

# Grange Primary School



## SEND Policy

Updated: Spring 2023

To be reviewed: Spring 2023

## **Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 025 (July 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 025
- Schools SEN Information Report Regulations (2014) also available on the website
- Statutory Guidance on Supporting pupils at school with medical conditions
- The National Curriculum in England KS1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the school's SENCo in liaison with the SEN Governor in liaison with the SLT, all staff and parents of pupils with SEND

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## **Definition of SEND:**

The Special Educational Needs and Disability Code of Practice: 0 - 25 years (January 2015) states that: '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 him or her. A child of compulsory school age has a learning difficulty or disability 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.
- For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools."

## **Section 1: Aims**

At Grange Primary School, children are accepted equally. We recognise and value that all pupils are individuals with their own strengths, gifts and talents. They are encouraged, respected and valued regardless of their ability and/or behaviour. Our aim is to provide children with the best possible outcomes in preparation for life-long learning. We endeavour to raise the aspirations and expectations of all pupils, including those with SEND, by working collaboratively with parents and carers and listening to the voice of the pupil.

At Grange Primary School we:

- Provide a caring environment in which all children can learn and develop to their full potential.
- Ensure all children have access to a broad, balanced and scaffolded curriculum, within which they are able to experience success and build self-esteem - early intervention and additional support may be necessary.
- Value the contributions of every pupil, encouraging and rewarding achievements.
- Maintain high expectations of the pupils and all staff are always actively involved in responding to the needs of all children.
- Consider the needs of all pupils, regardless of race and gender, in accordance with the equal opportunities policy
- The school does not refuse admission to any child on the basis of his/her special educational needs, medical needs or disability.

## **Section 2: Objectives**

- To recognise that some pupils will, either permanently or from time to time, have significantly greater difficulty in learning than the majority of children of the same age.
- To identify at the earliest opportunity, those children with special educational needs and/or additional needs.
- To plan, monitor and review personalised provision as appropriate, and set realistic and challenging targets.
- To ensure that every aspect of a child's development is taken into consideration and provided for, within a whole school, inclusive ethos.
- To heighten awareness that every teacher is a teacher of every child including those with SEND.
- To provide regular and adequate support, advice and facilitate training for all staff working with pupils with SEND.
- To develop and maintain partnerships and high levels of engagement with parents/ carers and effectively liaise with outside agencies.
- To ensure that children with SEND are actively involved with setting their targets, ensuring they have the correct provision for their needs, assessing their progress and planning their next steps.
- An appropriately qualified/ experienced SENCO will be provided by the school to ensure that all of the points in this policy are upheld alongside the head teacher.

### **Section 3: Identifying Special Educational Needs**

Children's special educational needs are generally thought of in the following four broad areas of need and support (5.32 Code of Practice 2014)

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

These four categories broadly identify the SEND needs of pupils at our school. However, we also identify the needs of pupils by considering the whole child, which does not only include the special educational needs of the child.

Grange Primary School will use the supporting advice from, for example: the Code of Practice, Local Authority and national guidance and specialist advice in order to assess children's specific needs and provide a graduated approach to the support it provides.

### **Section 4: A Graduated Approach to SEN Support**

Grange Primary adopts a graduated approach to the support it provides to its pupils, including those with Special Educational Needs (SEN). High-quality teaching, scaffolded for individual pupils, is the first step in responding to pupils who may have SEN. Pupils are identified as having Special Educational Needs if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching.

The school gives careful consideration on when to make special educational provision. This includes discussions between key members of staff including the class teacher and the SENCo. For higher levels of need the school draws upon the advice from external professionals and agencies. This includes Specialist Teachers, Educational Psychologists and Healthcare Professionals.

The school uses the Assess → Plan → Do → Review cycle when deciding whether or not a child needs to be placed on the Special Needs register.

#### Assess

Assessment of needs starts with a whole school approach that can quickly identify where a child is not making adequate progress despite high quality teaching.

Information that teachers may use:

- Teachers' assessment and knowledge of the pupil
- Pupil progress, attainment and behaviour
- The child's development in comparison to their peers
- The views and experiences of the parents or carers
- Pupils' own views
- Advice from external agencies

## Plan

Once the need for SEND support has been identified the SEN code 2014 states that the first step in responding to a pupil's identified need is to ensure that high quality teaching and differentiation for individual pupils is in place. Teachers will adapt their teaching and provision to overcome any barriers to learning and make changes to ensure full accessibility to the curriculum with the support of the SENCo.

Before a child is placed on the Special Educational Needs register, the parents are invited to a meeting to discuss their needs with the SENCo. Children with SEND will have a One Plan which will incorporate targets that the pupil will be working towards. These targets will be specific, measurable and achievable targets (SMART) and will be determined through collaboration of the school, parents/carers and child. The One Plan will detail the specific strategies or support that will be used to support progress.

One Plans should be written by teachers, alongside other members of staff, parents/carers and pupils. One Plans should be dated and signed by all participants.

In addition to the above, the process of planning for a child with a statement or an Education Health Care Plan (EHC) will take account the statutory requirements from their statement/EHC Plan and will be completed with the SENCo.

## Do

The teacher is at the centre of day to day responsibility for working with all pupils including those with identified SEND. It is imperative that the teacher works closely with all adults involved with 1:1 provision or any teaching away from the class as the teacher is ultimately responsible for assessing the impact of targeted interventions.

## Review

Teachers are continually reviewing the progress of all pupils on a daily basis through marking, feedback, observations and regular meetings with support staff. This happens for all pupils throughout the year both formally and informally. In addition to this, for pupils with recognised SEND, the pupil's progress is assessed and reviewed more frequently in longer meetings. Parents and pupils have a review meeting every term with the class teacher and/or SENCo.

Teachers consider the following when discussing the progress of pupils identified with SEND:

- Have the pupils met their expected targets?
- Are the pupils on track to meet their end of year/key stage target?
- Is the provision appropriate for their current needs?
- Is there an improvement in the previous rate of progress?
- Is the gap narrowing (attainment and progress) between pupils with SEN and all pupils?
- What else can we do to support the child?

## **Section 5: Managing Pupils' Needs on the SEN Register**

A SEN register will be kept and updated 3 times per year (termly), following data analysis and reviews of One Plan targets. Using the plan, do, review process teachers will plan to provide for the needs of each child using the skills and expertise both within the classroom and across the school. However, on occasions, following the review and assessment process, school may seek additional support and specialist services. If this happens, parents and carers are fully involved in the process by contributing and consenting to the referral.

If, following a review of the child's needs and progress, it is felt that a child has made significant progress and is no longer required to be on the SEND register, then the SENCo, in consultation with the parents, will remove the child from the register.

As a school if we identify that we need further advice and support, including assessments of need for a child we will:

- Request advice from the appropriate agencies and follow any recommendations that are made to meet individual needs
- Carefully track and monitor support, progress and attainment
- Liaise with other settings to develop support for a child
- Request a statutory assessment in order to put in place an EHCP
- Work closely as an alliance to maximise expertise and resources
- Involve parents/carers and pupils throughout this process, at all stages

## **Section 6: Supporting Pupils and Families**

- The Local Authority provides a 'Local Offer' which outlines the services and support that they provide, this is available at: [www.essexlocaloffer.org.uk](http://www.essexlocaloffer.org.uk)
- Grange Primary provides an SEN Information Report which can be found on the school website.
- Accessibility arrangements are in place for pupils to ensure they can access exams and other assessments. These include, for example, adapted resources, extra time and adult support where needed. The Assessment Leader and SENCo are responsible for ensuring access arrangement at Grange Primary.
- Grange Primary has in place transition arrangements to support pupils moving from class to class, across key stages and to another school including Secondary School. Further details of these can be found in the SEN Information Report.

## **Section 7: Supporting Pupils at School with Medical Conditions**

- The school recognises that pupils at school with medical conditions will 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 pupils 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

## **Section 8: Training and Resources**

The school is responsible for providing adequate resources through the budget assigned to SEND and this is monitored closely by the Senior Leadership Team (SLT). For pupils eligible for funding through a Statement/EHCP this is also tracked and monitored by SLT and reviewed annually through the review process within the school

The SENCO has regular training on updates in SEN issues/developments both nationally and locally.

Elements of the school development plan are addressed through staff training which is led by SLT or the SENCo. When specific needs are identified within the school, staff training is provided to ensure the quality of teaching and provision responds to this need. In addition, the SENCo will lead or organise at least two staff meetings per year providing training and support identified on the SEND action plan.

## **Section 10: Roles and Responsibilities**

- Grange Primary has an SEN Governor who attends governor meetings and regularly meets with the SENCo.
- All teachers are teachers of pupils with special educational needs. The class teacher is responsible for ensuring that agreed strategies and resources are used to support the progress of pupils.
- The school uses Learning Assistants to support all pupils when necessary.
- All Learning Assistants have a line manager within the school. Their role is to ensure that, under the guidance of the class teacher, they are providing rich and varied learning opportunities for the children and are giving appropriate feedback to the class teacher on progress and future needs.
- The SENCo is responsible for overseeing the SEN provision provided throughout the school.
- The SENCo is responsible for organising specialist care for pupils with medical needs.

## **Section 11: Storing and Managing Information**

The school follows data protection and confidentiality procedures in line with national guidelines.

## **Section 14: Dealing with Complaints**

All parents and carers are encouraged to speak to their child's class teacher with any concerns they may have. It is hoped that the majority of issues can be resolved through this dialogue, however, if parents have further concerns they are welcome to make an appointment to meet the Headteacher or SENCo. If the issues remain unresolved, parents are able to contact the Governor with responsibility for SEN or the Chair of Governors.

## **Section 15: Reviewing the Policy**

The SEN policy will be reviewed regularly by staff and governors.

## **Glossary of Terms**

SEN Special Educational Needs

EHC Plan Education Health and Care Plan

SENCo Special Educational Needs Coordinator

PPG Pupil Premium Grange

LAC Looked After Child

The link to Essex Local Offer can be found on our SEND information report page.

<http://www.essexlocaloffer.org.uk/>