



SEND Policy & Information Report
Signed: June 2026
Next Review date: June 2027

SEND Policy and Statement Report

This policy is written in line with the requirements of:-

Children and Families Act 2014

SEND Code of Practice 2014

SI 2014 1530 Special Educational Needs and Disability Regulations

2014 Part 3 Duties on Schools - Special Educational Needs Co-ordinators

Schedule 1 regulation 51 - Information to be included in the SEN information report

Schedule 2 regulation 53 - Information to be published by a local authority in its local offer

Equality Act 2010

Schools Admissions Code, DfE 1 Feb 2012

SI 2012 1124 The School Information (England) (Amendment) Regulations

2012 SI 2013 758 The School Information (England) (Amendment)

Regulations 2013

This policy should be read in conjunction with the following Greenvale

School policies:

Behaviour/Discipline Policy

Equalities Policy

Safeguarding Policy

Complaints Procedure

Attendance Policy

Accessibility Plan

A. Definition of SEN

a. A child or young person has SEN if they have a learning difficulty or disability which requires special educational provision to be made for him or her.

b. A child of compulsory school age or a young person has a learning difficulty if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age; or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *SEN Code of Practice (2014, p 4)*

B. Definition of Disability

Many children and young people who have SEND may also have a disability under the Equality Act 2010 - that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise:

'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' *SEN Code of Practice (2014, p5)*

The kinds of special educational need for which provision is made at the school

Greenvale School meets the needs of pupils with an Education, Health and Care Plan (EHCP) with the following kinds of special educational need: Severe learning difficulties, Speech, Language and Communication Need, Cognition and Learning, Emotional, Social and Mental Health Difficulties, Sensory differences, Physical and Medical needs.

Decisions on the admission of pupils with an EHC plan are considered by the Local Authority's SEN panel. There are only pupils who have been issued with EHC plans at Greenvale School. A small number of students may be on Assessment places in special circumstances such as those new to the country.

1. Information about the policy for identification and assessment of pupils with SEN

All pupils who attend Greenvale have been identified and assessed to have SEN through the statutory assessment process which resulted in them having been issued with an Education, Health and Care plan (EHCP) and are placed at Greenvale through the SEND panel of the London Borough of Lewisham.

2. Information about the school's policies for making provision for pupils with special educational needs, including:-

2.1. How the school evaluates the effectiveness of its provision for such pupils

Each review of the SEN support plan will be informed by the views of the pupil, parents and teachers and the assessment information from teachers which will show whether adequate progress is being made.

The *SEN Code of Practice (2014, 6.17)* describes inadequate progress thus:

- 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 rate of progress.
- Widens the attainment gap.

2.2 The schools arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil at Greenvale School has their progress tracked regularly throughout the year using Greenvale's assessment system and through IEP targets. This captures their progress over time. If these assessments do not show progress is being made then termly progress monitoring meetings are held and actions are agreed to decide next steps of support. Every child at the school has an EHCP and an annual review of their EHCP which includes a section on progress against their outcomes.

2.3 The school's approach to teaching pupils with special educational needs

High-quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have SEN. The school offers a range of specialist pedagogies which align with the different curriculum pathways on offer to meet the varied range of needs of the students. Teaching and learning is regularly monitored and reviewed, regular training is provided for teachers and support staff on a range of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered *SEN Code of Practice (2014, 6.37)*.

- Within Greenvale School the quality of teaching is judged to be strong.
 - We follow the National Curriculum and Routes for Learning, which has been differentiated to meet the needs of Greenvale's pupils.
 - In addition to the differentiated curriculum, some students access individual interventions to support learning or well-being concerns, and personalised regulation support programmes are implemented where appropriate.
- All staff receive high-quality training to ensure the quality of teaching remains high.

2.4 How the school adapts the curriculum and learning environment for pupils with special educational needs

Within Greenvale School we adapt our curriculum around the individualised learning needs of the pupils. We have created four Pathways to enable us to ensure that every student accesses an appropriate curriculum that supports and challenges them to learn to their potential. We also have a specialist provision within the school to support students with additional needs who may need additional support through a specialist low-arousal environment to emotionally regulate. Greenvale places a strong emphasis on ensuring that the environment supports well-being and readiness for learning for all students.

Grove Pathway

For students with Profound and Multiple Learning Difficulties (PMLD). Students work below GV4 within the Routes for Learning framework. They have full access to the curriculum content; however, they are not engaged in subject specific learning. Students typically communicate using objects of reference, vocalisations and/or gesture, and learn through a sensory curriculum.

Orchard Pathway

For students with learning difficulties working within GV4-GV5 with a focus on the development of skills; communication, behaviour, emotional regulation, engagement, initiation and generalisations.

Learners have full access to the curriculum content through a multi- sensory and interactive approach. Students use a total communication approach that may include Alternative Augmentative Communication (AAC), symbols and signs.

Forest Pathway

For students with Learning Difficulties working within GV6-GV8. They have full access to the curriculum content and are engaged in subject specific learning. Students typically communicate using symbols, signs and verbal language.

Woodland Pathway

For students with Learning Difficulties working above GV8. They have full access to the curriculum content and are engaged in subject specific learning. They work towards Entry Level Qualifications.

At Post 16 all students' curriculum is cross curricular and vocational. These students achieve accredited courses such as AQAs and Duke of Edinburgh Awards Schemes.

Glade Provision

For students with Learning Difficulties and additional complex needs. Students typically work from Routes for Learning framework to GV7. Students require a high level of structure and routine throughout the day. They focus on the development of skills such as communication, emotional regulation, well-being, exercise, engagement, initiation and generalisations. Many of these young people have additional complex emotional regulation needs which they can communicate through their behaviour. We only have a limited, small number of spaces for such young people as they require a specialist environment in classes set up with their own access arrangements from the rest of the school.

2.5 How the school enables pupils with special educational needs to engage in activities of the school (including physical activities)

- All the enrichment opportunities including clubs, trips and activities offered to students within Greenvale School are available to all pupils and are planned and tailored specifically for each pathway. Where it is necessary, the school will use the resources available to provide additional adult support to enable the safe participation of the pupil in the activity.
- There is an Accessibility plan that outlines how we as a school adapt our physical environment to support all pupils

2.6 Support that is available for improving the emotional and social development of pupils with special educational needs

- Within Greenvale School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both

through direct teaching for instance PSHE, and indirectly, through modelling within interactions between pupils and staff daily.

- Students who are in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support. Referrals to CAMHS can be made with agreement from the family. Additional interventions focused on student well-being can be accessed through our Interventions base and learning mentors.

3. The name and contact details of the SEN Co-ordinator

3.1. The SENCO for Greenvale School is the Head Teacher, supported by the Deputy Head teachers. They are all qualified teachers and due to the nature of the school being an SEN specific provision, are not required to undertake the National Award for SEN Co-ordination.

4. Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

4.1. Regular teaching and learning / health and safety and SEND updates as well as CPD opportunities are provided through the school INSET days. All teachers are qualified and hold QTS, a number of staff have a Masters degree in SEN related areas. The Headteacher and the 2 Deputy Heads have the NPQH. We have internal trainers for Attention Autism, PECs, Team-Teach and supporting positive behaviour, and Manual Handling as well as Health and Safety. External training providers are used where expertise is not available in house (e.g. Physiotherapy, OT, Safeguarding)

5. Information about how equipment and facilities to support children and young people with special educational needs will be secured

5.1. Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using school funds or seek it by loan from Lewisham NHS.

6. The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

6.1. All parents of pupils attending Greenvale School are invited to discuss the progress of their children on a number of occasions throughout the year and receive a written report.

6.2. In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

7. The arrangements for consulting young people with special educational needs about, and involving them in, their education

7.1. When a pupil has been identified to have an Education, Health and Care plan the pupil will be involved in the arrangements at the appropriate level. Parents are likely to play a more significant role in the Grove and Orchard Pathways with the young person taking more responsibility and acting with greater independence Key stage 5 and Woodlands and Forest Pathways wherever possible.

8. The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

8.1. The normal arrangements for the treatment of complaints within Greenvale School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher or a member of the SLT to resolve the issue before making the complaint formal to the Chair of the governing body.

8.2. If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

8.3. There are some circumstances, usually for children who have an EHCP, where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

9. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

9.1. The governing body has engaged with the following bodies:-

- Educational Psychology service
- Link to Lewisham's Children with Disabilities team for support to families for some pupils with high needs.
- Lewisham NHS services for Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services.
- Membership of professional networks for SLT e.g. The Key, TES etc.

10. The contact details of support services for the parents of pupils with statements of special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)

10.1. Lewisham Local Authority provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with statements of special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child's education. Their contact details can be found on the Lewisham Council website.

11. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education

11.1. Within Greenvale School we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible.

11.2. We also contribute information to a pupils' onward destination by providing information to the next setting.

12. Information on where the local authority's local offer is published

12.1. The local authority's local offer for Greenvale School is published on the school website: <http://www.Lewishamlocaloffer.uk/>

parents without internet access should make an appointment with the Head Teacher or another member of the SLT for support to gain the information they require.

Signed ... *K. Denton* Headteacher...

Dated ...June 2026.....