



The Gregg Schools

Special Educational Needs and Disabilities Policy



Statement

The Gregg Schools are committed to providing a successful education for all children who attend the school.

Every child, including those with special educational needs and disabilities (SEND) are given equal opportunities to fulfil their academic and personal potential. All Children are valued members of the community within The Gregg Schools.

This policy serves to meet the requirements of; The Education Act (2011), The Equality Act (2010), The Disability Discrimination Act (2005) and The Send Code of Practice (2015).

Children with SEND who are offered a place at either of The Gregg Schools could have difficulties in one or more of the following areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and health difficulties
- Sensory and/or physical needs.

Aims:

The aims of this policy are:

- To ensure that every child with SEND has the opportunity to access the whole school curriculum.
- To work in partnership with each child's key stakeholder(s).
- To carry out screening on all children at the earliest opportunity, to determine those who may be at risk of having underlying, undiagnosed SEND needs.
- To ensure that all school staff are aware of each child's needs.
- To provide appropriate support and/or intervention, relevant to individual children's needs
- To maintain and regularly review the outcomes identified in a child's Education Health and Care Plan (EHCP)
- To ensure accurate records are kept of all children's SEND needs in accordance with the schools' GDPR policy
- To ensure SEND information is shared with the relevant staff for the child's next phase of education
- To ensure that appropriate Access Arrangements for Examinations are in place for all children
- To ensure that no child is discriminated against in any area of school life on the basis of their SEND needs.



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Implementation:

The school follows the SEND code of Practice (2015) by assessing and providing support for children's special educational needs. The schools recognise that children all face their own individual challenges and will use a range of background information in order to create a Student Passport, which gives clear guidance to all staff in how to support the individual child.

At The Gregg Schools we strive to constantly improve the quality of teaching and learning. We recognise that all teachers are teachers of SEN and have a responsibility to educate all children in their classes. All teachers are required to consider a number of strategies to use in their learning environment and choose from a range of differentiated activities.

All teachers and support staff will be given the opportunity to receive in-service training in identifying and supporting children with SEND. Teachers monitor the progress of individual children and seek guidance from the SENCo's to ensure appropriate differentiation is taking place.

Children will then be closely monitored to determine whether or not further intervention is required. If further intervention is required, the next step would be to liaise with key stakeholders and outline a plan for support.

Interventions are regularly reviewed to establishing their effectiveness and any adjustments can then be made. After the review the SENCo's may seek specialist expertise to help guide the implementation of support in school.

Co-ordination of the Schools' special educational provision

The SENCo's are Mr Lloyd Hendon-John (The Gregg School) and (Mrs Anita Jolley (The Gregg Preparatory School). The SENCo's are responsible for the following:

- Overseeing the day-to-day operation of the Schools' SEND policy
- Liaising with and advising colleagues
- Managing the SEND team
- Co-ordinating provision for children with EHCP's
- Co-ordinating EAL provision
- Co-ordinating provision for children with disabilities
- Overseeing the records on all children with SEND
- Liaising with parents of children with SEND
- Contributing to the in-service training of staff
- Liaising with external agencies, including Educational Psychologists services, medical professionals, Social Services, CAMHS, Local Authority Specialist Advisory Services, the school medical officer, Speech and Therapist, Occupational Therapists and Voluntary Bodies
- Liaising with the Schools' managerial bodies and board of Trustees
- To organise any additional Examination Access Arrangements.



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Facilities and Resources

Where the SENCo's have arranged interventions for children, these may take place in the: library, classroom, computer suite or in the Student Support Department.

Children have access to a variety of resources to support their learning including:

- Laptops
- Computers
- Interactive whiteboards
- Cameras
- Scanning Pens
- Coloured Overlays/paper
- SEN themed resources
- Nessy
- Reading programmes Strategies
- Non-teaching staff
- ELSA trained staff.

The role played by parents of children with SEND:

The school will ensure that parents and children are involved in decisions which will directly impact the SEND provision that should be made for the child in question. The Gregg Schools recognise that parents often hold key information, knowledge and experience to contribute to the shared view of the best way to support behaviour and learning. The views of the children and their parents will be heard and taken into consideration when planning to meet their needs.

The overriding aim is to have a productive partnership with parents, where they, the SENCo's and the staff can work together to help to provide a supportive and inclusive environment.

To ensure this happens:

- The SENCo's ensure that staff make the parents aware of their concerns and any support or intervention that is being given to their child
- Parents are encouraged to contact the SENCo's if they have concerns they wish to discuss
- Parents are invited to contribute to the Annual Review process
- All contact with parents, in relation to the child's SEND is recorded.



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Evaluating the success of our SEND Policy

In evaluating the success of this policy, the school will consider the views of;

- Staff
- Parents
- Children
- External professionals.

Children's progress will provide evidence for the success of the SEND policy and this will be analysed carefully through:

- Consideration of each child's success through formal examinations
- Success in classroom activities & sessions
- Use of standardised tests
- Evidence generated from meetings
- Formal reports
- Children's books and folders.

How the Trustees evaluates the success of the SEND policy

The Trustees will:

- Use provision mapping (audit of need and planning for support).
- Review the SEND policy reviewed on an annual basis
- Use whole school examination targets/results.

The Trustees will monitor the work of the SENCo's through;

- Considering Headteacher reports that reflect the activities of the SENCo's and any current issues
- Considering reports from the SENCo's
- Having regular discussions between the governors and the SENCo's
- Inviting the SENCo's to attend meetings at regular intervals to report in person.

Complaints Procedure

Any complaints should in the first instance be directed to the Headteacher. However, should a parent feel that his/her complaint has not been dealt with satisfactorily by the Headteacher he/she has the right to refer the matter to a member the Board of Trustees.