technology, rather than in person.

5.4 Assessing and reviewing pupils' progress towards outcomes

Greenshaw will maintain 3 levels of support and action, dependent on the individual's needs. They are outlined below.

QUALITY FIRST TEACHING

At Greenshaw High School we will use our best endeavours to ensure there is Quality First Teaching to remove barriers to learning. Quality First Teaching is where the class teachers, supported by the SENCO, employ and adapt strategies to support pupils in the classroom in the first instance. Where pupils are still not making expected progress despite in-class adaptation, they may require additional support.

Teachers are trained in special educational needs through their initial teacher training which is consolidated through in-house training run by the Inclusion Team. In addition to this, Greenshaw runs a comprehensive CPD programme over the year which focuses on maximising teaching and learning for all students, which supports quality first teaching to happen in the classroom.

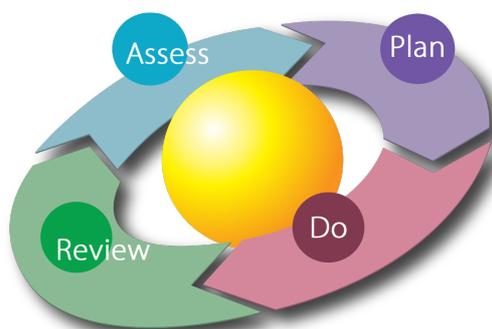
Grouping arrangements are organised carefully to maximise learning opportunities for all. Additional adults may be used to help groups of students to develop their independent working skills.

SEND SUPPORT (K)

Where it has been identified that a student is not making progress, the teacher working alongside the SENCO will make a full assessment of their needs, drawing on outside agencies for support as appropriate. Part of the assessment process will take into account both the parent/carers and pupil concerns.

Following the assessment, the school will follow a cycle of intervention, which will be reviewed termly by using a Learning Plan (LP) with parents/carers and the pupil. There will be a record of outcomes, action and support agreed which will be shared with parents/carers, pupils and appropriate school staff. This process of review will also evaluate the effectiveness of the intervention for the individual pupil.

Learning Support Assistants (LSAs) are deployed as additional adults in the classroom to support the teacher with the learning of pupils with SEND; some LSAs may also be deployed to deliver sessions 1:1; in small groups; or to enable pupils who might not otherwise be able to participate in Physical Education.



EHCP

If it is deemed that further support than can be offered through SEND Support is required, then the parents/carers can make the decision to request an Education, Health and Care needs assessment by the Local Authority. The Local Authority then considers the evidence and, if it meets their thresholds, then they will consider issuing an EHC plan, which might increase the levels of support and opportunity that the child has.

Greenshaw will use their best endeavours to meet the needs of the pupil, as outlined in the EHCP. We will follow the same review process as SEND support, meeting with parents/carers and pupils on a termly basis.

5.5 Supporting pupils moving between phases and preparing for adulthood

NB: Whilst the below mechanisms represent a typical school year, it is highly likely that adaptations will need to take place to support the transition of pupils during Covid-19 pandemic. Where possible, we will stick closely to the plans below, but some approaches which involve pupils actually attending Greenshaw prior to the beginning of Year 7 may not be possible in order to maintain a safe school environment.

Transition to High School from Year 6 to 7 is supported through a number of mechanisms:

- Visits to primary schools
- Assessment day
- Induction Day for all pupils
- Additional induction day for pupils who are the only child attending from their primary school

Pupils with identified needs also receive the following:

- Additional Induction Day
- Additional visits to primary school

Transition from KS3 to KS4 in Year 8 is supported by:

- Options evening and talk
- Subject specific information on school's on-line information system
- Pupil interview with Senior staff

Pupils with identified needs also receive the following:

- Group discussion to ensure pupils' understanding of process
- A staff advocate at the pupil interview

Transition from KS4 to Post-16 for pupils with identified needs is supported by:

- Support to complete college or university application forms/CVs
- Careers advice and guidance
- Interview practice.

5.6 Our approach to teaching pupils with SEND

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

Quality first teaching is our first step in responding to pupils who have SEND, as described earlier. This will be differentiated for individual pupils.

In KS3, our approach to teaching pupils with SEND is to focus on ensuring that their literacy and numeracy is at a point whereby they can access a KS4 curriculum. Therefore, in Year 7 and 8, we identify those pupils who are not at this standard and we differentiate their English and maths curriculum so that we deliver lessons which focus on core skills and knowledge. We use a method of teaching called Direct Instruction, which has years of research and evidence behind it, to demonstrate that pupils make better progress than they otherwise would. Some of the English lessons therefore are focused on writing, and some of the maths lessons focused on the concepts behind mathematics.

In addition to these class level interventions, we conduct interventions for pupils in:

- phonics acquisition
- speech and language
- resilience
- emotional support.

For those students who are significantly struggling, we also offer some 1:1 sessions in literacy, numeracy and emotional support.

For the academic year 2020/21, we are having to adapt our typical approach to supporting students with SEND, although we will still run interventions to support our most vulnerable learners.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

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

Greenshaw makes use of some resources which allows us to make reasonable adjustments to enable students to access the curriculum, as described above. If specialist equipment is required, Greenshaw will make appropriate reasonable adjustments to meet the individual's needs.

5.8 Additional support for learning

We have 9 learning support assistants (LSAs) who are trained to deliver interventions in spelling and handwriting. In addition, 3 of our LSAs are also ELSA trained and offer 1:1 emotional support sessions to pupils. One of these is a trained counsellor.

As a general rule, LSAs are deployed in lessons where there are pupils with EHCPs or those who are on the SEND register at SEND Support. They will support many pupils within the classroom in a lesson, and will not sit with one student permanently. The only time they will support a pupil 1:1 in a classroom is if that pupil has an EHCP which states that that is their level of need and is a supportive mechanism for transition, although we would typically not expect a pupil who requires this high level of support to be accessing a mainstream provision.

Due to Covid-19, LSAs will be adapting their mode of support in the classroom to try to ensure a balance between supporting pupils directly and maintaining social distance.

5.9 Expertise and training of staff

Our SEND team are highly experienced – the SENCO has been at the school for 17 years and holds National Award for SEND Coordination. In addition, she is completing a Masters in SEND support.

One of the two SEND Leads is also the manager of the speech and language department, and has been at the school for 25 years, all of which time has seen her working in SEND. Our second SEND Lead is currently completing a Masters of Education degree in Teaching/Assessing students with literacy difficulties.

There are 3 fully trained speech and language therapists who work on site, one of whom is a Highly Specialist Band 7 therapist.

We have an Access Arrangements coordinator, who has a Certificate of Psychometric Testing, Assessment & Access Arrangements, Level 7 qualification, meaning that she can conduct certain tests on pupils to determine their levels of SEND need as well as apply to JCQ (Joint Council for Qualifications) for examination access arrangements for pupils who meet the criteria.

The Head of the Junction, our social, emotional needs department, has a Masters degree in Child and Adolescent Mental Health.

All teaching staff receive training in speech and language needs when they join the school – all staff have had a refresher in speech and language needs within the last 2 years.

We conduct individual student forums with teaching and support staff, which are run by our Educational Psychologist who discusses the presenting difficulties of the child and then the strategies to use to best meet that child's needs.

Greenshaw has a very strong CPD (continuing professional development) program whereby all staff are constantly researching and discussing ways to improve their teaching. There is a large emphasis on quality teaching in the classroom, with the aim to meet the vast majority of pupil need in lessons.

5.10 Securing equipment and facilities

Greenshaw works very closely with external agencies to ensure we have the right level of provision should a pupil require some additional equipment to support their SEND.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term, using LPs
- Reviewing the impact of interventions on a termly basis
- Using pupil questionnaires
- Monitoring by the SENCO and SEND Leads
- Holding annual reviews for pupils with EHC plans.

In addition, there is continuous teacher assessment within the subjects and more formal data collections twice a year.

Every year group has a Head of Year who monitors the progress and attainment of a year group and who may liaise with the Inclusion Team in regards to whether additional intervention is required.

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

NB: Due to Covid-19, our ability to offer extra-curricular activities and school visits is reduced and dictated by government and legislation. As this is a moveable issue over the academic year, below is a 'typical' offer in terms of other activities which may be possible to return to later in the year.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

Pupils are encouraged to go on our school trips; where there is additional risk involved, then we would complete an individual risk assessment to check that we could manage the level of risk presented. The vast majority of the time, a robust risk assessment would mean that it was possible for pupils to attend these trips.

All pupils are encouraged to take full part in the opportunities that Greenshaw has to offer. Pupils are not excluded from taking part in these activities because of their SEND or disability – the school will put in place reasonable adjustments to support the students' levels of need.

Greenshaw has an accessibility plan which takes into account our duties under the Equality Act 2010. We have a lift and some wheelchair access in parts of the school. The plan can be accessed through the school website [here](#).

We welcome and support the admission of pupils with disabilities – we would undertake additional transition activities to ensure that we were fully aware of what difficulties that pupil may have and we would seek to put in place actions which would mean they can access a mainstream education as fully as their peers.

5.13 Support for improving emotional and social development

Greenshaw has a strong ethos of pastoral care which we feel is exemplified through our Year system. Where it has been identified that additional support for social and emotional needs is required, the Inclusion Team can refer to either internal or external specialist services which include:

- Mentoring including ELSAs
- Groups to develop Social Skills and/enhance self-esteem
- Access to specialist support e.g. CAMHS, Speech, Language and Communication, Behaviour Management
- Lunchtime and after-school clubs

In addition to specialist services Greenshaw supports social and emotional needs through:

- Home/School liaison: Journals/School's on-line information system (FROG)
- Shared target setting
- Staff presence at breaks and lunch, before and after school
- Preparation for high school.

There is a robust Anti Bullying Policy in place which seeks to support individuals and their families.

5.14 Working with other agencies

Greenshaw works with a range of external agencies such as:

- Educational Psychology Service
- Sensory Impairment Service
- Autism Spectrum Disorder Service
- School Nurse
- Child and Adolescent Mental Health Service
- Youth Offending Service
- Education Wellbeing Practitioners
- Traveller Support Service
- Special Educational Needs Team
- Voluntary team – School Pastors
- Sutton Information, Advice & Support Service (SIASS) – formerly Parent Partnership
- Sutton Social Care.

When appropriate and there is agreement between the school and pupil and/or parents/carers, Greenshaw will refer to an external agency for support, guidance, strategies or advice to ensure that the pupil is able to access the curriculum.

Parents/Carers will be kept informed via telephone/email/letter and consent is sought before a referral is made to an external service in regards to support for an SEND need.

5.15 Complaints about SEND provision

Should you be dissatisfied in regards to SEND provision, then in the first instance you should contact the SENCo to discuss these concerns, as it is highly likely that we can rectify the concerns raised. Should this not satisfy the concern, then you should follow the school's complaints procedure, which can be found on the school [website](#).

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They 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

5.16 Contact details of support services for parents of pupils with SEND

There are local and national organisations who parents can contact if they require support:

Sutton Information, Advice & Support Services (Formerly Parent Partnership)
020 8323 0462



5.17 Contact details for raising concerns

If there are concerns in regards to a pupil's SEND needs, then please do contact the SENCO in the first instance:

SENCO

Mrs Ro King. Email: rking@greenshaw.co.uk telephone 020 8715 1001

5.18 The local authority local offer

Our contribution to the Sutton local offer is published here:

<https://www.sutton.gov.uk/directory/36/secondary/category/229>

Sutton's local offer is published here: https://www.sutton.gov.uk/info/200611/suttons_local_offer

6. Monitoring arrangements

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

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to Greenshaw High School policies on:

- Accessibility plan
- Anti-bullying policy
- Behaviour Discipline and Exclusion policy
- Covid-19

In addition, this policy links to Greenshaw Learning Trust policies on:

- Equalities
- Student Welfare policy.