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# Grendon Primary School



# Special Educational Needs and Disabilities (SEND) Policy

## **At Grendon, We Can...**

provide the knowledge and skills to unlock learning through;

**A pastoral curriculum removing barriers and developing strength of character**

**An academic curriculum providing effective structure and opportunity**

In order that all of our children have the keys to embrace their futures and believe...



## **The Aims of our School**

And so we can: –

- Provide teaching that develops knowledge and skills so children learn and progress effectively
- Offer enriching activities, event and experiences
- Work together to remove barriers and ensure equality
- Build independent and resilient learners who are able to communicate confidently
- Listen to and treat each other and all members of the community with respect, tolerance and concern
- Recognise ability, maximise potential and prepare children well for their future and life in modern Britain.

At Grendon Primary School, our school ethos of **'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 and have an entitlement to a broad and balanced academic curriculum and our pastoral curriculum.

This policy describes how we meet the needs of pupils, who experience barriers to their learning, which may relate to one or more of the four broad areas of SEND. We ensure that their provision is relevant to their educational needs, whether this is a difficult which affects their learning on a short or long-term basis and promotes equality.

## **Definitions**

### **SEN Code of Practice (2015)**

#### **Special Educational Needs and Disabilities (SEND)**

A child or young person has Special Educational Needs (SEN) 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 or a young person 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 educational facilities of a kind generally provided for others of the same age in mainstream schools.

#### **Disabled Children and Young People**

Many children and young people who have SEN may 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’. This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a child or young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEN definition.

## **Children and Families Act 2014**

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

A child or young person has SEND 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 and/or
- Being a Looked After Child

## **Roles and responsibilities**

**The Head Teacher (Mrs. H. Ridley) is 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.

**The SENDCO (Mrs. P. Prendeville) is responsible for:**

- Coordinating support for children with SEND and developing the school's SEND Policy to make sure all children get a consistent and 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.

**Class/subject teachers are 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 and evaluating a SEND Pupil Profile, which include individual targets.
- Sharing and discussing pupil's progress with parents both formally and informally.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

**Teaching assistants are responsible for:**

- Working with children in small groups or on a 1:1 basis to support their learning needs
- Assessment of pupils that they work with in intervention
- Working in partnership with parents, the SENDCo, teachers and Outside Agencies to support individual pupils.
- Supporting teachers when reviewing and writing Pupil Profile targets and strategies

**The SEND Governor: (Dr. C. Symons) is 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.

**Parents are responsible for:**

- Parents have the responsibility to attend review meetings for their child and work with the school on any targets that will support and progress their children.

## **SEND provision**

Grendon Primary School is committed to providing the best educational opportunities and an inclusive environment. We believe that wherever possible children should be taught alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCo will discuss alternative provision with the Head Teacher and parents. We support children with a wide range of needs and seek specialist SEND provision and training where necessary. We also ensure that we comply with all relevant accessibility requirements – for additional information please read our Accessibility Plan.

At Grendon Primary School, we work collaboratively to ensure that the individual needs of our children are met. This may be achieved through:

- Focus groups – e.g. RWI Phonics Intervention
- Wave 3 Interventions – e.g. Precision Teaching
- Programmes of work from Outside Agencies – e.g. SALT

For further information about our intervention groups, please see our website or contact the school's SENDCo.

## **Identifying SEND**

A variety of evidence is collected through the usual assessment and monitoring arrangements within school. If this suggests that the learner is not making the expected progress, the class teacher will consult with the SENDCo in order to decide whether additional and/or different provision is necessary. Additionally, if through observations or conversation with parents' concerns are raised the SENDCo will arrange a meeting to speak to the class teacher.

## **SEND Support – Pupil Profiles**

If the school has evidence that a child is making insufficient progress despite Quality First Teaching and input from intervention, the child will be placed on the SEND Register at the stage of SEND Support and be given a Pupil Profile (otherwise known as an Individual Education Plan or IEP). Children with a range of needs have access to a Pupil Profile which outlines strategies to support pupil progress academically, their communication and interaction and/or their social, emotional and mental health needs.

Often pupils with at SEND Support can be assisted through focus groups, individual support or class interventions. However, if this is not the class and there continues to be limited progress, school will request the support of Outside Agencies after obtaining written parental consent. These professionals come into school and work with the SENDCo, class teachers, teaching assistant and the child. These

professionals will be invited to continually contribute to the monitoring and review of the pupil's progress.

For further information on our outside agencies, please look at our website or contact the SENDCo.

### **SEND Support Provision Plans**

A SEND Support Provision Plan is a more detailed document than a Pupil Profile which is submitted to the Local Authority. They outline child's areas of need and then outlines short-term and long-term outcomes for the child to work on. A Provision Plan is written by the SENDCo with support of Outside Agencies and parents. At Grendon Primary School, pupils on a Provision Plan are closely monitored by all school staff and Outside Agencies. A formal review of a Provision Plan is held each year. Pupils with an SSPP can also apply for additional funding which is allocated based on the level of provision and support that a pupil requires.

### **Education, Health and Care Plan (EHCP)**

If a pupil is demonstrating significant cause for concern or needs that are complex which means that additional resources are required that are above what their mainstream setting can provide, a Statutory Assessment is made by school to the Local Authority. The Local Authority will consider the school's evidence and decide whether a Statutory Assessment is necessary. Following this assessment an Education, Health and Care Plan may be issued. EHCPs are reviewed annually as part of statutory requirements. Pupils with an EHCP can also apply for additional funding to provide the appropriate provision. Pupils require an EHCP if their parents are requesting that they are educated outside of mainstream school in a specialist provision, including Resource Bases.

Review All Pupil Profiles, SSPPs and EHC Plans are reviewed regularly. Class teachers, their teaching assistants and parents review the targets set and evaluate the provision stated.

### **Monitoring and Evaluating Provision**

Pupil progress is monitored termly and provision is amended where necessary. All interventions are on the Provision Map with clear entry and exit information and the impact on progress is evaluated. Parental and pupil's views will be sought regularly through annual surveys, progress review and informal discussions.

The SENDCo reports termly to the Governing Body who support school in determining the effectiveness of provision.



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