



# Grangefield Primary School

## Policy for Special Educational Needs and Disabilities (SEND) and Inclusion

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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.gloucestershire.gov.uk/gscp](http://www.gloucestershire.gov.uk/gscp)

This policy complies with the statutory requirements laid out in the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015). It has been written with reference to the Children and Families Act (2014), Special Educational Needs and Disability Regulations (2014), Equality Act (2010), Education Act (2011) and Gloucestershire County Council's Local Offer (2019).

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## **SECTION 1) INTRODUCTION, RATIONALE, PRINCIPLES AND OBJECTIVES**

### 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.

### Rationale

Grangefield Primary School is committed to inclusion. Part of the schools strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to foster a sense of community and belonging, and to offer new opportunities to all our learners, including those who may have previously experienced difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equity for all learners, whatever their age, gender, ethnicity, impairment, attainment or background. We pay particular attention to the provision for, and the achievement of, different groups of learners, including:

- girls and boys
- learners who need support to learn English as an additional language (EAL)

- learners with special educational needs or a disability (SEND)
- those who are looked after by the local authority (Children in Care- CIC)
- those who are disadvantaged or are in receipt of Pupil Premium (PP)
- others such as those with specific medical requirements or who are sick
- those who are Young Carers
- those who are in families under stress or require Early Help
- any learners who are at risk of disaffection or exclusion
- minority ethnic and faith groups, travellers, asylum seekers and refugees
- those who are able

This policy describes the way we meet the needs of pupils who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties, emotional or social development, barriers in communicating and interacting with others.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Grangefield Primary School, we aim to identify these needs as they arise and provide teaching and learning contexts that remove barriers to learning and enable every pupil to achieve his or her full potential.

Grangefield Primary School sees the inclusion of pupils identified as having special educational needs as an issue of equity and justice, and we will aim to model inclusion in our staffing policies, relationships with parents/carers and the community. We consider the whole pupil and identify and determine the additional provision needed for specific pupils.

### Policy Principles

At Grangefield Primary School, we aim to meet the needs of every pupil so that they have a broad, balanced and relevant education, as set out in the National Curriculum. We implement the Code of Practice following guidelines and strategies set out in the 2014 'Special Educational Needs and Disability Code of Practice: 0 to 25 Years' (DfE) and Gloucestershire's Local Authority Offer. The code starts from the assumption that every classroom in every school should be delivering an adapted or personalised curriculum. This means that a wide range of needs will be catered for by the actions of the class teacher, the resources available to that teacher, and the curriculum planning which the teacher undertakes for all pupils.

### Objectives

**At Grangefield Primary School, our main objectives in terms of Inclusion are:**

1. To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
2. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, pupils with Special Educational Needs, or pupils that fall under any other 'vulnerable group'.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum\* through adapted or personalised planning by class teachers, the SENDCo,

other members of the Inclusion Team, and support staff as appropriate.

(\*Except where disapplication arising from an Education, Health and Care Plan (EHCP) occurs. Disapplication is very rare, and we aim to offer the full curriculum to all our pupils.)

5. To provide specific input, matched to individual needs, in addition to adapted or personalised classroom provision, for those pupils with additional needs.
6. 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.
7. To ensure that we are able to meet the needs of as wide a range of pupils as possible, who live in our catchment area.
8. To enable pupils to move on from us well equipped in the basic skills of English, Maths and social independence (Solid Foundations) to meet the demands of secondary school life and learning.
9. To involve parents/carers at every stage in planning to meet their child's additional needs.
10. To involve the pupils themselves in planning and in any decision making that affects them.
11. To work in a cooperative and productive partnership with the Local Authority and other outside agencies to ensure there is a multi-agency approach to meeting the needs of all vulnerable learners.
12. To use our best endeavours to secure special educational provision for pupils for whom this is required that is 'additional to and different from' that provided within the adapted curriculum, to better respond to the four broad areas of need:
  1. Communication and Interaction
  2. Cognition and Learning
  3. Social, emotional and mental health
  4. Sensory and/or physical

## **SECTION 2) DEFINITIONS AND INCLUSION REGISTERS**

### **Definitions**

**SEN:** A child has special educational needs if he or she has a learning difficulty or disability (which results in a significantly greater difficulty in learning than the majority of others of the same age), which calls for special educational provision to be made for him or her.

**Special Educational Provision:** Educational or training provision that is 'additional to, or different from', that made generally for others of the same age in a mainstream setting.

**Disability:** A physical or mental impairment which has a long-term and substantial adverse effect on an individual's ability to carry out normal day-to-day activities.

### Inclusion Registers

If a pupil has a need in one of the four main areas of need (COP 2014), they will be listed on our school SEND Register:

1. Communication and Interaction
2. Cognition and Learning
3. Social, emotional and mental health
4. Sensory and/or Physical needs

We also have a Key Groups document which is regularly monitored and updated, with pupils being added or removed based on individual needs.

The Key Groups document registers:

- Children in Care
- SEND
- Families receiving Early Help/Social Care
- External Mental Health support
- Children in receipt of Pupil Premium
- Medical needs
- Children with English as an Additional Language

### Pupils with Medical Needs

The Children and Families Act (2014) places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. The DfE has also produced statutory guidance for schools 'Supporting Pupils at School with Medical Conditions' (2017) which outlines procedures that schools should adhere to.

Pupils with medical needs will be listed within in our Key Groups document. They will each have a detailed Medical Profile, compiled in partnership with parents, and, where appropriate, relevant health professionals. Medical Profiles will be shared with all staff and copies will be displayed in the Staff Room, First Aid room, KS1 building, KS2 building and the dinner hall, for staff to access personal and medical information in the event of a medical emergency.

In some cases, children will have an Individual Health Care Plan, which will have been written by medical professionals, this will specify the type and level of support required to meet the medical needs of such pupils for example, cancer treatment/diabetes treatment. These children will also have a Medical Profile displayed in school.

Where children have a medical condition and SEN, their provision is still planned and delivered in a coordinated way with use of a Health Care Plan and/or Medical Profile, as well as a My Plan or My Plan+.

Staff who administer medication will complete formal training in First Aid and will have a second member of staff present as a witness upon administration.

Please see our Medical Policy for further information.

## **SECTION 3) IDENTIFICATION, ASSESSMENT AND PROVISION**

## Using assessment to identify need

The school has a system for regularly observing, assessing and recording the progress of all pupils. This is used to identify pupils who are not progressing satisfactorily and who may have additional needs. This process includes use of the following data;

- Progress measured against the objectives in the National Curriculum
- National Curriculum descriptors for the end of year expectations, Standardised screening and assessment tools
- Other screening tools such as SDQ's, YARC reading, Sandwell and other 'intervention specific' tools
- Observations/ Teacher View/ Pupil View of social and emotional development
- Assessments by a specialist service, such as educational psychologists identifying additional needs and suggesting strategies and programmes of work
- An existing EHCP
- Another school or LA which has identified or has provided for additional needs

Based on the school's observations and assessment data, Pupil Progress Meetings, and discussions between the class teacher, SENDCo and parent, the pupil may be highlighted as needing further support and provision. A detailed description of the process and procedures following this, are highlighted in the sections below.

Please also see our 'Identification of SEND' (Appendix A) for further information on Special Educational Needs identification.

## Curriculum entitlement and integration

All pupils are taught in mainstream classes alongside their peers with the majority of learning taking place in ordinary lessons incorporating adapted and/or personalisation. Children who receive support are either taught within the class situation or are withdrawn for intensive support from a TA individually or in small groups. If children are receiving TA or CFSW they will liaise very closely with the class teacher and SENDCo. At all times children are taught and integrated into the main body of the school.

Grangefield Primary School follows a 'Waves of support' approach as outlined in Gloucestershire's Local Offer;

**Wave 1** describes quality inclusive teaching which takes into account the learning needs of all the pupils in the classroom. It includes providing adapted, or personalised, work and creating an inclusive learning environment.

*Our 'Inclusion and SEND Information Report' outlines what 'Quality First, Wave 1, teaching looks like at Grangefield Primary School.*

**Wave 2** describes specific, additional and time-limited interventions provided for some pupils who need help to accelerate their progress to enable them to work at or above age-related expectations. They are often targeted at a group of pupils with similar needs.

**Wave 3** describes targeted provision for a minority of pupils where it is necessary to provide highly tailored interventions to accelerate progress or enable children to achieve their potential.

## Identification

*Please see Appendix A - 'Identification Pathway' which clearly outlines our schools response to identification.*

1. In order to make progress, a pupil may only require adaptations or personalisation of whole class teaching ('Wave 1, Quality First Teaching'). This adaptation or personalisation may involve modifying learning objectives, teaching styles and access strategies. Under these circumstances, a pupil's needs will be provided for within the whole class planning frameworks and individual target setting. Adaptation and/or personalisation will be recorded in the daily planning by the class teacher and will be evident through progress in books and from observation. Teachers will use guidance in Grangefield's 'SEND Information Report' and advice and strategies sought from the SENDCo and Senior Leaders in order to implement this provision. They may also use non-contact time to observe how other teachers support the pupil or pupils of similar need. The class teacher may also deem it appropriate, sometimes after discussion with the SENDCo or a Senior Leader, that the pupil would benefit from a structured, Wave 2, published intervention. If this is the case the pupil is assessed both prior to, and on exit of the intervention taking place, in order to assess the impact of the intervention. A detailed overview of Interventions on offer at Grangefield Primary School can be found in our 'SEND Information Report'.

2. Monitoring of progress will be carried out by the class teacher and used to inform future adaptations within whole class planning. The pupil's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the pupil is making satisfactory progress at this level of intervention. Grangefield uses the definitions of adequate progress as suggested in the revised Code of Practice, that is, progress which;

- Closes the attainment gap between the pupil and their peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers—•

majority of peers

- Matches or betters the pupil's previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social or personal skills
- Demonstrates an improvement in pupil behaviour

3. If the pupil is still not making progress after a period of adapted and personalised provision, the Class Teacher should complete an 'SEN Initial Concern' form (see Appendix B) and discuss the concern with the SENDCo. At this point, the SENDCo will meet with the Class Teacher to plan further action which may include the following:

- Additional strategies to try
- Additional resources to use in lessons
- Supportive lesson observations
- An SEN assessment
- Additional support outside the main classroom
- A request for support from outside agencies e.g. ATS, a Speech and Language Therapist, an Educational Psychologist or an Occupational Therapist

If the need is related to behaviour, dependent on the severity of the behaviour, a Positive Support Plan (PSP) may be put in place. The child may also receive support from our Child and Family Support Worker. For further information see our Behaviour Policy.

4. Dependent on the provision required, it may be appropriate to add the child to the schools Special Educational Needs Register. The decision for this to happen would be made in consultation with parents. Further information on how this decision may be made, can be found within the Identification Flowchart in Appendix A.

## [A Graduated Response](#)

Grangefield Primary School has adopted the recommended graduated approach – a cycle of assessment, planning and reviewing our actions in increasing detail and with increasing frequency to identify the best way of securing adequate progress for pupils.

- Assess Needs
- Plan
- Do
- Review

1. **Assess Needs:** We monitor and review the progress and development of all children. High quality teaching, adapted and/ or personalised provision for individual pupils, is the first step in responding to pupils who have or may have SEN or additional needs . The majority of pupils can make progress through such teaching.
2. **Plan :** Where progress gives cause for concern class-teachers work in partnership with parents/carers to develop a plan to ensure that children/young people with SEN receive the right levels of support for their future learning and development. Class-teachers, supported by the Senior Leadership Team make regular assessments of progress for all pupils. Where pupils are falling behind or making inadequate progress given their age and starting point, they are given extra support.
3. **Do:** This graduated response should be led and coordinated by Class Teacher, with support from the SENDCo and SLT, working with and supporting colleagues. Parents should be engaged at each stage of this cycle, contributing their insights into assessment and planning. Intended outcomes are shared with parents and reviewed with them.
4. **Review:** The effectiveness of the support and the impact on the pupil's progress is reviewed regularly. Adequate progress can include progress which:
  - a. Is similar to that of peers starting from the same baseline
  - b. Matches or betters of pupil's previous rate of progress
  - c. Closes the attainment gap between the pupil and their peers
  - d. Prevents the attainment gap growing wider.

Where a period of adapted curriculum support has not resulted in the pupil making adequate progress OR where the nature or level of a pupil's needs are unlikely to be met by such an approach, provision at the SEN Support level may need to be made.

**SEN Support** provision would be indicated where there is evidence that:

- There has been little or no progress made with existing interventions
- Additional support is required to develop English or Maths skills and support is needed with cognition and learning
- Additional support is required to promote and develop the pupil's social, mental and emotional health
- Additional support is required for sensory or physical impairment
- Additional support is required for communication or interaction needs

There are likely to be two groups of pupils recorded



1. Pupils who have needs similar to other pupils with additional needs within the class, e.g. lack of phonic knowledge or phonological skills, spelling.

2. Pupils whom we consider to have more severe or longer term needs that have previously resulted in, or are likely to result in, an application for further professional advice. Where needs are similar, it is appropriate to support these pupils within a group, focusing on the common needs. However, there should be scope for each pupil to have an individual target/s.

Both groups of pupils will have provision for their common needs in a small group as well as some individualised support for their more unique needs. Provision will run concurrently with adapted curriculum support.

The group may be taught by the class teacher and also supported by a TA.

**The responsibility for planning for these pupils remains with the class teacher**, in consultation with the SENDCo and leaders.

A pupil receiving support at **SEN Support** may or may not have a My Plan, but their provision will always be documented on a provision map. They may also have a Pupil Passport that is put together with the child. Both the pupil, and parents/carers will play a key role in voicing their opinions and having input into, their education.

The Graduated Response Approach is adopted and monitoring will be carried out frequently. The SENDCo will look at the monitoring information on a regular basis and will suggest adjustments to the provision for the pupil, if appropriate.

Any My Plans, provision map, or Pupil Passports, will be reviewed termly, although some pupils may need more frequent reviews. The SENDCo, will take the lead in the review process. Parents/carers and the pupil, will be invited to contribute and will be consulted about any further action.

As part of the review process, the SENDCo, and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the pupil continues to have significant needs which are not being met by current interventions. Where this is the case, a decision may be made to seek external specialist support and advice. This could be where a pupil:

- Continues to make little or no progress in the areas of concern
- Continues working at a level which is substantially below that expected of pupils of the same age and where their age standardised score is significantly below their chronological age
- Continues to have difficulty in developing literacy and numeracy skills
- Has emotional or social needs which regularly and significantly interfere with the pupil's or others learning
- Has sensory or physical needs which require additional specialist equipment or regular advice or visits from a specialist service
- Continues to have communication and interaction needs that interfere with the development of social relationships and act as a barrier to learning

A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the pupil. The specialist services will always contribute to the planning, monitoring and reviewing of the pupil's progress.

A pupil receiving external support will have a **My Plan**. Children with more complex needs, that require a considerable amount of specialist support, may have a **My Plan+** to inform an effective planning process. A **My Assessment** will be

attached to the **My Plan+** which focuses on listening to the family to understand what is happening for them and what they need to help them make positive changes. It will also contain relevant information from a range of practitioners. Information from a child's My Assessment and My Plan+, including TAC/TAF meetings, will be used to inform decision making regarding an **Education Health and Care Plan (EHCP)**.

### **Education, Health, Care Plan (EHC)**

For a pupil who is not making adequate progress, despite a period of support and specialist provision, and in agreement with the parents/carers/, the school or parents may request the LA to make a statutory assessment in order to determine whether it is necessary to implement an **Education Health Care Plan (EHCP)**.

Where a request for an assessment is made by the school to the LA, the pupil will have demonstrated significant cause for concern. The LA will need information about the child's progress overtime, and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements in place.

The school will provide this evidence through the graduated response. This information may include:

- A My Plan+ for the pupil
- records of regular reviews and their outcomes
- the pupil's health including the child's medical history where relevant
- National Curriculum attainment in English and Mathematics
- age standardised scores
- educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- views of the parents and of the child
- involvement of other professionals such as health, social services or education welfare service.

### **EHC needs Assessment**

An EHC needs assessment involves consideration by the LA, working cooperatively with parents, the child's school and, as appropriate, other agencies, as to whether a statutory assessment of the child's special educational needs is necessary. A child will be brought to the LA's attention as possibly requiring an assessment through a request by the child's school, from a parent or a referral by another agency. Where the evidence presented to the LA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LA will consider the case for an EHC needs assessment. The LA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LA to determine the child's special educational needs provision through an Education, Health and Care (EHC) plan.

An EHCP will include:

- (A) The views, interests and aspirations of the child and their parents, or of the young person
- (B) The child or young person's special educational needs (SEN)
- (C) The child or young person's health needs which relate to their SEN
- (D) The child or young person's social care needs which relate to their SEN
- (E) The outcomes sought for the child or the young person
- (F) The special educational provision required by the child or the young person
- (G) Any health provision reasonably required by the learning difficulties or disabilities which result in

the child or young person having SEN

(H) Any social care provision which must be made for a child or young person under 18 resulting from section 2 of the Chronically Sick and Disabled Persons Act 1970

(I) Any other social care provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEN

(J) Placement

(K) Personal Budget (including arrangements for direct payments)

(L) Advice and information

*Refer to Chapter 9 of the Code of Practice for more information.*

All children with EHCP's will have short term targets set for them that have been established after consultation with parents and child and will include targets identified in the statement of educational need or EHC plan. These targets will be set out in a My Plan and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the My Plan will continue to be the responsibility of the class teacher.

### **Annual review of a statement of an EHC**

All EHCP's must be reviewed at least annually with the parents, the pupil, the LA, the school and professionals involved to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the EHCP. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved.

### **SEND in the Early Years**

We have good links with outside agencies and there is provision in the Early Years to respond to the needs of children with SEND.

The Foundation Stage Profile is completed by the end of Reception. This is then discussed with parents and can be an indicator of future areas of concern. Class teachers use observation and informed evaluation to assess concerns, and children's needs are highlighted through class plans showing an adapted curriculum.

The school will assess each child's current levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during the child's preschool years. If the child already has an identified special need, this information will be transferred from the Early Years setting and the SENDCo and the child's class teacher will use this information to:

- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the child within the class
- Use the assessment processes to identify any learning difficulties
- Ensure ongoing observation and assessment provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning
- Involve parents in implementing a joint learning approach at home

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs.

### **Arrangements for coordinating SEN provision**

1. The SENDCo and SLT will meet with each class teacher at least termly to discuss additional needs concerns and to review My Plans, Pupil Passports and provision maps which documents provision which is additional to, or different from, other pupils in the same mainstream class.
2. At other times, the SENDCo will be alerted to newly arising concerns through the 'Initial Concern' form (see Appendix B).
3. The SENDCo will discuss issues arising from these forms with the class teacher as soon as possible.
4. Where necessary, reviews will be held more frequently than termly for some pupils.
5. Targets or 'next steps' arising from My Plan and Pupil Progress Meetings will be used to inform and support whole class approaches to inclusion, e.g. adaptations, varied teaching styles.
6. The SENDCo, together with the Senior Leaders, monitors the quality and effectiveness of provision for pupils with SEND through classroom observation, book trawls and pupil voice activities.
7. SEND support is primarily delivered by class teachers through scaffolded teaching methods. Additional support is provided by the SENDCo, Child and Family Support Worker and by trained teaching assistants (TAs) throughout the school. This is funded from the school's annual budget. The support timetable is reviewed annually by the Senior Leadership Team, and is drawn together to take account of pupil needs, educational initiatives, and the budget. Additional support is funded through individual allocations from the LA.
8. Support staff, class teachers, the SENDCo, Child and Family Support Worker and outside agencies liaise and share developments in order to inform reviews and forward planning.

## **SECTION 4) ROLES AND RESPONSIBILITIES**

### **Role of the Class Teacher**

- To have overall responsibility and accountability for the progress and development of the pupils in their class, whatever their background or ability, including where pupils access support from teaching assistants or specialist staff.
- To follow the Graduated Pathway
- To provide high quality teaching, adapted or personalised for individual pupils within the classroom, ensuring pupils have access to appropriate opportunities and resources (additional intervention and support cannot compensate for a lack of good quality teaching)
- To monitor and record the progress of the child as an ongoing process. Data collected should include high quality and accurate formative assessment and use of effective tools and early assessment materials. For higher levels of need this should also include specialised assessments from external agencies and professionals.
- To identify children who are experiencing difficulty, implement Wave 2 intervention and monitor the impact of such intervention, and complete an 'Initial Concern' form (Appendix B) if there is still no progress after a measured period of time.
- To inform parents/carers of areas of concern and to seek support from parents/carers. This should also include telling children, parents and young people about the local authority's Information, Advice and Support Services (see the Schools SEND Information Report and Co-ordinated Offer of Early Help for further information)
- To give the pupil regular feedback about their progress, targets and provision, ensuring they have opportunities to share their viewpoint on their education.
- To keep records of this process for assessment by external agencies should this be required.

- For children experiencing emotional/behavioural difficulties, to keep evidence of strategies used and involve parents in a supportive role.
- To write, implement and review support set out in My Plans, on Provision Maps, or in Pupil Passports ensuring outcomes are shared with pupils and parents/carers on an ongoing basis.
- As new members of staff join the school they are advised about the special need arrangements and their responsibility towards the implementation of the policy.
- Each class teacher will be provided with an Inclusion Folder at the beginning of each school year, identifying the needs of pupils with SEND in their class as well as the Key Groups. Information about individual pupil need is also recorded on our electronic record keeping system, 'CPOMS'.
- The class teacher, in liaison with the SENDCo and Senior Leaders will update the Inclusion folder and pupil records on CPOMS.

### **Role of the Head Teacher**

- Work with the SENDCo and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENDCo and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENDCo has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENDCo, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the SENDCo, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENDCo and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching
- To have overall responsibility for the management of the provision for Special Educational Needs
- To ensure the governing body is fully informed about Inclusion/SEND Provision
- Informing, through the School Business Manager, the governing body about SEND funding.

### **Role of the SENDCo**

- To keep an accurate overview of the SEND profile in the school and the pupils currently on SEND registers
- To ensure that the Head Teacher is fully informed about the SEND and inclusion provision across the school.
- To oversee the day-to-day operation of the school's SEND policy
- To regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement.
- To review, and where necessary, improve, teacher's understanding of strategies to identify and support vulnerable pupils and their knowledge of SEND most frequently encountered.
- To analyse pupil progress data, alongside national data and expectations of progress.
- To monitor records and documentation relating to the provision of vulnerable pupils e.g. My Plans, Provision Maps, CPOMS and Intervention data.
- To over-see the provision for children in care (CIC)
- To advise on the graduated approach to providing SEND support
- To advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- To liaise with parents of pupils with SEND
- To liaise with early years providers, other schools, educational psychologists, health and social care professionals, and

independent or voluntary bodies

- To be a key point of contact with external agencies, especially the local authority and its support services
  - To liaise with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
  - To work with the Head Teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
  - To ensure that the school keeps the records of all pupils with SEND up to date.
  - To have clarity of arrangements in place in order to respond to need.
  - To monitor SEND reviews
  - To monitor teaching arrangements made for SEN children including the deployment of teaching assistants
  - To advise the LA when a formal assessment may be necessary
- To inform the LA of any children that are attending school on a part time timetable.

### **Role of the Governing Body**

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or a school leader:

- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEND information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENDCo for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

At Grangefield Primary School, the governing board appoints an SEND link governor. The SEND link governor is Mr Steve Watts.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

## **SECTION 5) FUNDING, ALLOCATION OF RESOURCES AND TRAINING**

### **SEND Funding**

Each school receives funding to respond to the needs of pupils with SEND from a number of sources that include:

**Element 1:** Core Funding- A proportion of the funds allocated per pupil to the school to provide for the education called the Average Weighted Pupil Unit.

**Element 2:** Additional SEND Funding- A notional SEND budget, which is a fund devolved to schools to support them to meet the needs of pupils with SEND.

**Element 3:** Top Up Funding- For those with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEND Funding allocation. This additional funding may be provided through an EHCP.

### **Allocation of Resources to and amongst Pupils**

Each term, after pupil progress, we map our provision to show the different interventions and provision being made for learners with additional needs.

Resources are always under review and continually refreshed where necessary. Child specific resources may be purchased after consultation with appropriate external agencies.

### **The School's Arrangements for SEND and Inclusion In-Service Training**

The SENDCo, attends regular cluster meetings to update and revise developments in Special Needs Education and Inclusion.

Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals and the School Improvement Plan. In-Service training and individual professional development is arranged matched to these targets.

In-house additional needs and Inclusion training is provided through staff meetings by the SENDCo and other specialists.

All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified, either at an individual pupil or whole class level.

Support staff are encouraged to extend their own professional development and the leadership team will endeavour to ensure there is relevant training where this is appropriate.

The use made of teachers and facilities from outside the school, including support services:

The Educational Psychologist visits the school, following discussion with the SENDCo, as to the purpose of each visit.

Specialist, direct teaching from external agencies such as ATS (Advisory Teaching service) are used where we do not have the necessary in-house expertise - for example, in relation to pupils with autistic spectrum disorders, or severe emotional and behavioural difficulties.

Teachers from the Sensory Impairment Team work in school to support pupils, both with and without EHCP'S, who have vision or hearing impairment. The specialist teachers work directly with pupils where this is indicated on an EHCP. Class teachers plan alongside these specialist teachers who also attend and contribute to My Plan / My Plan+ reviews.

The Headteacher, SENDCo, and Child and Family Support Worker liaise frequently with a number of other outside agencies, for example:

1. Social Services

2. The Early Help Team
3. School Nurse
4. Community Paediatrician
5. Speech Therapy
6. Educational Psychology
7. Physiotherapy
8. Occupational Therapy
9. ATS (Advisory Teaching Service)
10. CYPS

Parents/carers are informed if any outside agency is involved.

## **SECTION 6) WORKING WITH PARENTS AND THE COMMUNITY**

### **Arrangements for partnership with parents/carers**

Staff and parents/carers will work together to support pupils identified as having additional needs.

Parents/carers will be involved at all stages of the education planning process. Plans will be shared with parents by the class teacher, at least termly. Pupil voice will also be gathered to inform the plan. The SENDCo, will attend a meeting to discuss the plan if the school or the parent thinks this is appropriate.

Reviews will show the pupil's strengths as well as areas of difficulty. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable, parents/carers will be supported to ensure that they are clear about the action to be taken and the way in which outcomes will be monitored and reviewed. All My Plans and reviews will be copied and sent to parents/carers.

Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request.

Regular curriculum workshops are offered for parents/carers to attend.

Parents evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.

Regular communication between school and home will ensure that concerns are promptly acted on.

### **Links with other schools/Transfer arrangements**

The SENDCo or will liaise with establishments in the term prior to transition. Concerns about particular needs will be brought to the attention of the class teachers after this meeting. Where necessary the SENDCo will arrange a further meeting. Information is passed on to Secondary Schools through transition meetings.

SENDCo will also attend ATS (Advisory Teaching Service) transition meetings held in the Summer Term.



Class teachers of pupils joining from other schools will receive information from the previous school; if there is an SEND need the SENDCo will telephone to further discuss the pupil's needs. The SENDCo will discuss pupils transferring from Grangefield Primary School to new schools on request.

### **Links with Health and Social Services, External Agencies and any Voluntary Organisations**

The school regularly consults health service professionals and external agencies. Concerns are initially brought to the attention of these professionals by the SENDCo, and/or Child and Family Support Worker, and referrals will be made as appropriate. An example of some of the external agencies the school has access to are;

- Speech and Language Therapists
- Occupational Therapists
- Educational Psychologists
- Teachers from the Advisory Teaching Service (including Physical support, Visual and Hearing Impairment, Communication and Interaction and Learning specialists)
- School Nurses
- Other specialist Health Professionals e.g. Diabetic Nurses

Social Services and the Education Welfare Services will be accessed through the Local Authority, the Early Help Team or the 'Front Door' (formally the Children's Helpdesk). Class teachers will alert the SENDCo if there is a concern they would like discussed.

There are many voluntary organisations supporting parents of children with additional needs, the SENDCo and Child and Family Support Worker will share these with parents as/when needed.

## **SECTION 7) EQUAL OPPORTUNITIES, ACCESS ARRANGMENTS AND ADMISSION ARRANGEMENTS**

### **Inclusion Principles**

- Staff at Grangefield Primary School value pupils of different abilities and support Inclusion.
- Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school. There is flexibility in approach in order to find the best placement for each pupil.
- Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping pupils to support them with their additional needs will be part of this process.
- When and where appropriate, links with alternative provision settings are made and pupils included into. Liaison and planning between both settings takes place to ensure continuity and match to needs. Review meetings take place, as above to ensure that the most appropriate provision is being made for the pupil.

### **Equal opportunities**

At Grangefield Primary School we aim to provide equal opportunities for all pupils as well as develop and maintain a sense of value. All pupils have equal access to the full range of educational resources necessary to ensure that they

reach their full potential. All members of the school community should be aware that every individual has a right to be considered of equal value and be given equal opportunities regardless of:

- Ethnicity
- Gender
- Social background
- Ability
- Disability
- Belief

### **Access to the Environment**

The school is compiled of 2 single story buildings with wheel chair access throughout. Corridors are relatively wide, particularly in the new KS2 building. Corridor and Class doors can be opened double if needed. A Disabled toilet is available in the entrance lobby (Infant block) and street (Junior Block).

Disabled parking has been allocated close to the main entrance and outside the school gates.

Pupils requiring equipment due to an impairment will be assessed in order to gain the support that they require.

The school has access to the Visual Impairment Team to support our pupils who are visually impaired.

*Please see our Accessibility Plan for further information.*

### **Arrangements for providing access to learning and the curriculum**

- The school will ensure that all pupils have access to a broad and balanced curriculum, and that the National Curriculum's programmes of study are flexible enough to meet every pupil's needs. (No pupil will be excluded from any learning activity due to his or her impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)
- Learning opportunities will be absorbing, rewarding and effectively scaffolded and the teaching styles will be diverse.
- Staff will work in a way to avoid the isolation of the pupils they are supporting, and will encourage peer tutoring and collaborative learning.
- Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, scaffolded, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.
- Pupils with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.
- The school will ensure that the "hidden curriculum" and extra-curricular activities are barrier free and do not exclude any pupils.

### **Access to information**

- We adapt printed materials so that pupils with literacy difficulties can access them, or ensure access by pairing pupils/peer support/extra adult support.

- We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.
- Grangefield Primary School uses a range of assessment procedures within lessons (such as recording, role-play and drama, video, drawing) to ensure pupils with additional needs are able to demonstrate their achievement appropriately. Incorporating disability issues into the curriculum

### **Incorporating disability issues into the curriculum**

- The PSHE curriculum includes issues of disability, difference and valuing diversity.
- The library resources are regularly reviewed to ensure they include books that reflect the range of special educational needs issues and come from a disability equality perspective.

### **Terminology, imagery and disability equality**

- We work with the pupils to understand the impact of the words they use, and deal seriously with derogatory name calling related to special educational needs or disability under our Anti-Bullying Policy.
- We also try to make sure we have positive images of disabled pupils and adults in displays, resources etc.
- We aim to make optimum use of Circle Time for raising issues of language and other disability equality issues.

### **Listening to disabled pupils and those identified with additional need**

Pupils are encouraged, in a very simplified way, to be part of the decision making and the setting of their learning or behavioural targets. The emphasis is on success and this is supported within the school's overall ethos and attitude. Pupil's views are gathered as part of the review process. We aim to include pupils in their target setting and encourage and support them to take an active part in their annual reviews, through preparation, and making the information and meeting itself accessible and unthreatening.

### **Working with disabled parents/carers**

Grangefield Primary School recognises that there will be a number of disabled parents/carers of pupils within the school, and we work to try to ensure they are fully included in parents/carers' activities.

### **Disability equality and trips or out of school activities**

Grangefield Primary School tries to make all trips inclusive by planning in advance and using accessible places. There are opportunities to attend residential trips, and we provide additional TA support, or additional resourcing, for individual pupils as required. Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities. We ensure we have sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

### **Admission arrangements**

Pupils with additional educational needs are considered for admission to the school on exactly the same basis as for pupils without additional educational needs.

Shortly after starting school, parents/carers of pupils with Special Education Needs will be invited to discuss the provision that can be made to meet their identified needs.

## **SECTION 8) EVALUATION OF THE INCLUSION AND SEN POLICY AND COMPLAINTS PROCEDURES**

### **Evaluating the success of the School's SEN and Inclusion Policy**

Every year, we analyse the data we have on the percentage of our pupils with very low attainment at the end of their key stage, compared to the percentage in similar schools.

The SENDCo and Head Teacher will provide information to the governing body as to the numbers of pupils receiving special educational provision through SEND Support and EHCP's as well as any pupils for whom a Statutory Assessment has been requested. The number of pupils transferring to or from each type of provision will be noted. The Head Teacher will report on any whole school developments in relation to Inclusion, at the same time, and will ensure that governors are kept up to date with any legislative or local policy changes.

The SENDCo will meet with the SEND governor to discuss Inclusion and current SEND concerns. The SEND governor will lead governor monitoring of the SEND policy through sampling, observations and other procedures to be agreed annually.

Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEND provision and planning will be taken forward by the whole staff and used to build upon successful practice.

Target setting and reviewing for all pupils takes place daily, half-termly, termly and within each Key Stage. Our success in all these areas is evaluated annually.

The policy itself will be reviewed annually by the Head Teacher, SENDCo, and governing body.

### **Dealing with complaints**

It is in everyone's interest that concerns and complaints are resolved at the earliest possible stage. Many issues can be resolved informally, without the need to use the formal stages of the complaints procedure, by raising concerns with the most relevant staff member. We understand however, that there are occasions when people would like to raise their concerns formally, which should be done in accordance with the schools Complaints Policy.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

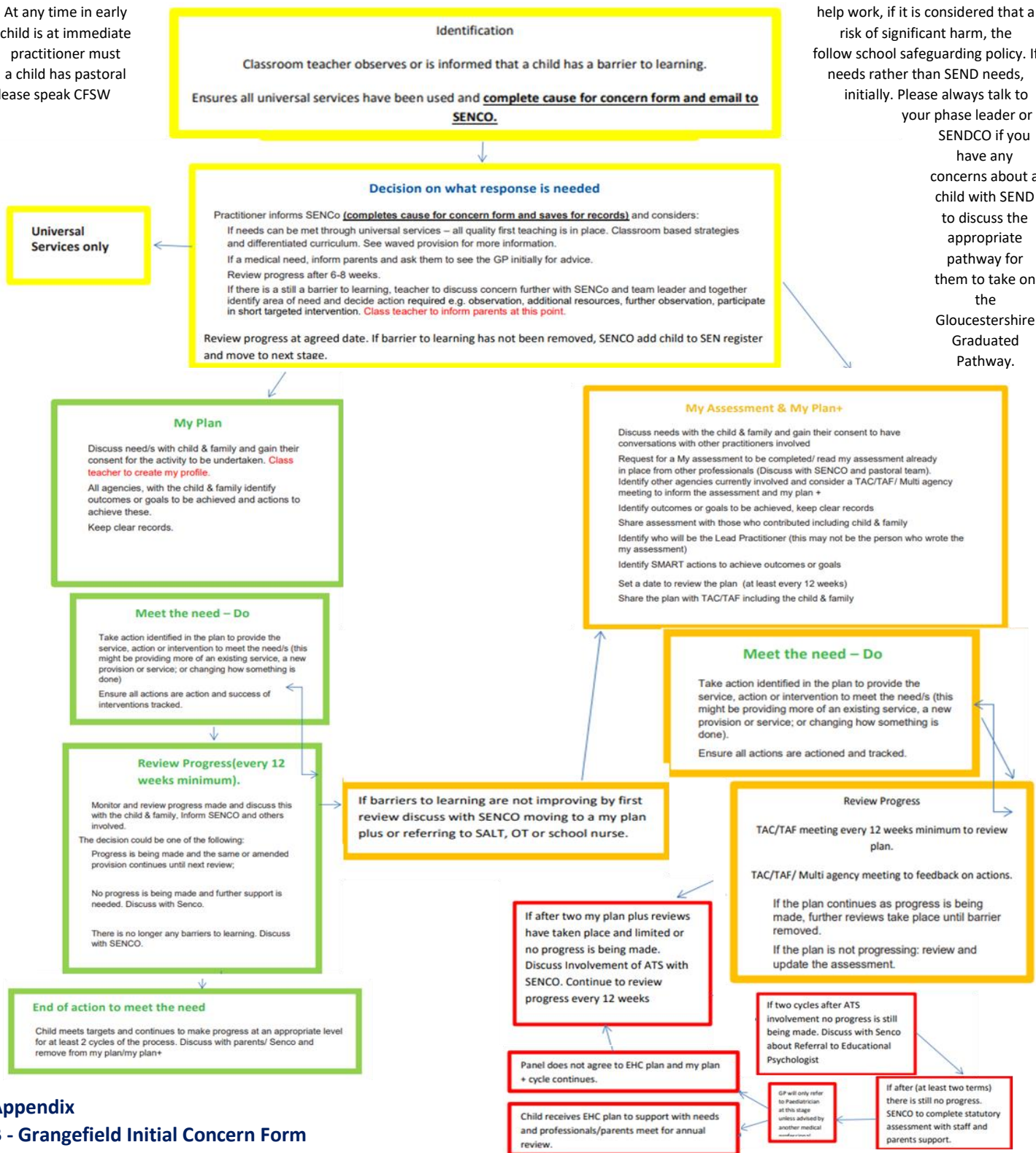
To find out about disagreement resolution and mediation services in our local area, <https://www.glofamiliesdirectory.org.uk/kb5/gloucs/glofamilies/service.page?id=eX0H4aphmH4>. You can request mediation by contacting <https://www.globalmediation.co.uk/service/special-educational-needs-disability/>

## Appendix A - Grangefield Identification of SEND Flowchart

The Graduated pathway for Early Help and Support involves identification; assessment; planning; providing services; and reviewing the plan.

At any time in early child is at immediate practitioner must a child has pastoral please speak CFSW

help work, if it is considered that a risk of significant harm, the follow school safeguarding policy. If needs rather than SEND needs, initially. Please always talk to your phase leader or SENDCO if you have any concerns about a child with SEND to discuss the appropriate pathway for them to take on the Gloucestershire Graduated Pathway.



## Appendix B - Grangefield Initial Concern Form



### SEND Initial Concern

Name of child:	Class:
Teacher:	Date:
Concern:	
Short term target (that you will focus on for 6-8 weeks):	
QFT approaches:	
Is an intervention in place? If so, what? When? How often?	
Review date (usually within 6 weeks):	
Has progress been made?	
If yes, continue addressing need through QFT. If no, consider a My Plan in discussion with the SENDCo	