

# Teaching and Learning Policy

## Green Lane Community Special School



**Approved by:** S. Irwin

**Last reviewed  
on:** March 2026

**Next review due  
by:** September 2026

## Contents

1. Policy Statement.....	Page 3
2. Aims and Objectives .....	Page 3
3. Legal Framework and Compliance .....	Page 4
4. Identification and Recording of Primary Need .....	Page 4
5. Teaching and Learning Approaches .....	Page 4
6. Curriculum Access and Adaptation .....	Page 5
7. Monitoring Progress and Provision .....	Page 5
8. Roles and Responsibilities .....	Pages 6, 7, 8
9. Working with External Professionals .....	Page 8
10. Staff Training and Development .....	Page 8
11. Transition Support .....	Page 8
12. Voice of the Pupil .....	Page 9
13. Parent and Carer Involvement .....	Page 9
14. Links with other policies .....	Page 9
15. Review of the policy .....	Page 9

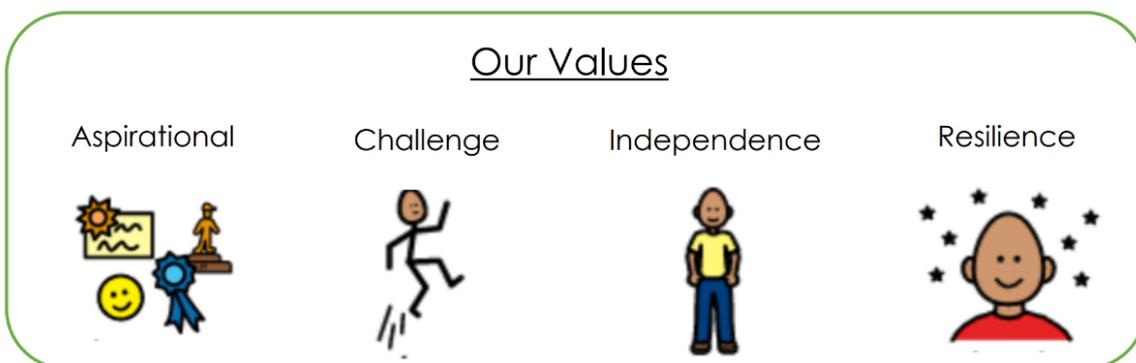
## 1. Policy Statement

At Green Lane Community Special School, we are committed to providing an inclusive education that ensures every pupil, regardless of ability, background, or need, has access to high-quality teaching, tailored support, and rich learning experiences. We recognise and value the diversity within our school and aim to remove barriers to learning so that all children at Green Lane School can thrive academically, socially, and emotionally.

## 2. Aims and Objectives

Our SEND teaching and learning approach aims to:

- Provide a supportive, positive, healthy, caring and safe environment, with high expectations and values that include every member of the school community.
- Recognise the individual needs, abilities, and aspirations of all pupils and provide opportunities for them to make the best possible progress and attain their highest personal achievements.
- Ensure children develop within a broad, balanced, exciting and challenging curriculum, tailored to meet their learning styles and developmental stages.
- Offer rich and varied learning experiences that allow pupils to develop essential skills and understanding across a wide range of subjects and contexts.
- Promote the spiritual, moral, social, cultural, physical, mental and emotional development of all pupils.
- Nurture children who are confident, resilient, inquisitive, and independent thinkers.
- Promote emotional wellbeing, self-esteem, and self-worth, ensuring that all pupils feel safe, supported, and empowered in their learning journey.
- Instil our core values - aspirational, challenge, independence and resilience, alongside values such as respect, honesty, equality, integrity, tolerance, fairness and trust through the curriculum and wider school culture.
- Enable pupils to become active, responsible citizens who are equipped to make a positive contribution to their communities and society at large.



### **3. Legal Framework and Compliance**

This policy complies with the following legislation and guidance:

- The SEND Code of Practice (2015)
- Children and Families Act (2014)
- Equality Act (2010)
- Teachers' Standards (2011, updated 2021)
- Ofsted Education Inspection Framework (EIF)

It should be read in conjunction with the school's SEN Information Report, Accessibility Plan, and Equality Policy.

### **4. Identification and Recording of Primary Need**

All pupils at Green Lane School have been identified as having SEND and all have an Education, Health and Care Plan (EHCP.)

While all pupils have an Education, Health and Care Plan (EHCP) and may present with a range of special educational needs, each pupil will have one identified and recorded as their primary area of need.

These are:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical Needs

### **5. Teaching and Learning Approaches**

We are committed to quality first teaching that is adaptive and inclusive. Teachers will:

- Use differentiated planning, resources, and learning objectives
- Implement scaffolding, visuals, modelling, and multisensory teaching
- Provide structured routines and clear expectations to support behaviour and focus
- Use assistive technology and augmentative communication aids where appropriate
- Provide opportunities for overlearning, pre-teaching, and individual or small-group instruction
- Collaborate with support staff and external professionals to ensure consistency in approach

## 6. Curriculum Access and Adaptation

We ensure that the curriculum:

- Is accessible to all through reasonable adjustments and individualised strategies
- Reflects a diverse and inclusive range of topics, images, and voices
- Includes opportunities for life skills, practical learning, and experiential learning
- Promotes independence, communication, social interaction, and preparation for adulthood

Curriculum adaptations may include:

- Simplified language or instructions
- Concrete resources to support and aid understanding
- Additional processing time
- Use of visual timetables, checklists, and task planners
- Individual output expectations in line with individual pupil's attainment target groups
- Access to a quiet space, sensory tools, or emotional regulation strategies
- 'Hands on' learning opportunities including trips and visits in the local community and beyond

### Alternative Provision (AP)

Where appropriate, the school may arrange access to Alternative Provision (AP) for individual pupils, in line with their Education, Health and Care Plan (EHCP) outcomes and identified needs.

Access to AP will be considered where it supports:

- Engagement in learning for pupils whose needs cannot be fully met within the school environment
- Preparation for adulthood, including vocational, life skills or community-based learning
- Emotional wellbeing and regulation, particularly where a personalised or therapeutic approach is required

The school will ensure that:

- Any placement is carefully planned, time-bound where appropriate, and regularly reviewed
- AP providers are appropriately commissioned, quality assured, and meet safeguarding requirements
- Clear communication is maintained between the school, AP provider, parents/carers and relevant professionals
- Pupil progress, attendance, wellbeing and outcomes are closely monitored
- Provision remains aligned with EHCP outcomes and statutory responsibilities

Pupils accessing AP remain on roll at Green Lane School, and the school retains overall responsibility for their education, safeguarding and progress.

## 7. Monitoring Progress and Provision

Pupil progress is regularly monitored through:

- Termly reviews of Individual Education Plans (IEP's)
- Annual Review meetings which focus on pupils EHCP outcomes
- Academic tracking following Data Headlines each term
- SLT progress meetings
- 1:1 teacher pupil progress meetings
- Instructional Rounds
- Opportunities for staff to view and celebrate pupil work, 'book looks'
- Observations of engagement and participation
- Feedback from pupils, parents, and staff including external professionals such as SHINE Therapy
- Evidence for Learning
- Learning walks (SLT and Subject Leaders/Co-Ordinators, including governors)

Provision is evaluated using:

- The graduated Assess, Plan, Do, Review cycle
- Pupil progress data (qualitative and quantitative)
- Inclusion and engagement data (e.g. attendance, behaviour logs)
- Middle leader, behaviour and SENDCO monitoring, including learning walks, book looks, and staff feedback

## 8. Roles and Responsibilities

The **Senior Leadership Team (SLT)** plays a crucial role in ensuring high standards of education, care, inclusion, and safeguarding for pupils with diverse and complex needs. Their responsibilities require a deep knowledge of SEN legislation, tailored pedagogy, therapeutic approaches, and multi-agency collaboration.

### Headteacher

#### Overall leadership and strategic direction

- Sets the vision, ethos, and values of the school with a clear SEND focus.
- Ensures compliance with SEND Code of Practice and other statutory guidance.
- Leads on safeguarding and child protection, often as Designated Safeguarding Lead (DSL) or supervises DSLs.
- Oversees school improvement plans, curriculum design, and assessment frameworks adapted to SEND learners.
- Ensures staff wellbeing and professional development.
- Acts as the figurehead in liaising with parents, governors, Ofsted, and external agencies.

### Deputy Headteacher

#### Operational leadership and quality assurance

- Supports the Head in strategic leadership.
- Leads on curriculum design and teaching and learning.
- Supports the Headteacher in staff appraisals.
- Leads on Wellbeing & Mental Health: Leading mental health strategies, staff training, and pupil support.
- Oversees day-to-day running of the school.

#### **Assistant Headteacher**

- Supports the Head in strategic leadership.
- Leads on Autism across school.
- Supports the Headteacher in staff appraisals.
- Oversees day-to-day running of the school.

#### **SENDCO**

- Leads and monitors provision for pupils with SEND
- Coordinates EHCPs, annual reviews, and statutory paperwork.
- Works closely with therapists, external professionals, and LA (Local Authority) SEN teams.
- Ensures reasonable adjustments and specialist interventions are in place.
- Alongside experienced colleagues, trains and supports staff in best SEND practice.

#### **DSL (Designated Safeguarding Lead)**

- Responsible for safeguarding children and liaising with social services.
- Ensures all staff are trained in child protection and follow KCSIE (Keeping Children Safe in Education) guidelines.
- Oversees records of concern, multi-agency meetings, and safeguarding audits.

## SLT

Area	SLT Responsibility
Strategic Leadership	Drive inclusive vision and adapt school improvement to SEND context.
Safeguarding	Ensure all pupils are safe, particularly vulnerable learners with complex needs.
Curriculum & Teaching	Monitor a curriculum that meets EHCP outcomes and individual needs.
Inclusion & Equity	Promote inclusive practice, pupil voice, and equity across the school.
Professional Development	Lead CPD tailored to SEND pedagogy, trauma-informed practice, and therapeutic approaches.
Family & Community Engagement	Build positive relationships with families and external partners (e.g., social care, health).
Compliance	Ensure legal and policy compliance with SEND Code of Practice, Ofsted, and LA requirements.

### Class Teachers:

- Plan and deliver inclusive lessons
- Differentiate and adapt provision
- Contribute to reviews and target setting
- Work closely with the SENDCO, behaviour lead, support staff and other professionals

### Teaching Assistants / Support Staff:

- Deliver interventions and support under teacher direction
- Track progress and feedback to the class teacher
- Support social and emotional development

### Parents and Carers:

- Work in partnership with the school
- Share information and insights about their child
- Attend reviews and planning meetings

### Pupils:

- Be encouraged to express their views
- Be involved in their learning targets and reviews
- Be supported to develop independence and self-advocacy

## **9. Working with External Professionals**

The school works closely with a range of external specialists, including:

- Educational Psychologists (EP)
- Speech and Language Therapists (SALT)
- Occupational Therapists (OT)
- Physiotherapists
- Behaviour Specialists
- National Autistic Society (NAS)
- Child and Adolescent Mental Health Services (CAMHS)
- Specialist Teaching Services

## **10. Staff Training and Development**

All staff receive regular and up-to-date training on SEND practice. This includes:

- Understanding of high-incidence needs (e.g. dyslexia, ADHD, Autism)
- Strategies for supporting sensory and emotional regulation
- Adaptive teaching techniques
- Safeguarding and mental health awareness

Specialist CPD is also provided for staff working closely with pupils with more complex or low-incidence needs.

## **11. Transition Support**

We provide enhanced transition planning for pupils with SEND:

- Additional visits to new settings or classrooms
- Transition passports and social stories
- Collaboration with other schools and services
- Pupil and parent/carer meetings
- Ongoing communication and support during settling-in periods

## **12. Voice of the Pupil**

The views of pupils at Green Lane School are central to our planning. We ensure:

- Pupil voice is captured regularly (through surveys, 1:1s, etc.)
- Pupils contribute to their own targets and support plans, as appropriate
- Their experiences inform policy and practice

### **13. Parent and Carer Involvement**

We believe strong partnerships with parents/carers are essential. We:

- Provide regular updates on progress and wellbeing
- Invite parents to in class events and review meetings
- Offer workshops and support sessions
- Listen and respond to concerns, suggestions, and feedback

### **14. Links with other policies**

This policy links to the following policies and procedures:

- › EYFS policy
- › Assessment policy
- › SEND policy
- › Curriculum Policy
- › Equality information and objectives
- › Subject specific policies including, relationships and sex education and the careers policy

### **15. Review of Policy**

This policy will be reviewed annually by the Deputy Headteacher in consultation with staff, governors, parents and, where appropriate, pupils.