



## **Greenside Primary School**

### **Inclusion/SEND Policy**

**Last reviewed:** 18th March 2026

**To be reviewed:** March 2027

**Written by:** Co-DHT/ SENCO Emily Hair

**Ratified by the Governors on:** 18th March 2026

#### **Introduction**

This policy is provided in accordance with the Children and Families Act 2014 and relates to children and young people with special educational needs (SEN) and disabled children and young people. The policy refers to the Children and Families Act 2014 and associated regulations. The associated regulations are:

- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- SEND Code of Practice 0 – 25 (2014)
- The Order setting out transitional arrangements

This policy is a statement of the aims, principles and strategies in developing effective practice in the delivery of support for pupils with Special Educational Needs at Greenside Primary School. It will be of use to all staff working with pupils with Special Educational Needs and can be drawn upon, where appropriate, by parents, governors and outside agencies.

Our aim is to make Greenside Primary an Inclusive School for everybody. Staff, children, governors and parents have the right to receive the best we can possibly give. We aim to give all members of the school community the same experiences, opportunities care and support. We recognise that at times children or adults in school may require additional support, care, resources and monitoring in order to meet their individual needs.

We believe that all pupils regardless of differences or difficulties, should enjoy the same rights to mainstream education as all other pupils. Each child has the same rights of access – each belongs and each is entitled to appropriate support to meet individual needs. We believe that it is fundamentally worthwhile for all children to be educated together and to develop relationships through shared educational and social experiences.

#### **Definition of Special Educational Needs**

The law states that children have special educational needs if they have a *learning difficulty* that calls for *special educational provision* to be made for them.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities generally provided for children of the same age.
- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language in their home is different from the language in which they will be taught.

Special educational provision is that, which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA.

The staff at Greenside Primary School are committed to the inclusion of all pupils. We therefore:

- Provide an environment which enables every pupil to be safe and healthy;
- Value every individual and enable them to enjoy their learning and fulfil their potential;
- Enable every pupil to make a positive contribution to their school and community and achieve future economic well-being;
- Identify and respond to pupils' diverse and individual needs;
- Identify and overcome potential barriers to learning;
- Set suitable learning challenges for every pupil;
- Ensure early intervention, especially the identification of pupils at risk of disaffection and proactive planning to meet their needs, is essential; Children and their parents are entitled to be treated fairly with respect to important educational decisions which affect their lives, especially concerning admission, attendance, exclusion and assessment for any special needs. All procedures will be applied in accordance with DfE, Ofsted and LEA guidance.

## **Information about the schools' special educational provision**

### **1. Objectives of the policy.**

#### **This policy follows the SEND Code of Practice (2014)**

- All pupils at Greenside School are entitled to access a broad, balanced and relevant curriculum whatever their individual needs;
- All staff are responsible for the early identification, assessment, monitoring, teaching and inclusion of pupils with SEND as an integral part of raising standards;
- When possible all pupils with SEND are fully included in the educational and social life of the school. On occasions the nature of a child's SEND may require adaptations to school provision e.g. managed playtimes and/or lunchtimes may be arranged in order for a child to succeed. Rest breaks may be arranged for individual children, which may take place outside the classroom environment.
- All pupils with SEND are actively involved in their own learning;
- Parents are involved as equal partners;
- The school will work in partnership with outside agencies.

### **Identification, Assessment and Provision**

At Greenside, we recognise the importance of early identification of SEN. Early intervention and response improves the long-term outcomes for students.

#### **Early Identification**

Every student's skills and attainment will be assessed on entry to Greenside Primary School. At the same time, we will consider whether a young person has a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made.

The needs of students are evaluated through a range of indicators:

- The outcomes from baseline assessments.
- Subject teachers should make regular assessment of all students and identify those who are making less than expected progress. The first response to any student who falls in to this category should be highly targeted teaching at the area of weakness by the subject teacher. Following this, if there is no improvement, the subject teacher, in conjunction with the SENCO, should gather further evidence (including the views of the student and parents)
- Concerns raised by parents, the young person and outside agencies and to take account of any information that they provide.
- Standardised screening or assessment tools.
- Behaviour data.

Persistent disruptive or withdrawn behaviour do not necessarily mean that a young person has SEND. If there are concerns, assessment should be made to determine if there are casual factors such as undiagnosed learning, communication or mental health difficulties. If it is thought that factors such as housing, family or other domestic circumstances a multi-agency approach, such as an Early Help Assessment may be appropriate.

Once the appropriate assessments have taken place, a decision will be made on whether a student has SEND based on the SEND Support Frameworks

### **Special Educational Provision at Greenside Primary School**

Class teachers are responsible and accountable for the progress and development in their classes, including where students access support from teaching assistants and/or specialist staff. High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Additional support cannot compensate for the lack of good quality teaching. Reviews of the quality of teaching should include teacher's understanding of strategies to support vulnerable students.

In deciding whether a student has SEND, information should be gathered on pupil progress (alongside national and expected progress levels), parents and/or carers, teachers and the students. Any decision on whether SEND provision is required must start with the desired outcomes, including progress and attainment. This must include the views of the student and the parents/carers. This should then determine the support that is needed. If any support is to be provided, parent/carers must be informed and a clear date for reviewing progress must be set. SEND provision will be based on all information received, but initially through our own in school test data. Additional information, such as private assessments, will not be the main data used, as this is not available for all students, but will be used in conjunction with our own data. In class TA support will be allocated to students with an EHCP. Where there is any spare capacity for in class support, the SEND Support Frameworks will be used to decide where the in-class support is allocated. A student's level of SEND need will be recorded on SIMS.

### **Involving specialists**

Where a student continues to make less than expected progress due to SEND, despite the use of evidence based approached and well-matched interventions, we will consider the use of specialist staff, either through the Local Authority or other outside agencies.

At any point where a specialist is involved, parents/carers will be fully involved in the process.

The school will seek support from outside agencies in order to obtain help and advice on how best the needs of the individual child or adult may best be met.

We work Closely with these agencies;

- Educational Psychologist
- Speech and language
- STARS team
- Cluster
- SENIT
- SENSAP
- CAMHS
- Occupational Therapist
- Social Care Services

### **Education, Health and Care plans**

Education, Health and Care plans (EHCP) are the replacement for Statements of Special Educational Needs.

Where, despite a school having taken the relevant action to identify, assess and meet the needs of a student, the student has not made expected progress, the school and parents/carers should consider applying for an EHCP.

## **SEND Pupil Profiles**

SEND Pupil Profiles will be used to track the progress of students where intervention is taking place and share personal targets and SEND Needs. SEND Pupil Profiles will be used in the review part of the graduated approach to support the continuation or changing of any SEND support being given. Information sharing with staff will take the form of parental, class teacher, TA and SENCo meeting to share information on the SEND Pupil Profiles.

## **2. Responsibility for co-ordination of SEND provision.**

### **The role of the Governing Body**

It is the role of the governing body (in partnership with the Headteacher) to determine the school's policy and approach to children and adults with disabilities, to establish the appropriate staffing and funding arrangements and to maintain a monitoring role of the school's work in this area.

Specifically the governing body will determine the following:

- That provision will be made to make adults with disabilities to feel welcome and catered for in the school.
- That the admission arrangements for all children, regardless of disability, are fully inclusive.
- That access for adults/children with disabilities is available to every area of the school at all times.
- Exactly how resources are allocated to an amongst pupils in order that needs are met.
- That extra resources or facilities will be provided if required.
- Ensure that all pupils join in school activities together – in so far as this is reasonably practical and compatible with:
  - A pupil receiving the necessary special educational provision.
  - The efficient education of other pupils in the school.
  - The efficient use of resources.
  - Whether the school can offer any specialist experience, expertise or facilities for a particular area of need.

It is the duty of the governors to appoint a “responsible person” with responsibility for Inclusive Education. This person then acts as the official school representative in matters concerning Inclusion.

They must:

- Be informed by the LEA when it has concluded that a child in the school has a statement of Special Education Needs
- Ensure that all those who teach the child know about those needs
- Be aware of any adult, with a disability and their needs who works in school
- Be informed of any adult, with a disability and their needs who visits school on a regular basis
- Be aware of any child or adult who may need additional support from time to time

### **The role of the Headteacher**

The Headteacher in consultation with the SEND Co-ordinator will be responsible for important strategic decisions relating to:

- The day to day deployment of individual staff, both teaching and non-teaching
- The appropriate allocation of resources
- The development of an in-service programme designed to meet identified staff development needs

The governing body, in co-operation with the headteacher, is responsible for the school's general policy and approach to provision for pupils with SEND and reports annually to parents on the school's policy for SEND.

The headteacher has responsibility for the day to day management of all aspects of SEND provision.

The SENDco, working closely with the headteacher, has responsibility for the day to day operation of the school's SEND policy and for coordinating provision for pupils with SEND.

Current staffing details are:

Headteacher – Sarah Fuller

SENDco – Emily Hair

Intervention Manager – Emily Hair

SEND Governor – Chris Barr

### **The role of the Parents**

The staff and governors fully endorse close working partnerships with parents/carers. Parents are welcome to discuss their child's progress with the class teacher and the SEND coordinator will hold SEND review meetings in line with EHCP or termly IPM reviews. Other meetings needed regarding SEND will be conducted in line with our communication policy. It is recognised that children with SEND, who have the support and commitment of their parents or carers make much better progress than those that do not. Translation services are available for parents who have English as an additional language.

### **The role of the SENDco will be:**

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date
- Work in partnership with colleagues, parents, pupils and outside agencies to set, monitor and review short-term objectives on individual education/behaviour/support plans (e.g. Pupil Profiles, IBPs, PEPs etc);
- Oversee the records of all pupils with SEND;
- Co-ordinate the monitoring of pupil achievement and proactively use this information to inform planning;
- Provide professional guidance and continuing professional development for all staff to secure high-quality teaching and effective use of resources for pupils with SEND;
- Monitor the quality of teaching and learning and work with colleagues and pupils to set targets for improvement;
- Liaise regularly with parents and carers of pupils with SEND;
- Liaise with external agencies in matters relating to pupils with SEND;
- Liaise with the SEND governor;
- Take responsibility for the management of the SEND team of teachers and teaching assistants

#### Role of the Class Teacher;

- Each class teacher is responsible for providing High Quality Education for all pupils:
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

#### **4. Admissions**

The school operates its admission procedures in accordance with the policy laid down by the governors/LEA. This policy will not discriminate on grounds of race, religion or ethnic origin. The school will not automatically refuse entry to pupils on the grounds that they have special, social, educational or behavioural needs.

#### **Admission arrangements**

The school will continue with its established policy to admit any child that applies to the school for admission, judging that appropriateness of the placement on an individual basis and excluding no child on the basis of its perceived academic or physical difficulty.

#### **5. SEN information report (see Full Report on the Website)**

##### **5.1 The kinds of SEN that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

##### **5.2 Identifying pupils with SEN and assessing their needs**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

The SEND co co-ordinates the identification, assessment and monitoring of pupils with SEND, enhanced by effective use of ICT systems.

There are clear, well communicated criteria for placing pupils on school action or school action plus and for removing them and promoting fluidity.

Pupils who are identified as having SEND and are receiving support that is 'additional to or otherwise different from the educational provision made generally for children of their age' is recorded on the school SEND Register.

SEND Pupil Profiles, IBPs etc. Will be used to plan programs and monitor and review progress for those on the SEND Register in line with the guidance in the SEND COP, 2014.

There is administrative time set aside for the SENDco to effectively coordinate the tracking, recording and communication of high quality SEND pupil information. This is evaluated and used to inform SEND policy and practice across school.

Staff are kept informed and updated about all SEND issues and pupils on the SEND Register through termly reviews and those on the Inclusion Register through evidence on the school's Cohort Tracker.

### **5.3 Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support and a copy of the pupils SEND Pupil Profile will be sent home each term.

### **5.4 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

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 views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

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.

### **5.5 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. Before a transition takes place we hold a meeting with parents and the new school's SENCO to discuss transition and how this will take place.

### **5.6 Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Nurture groups
- Maths and English catch-up programmes
- Maths and English booster classes
- 1 : 1 tutoring
- Speech and language therapy
- Catch-up reading programme
- Clicker 7
- Active Literacy Kit
- SpLD Continuum of Support
- FFT reading programme
- Rapid Writing
- Multi-sensory Maths
- Frequent Readers
- Draw & play
- Nurture Forest Schools
- Lego Therapy
- Sensory Circuits
- Safebase tent
- Cloud Room
- Tier 1,2,3 SEMH Support Systems

### **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Having an accessibility plan;

- Disabled access to school
- Lift to upstairs classroom
- Disabled toilet & Changing Area

We are committed to the principles within the National Inclusion Statement in that we always strive to:

- Set suitable learning challenges;
- Respond to pupils' diverse and individual needs;
- Attempt to overcome potential barriers to learning and assessment.

The curriculum for pupils with SEND can be flexible and is differentiated according to need.

Teachers, TAs, LMs etc. work together to maximise effective access.

### **5.8 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 8 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Assessing progress of Steps of Progression (B squared assessments)

### **5.9 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of Nurture Forest Schools club to promote teamwork/building friendships
- Pupils with SEN to work with the Learning Mentor in programs such as Draw and Talk, Social Skills, Anger management and Feelings group
- We have a zero tolerance approach to bullying.

## **6. Inclusion of pupils with SEND**

It is the responsibility of all teachers to include pupils with SEND within the classroom and to carry out planning, managing support and providing resources to enable them to access a broad and balanced curriculum.

It is the school's policy to ensure that provision is provided for those children who require the highest levels of support and therefore, in the event of absence from school, members of the support staff team may be relocated in order to maintain support for another high priority child. (See appendix 1 for a list of children who have additional support).

In line with the Disability and Discrimination Act 1995 we endeavour to:

- Not treat current and prospective disabled pupils less favorably;
- Make reasonable adjustments as appropriate.

## **7. SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

- Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

## **8. Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the class teacher in the first instance. This may then be referred to the SENCo and they will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

If you have a concern about an aspect of special educational needs provision, which might include information about relevant voluntary organisations and support groups in Leeds, you might like to talk to Leeds SEND Information Advice Service (Leeds Special Educational Needs and Disability Advice Support Service) on their helpline: 0113 3951222.

## **9. The Local Authority Offer**

Leeds City Council local offer can be found here: <https://leedslocaloffer.org.uk/#!/directory>

## **Summary**

It is the school's aim to remove barriers to learning for all children in its care. Implementation of this policy will support the effective inclusion of children with SEND through the raising of achievement and enabling participation in the full life of school.

This policy will be reviewed in line with changing national or local priorities and/or changes in statutory guidance. The policy will also be reviewed at least annually prior to the completion of the new School Development Plan by the Inclusion Team in Consultation with school staff. Any amendment will be discussed at a full staff meeting and then at a meeting of the full Governing Body. The revised policy will be ratified as appropriate.