

Policy for Special Educational Needs and Disability

Date of Policy:	January 2023
Date of Review:	January 2024
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Compliance

This policy should be read and implemented in accordance with the guidance set out in our Safeguarding and Child Protection Policy. This policy has been written in accordance with guidance from the Gloucestershire Safeguarding Children Board, www.gscb.org.uk.

This policy complies with the statutory requirements laid out in the SEND code of Practice (2014) and has been written with reference to the Equality Act 2010: advice for school's D of E Feb 2013, Schools SEN Information Report Regulations (2014) and updated following version 2 of the Gloucestershire Guidance for Professionals Working with Children and Young People (2016).

Introduction

Children and young people deserve to achieve the best possible outcomes and this is at the heart of all our work. Grangefield Primary School is committed to providing an appropriate and high quality education to all children living in our local area. It seeks to raise achievement and remove barriers to learning, increasing physical and curricular access for all. All children with Special Educational Needs and Disability (SEND) are valued, respected and are equal members of the school. We strive to eliminate prejudice and discrimination and to develop an environment where all children can flourish and feel safe. Provision for pupils with SEND is a whole school ethos. All teachers are regularly trained in teaching pupils with a wide variety of SEND. All teaching and support staff are aware of the National Curriculum Inclusion Statement. Our processes for identification and support for children with SEND are robust and we believe in the importance of early intervention. All support is bespoke to the child, with the child and their families' thoughts and feelings at the center of decisions made. All support is reviewed regularly.

Our Values

- **Friendship**
- **Respect**
- **Responsibility**
- **Honesty**
- **Trust**
- **Excellence**
- **Determination**

Our Curriculum Drivers

- **Solid Foundations**
- **Global Child**
- **Good to Be Me**
- **Growth Mindset**

Definition of Special Educational Needs

A child is said to have Special educational needs and/or disabilities if the provision that they need to access their learning and/or to be safe in the school is different from or additional to what the children in the class would already be provided with in a main-stream setting for children of a similar age. This includes good quality first teaching, differentiation through resources, support, modelling etc. As well as additional intervention in small groups.

Aims

To ensure compliance and effective implementation with the aforementioned policies, SEND and Disability Act, relevant Codes of Practice and the Gloucestershire Guidance

To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all pupils with SEND.

To enable pupils with SEND to maximize their achievements, regardless of gender, race, ability or social circumstances.

To ensure that the needs of pupils with SEND are identified, assessed and appropriately provided for at an early stage, and regularly reviewed.

To work in partnership with parents, to enable them to make an active contribution to the education of their child.

To take the views and wishes of the child into account and to give them some ownership of the decisions being made.

To provide specific resources and support, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having SEND.

To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.

To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of school life and learning.

Roles and Responsibilities

Head teacher	<p>Policy, budget and resourcing</p> <p>Liaise with Governors</p> <p>Liaise with SENCO regarding children who have SEND</p> <p>Liaise with SENCO regarding children who have SEND and are in receipt of pupil premium.</p> <p>Fortnightly NEST meeting with FSW, Deputy Head teacher and SENCO to discuss children.</p>
SENCO	<p>Write and update the SEND policy, medical policy, intimate care policy, positive handling policy with the support of the head teacher and SEND governor. Support in the writing of the behavior policy, equality policy and the pupil premium strategy alongside the head teacher, deputy head teacher and the governors.</p> <p>Monitor the progress of children with a My Plan, My Plan Plus, and Education, Health and Care Plans (EHCP)</p> <p>Ensure that children with medical conditions, and/or disabilities have their needs met and can access all of the learning and social opportunities the school offers.</p> <p>Evaluate the effectiveness of special education provision for each child.</p> <p>Day-to-day operation of SEND policy</p> <p>Manage the processes in place to identify pupils' special educational needs, supporting the teaching staff in this process</p> <p>Liaise with, advise and support classroom teachers and teaching assistants.</p> <p>Coordinate SEND provision across the school.</p> <p>Manage the budget for SEN provision</p> <p>Manage the EHCP funding alongside the school business manager.</p> <p>Inform and liaise with parents.</p> <p>Liaise with Head teacher and Governing Body.</p> <p>Coordinate in-service training</p> <p>Co-ordinate and deliver up to date SEND training to all staff</p> <p>Maintain necessary records</p> <p>Respond to placement requests from the local authority.</p> <p>Secure relevant services and referrals.</p> <p>Direct the work of teaching assistants delivering interventions.</p> <p>Provide easily accessible SEN resources for all staff.</p> <p>Line Manage the SEN Teaching Assistants (Key adults and learning partners)</p> <p>Line Manage the Children and Families Support Worker.</p> <p>Line Manage ELSA, Play Therapy and Build Happy Staff.</p> <p>Liaise with external agencies</p> <p>Partner with the other SENCOs within the local, Cheltenham and Tewkesbury clusters.</p>
Classroom Teachers	<p>Ensure Quality First Teaching including differentiating the curriculum to ensure pupils with SEND can access the full curriculum.</p> <p>Identify pupils' special educational needs in liaison with SENCO.</p>

	<p>Develop, implement, and review My Plans, My Plan Plus's and Education Health and Care plans in liaison with parents and SENCO.</p> <p>Direct the work of TAs to support pupils with special educational needs for all interventions. Ensure positive relationships with the families of children with SEND ensuring that their thoughts and feelings are heard and take into account. Ensure voice of the child is heard and responded to regularly and that children with SEND are involved in decisions made (maturity, understanding levels and emotional ability considered.)</p>
<p>Governing Body</p> <p>SEND Governor is</p> <p>Mr Steve Watts</p>	<p>Co-operate with the local authority in reviewing the provision that is available locally and developing the local offer</p> <p>Use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people's SEND</p> <p>Ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND</p> <p>Inform parents when they are making special educational provision for a child</p> <p>Ensure that arrangements are in place in schools to support pupils at school with medical conditions</p> <p>Have a clear approach to identifying and responding to SEND</p> <p>Record accurately and keep up to date the provision made for pupils with SEND</p> <p>Publish information on their websites about the implementation of the board's policy for pupils with SEND (the school SEN information report)</p> <p>Publish information about the arrangements for the admission of pupils with disabilities, the steps taken to prevent them being treated less favourably than others, the facilities provided to assist access, and their accessibility plans</p> <p>Ensure that there is a qualified teacher designated as special educational needs co-ordinator (SENCO) for the school and that they have the Senco qualification (or are in the process of completing it.)</p> <p>Determine their approach to using their resources to support the progress of pupils with SEND</p>
<p>Key Adults/ Learning Partners</p>	<p>Liaise with and support teachers and teaching assistants (TAs) with SEND provision. Ensure that documentation, such as EHCPs are read, understood and targets are clear with advice implemented.</p> <p>Liaise with SENCO.</p> <p>Attend meetings where appropriate and liaise with external agencies where needed.</p> <p>Monitor and review My Plans, My Plan Plus's and Education Health and Care plans and provision maps with class teachers and parents.</p>
<p>Teaching Assistants</p>	<p>Implement intervention programs where directed.</p> <p>Ensure SEND pupils are supported well in class, within all lessons, as directed.</p> <p>Liaise with class teachers and SENCO.</p> <p>Monitor and review My Plans, My Plan Plus's and Education Health and Care plans and provision maps with class teachers and parents.</p>

Children and Family Support Worker	To work with identified children with emotional support plans (The SEMH area of SEND) To work with parents of children with emotional support plans. Provide pastoral support and advice to families of all children Liaise with SENCO and class teachers to identify children needing emotional support.
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Specialised Provision

In addition to the provision outlined above we can also support specialised provision. We have a variety of policies in place to support children at Grangefield who need this type of provision. Additional policies include the School Accessibility Plan, Equality Policy, Supporting pupils with medical conditions policy and intimate care plans.

Admission Arrangements

The Governing Body is responsible for the admission arrangements which accord with those laid down by the local authority (LA). The school acknowledges in full its responsibility to admit pupils with already identified SEND, as well as identifying and providing for those not previously identified as having SEND.

Identification, Assessment, Provision and Review

The process of identification, assessment, provision and review were revised and implemented following the updated version of Gloucestershire's guidance in October 2016 described as the graduated pathway, which may or may not lead to an Education Health and Care Plan (EHCP).

Note: The Code of Practice applies to a wide range of difficulties, including learning, behavior and medical. There is provision for children with behavioral difficulties within the School Curriculum through activities designed to build self-esteem and support children's Social, Emotional and Mental Health. There is a Behavior policy for all parents, pupils, staff and Governors that deals specifically with expectations, rewards and sanctions. Our viewpoint is that a child's behavior is a form of communication, therefore if a child's behavior changes and becomes challenging we work with the child and their family to understand the route of the behavior. If a child has Special Educational Needs and/or Medical Needs or a Disability that effect their behavior a bespoke, Individual Behavior Plan's may be created, which support all of the child's needs. These are created as part of Team Around the Child Meetings are created with the input and agreement of all members of the team (the team includes any external professionals, the child (if appropriate) parents/carers, the class teacher, teaching assistants (where appropriate) and the Senco.

In addition, Grangefield has implemented a process for teaching and support staff to express a concern for a child in any of the areas of need (see appendix A) In the first instance of concern being recognized by a class teacher or TA the staff who work with the child use a 'Tick Sheet' these have been created by the SENCO and include various class level support ideas and identification of need processes to try before raising concern with the SENCO or CFSW. There are 'Tick sheets' for all of the identified areas of need based on the Local Authority and Government definitions (see appendix A)

Following a concern being raised, the SENCO or Family Support Worker (FSW) will observe the child or meet with the concerned member of staff to discuss the need.

This may result in a meeting with parents/careers to discuss their needs and if in agreement being placed on a My plan or Emotional Support Plan (SEMH My Plan) which is designed to offer immediate support for a child. This support may be enough to bridge any gap and be all the child needs. If a child is places on a My Plan or Emotional Support Plan they may only be on there for a short amount of time, if the gaps in their learning are plugged and support is effective enough for them to no longer need it, then they will be take off a My Plan/ Emotional Support Plan.

If a child is on a My Plan and at review it is clear that the support that they need is above the class level intervention they may be offered extra support from external agencies (such as the Advisory Teachers Service) and they will be placed on a My Plan Plus at this point they will get 'wave three' interventions which are bespoke and created with advice from outside agents.

If a child is on a My Plan Plus and at review it is clear that further support is needed in order to meet the needs of the child there may be a decision, through conversation with parents and all professionals involved, that an application for an Education Health and Care Plan is appropriate. If that happens, the SENCO or Parents take the lead on collecting evidence and applying for the EHCP.

Identification and Assessment Process

Early identification of Special educational needs is paramount, to ensure effectiveness of support. At all stages, parents and children are closely involved through discussion, consultation

and evaluation of support. Full use is made of records and information from previous schools, educational establishments, outside agencies and parents. Before entering school, children and parents are invited to an induction meeting at which children's needs may be identified and parents can alert the Head teacher and the class teacher to any difficulties. A child can be identified as having a special educational need at any point of their school career and all staff are well trained in identifying needs at all ages and stages of development. If the school SENCO believes that more advice from external specialists is needed, then this support will be sort through referrals to outside agencies. Reports written through this process will be used to inform provision.

Early identification will be through various means which may include:

Observation and work with the child on a 1:1 basis

Voice of the Child

Discussion with parents

Class teacher referral to SENCO (which triggers observations and 1:1 work with the child from the SENCO)

SEND Descriptors produced by Gloucestershire Local Authority in the Audit Manual

Previously reported difficulties (from previous settings)

EYFS Profile (EYFSP)

Hearing and sight checks

Medical reports and communications to school

A variety of SEN assessments, administered by the Senco.

Strength and Difficulties Questionnaires and Boxall Profiles for children with SEMH

SATs and ongoing assessment data

Reading tests (Accelerated Reader)

Phonics assessments

The Graduated Pathway - explained

As mentioned previously a child may have been identified in the classroom as needing extra support, they will be identifying and targeted within the usual differentiation in class and they may have been included in intervention groups.

At Grangefield we then have a tick-sheet identification level, whereby the class teacher and teaching assistant complete a tick-sheet (based on the area of potential need) it includes activities to do, resources to try, records of observations, discussion with the child and their parents. Once that is completed it is shared with the SENCO, who will review it and communicate with the teacher and teaching assist as to what the next step may be. This may include the SENCO observing, working with the child or communicating with parents.

If it is deemed necessary, a My Plan will be written. A My Plan is a document which records the support that is given to the child. They have SMART targets set, and resources needed stated.

A My Plan is written in consultation with the parents and the child. The child's views are obtained using a My Profile and parents are also requested to agree and sign the My Plan. The child's

record on SIMS is also updated to show that they are on a My Plan and ensure this information is captured at future census dates.

A list of children with special needs is kept by the SENCO and updated regularly in consultation with the staff and parents.

A My Plan is reviewed and updated a minimum of three times a year and parents and children are involved in this process, along with the class teacher and SENCO. The aim of the My Plan is that 3-4 achievable targets are prepared and reviewed as part of this cycle.

The class teacher writes the My Plans and shares these with the parents, SENCO and teaching assistants as working documents. Three times a year this happens as a whole staff meeting run by the SENCO. This ensure that the My Plans are written consistently and moderates the process.

For some children additional provision at My Plan level may not be enough. Advice from outside of school such as an advisory teacher, an educational physiologist or medical professional may be invited to form part of a My Assessment on a child who may then need to access provision at My Plan Plus level. Parental permission for an outside agency is always sought before working with a child. Parents will also be asked to sign a Consent to Share document, so that we can consult with these agencies and they may consult with each other. This ensures that we are a team around the child, with them being at the center.

Some children may need to be considered for a statutory Education Health Care Plan. This is when the child needs additional and different support that cannot be provided through the normal streams of funding and support. Whether a child meets the threshold for this provision is decided at a local authority panel. This part of the graduated pathway is statutory. If it is decided, through team around the child discussions, that an EHCP is necessary either the SENCO or Parent/Carer then takes the lead in collating and applying for the EHCP. (Currently 99.5% are led by the SENCO.)

SEND records

SEND records are kept in cooperation with GDPR guidance. There is an online secure drive in which all of the records are kept and can be accessed by the staff who work with the child. We also have the CPOMs system, whereby relevant documents may be added where necessary, this is only accessed by the NEST team and class teachers have some access. The SENCO's computer is always clear of any documentation. Any Paper copies, such as signed My Plans and reports from outside agencies are scanned and added to the records, as well as being kept in a locked filing cabinet. Teachers have SEN files in the classrooms, which include My Plans, My Plan Pluses and EHCPs, as working documents which may be written on as and when needed. They also include information about interventions happening in class and attainment data. This folder is not taken out of school and is accessed by staff.

SEND records are kept by the SENCO and these are passed to receiving schools as part of the transition process. The SENCO and FSW have good links with preschools, secondary school and other local primaries. If you are aware that your child is moving school or when you know which secondary your child is moving onto then please inform the SENCO and she will ensure that records are passed on quickly to ensure a smooth transition and additional visits to secondary schools can be arranged. If a child joins Grangefield from another school with SEND then, in addition to consulting with parents and the child, the SENCO will phone the previous school to obtain any additional information to ensure a smooth start to school life at Grangefield.

Provision for Children with Special Needs

Staff and Governors seek to integrate children with special needs, and as far as possible support takes place within the child's class group. If groups of children need to work in a quiet environment, this will be arranged in a way that does not undermine children's confidence or self-esteem.

The provision for children with special needs comes through a differentiation, using additional models, resources and adult support to ensure that all children are successful at every lesson. Wave 2 support occurs when a small group receives additional in class support. Wave 3 programs take place outside the classroom and are short duration and have measurable targets. Information about Waves of intervention can be found in Appendix B Children with an EHC plan receive support based on their Educational, Care and Health Plan Needs.

Each teacher has responsibility for implementing the My Plans of the children with special needs in his/her class, with support of the SENCO and teaching assistants, key adults and learning partners.

The SENCO and CFSW also meet regularly with a network of support providers and have contact details and referral forms to request additional support.

Access to the Curriculum

Class teachers teach all pupils with SEND for most of the week with their peers in mainstream classes. All teaching and support staff are aware of the National Curriculum Inclusion Statement and in their planning and teaching strive to:

- Provide suitable learning challenges
- Meet the pupils' diverse learning needs
- Remove the barriers to learning and assessment.
- Narrow/close any gap in attainment between SEND and non-SEND pupils.

The school and teachers regularly review and evaluate issues related to pupils with SEND and then classroom organization, teaching styles and methods, materials and tasks are adapted accordingly. A regular rolling program of continual professional development is accessed by all staff and is ran by the SENCO. When additional CPD is needed it is organized and completed in a timely manner in order to ensure the confidence in the staff and the best for the children.

For access to statutory assessments (SATS) the relevant class teacher in conjunction with the SENCO and the Head teacher will ensure that any additional provision that is needed such as a scribe or additional time is requested and recording in accordance to the Assessment and reporting arrangements for that year.

Access to the Wider Curriculum

Pupils with SEND are actively encouraged and supported to join in and benefit from extracurricular activities (e.g. dance, music and sport) and school trips.

There are a vast variety of lunchtime and after school clubs, ran by teachers and the SENCO or external providers in which we encourage all children to participate. These include sporting activities, lego club, sign language club and yoga to name just a few. These are mostly free to all and happen throughout the year.

We have access to the Move More SEND sports sessions, which take place across the school year, we ensure that we take a variety of children so that they get to enjoy these experiences. Some examples of these are the Panathlon, Bowling and Archery.

Pupils with SEND are actively encouraged and supported in themed weeks in school, for example Science and Art week. All activities are accessible to all pupils in the school.

Monitoring/Evaluating the Success of Education Provision for Pupils with SEND

The school, including the governing body, is committed to regular and systematic evaluation of the effectiveness of its work. The school employs a series of methods to monitor and evaluate success, including:

- Meetings plus regular discussion of teaching methods between the SENCO and class teacher
- Pupil Progress Meetings
- Learning walks, book looks, and observations completed throughout the year by the SENCO
- Analysis of the attainment/achievement of different groups of pupils with SEND
- Scrutiny of pupils' work
- Views of parents and the pupils
- Regular meetings between the SENCO and the SEND Governor
- Assessment records (e.g. reading ages) that illustrate progress over time.
- SEND children's data and teachers comments also form part of the pupil progress meeting and the head teacher and SENCO attend all of these.

As a result of the above, the school identifies aspects for future development, which are updated on the teaching and learning section in the School Development Plan.

Role Played by Parents of Pupils with SEND

In accordance with the SEND Code of Practice 2014, the school believes that all parents of children with SEND should be treated as equal partners. The school has positive attitudes to parents, provides user-friendly information and strives to ensure that they understand the procedures and are aware of how to access advice. Parents will be supported and empowered to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- Have knowledge of their child's entitlement within the SEND framework
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

Arrangements for Dealing with Concerns of Parents

Most concerns of parents are communicated directly to the class teacher in the first instance, then the SENCO or Head teacher. If the concern is directly linked to child with emotional or mental help needs, this will be communicated to the Children and Families Support Worker.

Resources

There is an allocated budget to provide additional resources suitable for children with SEND. Additional Resources are available that are specifically bought for children with special needs, for example, speech bubbles Speech and language intervention books and fine motor skills resources such as theraputty and adapted pencils.

SEND and Inclusion Training

Teacher and support staff training needs are identified through the School Development Plan, performance management and confidence and understanding audits.

The SENCO and CFSW attend local courses, cluster groups and conferences throughout the year. TAs have regular meetings which the SENCO attends to provide any training and answer any questions. Training for teaching staff is ongoing. The SENCO presents relevant topics and resources in the SENCO spot at staff meetings each week.

Teaching staff are kept up to date on SEND information through regular training from the SENCO.

The SENCO provides drop-in clinics on a timetable, which all staff can attend.

Other information for SEND can be found on our Local Offer leaflet or our SEND Information Report.

Review

This policy will be reviewed annually.

Approved by the governing body

Appendix A – Four Broad Areas of Need

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. Children and young people on the Autism Spectrum, are likely to have particular difficulties with social interaction.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. This also included children with memory and/or processing difficulties. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behavior. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children and young people have physical disabilities or medical needs in which provision and resources are needed to ensure access and safety.

Some children and young people have sensory needs in which their senses are more sensitive to everyday experience.

Appendix B – Waves of intervention

Wave	How it is delivered	What resources are used
Wave 1 Class teacher – quality first teaching	Differentiated curriculum support within the class. Teachers have a check-list of support from the SENCO	Visual timetables etc Seating positions
Wave 2 Provided by the class teacher and class TA often with consultation with the SENCO	additional support through small group interventions (often in the classroom)	Small group pre teach and post teach booster groups
Wave 3 Usually provided by the TA. This is in addition to wave 1 and 2 support and is highly tailored. These	additional support through 1:1 support or small group outside of the classroom	Many resources are used for more bespoke intervention and we buy and create resources to meet each child's needs. For example Speech



<p>interventions are often created with advice from the Advisory Teaching service, Occupational Therapists, Educational Psychologists and Speech and Language Therapists.</p>	<p>Support from SEN TAs and SEN team.</p>	<p>Sounds resource box created for a specific child's speech need.</p>
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