



GREATFIELDS SCHOOL

SEND Policy

Approved by SLT:

Date: September 2021

Approved by Local Governing Board:

Date: October 2021

Signed: *GC Maryon*

Date: October 2021

Grace Maryon, SEND link Governor

Signed:

Alan Lazell, Chair of Governors

Date:

Next Review:

Date: September 2022



Partnership Learning



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Special Educational Needs Policy

1.0 Introduction

Greatfields School complies with the “Special educational needs and disability code of practice: 0 to 25 years” June 2014 (updated May 2015).

Our policy outlined below shows the action we take to provide a secure and positive environment for students with SEND, in which all can achieve well and be successful.

Our policy describes the responsibilities of our staff and the partnership we seek to establish with parents in providing a positive transition to secondary education and a successful school experience for children with SEND, whether or not they have an Educational Health and Care Plan (EHC)

2.0 Basic information about Greatfields School’s SEND provision

2.1 Definition of Special Educational Needs

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority
- c) are under compulsory school age and fall within the definition at (a) or (b) above, or would so do if special educational provision was not made for them.

2.2 Objectives of the Governing Body in making provision for pupils with special educational needs

- At Greatfields School we welcome pupils with special educational needs as part of our community and we will ensure that all pupils have an equal opportunity to engage in the curriculum.
- We will seek to maximise the achievement of all pupils with SEND.
- We recognise that we will need to consider the individual needs of pupils when planning our curriculum. We will provide a curriculum which is accessible to the individual needs of our pupils.
- We recognise that some pupils will need additional support to ensure access to the whole curriculum. We will ensure that the needs of pupils are identified and assessed and we will





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provide appropriate support strategies. If additional specialist advice and support is necessary we will contact the appropriate external agencies.

2.3 How the governing body's policy for special educational needs will contribute towards meeting these objectives The Governing Body will:

- Ensure that all students have access to a broad and balanced curriculum and additional support as necessary to ensure their progress
- Ensure all staff are responsible for supporting the achievements and wellbeing of students with SEND
- Provide a differentiated curriculum appropriate to each individual's needs and ability
- Ensure the identification of all students requiring SEND provision as early as possible in their school career
- Ensure that SEND students take as full a part as possible in all school activities
- Ensure that parents of SEND students are kept fully informed of their child's progress and attainment
- Ensure that SEND students are involved, where practicable, in all decisions affecting their future SEND provision
- Develop appropriate training for all staff so that they are all familiar with existing practices and new developments within SEND legislation
- Maintain effective links with local primary schools and external agencies
- Will identify a member of the LGB to represent the needs of SEND students; this person will liaise closely with the SENCO.

2.4 Responsibility for co-ordinating the day-to-day provision of education for pupils with special educational needs

The school's SEND Coordinator (SENCO) is responsible for co-ordinating the day-to-day provision of education for pupils with special educational needs.

2.5 Arrangements for co-ordinating the day-to-day provision of education for pupils with special educational needs at the school.

The SENCO has the following responsibilities:

- To establish an individual SEND record or profile for pupils with SEND
- To maintain and oversee all records for pupils with SEND





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- To liaise with other staff about pupils' SEND
- To timetable extra support or resources for pupils with SEND
- To advise staff on strategies for meeting pupils' SEND
- To manage teaching assistants
- To liaise with parents of pupils with SEND
- To liaise with outside agencies such as LA support and educational psychology services, health and social services and voluntary bodies
- To establish effective communication and reporting systems with Heads of Year and Heads of Department, Form Tutors and Subject Teachers to ensure that all information about students with SEND is up to date and recorded and that appropriate action is taken where required.

2.6 Admission arrangements for pupils with special educational needs who do not have an EHC

- Greatfields School will consider applications from parents of children who have SEND but no EHC on the basis of the school's published admission criteria. Such children will be considered as part of the normal admissions criteria.
- The School will make every effort to meet the individual needs of a child with SEND.

2.7 Specialist SEND provision

Greatfields School has an internal additionally-resourced specialist provision for students with social, emotional and mental health concerns, who are at risk of exclusion. Please see the Inclusion Room Policy, for further details about this provision.

Additionally, where individual specialist provision is needed the school will seek to buy in appropriate support services.

2.8 Facilities for pupils with special educational needs

- The school's accommodation will enable any student with SEND to access all rooms and facilities.
- All students with SEND will have easy access to computers and other learning resources, adapted as appropriate to individual need.
- Classrooms are large enough to give easy access for wheelchairs and enable students to use ICT either from desktop or handheld technology. Height-adjustable computer stations are available.
- Hearing loops and other audio technology will be made available to aid pupils with hearing impairment.





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- Teaching materials will address suitable print size, colour and design where needed to aid visual accessibility. Large print and magnified computer screens will be made available for visually impaired students so that they can remain with their peers in most teaching environments.
- Students with dyslexia or dyspraxia will gain confidence through positive use of technology, for example to address spelling and presentation difficulties.
- Students with specific difficulties such as ADHD or autism will have access to quiet rooms in order to provide an appropriate working environment. A range of teaching spaces will be available to meet varied learning needs.

3.0 Identification and assessment of, and provision for, pupils with SEND

3.1 Resource allocation to and amongst pupils with SEND

- Provision for pupils with SEND is resourced by appropriate and efficient allocation of funding received through a range of mechanisms, including designated SEND funding and the general school budget.
- Decisions on the deployment of funding are taken by the SENCO, with the agreement of the Senior Leadership Team.

3.2 How pupils with special educational needs are identified and their needs determined and reviewed

Greatfields School has a well-designed process for early identification of SEND, for determining the specific needs of each pupil and for regularly reviewing these needs.

Details are set out in Appendix A below.

3.3 Arrangements for providing access by pupils with SEND to a balanced and broadly based curriculum

Greatfields School is particularly distinctive in offering two clear pathways:

1. English Baccalaureate - approximately 80% of the cohort – following a traditional academic curriculum.
2. Supported and Inclusive Learning - approximately 20% of the cohort - in Key Stage 3, students focus on literacy and numeracy, working in smaller groups with a Teaching Assistant. At Key Stage 4, students study the core GCSEs plus an individual programme option for college learning.





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Students identified as having SEND are, as far as is practicable, fully integrated into appropriate mainstream classes, in one of the pathways outlined above. However, additional provision and improved accessibility to specialised resources is made available as required and every effort is made to ensure full access to the school's broad and balanced curriculum.

The main methods for providing access by pupils with SEND to a balanced and broadly based curriculum are:

- Full-time education in classes in the appropriate pathway, with additional help and support by class teacher/subject teachers and teaching assistants as required.
- For some students with SEND, placement in the Supported and Inclusive Learning Pathway for an appropriate period. The students benefit from working in a smaller group along with a Teaching Assistant, while still having full access to the curriculum.
- Most students with SEND In Key Stage 4 will study the full curriculum. Some will study the core GCSEs – English, English Literature, Maths and Science - and then have an individual programme tailored to their needs, which might include college or work-based learning alongside vocational or applied qualifications, leading to employment or further training.
- Support from SEND specialists within class or as part of a small-group withdrawal programme.
- Tailored personal support for individual SEND students with more complex needs, via the school's SEND specialist staff.

3.4 How pupils with SEND engage in activities together with pupils who do not have special educational needs

Greatfields School values all its pupils equally. Those pupils with SEND are regarded at all times as full members of the community and their curriculum provision is inclusive. Pupils have full access to the school's environment, resources, staff and activities and the school carefully monitors all areas of school life to identify and address any barriers to inclusion for individuals or groups.

Pupils with and without SEND are expected to participate equally as far as possible in all areas of school life, including extra-curricular and sporting activities.

3.5 How the governing body evaluates the success of the education which is provided at the school to pupils with SEND

- Robust systems are in place for monitoring and reviewing Greatfields School and the SEND policy and practice is part of this on-going self-review process. This ensures that evidence is available to judge the success of identification and assessment; the provision made for pupils and how effective this is in terms of pupils making progress.





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- Parents, pupils, governors and other relevant bodies will have access as required to records which monitor progress and achievement.
- Full use will be made of internal and external data relating to attainment and progress.

Greatfields School's Governing Body's responsibilities to students with SEND include:

- Ensuring that provision of a high standard is made for SEND students.
- Ensuring that a Governor specialising in SEND issues is identified to inform Governors about all aspects involved with teaching and supporting SEND students.
- Ensuring that SEND students are fully involved in school activities.
- Having regard to the Code of Practice when carrying out these responsibilities.
- Being fully involved in developing and subsequently reviewing SEND policy.

3.6 Arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school

Greatfields School has a complaints procedure, which may be used by parents of pupils with SEND concerning the provision made at the school.

Initially any concerns and complaints about SEND provision should be addressed to the SENCO, who will respond by meeting with the parents/carers to discuss the situation. If this does not resolve the situation the matter should be raised with the Headteacher. If the complainant is still not satisfied they should raise the matter with the SEND Governor. After this, the complaint should pass to the first level of the general complaints procedure.

4.0 Staffing policies and partnerships with bodies beyond the school

4.1 In-service training for staff in relation to SEND

Greatfields School is committed to a programme of Continuous Professional Development for all its staff, teaching and support. In relation to SEND, the CPD programme has strands relating to individual, group and whole-staff training.

CPD for individuals includes training in the identification of SEND, management of appropriate provision and monitoring of outcomes for key individuals involved in the leadership and management of SEND provision, including:

- SENCO (Amila Sarwar)
- Appropriate members of the Senior Leadership Team





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- Designated SEND Governor (Grace Maryon)

CPD for designated groups includes training in appropriate strategies for addressing SEND for groups including:

- Newly appointed staff as part of the new staff induction programme.
- Newly-qualified teachers, as part of the NQT induction programme.
- Teaching assistants and other curriculum support staff

CPD for the whole staff includes training in:

- Awareness and understanding of the School's procedures for the identification and assessment of, and subsequent provision for, SEND students.
- The responsibility all teachers have in making provision for SEND students.
- What exactly constitutes a "level of concern" and at which point school procedures should be activated.
- How to access information about students' SEND
- How to develop learning targets for SEND students.
- The range of strategies available to assist students with SEND to progress.
- Working with other professionals to ensure the progress of students with SEND.
- Developing constructive relationships with the parents of students with SEND.

4.2 The use made of teachers, facilities and services from outside the school, including links with support services for SEND, child health services, social services, educational welfare services and voluntary organisations.

Greatfields School recognises the important contribution that external support services make in assisting to identify, assess and provide for students with SEND.

When appropriate to the needs of the pupil, colleagues from a range of support services will be called upon to provide support, including:

- Medical Officers
- Educational Psychologists
- Speech Therapists
- Physiotherapists
- Hearing impairment services





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- Visual impairment services
- Child and Family Consultation Service Counsellors
- Voluntary sector organisations

4.3 The role played by the parents of pupils with SEND

Parents/carers of pupils with SEND know their children best and have a great deal to contribute. Their views and contributions are valued and they are listened to. Parents have a key role in supporting students with SEND.

Greatfields School encourages a partnership approach and operates an ‘open door’ policy. Parents can approach the school whenever they have a concern and time will be made for them; scheduled meetings will be arranged for parents to meet and discuss their child’s progress; opportunities will be available for parents/carers to come and work or observe their child in the school.

Parents will be made aware of the Local Authority Parent Partnership Service and Disagreement Resolution Service and are able to make use of these services if required.

4.4 Links with other schools and the provision made for transition of pupils with SEND between schools or between the school and the next stage of life or education

Greatfields School works closely with Trinity Special School, the Local Authority’s only Special School, which has been judged “Outstanding” by Ofsted. Trinity is a Training School and Greatfields staff will be encouraged to make links and take part in training programmes both on and off site.

In addition, Greatfields School is linked to a partner school, The Sydney Russell School, and has access to help and advice from Sydney Russell’s extensive staff expertise in SEND, including an Autism Unit.

Greatfields School will ensure that all records have been transferred at points of transition either from Primary schools or from other schools both in and outside the Local Authority. Examples of useful information about the child include any detailed background information collated by the primary school SENCO; copies of IEPs (or other similar working documents) prepared in support of intervention through School Support; and any educational health care plans.

Greatfields School’s SENCO will make personal contact with schools identifying pupils at transition with SEND. Personal contact will help to ensure that all relevant information is successfully passed on to the new school so that plans can be in place for the admission of a pupil with SEND, with or without an EHC.





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Greatfields School will work closely with pupils, parents, external agencies and the Careers Service to ensure that each pupil with SEND has a clear and sustainable progression route into education, training or employment when leaving the school at the age of 16, 17 or 18.





SEND Department: How it operates in Greatfields School.

How pupils with SEND at Greatfields School are identified and their needs determined and reviewed.

1.0 How pupils are identified and monitored

At Greatfields School a whole-school approach is adopted to SEND policy and practice. All teachers are responsible for identifying students with SEND and, in collaboration with the SENCO, will ensure that those students requiring different or additional support are identified at an early stage.

1.1 Early Identification

On entry to the school each child's attainment will be assessed in order to ensure continuity of learning from Primary school, or transference from another Secondary school. Early identification of students with SEND is a priority. The school will use appropriate screening and assessment tools, and ascertain student progress

For students with identified SEND at their Primary School, the SENCO will:

- Use information from the Primary school to shape the student's curriculum and pastoral provision in the first few months
- Use evidence obtained by teacher observation/assessment and tracking
- Use performance in National Curriculum assessments judged against level descriptions e.g. P scales
- Assess student progress in relation to Literacy and Numeracy targets; identify the student's skills as well as areas that require support.
- Involve students in planning/agreeing their own targets.
- Involve parents in a joint home-school learning approach

1.2 Assessment

Assessment is the process by which students with SEND can be identified. Assessment tools to be utilised at Greatfields School include:

- Educational Psychologist's assessments, reviews and reports





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- Speech and Language Therapist's assessments, reviews and reports.
- Reports or observations from staff
- Half-termly internal assessments carried out on all pupils
- Records from previous schools
- Information from parents
- National Curriculum results from KS2 or P scales
- External exam results
- Student profile sheets

1.3 Monitoring

Greatfields School will continuously measure each pupil's progress by referring to:

- Student progress against the targets ('P' Scales or GCSE/Vocational grades) set by the school, using a system of half-termly assessments on all our students. These Tracking Assessments (4 per year) assess progress towards individual targets in each subject area. Every subject teacher is aware of the students with SEND. □ Issues raised by teachers.
- Issues raised by parents

2.0 How provision for pupils with SEND is planned and organised

Students identified as having SEND are, as far as is practicable, fully integrated into appropriate mainstream classes, in one of the school's pathways. However, additional provision and improved accessibility to specialised resources is made available as required and every effort is made to ensure full access to the school's broad and balanced curriculum.

2.1 Interventions

Greatfields School will advocate a graduated response to meeting pupils' needs in addition to being placed in an appropriate pathway. When they are identified as having SEND, the school will intervene through School Support and meeting the needs of EHC plans.

The SENCO and subject teachers will review the approaches adopted. Where concerns remain despite sustained intervention the School will consider requesting a Statutory Assessment. Parents will be fully consulted at each stage. Greatfields School also recognises that parents have a right to request a Statutory Assessment.





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The steps taken to meet students' individual needs will be recorded. The SENCO will maintain the records and ensure appropriate access to them. In addition to the usual school records, the student's profile will include information from:

- Previous school/phases
- Parents
- Teachers regarding progress and behaviour.
- Student's own perceptions of difficulties.
- Health/social services
- Other agencies e.g. Careers Service

2.2 School Support

School Support is characterised by interventions that are different from or additional to the normal differentiated curriculum. School Action intervention can be triggered through concern, supplemented by evidence that students:

- Make little or no progress
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent emotional/behavioural difficulties
- Have sensory/physical problems
- Experience communication and/or interaction problems

If the School decides, after consultation with parents, that a student requires additional support, the SENCO, in collaboration with teachers, will support the assessment of the student and have an input into future planning. The subject teacher will remain responsible for planning and delivering individualised programmes. Parents will be consulted on, and closely informed of, the action and results.

2.2.1 Intervention for School Support

The SENCO in collaboration with the subject teacher will decide the action required to help the student progress. Based on the results of assessments, the actions might be:

- Deployment of extra staff to work with the student
- Provision of alternative learning materials/special equipment
- Group support





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- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to Local Authority support services for advice on strategies, equipment, or staff training

2.3 Further School Support

Further School Support intervention will usually be triggered through continued concern, supplemented by evidence that a student:

- Still makes little or no progress in specific areas over a long period
- Continues to work at National Curriculum levels considerably lower than expected for a child of similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional/behavioural problems that often substantially impede own learning or that of the group, and this may be despite having an individualised behavioural management programme
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning.

External support services will require access to students' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the student. Parental consent will be sought for any additional information required. The resulting plan will incorporate specialist strategies. These may be implemented by the subject teacher but involve other adults. Where appropriate the School may well require direct intervention/support from a specialist teacher or support worker.

2.4 Statutory Assessment

The School will request a Statutory Assessment from the Local Authority when, despite an individualised programme of sustained intervention within School Support, the child remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency.

The following information will be available:

- The student's assessment data
- Records and outcomes of regular reviews undertaken





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- Information on the student's health and relevant medical history
- Literacy/Numeracy attainments
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the child
- Social Services/Educational Welfare Service reports
- Any other involvement by professionals

2.4.1 EHC Plan

An Educational Health Care Plan will normally be provided where, after a Statutory Assessment, it is agreed that the child requires provision beyond that which the School can offer.

An EHC will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the Statement
- Shorter term targets, established through parental/student consultation and implemented in the classroom
- Delivered by the subject teacher with appropriate additional support where specified

2.4.2 Reviews of EHC Plans

EHC plans will be reviewed annually. The SENCO will organise these reviews and invite:

- The child's parent
- The child if appropriate
- The relevant teacher/s
- A representative of the Local Authority if required
- Any other person the Local Authority considers appropriate
- Any other person the SENCO considers appropriate

The aim of the review will be to:

- Assess the student's progress in relation to personalised targets





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- Review the provision made for the student in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing EHC Plan in relation to the student's performance during the year, and whether to cease, continue, or amend it □ Set new targets for the coming year.

2.5 Useful Links:

Local Offer general information:

<https://www.lbbd.gov.uk/residents/children-young-people-and-families/local-offer/> EHC

Guidance:

<https://www.lbbd.gov.uk/residents/children-young-people-and-families/local-offer/local-offer-education/education-health-care-planning/> Mediations and complaints:

<https://www.lbbd.gov.uk/residents/children-young-people-and-families/local-offer/local-offer-education/resolving-disagreements-mediation-complaints/>

DfE Special educational needs and disability code of practice: 0 to 25 years:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf





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Addendum to the SEND Policy 2021

I. Greatfields School will fulfill requirements and expectations under the SEND Policy 2020, with exception to national and local guidance around Covid 19.

- The SEND Policy will be interpreted in accordance with the covid 19 guidance, set out by Department for Education and Public Health England and any other relevant authority.
- Greatfields School will carry out and update any risk assessments to ensure the SEND provision is in compliance with health and safety measures around covid 19.

2. Measure taken by Greatfields School during the covid 19 period:

- All students with a SEND were supported on a six tier approach during the national school lockdown in 2020.
- Tiers 1-5, were for all SEND students.
- Tier 6, targeted additional support for vulnerable SEND students.

<p>Tier 1: Communication support.</p>	<ul style="list-style-type: none">• Pre – lockdown, Greatfields School ensured clear registers with details about student’s history were ready, in the event of a lockdown.• All internal and external agencies involved with the support of students with SEND liaised with one another to ensure that students were safe as well as supported academically and emotionally whilst at home.□ Greatfields School communicated regularly with parents during the lockdown, this was through phone calls, home visits, letters, text messages and updates on the school website.
<p>Tier 2: Curriculum support.</p>	<ul style="list-style-type: none">□ In addition to the whole school remote learning policy, SEND students were provided with the following additional curriculum support:<ul style="list-style-type: none">- Differentiated resource packs for each timetabled subject.- Additional resource packs for Civics and emotional wellbeing.- Pathway students received additional remote sessions.- Subject teachers were available to phone students to help them access the work.□ Laptops were provided to students who did not have access to a computer/laptop at home.□ Work packs of lessons were provided for students who had limited internet access.





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<p>Tier 3: Targeted SEND support</p>	<ul style="list-style-type: none"> • Mentoring: this continued with students who were receiving mentoring before the lockdown. • Students who were finding lockdown challenging received targeted mentoring with their key worker during the lockdown.
	<ul style="list-style-type: none"> □ Speech, communication and language therapy continued with appropriate students during the lockdown.
<p>Tier 4: Wellbeing support</p>	<ul style="list-style-type: none"> □ Every students at Greatfields School with an identified SEND has a keyworker; who was the student's first link during the lockdown. □ Weekly welling phone calls took place with every student with a SEND. □ Remote mentoring continued with students who needed any additional support with their work or wellbeing. □ Where appropriate; Greatfields School's SEND department were active in referrals for safeguarding, CAMHS, hospital and any other agencies. □ Greatfields School signposted families to external agencies, where additional support was needed.
<p>Tier 5: Family support</p>	<ul style="list-style-type: none"> □ Teaching Assistants and pastoral staff carried out wellbeing calls for parents and family; in addition to calls with SEND students. □ School counselor and learning mentor worked with families to advise ways in which they could manage their child's learning during the lockdown. □ FSM vouchers and food parcels were delivered to families at their home address.
<p>Tier 6: Vulnerable SEND students</p>	<ul style="list-style-type: none"> • SEND students who were also identified as vulnerable were provided all of Tier 1-5 and in addition were encouraged to come into school. • Families were contacted and explained the measure the school had put in place during covid 19 (please see covid 19 risk assessment and policy). □ The school created a safe school environment, following government guidelines on covid and invited all vulnerable students to continue attending school during the lockdown. □ Students were encouraged to come into school where they were provided with the following routine: <ul style="list-style-type: none"> - Timetabled academic learning: with teachers to support them. - An opportunity to engage in social activities like cooking at art. - Regular wellbeing checks with their keyworkers. - Daily physical exercise. - Free breakfast, lunch and snacks, provided every day.





3. Transitioning back to school after the lock down in the summer term 2020

Reopening of schools in September 2020:

- Greatfields School has followed all government guidance around covid 19 and ensured that students are safe on return (see school's Covid 19 policy).
- All SEND students and families received a welfare call before schools reopened to ensure they understood the measures put in place for their child's safety and to encourage attendance, when schools reopen.
- SEND students have been informed about the school's policy around year group bubbles and how they need to maintain social distancing in school.
- Greatfields School has worked closely with school uniform suppliers to support families with getting the correct uniform.
- Teachers have received suitable guidance about SEND students through whole school staff insets.

Attendance

- Greatfields School will continuously monitor attendance and support students who are absent.
- The pastoral team will work closely with the SEND department to support SEND students who are anxious about returning.
- SEND students are isolating or ill will be provided with remote academic support and wellbeing mentoring.

Wellbeing

- On return, all SEND students will receive a wellbeing check; this will be repeated after four weeks and then on return back after half term and Christmas.
- SEND students that are displaying emotional anxiety, trauma or behavioral difficulties will be either referred to the appropriate person in school or an external agency.
- Where appropriate, SEND students will go on a six week wellbeing mentoring intervention with their key worker.
- The SEND department will work closely with the pastoral and safeguarding team to monitor the intervention and review the long term impact of covid 19 on our students.





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Curriculum Support

- SEND students will receive a recovery curriculum focusing on establishing the school's core principles of teaching and learning.
- Wave 1 - Quality First Teaching: all teachers in Greatfields School are aware of the individual needs of each student with a SEND. All teachers actively use individual SEND student profiles to support their planning and teaching.
- An engaging curriculum that is sensitive to pathway students has been implemented for the academic year 2020-2021.
- SEND students will be re-assessed to establish whether any further interventions need to be planned and implemented. These will include numeracy skills, literacy, reading, comprehension, phonics and speech, communication and language support.
- Greatfields School has recruited a speech and language therapist who will support students access the curriculum, across both key stage 3 and 4.
- Staff will receive ongoing whole school and department training to help deliver their curriculum to SEND students.
- The SEND department will be working closely with all departments to support differentiation for SEND students.
- In absence of KS2 data; baseline assessments will be carried out, once students have had a settled transition. These will be used to support planning and student progression.

4. Measures for further Lockdown measure:

In the case of second national, local, interim lockdown; Greatfields School will follow all government guidelines and as far as possible implement our six tier response protocol.

5. Greatfields School will aim to minimise disruptions with the support of SEND students through remote access:

Remote Support and Learning:

- Remote teaching will be used, where students with SEND are unable to be in school or class. See *Remote Teaching and Learning Policy*, for full details.
- In addition to remote learning, Greatfields School will continue to provide remote wellbeing support for students with SEND.





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EHCP Assessments and Annual Reviews:

- As far as possible, during a national or local lockdown; these will be completed remotely and within the statutory timeframe.
- The school will work closely with the local authority to ensure students with EHCPs are supported throughout any local lockdown; this includes carrying regular remote meetings with students and families, providing suitable curriculum work and emotional support.

Signed:

Name: Alan Lazell, Chair of the Local Governing Board

Date: 21.10.2021

