



GREATFIELDS SCHOOL

SEND Policy

Approved by Local Governing Board

Signed: *Vane C. Hadlow*

Date: 25 September 2025

Next Review Date:

September 2026



Partnership Learning



Special Educational Needs Policy

1.0 Introduction

Greatfields School complies with the *Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years* (2015, updated 2020), the Children and Families Act 2014, and the Equality Act 2010.

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.

This 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 Education, Health and Care Plan (EHCP).

Alongside this policy, the school publishes a statutory **SEND Information Report** annually on its website, setting out how the policy is implemented in practice.

2.0 Basic information about Greatfields School's SEND provision

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

Provision is based on early identification of needs and is designed to remove barriers to learning, in line with the Equality Act 2010. Support is offered to all pupils with SEND, whether or not they have an Education, Health and Care Plan (EHCP).

This provision is planned and reviewed in line with the school's **Accessibility Plan** and the annually published **SEND Information Report**, which outlines how support is implemented, monitored, and evaluated.

2.1 Definition of Special Educational Needs

Greatfields School adopts the definition of special educational needs set out in the Children and Families Act 2014 and the *SEND Code of Practice: 0–25 years* (2015, updated 2020).

Children have special educational needs if they have a learning difficulty or disability 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; or
- c) are under compulsory school age and fall within the definition at (a) or (b) above, or would do so if special educational provision were not made for them.

“Special educational provision” means provision that is additional to, or different from, that which is normally available to pupils of the same age in mainstream schools.

Children with a disability do not necessarily have SEND unless their disability gives rise to a need for such additional provision.

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

The Governing Body of Greatfields School aims to:

- Welcome pupils with SEND as part of our community, ensuring equality of opportunity and access to the full curriculum in line with the Equality Act 2010.
- Maximise the achievement and progress of all pupils with SEND through high-quality teaching, appropriate support, and effective interventions.
- Identify and assess pupils’ needs as early as possible, ensuring timely and appropriate provision.
- Provide a curriculum that is ambitious, broad, and adapted to meet individual needs.
- Ensure pupils and their parents/carers are fully involved in planning, reviewing, and evaluating provision.
- Seek external advice and specialist support where necessary to meet more complex needs.
- Ensure all staff take responsibility for pupils with SEND and receive training and guidance to meet needs effectively.
- Monitor and review SEND provision regularly through the school’s Accessibility Plan, SEND Information Report, and annual review of this policy.

2.3 How the governing body’s policy for special educational needs will contribute towards meeting these objectives The Governing Body will ensure that Greatfields School meets its duties under the Children and Families Act 2014, the Equality Act 2010, and the *SEND Code of Practice: 0–25 years*. In practice, this means that the Governing Body will:

- Ensure all students have access to a broad and balanced curriculum, with additional support provided where necessary to secure progress.
- Hold all staff responsible for supporting the achievement, wellbeing, and inclusion of students with SEND.
- Ensure the curriculum is differentiated and adapted to meet individual needs and abilities.





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- Support early identification and assessment of SEND, ensuring timely and appropriate interventions.
- Promote the full participation of students with SEND in all areas of school life, including extra-curricular activities.
- Ensure parents are kept fully informed of their child's progress, attainment, and support arrangements.
- Ensure students are actively involved, wherever practicable, in decisions affecting their education and provision (student voice).
- Oversee a programme of staff training so that all staff are familiar with best practice and developments in SEND legislation and pedagogy.
- Maintain effective links with local primary schools, post-16 providers, and external specialist agencies.
- Appoint a named Local Governing Body (LGB) member for SEND to liaise closely with the SENCO and represent SEND at governor level.
- Ensure that, where additional support is required, the SENCO works collaboratively with teachers to assess needs and plan provision, while class teachers remain responsible for delivering quality-first teaching and individualised programmes.
- Oversee and review the school's **Accessibility Plan** to improve access to the curriculum, environment, and communication.

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
- 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





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- 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 do not have an Education, Health and Care Plan (EHCP) on the basis of the school's published admission criteria. Such children will be considered as part of the normal admissions process.

The school will make every effort to meet the individual needs of a child with SEND, including making **reasonable adjustments** in line with the Equality Act 2010. Early liaison with parents, carers, and feeder schools will ensure that pupils' needs are assessed and appropriate support is planned prior to admission. The school is committed to providing a smooth transition for all pupils with SEND into their new learning environment.

2.7 Specialist SEND provision

Greatfields School has an internally additionally-resourced specialist **Inclusion Provision** to support students with social, emotional, and mental health (SEMH) needs, particularly those at risk of suspension. The Inclusion Provision aims to provide targeted support to help students manage their behaviour, access learning, and reintegrate successfully into mainstream classes. For further details, please see the **Inclusion Room Policy**.

Where individual specialist provision is required beyond the school's internal resources, the school will seek to commission appropriate external services, such as educational psychologists, speech and language therapy, occupational therapy, or other specialist support. This ensures that all students with SEND have access to provision tailored to their specific needs, in line with the SEND Code of Practice.

2.8 Facilities for pupils with special educational needs

Greatfields School ensures that its facilities are accessible and supportive for all pupils with SEND, in line with the Equality Act 2010:

- Accommodation that enables any student with SEND to access all rooms and facilities.
- Easy access to computers and other learning resources, adapted as appropriate to individual needs.
- Classrooms large enough to allow wheelchair access and to enable students to use ICT via desktop or handheld devices; height-adjustable computer stations are available.
- Hearing loops and other audio technology to support pupils with hearing impairments.





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- Teaching materials designed with suitable print size, colour, and layout to aid visual accessibility; large print and magnified computer screens are provided for visually impaired students.
- Support for students with dyslexia or dyspraxia, including technology to assist with spelling, presentation, and organisation.
- Access to quiet rooms or alternative teaching spaces for students with ADHD, autism, or other needs requiring reduced sensory stimulation or a focused working environment.
- Reasonable adjustments made wherever necessary to ensure that all pupils can participate fully in learning and school life alongside their peers

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

1. Key Stage 3: Greatfields School ensures that all students including students with SEND have equal access to a diverse KS3 curriculum which build upon and develop prior knowledge and skills.
2. Key Stage 4: Greatfields School offer a variety of learning pathways at KS4:
 - a English Baccalaureate - approximately 70% of the cohort – following a traditional academic curriculum.
 - b A hybrid between the English Baccalaureate and Vocational options - approximately 30% of the cohort will be able to access a broader more vocational offer.





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 are 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 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





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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.

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 How do we assess and review pupils' progress towards their outcomes?

Where a SEND student is identified as not making expected progress with their learning, we will follow the graduated approach and the four-part cycle of **assess, plan, do, review**:

- **Assess** – Information is gathered together from the teacher, student, parents, teaching assistants and assessments. We identify the student's barrier to learning.
- **Plan** – This is where we decide what additional support will be provided to overcome the barriers. This will be recorded in the student's individual provision plan.
- **Do** – This is when the work is carried out with the child as detailed on their provision plan.
- **Review** – This is when we measure the impact of the support provided and plan next steps.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The pupil's own views
- The views and experience of parents, where relevant
- Advice from external support services, if needed
- The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will





regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

3.7 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 (Lola Fadojutimi)
- Appropriate members of the Senior Leadership Team
- 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
- 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. 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.





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Partnership Learning



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
- Speech and Language Therapist's assessments, reviews and reports
- Reports or observations from staff





pupils

- Termly internal assessments carried out on all
- 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 Termly assessments on all our students. These Tracking Assessments (3 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

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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



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- 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
- 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.





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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 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
- 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://localoffer.lbld.gov.uk/>

