



# Greengates Primary Academy SEN Offer/Policy

	Name	Signature	Date
Head Teacher	Andrew Gaunt		
On behalf of the Governing Body			
Review Date:	September 2023		

## **The Local Offer or summary of Provision for children and young people with special educational needs or disabilities (SEND)**

Greengates Primary Academy is a fully inclusive and accessible school. We strive to ensure that **all** pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, physical ability or educational needs).

Pupils are identified as having Special Educational Needs when they have greater difficulty in learning than the majority of children of the same age and/or a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age within the areas of the Local Education Authority

**At Greengates Primary Academy, children are identified as having SEN through a variety of ways, including the following:**

- Liaison with Nursery or previous school.
- Your child's class teacher expressing concerns that their progress has slowed or stopped or that they are finding learning, or any other area, difficult.
- Our assessment cycle highlighting that a child has not made the progress expected or that they are falling behind other children of their age.
- Concerns raised by a Parent.
- Liaison with external agencies
- A health professional such as a GP or Health Visitor following a medical concern or diagnosis.

### ***What will happen when my child has been identified as having additional needs?***

Once it has been identified that there may be a Special Educational Need or Disability the class teacher, in consultation with the SENCo (Special Educational Needs Co-ordinator) will identify where the need lies and what gaps in learning need to be addressed. From here we will consider what your child's short term targets should be and what 'additional provision' should be put into place to help them to meet their targets. The school will invite you and your child to contribute to this process and will ensure that your views are fully taken into account when considering what provision may be appropriate.

As a school we implement a graduated approach based on the Bradford matrix of Need [Bradford Matrix of Need | Bradford Schools Online](#)

This is based on an Assess-Plan-Do-Review 3 range structure.

If a child has a Statement of Special Educational Needs or and Education, Health and Care Plan, then we provide the support detailed in the plan.

## ***Who should I speak to about my child's difficulties with learning/SEND?***

### **Your child's class teacher**

Is responsible for:

- Monitoring the progress of all children.
- Providing Quality First Teaching that is carefully adapted to the needs of pupils to ensure that all children reach their full potential.
- Identifying, planning and delivering any additional support that may be needed. This might include targeted learning, small group work or a personalised curriculum.
- Discussing any initial concerns with you and highlighting these concerns to the school's SENCo.
- Writing and evaluating Individualised Educational Plans and sharing these with you at least termly.
- Ensuring that they follow the school's SEND policy.
- Ensuring that any other adults who work with your child in school are aware of their strengths and difficulties.
- Helping other adults to deliver the planned program to help your child to meet their targets.

### **The SENCO – Mrs H Brook**

Is responsible for:

- Developing the school's policy for Special Educational Needs and Disabilities.
- Co-ordinating all of the provision for pupils with Special Educational Needs and Disabilities.
- Ensuring that you are:
  - made aware of any concerns regarding your child's progress
  - involved in supporting your child's learning
  - kept informed about the support that your child is getting
  - involved in reviewing how they are doing
- Liaising with any other people or agencies who may be coming into school to support your child's learning e.g. Learning Support Service, Educational Psychologist
- Ensuring that there are records of your child's needs and progress
- Providing support for teachers and teaching assistants so that they can help all children with SEND to achieve the best possible outcomes.

### **Principal – Mr A Gaunt**

Is responsible for:

- The day to day management of all aspects of the school – including the support for pupils with SEND. The Principal will give responsibility to the SENCO and class teachers but is still responsible for ensuring that the child's needs are met.

## **The SEN Governor**

Is responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.

### ***How will the school let me know if they have any concerns about my child?***

- Initially your child's class teacher will speak with you either at parent's evening or at an arranged meeting to discuss their concerns.
  - They will listen to your views on your child's learning.
  - They will discuss with you any additional support that they feel would benefit your child and will discuss short-term targets for the coming term.
- Where further support is needed the SENCo will contact you to review the provision that has been put in place and to gain your views on your child's progress.
  - This may involve the implementation of further in-school interventions or discussion about referrals to outside professionals.

### ***What should I do if I have concerns about my child?***

- If you have any concerns about your child's learning or development you should speak to your child's class teacher initially.
  - This can be done at parents evening or by telephoning the office to make an appointment.
- If you continue to have concerns please ring to make an appointment with the SENCO.
- If you are unhappy that your child's needs continue to be unmet please contact the Principal.

### ***How is extra support allocated to children?***

- The school budget, received from the Bradford Local Authority, includes money for supporting children with SEND.
- The Principal decides on the budget for SEND in consultation with the school governors on the basis of needs in the school
- The Principal and the SENCO discuss all the information they have about SEND in the school, including
  - The children getting extra support already
  - The children needing extra support
  - The children who have been identified as not making as much progress as would be expected.
  - Deciding what resources, training and support are needed.
- All resources, training and support are reviewed regularly and changes made as needed.

### ***What are the ranges of need?***

Bradford Council have identified 7 "Ranges of Need" for pupils with SEND. Within a mainstream school it is expected that provision will be made for pupils within Ranges 1-3 (and 4 dependent on the needs of the individual child).

If a child has a Statement of Special Educational Need, or an Education, Health and Care Plan in which our school is named, then we provide the support detailed in the Plan.

For further information on the Ranges at Greengates Primary Academy, please click on the links below:

- [Autistic Spectrum Condition \(ASC\)](#)
- [Speech, Language and Communication Needs \(SLCN\)](#)
- [Moderate Learning Needs \(MLN\).](#)
- [Specific Learning Difficulties \(SLD\)](#)
- [Behavioural, Social and Emotional Needs \(BSEN\).](#)
- [Hearing Impairment \(HI\)](#)
- [Visual Impairment \(VI\)](#)
- [Multi-Sensory Impairment \(MSI\)](#)
- [Physical Difficulties \(PD\).](#)

For further details about each Range, please refer to Bradford Council's [Summary of Provision](#) document or the Bradford Council's [Guidance by Primary Need](#) documents.

### ***What support do we have for you as a parent of a child with SEND?***

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have. Please make an appointment in the school office to arrange this.
- All information from outside professionals will be discussed with you in person, or where this is not possible, in a report.
- Individual Education Plans will be reviewed with your involvement.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- There are a number of parent support groups such as Parent Partnership and Bradford Families Information Service.

### ***What are the different types of support available for children with SEND at Greengates Primary Academy?***

#### **Your child will receive:**

- Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.

#### **Your child may receive:**

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Reviewed: Sept 2022  
Review Date: Sept 2023

- Specific group work within a smaller group of children.
- Specific targeted work on an individual basis as part of a small group
- Specialist individual support by outside agencies e.g. Educational Psychologist
- Specified individual support

**For more detail on provision offered please refer to question 4**

***Who are the other people providing services to children with a Special Educational Need or Disability in this school?***

- Autism Spectrum Team
- School Nursing Team
- Educational Psychology Team
- Child and Adolescent Mental Health Service
- Health Services as appropriate
- SEN Early Intervention Team
- Behavioural, Emotional and Social Difficulties Team.
- Cognition and Learning Service.

***When would my child require the support of other services?***

- Your child will have been identified as having additional needs which the school feels requires more specialist input.
- You will be contacted to discuss your child's needs and will be asked to give your permission for a referral to a specialist professional to go ahead.
- The specialist professional will work with your child to more fully understand their needs and may make recommendations for strategies to meet their needs.
- The school will discuss with you the conclusions and recommendations of the professional and what support/strategies will be put in place to support your child.

***Specified Individual Support***

Where your child has been identified as having a particularly high level of need and support can not be provided from the budget available in school, an Educational Health Care Plan (EHCP) may be applied for.

***What would this mean for your child?***

- Your child has been identified as needing a high level of individual support.
- Specialist professionals will have been involved in trying to meet your child's needs.

- The school (or you) can apply to the Local Authority for a statutory assessment of your child's needs. This is a legal assessment in which your views and those of the professionals who have worked with your child will be considered.
- If the Local Authority agrees that your child's needs are severe and complex enough to need a statutory assessment, additional information will be gathered and will be used in the writing of the EHCP.
- You and your child will be asked to contribute to this.
- An EHCP will have long and short term goals for your child. It will set out the number of hours of support that will be provided by the Local Authority, how this support should be used and what strategies will be used to help your child to meet their goals.
- The EHCP will be reviewed at an annual review meeting in which you and the professionals involved with your child's provision will discuss their progress and set new short term targets.
- If the Local Authority do not agree that your child's needs are severe and complex enough to require a Statutory Assessment then the school will be asked to continue to provide personalised support.

If a child has a statement of Special Educational Needs or Education Health Care Plan, then we provide the support detailed in the plan.