

Grange Primary School



SEND Policy

Updated: Autumn 2025

To be reviewed: Autumn 2026

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 2015 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2018
- SEND Code of Practice 2015
- Schools SEN Information Report Regulations (2014)
- 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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Section 1: Aims

At Grange Primary School we recognise and value that all pupils are individuals with their own strengths, gifts and talents. Every teacher is a teacher of every child including, those with SEN.

- To provide a caring environment in which all children can learn and develop to their full potential.
- To ensure all children have access to a broad, balanced and differentiated curriculum, within which they are able to experience success and build self-esteem, early intervention and additional support may be necessary.
- The school values the contributions of every pupil, encouraging and rewarding achievements.
- The staff maintain high expectations of their pupils and are always actively involved in responding to the needs of all children.
- In accordance with the equal opportunities policy, all pupils, regardless of race and gender must be considered.
- 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

1. To identify and provide for pupils who have special educational needs and additional needs.
2. To work within the guidance provided in the SEND Code of Practice 2015
3. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs.
4. To provide a Special Educational Needs Coordinator (SENCo) who will work with the SEND Policy
5. To provide support and advice for all staff working with special educational needs pupils.

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 areas give an overview of the range of needs that providers should plan for. However, individual children often have needs that cut across all these areas and their needs may change over time. 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 provides a graduated approach to the support it provides.

Further information can be found on section 6.28 of the Code of Practice:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEND_Code_of_Practice_approved_by_Parliament_29.07.14.pdf

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.
- The Ordinarily Available Framework is used to ensure that pupils' needs are met in class.
- 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. (CoP P.88 Section 6.37 Onwards).
- Teachers are responsible and accountable for the progress and development of the pupils in their class. Alongside formal assessment data, children on the SEND register and those who are vulnerable, are also assessed using the Inclusion Matrix and 6 Core Strengths.
- Grange Primary regularly and carefully reviews the quality of teaching for all pupils and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of SEN most frequently encountered.
- 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.
- Consideration is given to information collected about the pupil including individual progress, national data and expectations of progress.
- For higher levels of need the school draws upon the advice from external professionals and agencies. This includes Inclusion Partners, 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.
- Parents are kept informed of their children's progress at regular intervals throughout

the year, including parent consultations and annual reports. Before a child is placed on the Special Educational Needs register, the parents are invited to a meeting to discuss their needs and a 'One Plan' and pupil profile are created. This is reviewed on a regular basis. Section 5.

Section 5: Managing Pupils' Needs on the SEND Register

- Class Teachers hold the responsibility for evidencing progress according to any planned outcomes.
- Class teachers and other support staff meet with the SENCo in the first half of the autumn term to discuss pupils that are currently on the register or any pupils who they feel would be appropriate to put on the register.
- For pupils who are currently on 'One Plans', class teachers meet with parents in the first half term to discuss the child's package of support. A review meeting is then held in the second term.
- In the case of pupils who have Education Health and Care Plans (EHC Plans) or Statements, parents meet with the teacher in the first half term and attend a review meeting in the second term. An Annual Review is also conducted at an arranged time during the year with the SENCo and relevant external agencies.

Section 6: Criteria for exiting the SEND Register/Record

- If pupils have made sufficient progress, or the issue that has affected their learning is no longer of a concern, it is not necessary for them to remain on the Special Needs Register.
- Before any child is removed from the Register, discussion will take place between the parents, class teacher and SENCo and reference will be made to the Local Authorities' guidance. Specialist Teachers will also be involved in this discussion.

Section 7: 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
- Grange Primary provides an SEN Information Report which can be found on the school website
- Grange Primary's admission arrangements can also 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 SEND Information Report.

Section 8: 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 9: Monitoring and Evaluation of SEN

- The school regularly monitors and evaluates the quality of provision offered to all pupils.
- This includes, for example, lesson observations, learning walks, work sampling, pupil views, parent views, governor monitoring.
- The evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils by feeding into the school development plan.
- All support put in place for any child is regularly monitored and reviewed for effectiveness and impact.

Section 10: Training and Resources

- The school receives a delegated budget from the Local Authority to support pupils with Special Educational Needs in the school
- Staff's training needs are led by the needs of the pupils in the school and the School Development Plan
- The School's SENCo regularly attends the Local Authorities network meetings and town cluster meetings in order to keep up to date with local and national updates in SEND.
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.
- All teachers and support staff undertake induction on taking up post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice to discuss the needs of individual pupils.
- The School's SENCo attends town cluster sessions with the SENCo's from other local schools

Section 11: Roles and Responsibilities

- Grange Primary has an SEN Governor who attends governor meetings. They liaise regularly with the SENCo.
- All teachers are teachers of pupils with special educational needs.
- The school uses Learning Support Assistants to support all pupils when necessary.
- The Headteacher, Inclusion Manager and the Deputy Headteacher have safeguarding responsibilities within the school.
- The SENCo is responsible for managing the Pupil Premium Grant and Looked After Child Funding.
- The SENCo is responsible for organising specialist care for pupils with medical needs.

Section 12: Storing and Managing Information

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

Section 13: Accessibility

The school's Equality Policy and Accessibility plan set out accessibility provision.

Section 14: Bullying

The school has an Anti-Bullying Policy.

Section 15: 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 16: Reviewing the Policy

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

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

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