

Person responsible: Louise Sparkes

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Grendon Primary School



Special Educational Needs and Disabilities Policy

This Policy complies with the statutory requirement laid out in the SEND Code of Practice – 0 - 25 (January 2015) and has been written with reference to the following guidance and documents:

- * Equality Act 2010: advice for schools DfE February 2013

- * SEND Code of Practice 0-25 (January 2015)
- * The National Curriculum for Key Stage 1 and 2 (September 2013)
- * Grendon School Safeguarding Policy
- * Accessibility Plan
- * Teachers Standards 2012

At Grendon School the person responsible for managing the provision of children with Special Educational Needs and Disabilities (SENDCO) is:

Louise Sparkes – SENDCO

Contact details are:

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Louise completed and passed the National Award for Special Educational Needs in February 2019 at the University of Wolverhampton through SERCO.

This policy should be read in conjunction with the following documents:

- * Safeguarding Policy
- * Inclusion Policy
- * Data protection Policy
- * Health and Safety Policy
- * Management of Medicines Documentation
- * Confidentiality Policy
- * Accessibility Plan
- * Grendon School SEND Information for Parents
- * SEND leaflet for parents
- * SEND leaflet for children

1. Definitions of Special Educational Needs

Part 3, section 20 of the Children and Families Act 2014

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she—

(a) has a significantly greater difficulty in learning than the majority of others of the same age, or

(b) 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.

A child under compulsory school age has a learning difficulty or disability if he or she is likely to fall within the definition at (a) or (b) when of compulsory school age (or would be likely, if no special educational provision were made).

A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.

Factors which may impact on progress and attainment but should not be considered a Special Educational Need unless other factors are present include:

- * Disability (the Code of Practice outlines the 'reasonable adjustments' duty required by all schools – these alone do not constitute SEN)
- * Attendance and Punctuality
- * Health and Welfare
- * EAL
- * Being in receipt of Pupil Premium funding
- * Being a Looked After Child

2. Our School Ethos

Our School vision, 'We Can', extends to all children and we believe that, given the right support, all children can achieve and succeed.

We believe that all children are equal and entitled to the best possible education.

We believe that all pupils should receive a broad and balanced curriculum relevant to their educational needs and that there is equal access to the curriculum and equal opportunities for all children with SEND.

3. Objectives

- * To identify the needs of all pupils as early as possible
- * To monitor the progress of all pupils both to identify children experiencing difficulties and to ensure that children with SEND reach their full potential
- * To plan and implement appropriate provision to overcome barriers to learning and ensure access to the National Curriculum

- * To work with Parents to ensure that they fully understand policies and procedures and support them in making the best decision for their child
- * To seek the support of external agencies when the child's needs cannot be met solely by the provision available in school

4. Roles and Responsibilities

Class/subject teacher:

Responsible for:

- * Monitoring children's progress and identifying, planning and delivering additional support within the classroom
- * Ensuring that children are consulted, that their views are listened to and taken into account
- * Where necessary, writing a SEND Pupil Profile, which include individual targets. Sharing and reviewing these with parents at least once each term and planning for the next term.
- * Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The SENDCO (Mrs L Sparkes):

Responsible for:

- * Coordinating support for children with Special Educational Needs and/or Disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- * Updating the school's SEND register and provision map (a system for ensuring all the SEND needs of pupils in this school are known).
- * Ensuring there is a clear understanding of progress and attainment of children using either the school's assessment system or the toolkit progress tracker and reflecting this in SEND pupil profiles.
- * Ensuring that reasonable adjustments are made to teaching, the curriculum and/or the school building to meet children's needs.
- * Providing training and support for teachers and support staff in the school so they can help children with SEND achieve the best progress possible.
- * Supporting children's transition to a new class, phase or setting
- * Communicating with external agencies and parents.
- * Evaluating provision in place, reporting this to leadership to make appropriate changes to provision to provide the best outcomes for children who need additional input.

Head Teacher (Mrs H Ridley):

Responsible for:

- * The day to day management of all aspects of the school, this includes the support for children with SEND.
- * Ensuring the Governing Body has up to date information relating to SEND in school.

SEND Governor: (Mr S Brown)

Responsible for:

- * Ensuring that the school makes the appropriate provision for any child who attends the school who has SEND and holding the school to account for children's progress.

5. Specialist SEND provision

School is committed to providing the best educational opportunities and is committed to inclusion. School supports children with a wide range of needs and seeks specialist SEND provision and training where necessary. School complies with all relevant accessibility requirements – see accessibility plan.

6. Provision for children with Special Educational Needs

Children with an identified Special Educational Need or Disability will receive a tiered response (Stages 1-4) according to their individual needs as follows:

A graduated approach:

Stage 1 - Quality First Teaching

- * As part of pupil progress review, any child who underachieves or falls significantly outside expected performance indicators will be monitored and specific difficulties investigated, children are monitored at this stage.
- * The child's class teacher will plan differentiated learning opportunities based on what the child knows, can do and understand
- * The SENCO will monitor progress and be available for support and advice
- * Parents will be informed at Parents Evening, or at an informal meeting, that school has concerns and that we are monitoring progress. Parents will be encouraged to share information and knowledge with school

Stage 2 – Targeted Support (SEND)

In addition to Stage 1 support, where a child's needs are more complex or progress has not been made, Stage 2 support will be implemented as follows:

When it is determined that a pupil does have a Special Educational Need, parents will be formally informed and the child will be added to the SEN register. The

purpose of this formal identification is to ensure that effective provision is put in place to remove barriers to learning.

Additional support is implemented on a four-part process:

- ❖ Assess
- ❖ Plan
- ❖ Do
- ❖ Review

This is an ongoing cycle enabling provision to be revised as necessary and appropriate interventions put in place to support each child in making progress.

Assess

At this point children's needs will be assessed and analysed through class teacher assessment, (using the school's assessment system and/or the toolkit progress tracker), details of past progress and attainment, comparisons with peers and national data and views of parents.

Plan

After all necessary assessments have been made, the SENCO and parents will agree any adjustments, interventions and support that are felt to be necessary. Expected impact on progress, behaviour or development and a review date will be included. This information will be recorded on a SEND Pupil Profile and shared with any professional who is working with the child.

Do

The class teacher remains responsible for working with the child on a day-to-day basis, even where interventions or one-to-one teaching occurs away from the classroom. They will work closely with teaching assistants to ensure that children's needs are met and will plan and assess the impact of additional support. Throughout this, support will be provided by the SENDCO who will manage the provision.

Review

Review of progress will take place each term and will assess the impact of the support and interventions. Wherever possible it will take into account the views of the child and parents. Any amendments to the SEND Pupil Profile will be made or it may be necessary to seek support from external agencies and to move to Stage 3 – Specialist Support.

This cycle will continue whilst sufficient progress towards appropriate targets is being made.

Stage 3 – Specialist Support - (SEN)

Stage 3 support will be implemented when, despite receiving Stage 1 and 2 support, a child is experiencing significant problems and school is concerned that insufficient progress is being made. Stage 1 and 2 support will continue.

When it is decided that school alone cannot meet a child's needs it will engage the support of appropriate agencies dependent on the child's area of difficulty. In our school this currently includes Behaviour Support Service, Pupil and School Support Service, Speech and Language therapy, Educational Psychology Service, Sensory Support, Physical Difficulties Support Service, Bereavement counselling and the Communication and Autism Team. For more specific needs we may seek support from medical professionals.

School will act on this advice and use the resources available to increase the level of provision by appropriate means.

The assess, plan, do, review process outlined above, with a SEND Pupil Profile in place, will continue throughout this stage. However, some children may be assessed as having an isolated difficulty that can be supported by specialists. After assessment, it may be decided a child does not need a SEND Pupil Profile but will still receive specialist support, e.g. speech therapy to address a single area of need.

Outside agencies may advise that a child needs a particular provision that is not already available in school and as a school we could not put this provision in place without seeking additional funding. The Local Authority has introduced a SEND Support Provision Plan (SSPP) to enable schools to apply for additional funding. A SSPP is a detailed document that outlines a child needs as well as targets. A SSPP also supports the process of gathering evidence to later apply for a statutory assessment. A SSPP can only be applied for following stages 1-3, as outlined above and outside agencies must be in agreement.

Stage 4 – Specific Individual Support

Education, Health Care Plan (EHCP)

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by school but can be requested by parents. This occurs when the complexity of need requires a multi-agency approach to assessing, planning and identifying resources.

The decision to make a referral for assessment for an EHCP will take place at a progress review.

After the referral has been made SENAR (SEN Assessment and Review Service) will make a decision as to whether the child's needs are such that an EHCP is necessary. An EHCP will then be agreed and written, with parents having the right to name a school that best meets their child's needs, if this is necessary.

The EHCP will be reviewed at least annually by the child, parents and staff allowing provision to be amended as necessary and progress against targets evaluated.

At a pupil progress review, after a period of monitoring, it may be decided that a child no longer needs additional support and will be removed from the SEN register. This

would usually be because they have met or are close to meeting national attainment indicators or because exceptional progress had been made.

7. Access to the Curriculum

Children with SEND will be given access to the curriculum through the SEN provision provided by the school, taking into account wherever possible the wishes of the child and their parents.

We believe that wherever possible children should be taught alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will discuss alternative provision with the Head Teacher and parents.

At Grendon we believe 'We Can' and we will make every attempt to ensure that children with SEND feel that they are achieving in our school.

8. Inclusion

The following is taken from school's Inclusion Policy and outlines our commitment to be as inclusive as possible

Our school aims to be inclusive. We seek to remove barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. We endeavour to provide equal access to all.

School provides a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- setting suitable learning challenges;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- providing additional curricular opportunities
- engaging children's attention and interest in learning
- developing skills of learning and particular knowledge sets

Where children have medical needs school will endeavour to meet these in line with the Equality Act 2010 and will take advice from relevant health and medical professionals.

See Management of Medicines of Documentation

9. Monitoring and Evaluating Provision

Pupil progress will be monitored termly and provision amended where necessary. Interventions will be recorded on a provision map with clear entry and exit information and the impact of these on progress will be evaluated. Parent and children's views will be sought regularly through annual surveys, progress review and informal discussion. The SENDCO reports termly to the Governing Body who support school in determining the effectiveness of provision.