



Greenfield Primary School Special Educational Needs (SEN) and Disability Information



Dudley Local Offer Link

<http://www.dudley.gov.uk/resident/localoffer/local-offer-information/>

Special Educational Needs and Disabilities (SEND)

A child or young person has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others 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 others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Bill).

What does it mean to have a special educational need?

As many as one in five children may experience some level of difficulties in learning at some point during their school life. If a child has a learning difficulty or a disability, it can make it harder for them to learn.

All early years and education providers are responsible for meeting special educational needs. Here at Greenfield Primary School we pride ourselves on ensuring that all children with SEN have their needs identified and addressed.

Assessment

In accordance with the Special Educational Needs Code of Practice, we employ a graduated approach to supporting children with SEN. Under the guidance of the Special Educational Needs Co-ordinator, teachers regularly assess children's progress, identifying any gaps in knowledge and or understanding. Interventions and additional support are put into place immediately, if it is felt that a child is not making adequate progress. These interventions may vary depending on the level of children's needs.

Interventions are planned for and assessed by teachers and support staff and reviewed regularly by the Special Educational Needs Co-ordinator. They are usually delivered by a member of our support staff under the guidance of the class teacher. Class teachers have ultimate responsibility for the progress of **each child** in their class.

[Link to the draft Special Educational Needs Code of Practice.
https://www.gov.uk/government/publications/send-code-of-practice-0-to-25](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

Every school in Dudley has a qualified teacher, the Special Educational Needs Co-ordinator (SENCO), who is responsible for co-ordinating the support of children with SEND in their school.

If you are concerned about your child's progress please ask for a discussion with the SENCO and/or the class teacher. We will listen to your concerns and discuss how we will be able to help.

We have close links with specialist teachers from our local Learning Support Service, who regularly visit Greenfield to monitor the progress of children with SEND as well as providing support for teaching and support staff. If it is felt that additional support is required, then our Learning Support Service will complete assessments with the children in school. Your written permission will be sought before any assessments begin. Staff at the Learning Support Service are always ready to answer questions, should you have any concerns and work in partnership with parents on issues related to a child's special needs.

Support for Parents and Carers

As a parents/carer, you play the key role in your child's development. We recognise that it is important that you are fully involved in any discussion about your child and we will inform you of changes to your child's provision.

Link to Dudley's SENDIASS

<http://www.dudley.gov.uk/resident/learning-school/parental-support/dudleysendiass/>

Behaviour

Behavioural difficulties do not necessarily mean that a child or young person has a special educational need and should not automatically lead to a pupil being registered as having SEN. However, consistently disruptive or withdrawn behaviours can be an indication of unmet SEN. Where there are concerns about behaviour, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.

At Greenfield "Everyone can grow in a Greenfield!" We see every child as an individual and strive to provide the best level of provision possible for each and every pupil. Through the use of individual learning plans, we plan for and differentiate activities to ensure that all children can access lessons. We pride ourselves on having an inclusive ethos and have high expectations of all of our pupils.