

# Greig City Academy



## Special Educational Needs and Disabilities Policy

“Show by a good life that your works are done by gentleness  
born of wisdom.”

James 3:13

This policy was approved by the Governing Body on February 7, 2024. It will be reviewed annually.

The policy is published on the Academy's website [www.greigcityacademy.co.uk](http://www.greigcityacademy.co.uk) and is available on request to the Viv Oxley, Clerk to the Governors in the following formats: e-mail, enlarged print version, others by arrangement. E: [voxley@greigcityacademy.co.uk](mailto:voxley@greigcityacademy.co.uk). T: 020 8609 0175.

### Key postholders

Ms Dawn Henriques is the Special Educational Needs and Disabilities Coordinator (SENDCo).  
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# Special Educational Needs and Disabilities Policy

## 1. Introduction

- 1.1 This policy outlines the Academy's provision for students with special educational needs and disabilities (SEND) and takes account of:

The Children and Families Act 2014

The Special Educational Needs and Disability Regulations 2014

The Special Educational Needs (Personal Budgets) Regulations 2014

Special Educational Needs and Disability Code of Practice: 0 to 25 years 2015

The Equality Act 2010

Working Together to Safeguard Children 2018

The Academy's Admissions Policy and Accessibility Plan

Supporting students at school with medical conditions 2014 (DfE)

## 2. Definitions

- 2.1 A child has **special educational needs** if he or she has a learning difficulty or disability that calls for special educational provision to be made. A child of compulsory school age has **a learning difficulty or disability** if he or she:

- has a significantly greater difficulty in learning than the majority of others of a similar age, or
- has a disability which prevents or hinders him/her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

- 2.2 **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.

- 2.3 An **Education Health and Care Plan (EHCP)** can be requested for students who have a need that requires additional resources that are beyond what the school can fund. An EHCP is funded by the local authority where the child is living.

- 2.4 Schools have a legal obligation under the Equality Act to support students who are disabled with **reasonable adjustments**, making sure they can benefit from what the school offers in the same way as a student who is not disabled. Examples of adjustments made in the Academy are given at Section 8.

## The Four Areas of SEND Need

- 2.5 The needs of students with SEND are grouped into four broad areas:

Communication and Interaction - C&I
Cognition and Learning - C&L
Social, Emotional and Mental Health - SEMH
Sensory and/or Physical - S&P

Detailed information regarding these four areas is available in Appendix One.

- 2.6 Students can have needs that cut across more than one area, and their needs may change over time. Interventions will be selected that are appropriate for the student's particular area(s) of need, at the relevant time.
- 2.7 Where students have both medical needs and special educational needs, we will plan and deliver education provision in a co-ordinated way with their healthcare plan if they have one. We will follow the statutory guidance on supporting students at school with medical conditions.

### **3. Statement of intent and commitments**

- 3.1 The Governors and staff of the Academy are determined to provide a stimulating and caring environment within which all students can learn and develop to their full potential and all staff have high expectations for all students. All students are entitled to, and have access to, a broad, balanced and differentiated curriculum, with the opportunity to participate fully in every area and aspect of the school. Raising the aspirations and expectations of all our students is a key focus of the school. We will ensure we work in partnership with parents<sup>1</sup> and with feeder primary schools and post-16 providers. We will use the expertise of outside agencies and advisers who can help us address the specific needs of individual students.
- 3.2 To this end we will:
- Ensure the views, wishes and feelings of our students and their parents are taken into account when making decisions on provision at all levels and stages.
  - Promote attitudes and values that will challenge discriminating behaviour or prejudice.
  - Ensure that students and their parents have the information and support they need to enable them to take part in decision-making.
  - Provide ongoing support for students and their parents to help students achieve the best possible educational and other outcomes.

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<sup>1</sup> Education law defines parents as: all natural parents, whether they are married or not; any person who has parental responsibility for a child or young person; and any person who has care of a child or young person i.e., lives with and looks after the child. In this policy the term 'parent' includes parents and carers.

- Ensure that planning in all curriculum areas and for all aspects of teaching and learning takes account of students' needs.
- Ensure all teachers and learning support staff have the data and other essential information on students' needs to inform their planning and strategies and that they understand the requirements of the SEN and Disability Code of Practice.
- Provide professional development, support and advice for staff in relation to SEN.
- As far as possible, ensure all students have their particular learning needs met within the classroom setting, in teaching groups with their peers.
- Aim for early identification of needs so that immediate intervention can take place.
- Work collaboratively with parents, primary schools and external agencies to support early identification and implement effective strategies.
- Use data from the New Group Reading Test, Speech and Language Therapy tests, CATs, KS2 tests, writing samples, class formative and summative assessments and, if needed, more fine grain assessments from the school's Literacy Centre manager and/or outside agencies, to ensure thorough assessment, provision of appropriate resources, close tracking and evaluation of individuals' progress and to address any gaps in provision.
- Ensure that students take as full a part as possible in all school activities.
- Use the expertise of external agencies to support and inform students' learning.

#### **4. Roles and responsibilities**

4.1 Provision for young people with special educational needs is a matter for the Academy as a whole. It is each teacher's responsibility to provide for students with SEN and/or disabilities in their class, and to be aware that these needs may be present in different learning situations. All teachers are responsible for setting suitable learning challenges, responding appropriately to students' diverse learning needs and working to overcome barriers to learning.

4.2 The SENDCo is Dawn Henriques: E: [dhenriques@greigcityacademy.co.uk](mailto:dhenriques@greigcityacademy.co.uk). T: 020 8609 0180

4.3 The SENDCo's main responsibilities include:

- Maintaining an accurate SEND register and provision map for all interventions
- Applying a detailed knowledge of the SEN Code of Practice
- Teaching students with special educational needs (SEND) with a high degree of skill and challenging under-achieving SEND students
- Creating support plans for SEND students
- Monitoring, assessing, recording and reporting students' progress and achievements in accordance with Academy procedures, and taking appropriate action to maximise full potential
- Organising regular reviews of support plans and the annual review of Educational Health Care Plans, including transitional reviews at 14+, and disseminating information to staff
- Developing and delivering a range of programmes and interventions which will enhance learning
- Leading on and supporting the identification and dissemination of the most effective teaching approaches for specific additional needs (e.g., ADHD, Dyslexia, DLD)
- Leading a team of Learning Support Assistants and Higher-Level Teaching Assistants
- Working closely with the Learning Support Centre Lead to provide intervention for SEND students
- Providing professional guidance to colleagues and liaising and collaborating with staff, parents and other agencies to make sure that students with SEN receive appropriate support and high-quality teaching

- Ensuring that students and parents are supported and effectively advised at key transition points, KS2/3, KS3/4, and KS4/5, making sure that guidance is given regarding progression and pathways best suited to the specific needs of each SEND student
- Working with the Principal and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

4.4 The main SEND responsibilities of the Principal, the Governing Body, the Lead Governor for SEND, and the Learning Support Team are set out in Appendix Two.

## **5. Provision**

5.1 The Academy takes a graduated approach to SEN provision using the Assess-Plan-Do-Review model. This provision is costed to allow a chance to review the efficacy of provision. A review will take place on a termly basis.

5.2 All teachers are responsible and accountable for the progress and development of the students in their class including where students access support from teaching assistants or specialist staff. Where progress is not being made the faculty will intervene with more specialist provision.

5.3 Quality first teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN. The academy firmly agrees that additional intervention and support cannot compensate for lack of good quality teaching.

5.4 The Academy reviews and where necessary, improves teachers' understanding of strategies to identify and support vulnerable students and knowledge of SEN most frequently encountered.

5.5 If special provision is required the SENDCo along with the teacher will consider all the information available from in-school testing, alongside national data and expectations of progress.

5.6 All information gathered will be discussed with parents and will be structured in such a way to develop understanding of students' strengths and weaknesses. Where higher levels of need are identified it may be necessary to draw on additional support from external agencies and professionals. Any concerns raised by a parent should be fully discussed and recorded.

### Assess

5.7 In identifying a child needing SEN support a clear analysis of the student's needs should take place using all available information including previous patterns of progress and attainment. It should also draw on other subject teachers' assessments where relevant, the student's development in comparison to his/her peers and national data, the views and experiences of parents, the student's own views and advice from external services.

5.8 Information is shared with parents and students are encouraged to share their views on their progress. These are recorded.

5.9 Assessment is reviewed half termly within the Faculty, to check the intervention is matched to need and to review the impact of interventions.

### Plan

- 5.10 If a student receives SEN support the parent/carer will always be informed through partnership meetings and other forms of communication where relevant.
- 5.11 All teachers who work in the academy are aware of student needs and are able to plan the teaching strategies or approaches that are required for SEN students. They will be assisted in this by the student passports which detail possible strategies for the teacher to employ. Students and parents will be fully involved in the design of these passports. Strategies may be informed by external agencies and are regularly reviewed.
- 5.12 Support is targeted to meet the outcomes identified for the student based on reliable evidence such as teacher assessments alongside other testing from the Learning Support Faculty
- 5.13 Where it decided SEN support is needed parents are invited in and results of assessments are discussed. Planning for a student with SEN will involve consultation meetings with parents to plan adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

### Do

- 5.14 The class teacher remains responsible for working with the student on a daily basis although separate intervention groups may be established. Where the interventions involve group or one-to-one teaching away from the class the class teacher should still retain responsibility for the student and they should work closely to monitor and assess the impact of the interventions. The Learning Support Faculty will support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses.

### Review

- 5.15 Any assessments and subsequent interventions are regularly reviewed to ensure that support and interventions are matched to need. Student progress meetings are routinely held.
- 5.16 The purpose of these meetings is to evaluate the impact and quality of the support and interventions. This is considered along with the views of the student and parents. Any changes to support are revised in light of the student's progress and development.
- 5.17 With students who have an EHCP the local authority will review the plan as a minimum every twelve months. The Academy will work in conjunction with the LA as part of the review process. Students and parents are encouraged to contribute their views.
- 5.18 In graduating our approach the following is an expected entitlement for all students as part of everyday classroom practice:

#### Provision:

- is differentiated and embedded in assessment for learning so that students' learning can progress based on clearly identified 'next steps'
- includes adaptations to the curriculum and to teaching approaches which take account of the preferred learning styles and needs of individuals
- includes support that seeks to maximize learners' strengths and keep them engaged in learning including a Keyworker system
- includes external support provision and access arrangements

- 5.19 Time-limited interventions for students who need additional help to accelerate progress and enable them to work at or above age-related expectations. This usually takes the form of a structured programme of targeted, small-group support delivered by teachers or LSAs. This can occur outside, but in addition to, whole-class lessons, or be built into mainstream lessons as part of guided work.
- 5.20 Intervention support is designed to help students apply their learning in mainstream lessons so students who receive intervention will continue to receive quality first teaching to enable them to develop and generalise the skills they are learning through the additional and different interventions
- 5.21 Only students who meet the selection requirements for the programme will take part in an intervention group. When a programme ends, the student's progress is assessed and the effectiveness of the intervention is evaluated.
- 5.22 For a minority of students, additional provision will be appropriate where it is necessary to provide highly-tailored interventions to accelerate progress, e.g., literacy booster classes. This may include one-to-one and/or specialist interventions such as speech therapy support or an individual learning programme.

## **6. Allocation of Resources**

- 6.1 The SEN budget is allocated on the basis of student numbers and the additional funding provided for those with EHCPs. It is reviewed on an annual basis as part of the budget making process.

## **7. Continuing professional development**

- 7.1 The planning of CPD is based on:
- the needs of the school as identified through the School Improvement Plan and departmental development plans
  - training and development needs identified in performance management planning meetings and through staff induction processes
  - needs identified through other monitoring, e.g. OFSTED
  - an assessment of national and local priorities
  - feedback from staff, governors, students and parents
  - individual requests for CPD made outside the performance management process
- 7.2 Within the above context, the SENDCo will advise on whole-school and individual training and development needs in relation to special educational needs.

## **8. Partnerships**

- 8.1 **Parents:** The Learning Support team will notify and involve parents when the school first becomes concerned about their child's development or welfare. Parents will be kept informed and invited to contribute throughout the various stages of review. Parents are invited to contact the SENDCo at any time with any issues relating to the special education needs and aspirations of their child. The SENDCo and other members of the team will be available at parents' evenings throughout the year for consultation, advice and guidance.

8.2 Parents will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the student's needs
- Given an annual report on their child's progress

8.3 **Students** will always be given the opportunity to provide information and express their views about their needs, the decisions that may affect them and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the student:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

8.4 **External Support Services:** The Academy is supported by a range of specialists and advisors, including the following:

Educational Psychologists  
Hearing/visual Impairment advisers  
Speech and Language therapists  
Autism specialists  
Counselling services  
Local Authority Social/Children's Services  
Child and Adolescent Mental Health Services  
Occupational therapists  
Physiotherapists  
Other medical professionals  
Careers and Personal Advisers  
Youth services

8.5 **Links with Other Schools:** To maintain continuity of learning from primary to secondary school, we maintain close links with primary schools through:

- visits to the schools by the SENDCo and other members of the Learning Support Team, if relevant
- attendance by the SENDCo at Year 6 Transition Reviews
- new intake days
- special induction arrangements for students with particular needs, e.g. visual impairment

## 9. The learning environment

9.1 We value the diversity of our students and staff and aim to ensure equitable treatment for students, parents/carers, employees and others involved in the school community. Our ambitions for our students who have a potentially limiting physical, sensory, intellectual, or psychological variation are just as high as for all other students. We expect all students to take part and achieve in every aspect of school life and recognise that to achieve this, we may need to offer greater assistance to, and make adjustments for some young people.



- 9.2 All students with special educational needs and/or disabilities will learn, as much as possible, in classrooms with their peers. They have full access to the areas and facilities of the school that all other students have, although one teaching block is difficult to reach for those using a wheelchair. Four washrooms have wheelchair access. We have increased the number of automatic doors. Ramps are installed to make indoor and outdoor areas wheelchair accessible. Advice and resources are sought from support services e.g., Action for Blind People, Occupational Therapy, support services for deaf people. Where we identify barriers to access, we will put measures in place to remove them.
- 9.3 On occasion, students will be withdrawn in small groups or on an individual basis. These lessons will take place in a designated suite of rooms. There is also a designated Literacy Centre.
- 9.4 Adjustments we make to ensure students' needs are met include:
- Differentiating teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, breaking information into chunks, etc.
  - Using recommended aids, such as laptops, assistive software, coloured overlays, visual timetables, larger font, etc.
  - Creating inclusive, multi-sensory classroom environments., for example supporting verbal material with visual cues
  - Ensuring correct seating in relation to the smartboard
  - Assessment/exam access arrangements can include extra time, a reader or scribe, assistive software, rest breaks
- 9.5 When planning school trips we include students with special educational needs and/or disabilities. Comprehensive risk assessments ensure that appropriate support is in place and all medical conditions considered. If a child is feeling particularly anxious, we work with them prior to the trip to help prepare them. We always consult with parents before arrangements are finalised.

## **10. Admission and transition arrangements**

- 10.1 Children with an EHC plan are admitted to the school under separate statutory procedures, rather than under the schools' admissions criteria. The child's home local authority manages their EHC Plan and parents should speak to their local Special Educational Needs team if they would like their child to attend the school, so that the appropriate statutory process may be followed. This involves an assessment of the child's needs by the local authority, which will involve consultation with the Academy. A place will be offered if it is agreed that the child's needs can be met by the Academy and their EHC plan names the Academy.
- 10.2 Students with special educational needs who do not have an EHC plan are admitted in line with the school's oversubscription criteria, which gives priority in the following order to:
- i. looked after and previously looked after children
  - ii. children with a social, medical or emotional need which can be met by no other school than the Academy
  - iii. children closest to the school, with distance measured in a straight line

- 10.3 The SENDCo and Learning Support staff attend Open Evening for potential Year 7 students in the autumn term. Parents and carers are encouraged to discuss any concerns they may have regarding education provision for their child to facilitate early sharing of information. If a parent/carer wishes, s/he may make a further appointment with the SENDCO once his/her child has accepted a place.
- 10.4 Information from primary schools, parents and relevant external agencies is used from as early as possible prior to entry to identify general and specific learning difficulties including social, emotional and mental health to determine effective strategies and actions. More comprehensive information on students who already have an EHCP will inform decision making.
- 10.5 Year 7 students attend an induction day in the July prior to entry
- 10.6 All students have their needs identified on entry and undergo in-depth assessment during their first half term. Information is passed to the SENDCo and is shared with the Head of Year 7 so that support can be discussed and appropriate provision put in place.
- 10.7 For all students, referral procedures are in place for teachers and learning support staff to communicate to the SENDCo any concerns they have about a student in terms of social, emotional and/or social difficulties (SEMH), communication and interaction difficulties, cognitive difficulties, or physical or sensory impairments. Once a referral has taken place, the information on the student will be discussed with the Pastoral team via Inclusion Panel meetings and the necessary referrals for further intervention and/or assessment will be made.

## **11. Arrangements for Complaints about SEND provision:**

- 11.1 If a parent/carer has a concern about issues relating to the special educational needs of their child, s/he should, in the first instance contact the SENDCo. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit a formal complaint to the Principal (see the school's complaints procedure). If the concern is not resolved by the Principal or his delegate under the complaints procedure, parents have the right to ask for a review of the complaint by the Governing Body.

## **12. Monitoring and evaluation arrangements**

- 12.1 In meeting the needs of young people with special education needs, we review the policy itself and its implementation to be effective if:
- students are quickly identified and assessed
  - there is a close working partnership between home and school
  - reviews take place on a regular basis
  - achievable, realistic targets are set
  - staff are kept fully updated and use information and advice provided
  - students achieve to the best of their ability
  - there is clear evidence of improvement of basic skills
  - there is evidence of Quality First teaching and differentiation within the classroom
  - support staff are deployed effectively and efficiently
  - external agencies are consulted as necessary

- teachers and Learning Support staff develop their understanding through training and development

12.2 This policy will be reviewed by the Senior Leadership Team annually. It will also be updated when any new legislation, requirements or changes in procedure occur during the year. It will be approved by the full Governing Body on recommendation from the Student and Community Committee.

### **13. Links with other policies and documents**

13.1 This policy links to the following documents, which can be found here:

- SEND Information Report
- The Local Offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding and child protection policy
- Complaints policy

## Special Educational Needs and Disabilities Policy

### Appendix One: Areas of Need

2.7 Area of need	
Communication and interaction	<p>Students with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Students who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Students with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> </ul> <p>Profound and multiple learning difficulties, which is where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</p>
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Students may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the student becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Students with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Students may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These students may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## Special Educational Needs and Disabilities Policy

### Appendix Two: Roles and Responsibilities

The Governing Body	<p>The Governing Body will:</p> <ul style="list-style-type: none"> <li>• Ensure that the school complies with Equality, Disability and SEND legislation, including the general and specific duties</li> <li>• Ensure that the SEND Policy is implemented, monitored and reviewed</li> <li>• Review the SEND Policy on an annual basis</li> </ul>
The SEND Link Governor Petal Kaddu	<p>The SEND link governor will:</p> <ul style="list-style-type: none"> <li>• Help to raise awareness of SEND issues at Governing Body meetings</li> <li>• Update the Governing Body on the quality and effectiveness of SEND provision within the school</li> </ul>
The Principal	<p>The Principal will:</p> <ul style="list-style-type: none"> <li>• Ensure, along with the Governing Body, that the SEND Policy is implemented, monitored and reviewed</li> <li>• Work with the SENDCo and governors to ensure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements, including ensuring that the school building is physically accessible to all members of the school community, wherever possible</li> <li>• Monitor the school's notional SEND budget and any additional funding allocated by the LA to support individual students</li> <li>• Ensure that all staff are aware of their responsibilities under the policy and are given appropriate training and support so that they can fulfil their responsibilities</li> <li>• With the SENDCo, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access</li> <li>• Ensure that all other relevant policies reflect and support the inclusive nature of our school</li> <li>• Report to Governors to communicate the impact of this policy, outcomes for SEND students, and evaluate the effectiveness of interventions and strategies which drive inclusion of SEND students</li> </ul>
Class teachers	<p>Each class teacher is responsible for:</p> <ul style="list-style-type: none"> <li>• Planning and providing quality first teaching that is differentiated to meet student needs through a graduated approach</li> <li>• The progress and development of every student in their class</li> <li>• Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching</li> <li>• Working with the SENDCo to review each student's progress and development, and decide on any changes to provision</li> <li>• Ensuring they follow this SEND policy and the SEND information report</li> </ul>

	<ul style="list-style-type: none"> <li>• Communicating with parents regularly to: <ul style="list-style-type: none"> <li>– set clear outcomes for students and review progress towards them</li> <li>– discuss the activities and support that will help achieve the set outcomes</li> <li>– identify the responsibilities of the parent, the student and the school</li> <li>– listen to parents' concerns and their aspirations for their children</li> </ul> </li> </ul>
Learning Support team	<p>The Learning Support team will:</p> <ul style="list-style-type: none"> <li>• Provide effective support for designated SEND students in lessons and where necessary, in extracurricular time, whilst actively fostering independence and confidence</li> <li>• Work collaboratively with classroom teachers to plan support for SEND students</li> <li>• Communicate the needs of SEND students and liaise with staff and parents, where necessary</li> <li>• Deliver bespoke intervention sessions and/or enrichment activities as part of planned programmes</li> <li>• Complete appropriate records of student progress and success passports, as directed by the SENDCO</li> <li>• Attend relevant meetings with parents, teachers and/or external agencies, as requested by the SENDCo</li> <li>• Support examination access arrangements e.g., by scribing and/or reading</li> </ul>