

# Green Meadow Independent Primary School



## SEND and Inclusion Policy

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# [Green Meadow Independent Primary School](#)

## **Disability Inclusion, Special Educational Needs and Learning Support Policy**

### [Admissions and Pupils with Disabilities, SEN and Learning Difficulties](#)

Green Meadow Independent School is not academically selective and welcomes all children who can make the most of the opportunities offered and can flourish in its caring environment. The management and staff are firmly committed to inclusivity and to giving every child the best possible start in life.

Treating every child as an individual is important, and pupils with physical disabilities are welcome, if the school is appropriate to meet their needs. Pupils, whose Special Educational Needs (SEN) and learning difficulties are suited to the curriculum, are also welcome provided that the school can provide them with the help and support that they require.

### [The Selection Process](#)

Green Meadow School's selection policy is described in our admissions procedure. Applications from all who have the ability and aptitude to access an academic curriculum are welcome. However, parents of children with physical disabilities, SEN or learning difficulties are advised to discuss their child's requirements with the school before they are assessed by the teachers, so that adequate provision can be made for them on the day. Parents are asked to provide a copy of a medical report or educational psychologist's report to support their request, for example, for large print material, extra time, use of laptops or other special arrangements.

### [Before Entry](#)

Each pupil with a disability and/or SEN requires special consideration and treatment. If appropriate adjustments need to be put in place, they will be discussed thoroughly with parents and their medical advisers, including adjustments that can reasonably be made to the curricular and extra-curricular activities before their child becomes a pupil at the school.

### [Barriers to Learning](#)

The school recognises that social, emotional and behavioural barriers to learning can be associated with some disabilities. Social, Emotional, Mental Health or learning difficulties can cause behavioural issues. The school aims to work together with families to overcome or minimise these as far as is possible.

### [Physical Accessibility](#)

Parents and prospective parents of disabled children may wish to obtain copies of the school's accessibility plan from the school reception. This shows the ways in which the

management has planned to make the building progressively more accessible to disabled pupils, disabled parents and visitors. The school will do its best to make adjustments to take account of an individual student's needs, within the constraints of the resources we have available.

### **Other Adjustments**

Other adjustments are also possible. Depending upon need, children can use laptop computers in class, and can be given large print or documents printed on coloured paper if required; the interactive white boards can also be shaded for easier reading. Menus can also be devised to cater for special dietary requirements with advice from the appropriate medical professional.

### **Auxiliary Aids and Services**

The Equality Act 2010 has made significant changes to the law on discrimination as it affects disabled pupils and in particular the extension of duties on schools to include the provision of auxiliary aids and services from 1 September 2012. The school is aware of this duty, which it complies with.

### **Pupils with Education Health and Care Plans (EHCPs) and Carers**

Pupils with education, health and care plans (EHCPs) from their local authorities who are suited to the school's educational offer are welcome. If a pupil with an EHCP requires their dedicated carer in school, for example, to assist with personal care, writing, etc this can be accommodated provided that the carer has an enhanced DBS check arranged by the school and complies with the child protection and safeguarding regime in force at the time.

The school would require a carer (like a new member of staff) to sign a written agreement undertaking to comply with the school's child protection and safeguarding policies and to attend the child protection and safeguarding induction briefing that is given to all new members of staff before working unsupervised on site. The carer would also have to abide by all of the schools policies and procedures including confidentiality.

As a pupil's dedicated carer is not a school employee, the pupil's parents may be asked to provide the school with a written undertaking indemnifying it from any legal responsibility or cost connected with the provision of their services to their child. The carer would still need to read our policies and procedures and abide by them.

Depending on the pupils needs, we would expect the pupil's parents to employ someone both the school and they feel is right for the pupils needs and to be able to work alongside the school. This would be discussed with the insurance Company prior to the child starting school.

If the school felt that the carer was not suitable due to their conduct etc, then we would ask that the carer be removed from the school immediately, at this point it would need to be discussed whether we could continue educating the child. The school does not provide one to one care/education for pupils.

## Local Offer

You can view more information about EHCP Plans on Wigan Council's SEND Local Offer website: <https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Local-Offer/About-Local-Offer.aspx>

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Wigan that have an Education, Health and Care Plans and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Definitions of special educational needs and disability (SEND) are taken from section 20 of the Children and Families Act, 2014.

A child or young person has SEND 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:

- ❖ have a significantly greater difficulty in learning than the majority of others of the same age; or
- ❖ 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 and/or disability if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

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

## Assessment

Pupils with identified or suspected learning difficulties may be assessed at their parents' expense by a specialist so that the areas that require support can be identified.

Specialist one-to-one lessons and help with study skills and are offered outside the normal curriculum at a charge. The school works closely with the child and their parents and to help them to overcome the barriers that their difficulties present.

The school will prepare a personalised support plan for each child, setting achievable targets. The child, together with their parents and teachers, review the plan regularly and the child is encouraged to take ownership of it and to set their own targets also. The management will work with the child's teacher and key stage lead to monitor progress.

## **English as an Additional Language (EAL)**

In order to cope with the high academic and social demands of Green Meadow Independent Primary School pupils must be fluent English speakers. The school may recommend that some children, whose first language at home is not English, receive individual or group tuition in English as an additional language.

## **Role of the Special Educational Needs & Disability co-ordinator (SENDco)**

Green Meadow's SEND co-ordinator (SENDco) has an important role. Working closely with the management and the other pastoral staff, they play a key role in determining the strategic development of the SEN policy and provision in the school in order to cater for the individual needs of pupils with SEN.

They will liaise closely with the pupil's teaching staff, family and where appropriate, with external agencies. The SENDco accesses regular training courses in order to remain current with latest her duties as SENDco.

## **Staff Training**

All staff (including teaching and support staff) are given regular updates on working with SEN and disabilities by the SENDco. This enables them to focus on helping each pupil to reach their maximum potential, the appropriate adjustments (such as large print or using coloured paper) that can give full access to the curriculum and facilities of the school to the greatest extent possible.

The school trains its teachers to differentiate within the curriculum and to take into account pupils' learning difficulties (as well as the needs of gifted and talented pupils). The SENDco liaises with the teaching staff about the most appropriate means of meeting the needs of pupils with SEN and learning difficulties. The SENDco has an important role in ensuring consistency of approach by all teachers in providing, for example, access to learning materials that are easier to read and understand, or extra time in exams.

## **Identification of Pupil Needs**

These may be identified through:

- Concerns being raised by parents/carers, external agencies, teachers, or the pupil's previous school, regarding a pupil's level of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gaps in knowledge and/or skills.
- Whole school tracking of attainment outcomes which indicates lack of expected levels of progress.
- A pupil asking for help.
- Observation of the pupil indicating that they have additional needs in one or more of the four broad areas of need:

## **Categories of Need**

Special Educational Needs may fall into four broad categories. In practice, children may have needs across more than one of these categories.

### **Communication and Interaction**

Children with speech, language and communication needs (SLCN) have difficulty communicating with others. This may be because they have difficulty saying what they want to, understanding what is said to them or in following the social rules of communication. Children with Autistic Spectrum Disorder are likely to have particular difficulties with social interaction.

### **Cognition and Learning**

Support may be required when pupils learn at a slower pace than their peers, despite differentiation. Learning difficulties cover a wide range of need including MLD (moderate learning difficulty), SLD (severe learning difficulty) and PMLD (profound and multiple learning difficulty). Specific learning difficulties (SpLD) affect one particular aspect of the curriculum and include dyslexia, dyscalculia and dyspraxia.

### **Social Emotional and Mental Health**

Children and young people may experience a range of social and emotional difficulties, which manifest themselves in different ways. Pupils may be withdrawn or isolated as well as displaying challenging, disruptive and disturbing behaviour.

These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance abuse or eating disorders. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

### **Sensory and/or physical needs**

Some children require special education provision because they have a disability which affects their access to education. This may be visual impairment (VI), hearing impairment (HI) or multi-sensory impairment (MSI). Some children with a physical disability require additional support and equipment to access education.

### **Quality Monitoring and Teaching**

Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.

Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

The child's form and /or subject teachers will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.

Through discussion it can be determined which level of provision the child will need going forward.

- ❖ If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- ❖ Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- ❖ The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parents' evenings.
- ❖ Parents' evenings are used to monitor and assess the progress being made by children. Teachers assess children's progress each half term and add this information to the child's personal tracker.

### SEN Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the child will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning.

The support provided consists of a four – part process (assess, plan, do, review), which is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views, and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff is already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

## Plan

Planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review.

Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

## Do

The form teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching/individual needs assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

## Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCo, will revise the support plan and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

## Early Help

If it is felt that a pupil's difficulties will need support beyond the school, an Early Help process may be implemented. The Early Help aims to promote the early identification of children and young people's additional needs and promote co-ordinated service provision to meet them. It is a joint needs assessment with shared decisions on priorities; it identifies all available resources and makes joint plans to deploy them.

## School Behaviour and Discipline

The school takes pride in its well-developed system of pastoral care for social interaction amongst pupils. All pupils, from the youngest in the Kindergarten upwards are taught that discrimination, victimisation and bullying is prohibited and will not be tolerated. The school's objective is to ensure that a disabled student, or a student with SEN or other protected characteristic, does not suffer less favourable treatment as a result of discrimination.

Pupils are taught through the curriculum, British Values, Cultural Celebrations and other activities the importance of respecting each other and behaving towards each other with courtesy and consideration.



The school's behaviour policies make clear the seriousness of bullying, victimisation and harassment in all its pernicious forms, including racial, religious, cultural, sexual, sexist, gender-related, sexual orientated homophobic, disabled and cyber, in causing serious psychological damage and even suicide.

Considerable teacher time is expended in preventing bullying, victimisation and harassment and in dealing with it when it occurs. All pupils understand that the school has a zero tolerance policy on bullying and that bullies can expect strong sanctions to be applied to them.

### **Partnership with Parents**

The school's hope is that all parents will feel able to share any concerns about their child with the pastoral staff/teacher in order that a healthy partnership for the care of their child can be developed.

The SENDco, other pastoral staff, teachers and others who are involved with a child are always happy to discuss any parental concerns. A member of staff will always ask to see a parent if they felt that an adjustment to the curriculum or individual education plan might be in their child's best interest, or if there is a specific concern around the child's learning.

The school works closely with outside agencies, as appropriate, to provide early help with identification of any special needs and early intervention, and involving parents regarding working with external specialists especially in the context of EYFS. The Early Years Inclusion advisor will be the first contact for pupils in our EYFS setting.

### **SEND within the Early Years**

The school plans for the four areas of need: communication and interaction, cognition and learning, social emotional and mental health, sensory and/or physical needs. The school monitors and reviews pupils' progress throughout the Early Years.

If a child appears to be behind expected levels, the methodology outlined in the SEND Code 2014/15 for gathering information and seeking "Early help" (see Working Together) may be used. The cycle of action: assess/plan/do/review will be used to create a graduated response to needs.

The 2015 SEND Code of Practice changed the way young people who struggle to manage their behaviour and emotions are referred to. Where before students were referred to as having "behavioural, emotional and social difficulties" (BESD), in the new code this became "social, emotional and mental health needs" (SEMH).

The change in wording asks us to look past a student's behaviour itself to the underlying causes and focus on what that behaviour is communicating.

If necessary the school may seek external help of specialists or request an EHC assessment. Parents will be if payable responsible for the cost of this. Decisions to involve external specialists will be taken in discussion with parents. Parents are informed if their child is receiving SEN support.

A proportion of our pupils have SEN (SEN support). All teachers should expect to have pupils with SEND in their classes. Types of SEND that we would expect to see are:

- ❖ Communication and Interaction (EAL)
- ❖ Autistic spectrum depending on severity
- ❖ Cognition and Learning
- ❖ Dyslexia, dyspraxia and dyscalculia; moderate learning difficulties.
- ❖ Social, Emotional and Mental Health
- ❖ ADHD, ADD, attachment disorders, emotional difficulties
- ❖ Physical and Sensory
- ❖ Hearing impaired
- ❖ Medical Needs
- ❖ Epilepsy and diabetes

Though all pupils within the school will be supported to the best of our ability pupils hoping to transition into Key Stage 1 or 2 will still be expected to reach the same or similar criteria as their peers. It will be down to the discretion of the staff at Green Meadow to discuss with parents what the best setting for their child is at each stage of transition.

### **Allocation of resources for pupils with SEND**

In some classes a Teaching Assistant is available to support small groups, as directed by the teacher, particularly during maths and English lessons.

In some classes there are no Teaching Assistants.

Across Green Meadow Independent School, children who have more complex needs may have an Individual Needs Assistant (INA) supporting them during academic lessons. The costs of this support will be borne by the child's parents/carers unless funding is allocated by the Local Authority as part of the child's Education and Health Care Plan.

One to one Learning Support lessons are available from suitably qualified members of the teaching and support staff if a child's Educational Psychology report, or the results of assessments carried out in school, recommend that a child would benefit from such support. These lessons incur charges in addition to school fees.

### **Education Health and Care Plan**

Statemented Pupils with an existing Statement of SEND will have short term targets set for them that have been established after consultation with parents and pupil and will include targets identified in the Statement. These targets will be set out in the Care Plan and be implemented, at least in part, and as far as possible in the normal classroom setting.

EHC plans are reviewed annually or before if the teacher deems it necessary. The SENDCo will invite the parents and other professionals involved to a meeting where they will consider whether any amendments need to be made to the EHC plan. The feelings of the child will be sought during this process. The annual review will focus on what has been achieved as well as any difficulties that need to be resolved.

## [Links with outside agencies](#)

The School maintains links with support agencies and other professionals. These can include:

- ❖ Educational Psychologist
- ❖ Educational Welfare Officer
- ❖ Speech and Language Therapist
- ❖ School nurse
- ❖ Local Authority/NHS advisor
- ❖ Local Authority SENDCo for EYFS
- ❖ Child and Family Services
- ❖ Social Services

## [Evaluation of SEND Policy](#)

The management team and SENDCo will consider the effectiveness and practicalities of the SEND Policy within a two-year cycle or before if necessary.

## [Complaints](#)

The school naturally hopes that a parent will not feel that they have cause to complain but the complaints policy is available from the school for any parent who wishes to use it. Additionally, all parents of children with SEN or disabilities have the legal right to seek redress from the First Tier Tribunal (Special Educational Needs and Disability) if they believe that their son or daughter has been discriminated against.

## [Reasonable Adjustments](#)

Green Meadow Independent Primary School is committed to treating its pupils and applicants fairly. According to the Equality Act 2010, we must take reasonable steps to ensure that disabled pupils and applicants are not put at a substantial disadvantage by comparison with pupils and applicants who are not disabled.

Green Meadow Independent Primary School recognises that every child is unique. This policy does not therefore seek to cater for every situation. It is intended as a general statement of our policy which sets out the principles underlying our approach to making adjustments for disabled pupils and the factors the school will take into account when considering requests for adjustments.

## [When does the duty arise?](#)

We have a duty to make reasonable adjustments for pupils and applicants who are disabled under the Equality Act 2010 when they are put at a substantial disadvantage compared with pupils and applicants who do not have disabilities.

A pupil or applicant is disabled if (s)he suffers from a physical or mental impairment that has substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities. In most cases, disabilities will have lasted or be likely to last for 12 months or more.

## **What is the scope of the duty?**

Green Meadow Independent Primary School seeks to ensure that disabled pupils and applicants are not put at a substantial disadvantage by making reasonable adjustments:

1. to our policies, criteria and practices (ie the way we do things); and
2. by providing auxiliary aids and services (ie additional support or assistance).

There is no standard definition of an auxiliary aid or service. Please be aware that an additional cost could be incurred to provide these services.

Examples include: pieces of equipment; extra staff assistance; note-taking; induction loops; audio-visual fire alarms; readers; and assistance with guiding.

We are not required to remove or alter physical features to comply with the duty to make reasonable adjustments for disabled pupils. Similarly, we do not need to provide auxiliary aids for personal purposes unconnected with the education and services provided by the school.

## **Entry Tests/Baseline assessment**

We are allowed by law to apply an entry test/baseline assessment and we do so as part of our admissions process. If necessary, we make reasonable adjustments for disabled applicants sitting the entry test/baseline assessment, such as, for example, allowing it to be completed on computer rather than by hand. We also ask that parents provide a school report from the previous setting if available so that the school can consider this in conjunction with any assessments and reports when making a decision if a child's needs can be met.

## **How do I request an adjustment?**

Green Meadow Independent Primary School prides itself on considering whether there is any adjustment it could make to overcome any substantial disadvantage suffered by a disabled applicant or pupil. However, we do not always think of all possible adjustments and we want to work with parents to think as creatively as possible about this matter.

If your child is disabled and you believe that (s)he is being put at a substantial disadvantage compared with pupils without disabilities and there is an adjustment that we could make which would overcome this, you may write to the Special Educational Needs Coordinator (or "SENCO") setting out in full the adjustment and (if necessary) how the school could put this into practice. Please be aware that this could incur a cost.

## **The school's response**

In some cases, the school will be able to agree to and implement the requested adjustment as soon as possible, for example where the adjustment would be logistically difficult or more financially costly, we may need to consider in more detail how best to overcome the substantial disadvantage that the pupil or applicant is suffering and what measures it is reasonable for the school to take. In these cases, the school may seek

input from teachers, other experts (such as doctors and/or educational psychologists), you and the child in question.

### **How will the school decide whether an adjustment is reasonable?**

When considering whether it would be reasonable to make the adjustment, the school will consider the following factors:

- whether it would overcome the substantial disadvantage the disabled child is suffering;
- the practicability of the adjustment;
- the effect of the disability on the pupil;
- the cost of the proposed adjustment;
- whether it will be provided under a statement of special educational needs from the Local Authority;
- the school's resources;
- health and safety requirements;
- the need to maintain academic, musical, sporting and other standards;
- the interests of other pupils (and potential pupils).

### **Confidentiality**

You (or your child if the school believes (s)he has sufficient understanding of the nature of the request) may request that the existence or nature of your child's disability be treated as confidential by the school. We will take any such request into account when considering whether an adjustment is reasonable.

### **Outcome**

Once the school has determined whether the relevant adjustment is reasonable, we will write to you, setting out the decision and the reasons.

*What can you do if you are not happy with the school's decision?*

If you are not happy with the school's decision about the reasonableness of the adjustment, you may lodge a complaint using the school's Complaints Procedure.

The current SENCO is Miss Pennington she holds a diploma in Special Educational Needs for SEN and is a member of our Senior Leadership Team. She can be contacted at school on 01942 671138 or by email at [greenmeadowteachers@gmail.com](mailto:greenmeadowteachers@gmail.com).

### **Inclusion of Pupils with SEN**

The Headteacher and SENCo oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils; this includes learning outside the classroom. Following discussion with parents, the school will seek advice, as appropriate, around individual pupils, from external support services.

Where a behavioural incident warrants exclusion, schools have a duty to inform the Education Support, Behaviour and Attendance Service.

### **Evaluating the Success of Provision**

In order to make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents.

Pupil progress will be monitored on a half termly basis in line with the schools policy. SEND provision and interventions are recorded on an individual Support plan, which are updated when the intervention is changed. These are monitored and updated by the SENCO following assessments; the information is fed back to staff and parents. This helps to identify whether provision is effective.

### **In service Training (CPD)**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SENCo has accessed the relevant SEND courses; she facilitates/signposts relevant SEND focused external training opportunities for all staff, as well as disseminating information and delivering training to staff across the school.

We recognise the need to train all our staff on SEND issues and we are committed to supporting this professional development. The SENCO, with the senior leadership team, ensures that both in-house training and guidance for online course opportunities are matched to the school development priorities.

### **Links to Support Services**

The school continues to build strong working relationships and links with external support services (both in the public and private sector) in order to fully support our SEND pupils and aid school inclusion. Sharing knowledge and information with support services is key to the effective and successful SEND provision within our school.

### **Working in Partnerships with Parents**

Green Meadow School believes that a close working relationship with parents is vital in order to ensure that there is early and accurate identification and assessment of SEND which leads to appropriate intervention and provision, continuing social and academic progress of children with SEND and the setting of effective personal and academic targets.

The SENDCO may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support are available.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision.

The parents of pupils, who, on entry, are identified as having learning difficulties, are consulted from the outset.

Regular contact is maintained with the parents, either directly, by appointment or at a parents' consultation. There are regular parent consultation evenings, which are attended by the SENCo and teaching staff.

Within Green Meadow School we send academic reports to parents six times a year, the Send support plan is discussed with the parent and pupil at each term when new targets are set. We ask that parent/pupils sign the new support plan and take a copy home and if needed add to the plan and discuss this with the teacher.

For some children, outside agencies such as the Speech and Language Therapist or the Educational Psychologist, or Counsellors, may be involved; meetings and appointments are established through the SENCO.

In the case of pupils with EHC Plans, meetings take place to discuss progress and support and parents are involved in the annual review process.

### **Examinations and Assessed Work**

Arrangements for examinations and tests for children with SEND are made according to individual requirements.

Special arrangements may include:

- Additional time in examinations
- A scribe or transcript
- A reader
- Short breaks for children who have difficulty focusing for longer periods
- Use of the computer
- Enlarged script

Special arrangements are made for both school and public examinations.

There are also important pieces of work, such as projects and extended essays, where children with special needs can have support, with extra time, reading and computers and assisted technology where necessary.

There is close liaison with the SENDco and the management team when pupils are moving from one classroom/year group and careful transition arrangements are made.

There is also important liaison with other Senior, Pre-Preparatory, Preparatory and state schools over the transfer of our pupils with a special need, and in particular if an EHC Plan or Early Help is in operation.

