

## **Special Educational Needs and Disability Policy**



### **1. Introduction**

This policy is designed to promote the successful inclusion of pupils with special educational needs and disabilities at Grangetown Primary School. At Grangetown Primary School we are committed to offering and providing an inclusive environment and curriculum that will ensure the best possible progress for all pupils whatever their needs or abilities.

As a school we aim to provide a broad and balanced curriculum for all children. This includes setting suitable learning challenges, responding to pupils' diverse learning needs and overcoming potential barriers to learning. Some pupils have Special Educational or Additional Needs and/or Disabilities, which could create barriers to learning.

School leaders and teaching staff, including the SENDCo, are all involved in identifying any patterns in the 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.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents:

- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs and Disability Code of Practice 2014
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teacher Standards 2012

The policy should be read in conjunction with the SEND Information Report as set out on Grangetown Primary School website.

### **2. Definition of SEND (Special Educational Needs and Disability)**

The SEND Code of Practice provides the following definition:

- A child or young person has Special Educational Needs 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

Special Provision will be made for children identified as having Special Educational or Additional Needs. This means provision which is additional to or different from the educational provision made generally for children of their age in schools maintained by the Local Authority other than specialist schools. For children aged two and under, this means educational provision of any kind.

### **3. Aims and Objectives**

The aims of this policy are:

- To create an environment that meets the Special Educational Needs and Disabilities of each child, ensuring that the needs of individuals are identified, assessed and provided for through a clear, graduated approach.

- To ensure that the needs of all pupils are met.
- To enable all pupils to reach their maximum potential, thus improving outcomes for children with SEND.
- To ensure all children to have full access to all aspects of the school curriculum and school life.
- To include parents and carers in the planning and assessment for pupils with SEND and/or disabilities through effective communication
- To promote effective partnership working both within school and with external agencies.
- To raise attainment.
- To identify the roles and responsibilities of staff in providing for children's Special Educational Needs and Disabilities.
- To regularly review and evaluate children's progress and to work in partnership with parents and children throughout the process.

#### **4. SEND Information Report**

The school sets out its SEND information in the SEND Information Report, accessible on the school's website and in leaflet form and is intended to provide parents with the information that they require to make informed decisions about their child's education. The 4 key aims of our local offer are for it to be collaborative, accessible, comprehensive and transparent.

#### **5. Implementation / Identification and Assessment**

Early identification is vital and the school adopts a graduated response to meeting pupil's special educational needs. A range of evidence is collected through the usual assessment and monitoring procedures adopted for all pupils and action is taken if this suggests that the learner is making less than expected progress despite high quality targeted teaching within the classroom.

The class teacher informs the parents or carers at the earliest opportunity to alert them to concerns and enlist their active support. The class teacher, SENDCo along with parents or carers, plan an appropriate programme of intervention and support. Once identified as having Special Educational Needs which require additional support, pupils are placed upon the school's Special Needs Register with parental agreement (at Range 2; See below)

The school recognises that slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. However, they may be an indicator of a range of learning difficulties or disabilities. Similarly, having English as an Additional Language, does not automatically determine that a child has special educational needs. An assessment in their home language will determine the level of need the child has.

#### **6. Categories of SEND**

The SEND and Disabilities Code of Practice 2014 identifies 4 categories of SEND. Pupils identified within school as having SEND will be registered under one of the following categories:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical

#### **7. Provision**

Pupils identified as having SEND will be included in all activities and opportunities. The range of support made in school each year is developed in response to the identified needs of the pupils within each cohort. Grangetown Primary School is committed to providing an inclusive experience and curriculum to all children, irrespective of their needs. All staff in school will make reasonable adjustments to cater for the specific needs of individual children, in line with the Equality Act 2010.

## **8. Planning, teaching and the curriculum**

All pupils have access to a broad and balanced curriculum and teachers will set high expectations for every pupil, whatever their prior attainment. Provision for all pupils at Grangetown Primary School will begin with high quality teaching in the classroom. This will be suitably adjusted to meet the needs of all pupils whilst ensuring appropriate support and challenge.

Pupils with SEND will require provision which is different from or additional to that of their peers. Assessment will be used to identify areas of difficulty and lessons and support will be planned to address these and remove barriers to learning and achievement.

## **9. Individual Support Plans (ISPs)**

Provision made that is different from or additional to everyday classroom provision is recorded on pupil's Individual Support Plans (ISPs) using an agreed template provided by Together for Children; Sunderland. These plans are developed to support pupil progress in areas where the pupil requires additional support. They are written by the class teacher in conjunction with other teachers, support staff and any other professionals that the child works with. ISPs are shared with parents and children if appropriate, once they have been developed.

ISPs will include:

- Pupil category of need and main concerns
- School and external agency intervention and advice
- Targets, criteria for success, strategies and outcomes
- Reference to long term targets; "Preparing for Adulthood."
- One Page Profiles will be updated to reflect the strengths and needs of the pupil as well as identifying ways in which they can be supported. ISPs will be reviewed termly with all outcomes recorded. Where a target has been met significantly before a review is due, another target will be added if this is felt to be appropriate by the class teacher or SENDCo.

## **10. Graduated Approach**

All teachers are responsible and accountable for the progress and development of all pupils in their class. Where a pupil is identified as having SEND, school takes action to remove barriers to learning and put effective special educational provision in place. This support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. For this the cycle of assess, plan, do and review is adopted.

## **11. The 'Assess, Plan, Do, Review' Cycle**

### **Assess**

When identifying a child as needing support, the class teacher, along with the SENDCo, carry out a clear analysis of pupils needs. This draws on teacher assessments as well as behaviours, development in comparison to national data, pupil and parent views and, if relevant, advice from external support agencies. Assessment is reviewed regularly to ensure that support and interventions are matched to need and that barriers to learning are identified and overcome.

### **Plan**

Parents will be formally notified when it is decided to provide a pupil with additional or different support. Parents will be invited into school to meet with the class teacher and/or SENDCo to agree interventions and support to be put in place, as well as the expected impact on progress and development along with a clear date for review.

## **Do**

Class teachers remain responsible for working with a child with SEND on a daily basis. Interventions may be carried out by a Teacher, Teaching Assistant or, where necessary, an External Agency.

## **Review**

The impact and quality of support and interventions will be evaluated, along with the views of pupils and parents in line with the agreed date. Parents will have clear information about the impact of support and interventions provided, enabling them to be involved in planning next steps.

## **12. Managing Pupils Needs on the SEND Register**

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

Each class teacher is responsible for planning to meet the needs of pupils with SEND on a daily basis. Following assessment, in collaboration with the SENDCo, additional interventions will be planned and delivered as appropriate, at School Support level. The SENDCo will monitor the progress of SEND pupils via reviews, pupil progress meetings and monitoring and as a result of this, pupils will be placed on, moved through to SEND Support (or EHCP following statutory assessment) or withdrawn from the SEND Register following the Graduated Approach as identified in the SEND Code of Practice.

## **13. SEND Ranges**

### **School Support – Ranges 1 and 2**

Early identification of children with special educational needs is vital. Where a class teacher is concerned about the progress of a child and suspects there may be additional or special educational needs, they should gather evidence via observation and assessment and inform the SENDCo. A discussion will be held with parents and the child's progress and behaviour will be monitored for an agreed period of time (no longer than half a term.) Once this concern has been noted the class teacher will work closely with the child in the normal classroom context, observing the child's progress and behaviour and ensuring any extra help available will be targeted for the child. The triggers for intervention through Level 1 support could be the teacher's or other's concerns, underpinned by evidence about a child who, despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly to overcome identified barriers to learning
- Shows signs of difficulty in developing literacy and mathematics skills, which result in poor attainment
- Has sensory or physical problems, continues to make little or no progress despite the provision of specialist resources and intervention
- Has a communication and/or interaction difficulty
- Presents persistent emotional or behavioural difficulties

If the class teacher is still concerned after a period of monitoring at Range 1, a decision will be made, in conjunction with the SENDCO about whether the child needs to be placed on the school SEND register. Parental consent will be obtained and observation and evidence will be recorded at Range 2. The teacher will plan extra support for the child from within the schools resources, including outside agencies.

### **SEND Support – Range 3+**

At Range 3 and beyond, referrals will be made to external agencies for additional assessment and advice. Teams will provide targets to be included in Individual Support Plans for the child, which teachers will create in conjunction with the SENDCo and parents/carers. A child will be moved to Range 3 if they:

- Continue to make little or no progress in specific areas over a long period, with little impact seen from support and intervention in place at Range 1 or 2.
- Continue working at levels substantially below that expected of children of a similar age
- Continue to have difficulty in developing literacy and mathematics skills
- Have an emotional or behavioural difficulty, which substantially and regularly interferes with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- Have sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- Have on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

### **Progression to Statutory Assessment – Education Health Care Plan (EHCP) – Range 4+**

If, after additional intervention has been in place and school and or parents consider that further support is required, a request can be made for a Special Educational Needs Assessment to apply for an Education and Health Care Plan (EHCP.) An EHCP is a legal document, written by the Local Authority, which outlines the child's Special Educational Needs and Disabilities (SEND) and the support they will get to meet these needs. AN EHCP also documents any health and care needs that are required.

EHC plans are for children who need a high level of support, who have a special educational need or disability that cannot be met by support provided by Quality First Teaching and intervention within school.

The Local Authority will review the EHC plan annually in partnership school, parents, other agencies involved and the young person.

### **14. Supporting Pupils and Families**

At all stages of the Special Needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents and carers at all stages. We encourage parents and carers to make an active contribution to their child's education. Regular meetings are held to share the progress of children with their parents and carers. We seek support from parents and carers in requesting outside intervention. We provide clear information relating to the education of children with Special Educational Needs.

### **15. Supporting pupils at school with medical conditions**

"The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have special educational needs, their provision should be planned and delivered in a co-ordinated way with the healthcare plan. Schools are required to have regard to statutory guidance supporting pupils at school with medical conditions" (DfE; SEND Code of Practice 2014).

Grangetown Primary School adheres to the above and ensures pupils with medical needs have their needs met through appropriate arrangements, which often take the form of health care plans. Where these are required they will be developed in liaison with medical professionals, the School Nurse and parents or carers. (Refer also to the school Policy for Administering Medication)

### **16. Impact / Monitoring and Evaluation of SEND**

The SENDCo monitors the progress of the children registered as having SEND or Additional Educational Needs on a termly basis and provides the Head teacher and Governing Body with reports of progress within the school. The SENDCo is involved in supporting teachers in planning targets and leads reviews involving teachers, parents, external agencies and pupils.

The success of the SEND Policy can be measured primarily by looking at the progress made by pupils. Raising achievement for children with Special Educational Needs relies on pupils making adequate progress. This can be measured against one or more of the following criteria:

- The attainment gap for the pupil compared to their peers has not widened or may have reduced.
- Progress matches or betters previous rates of progress.
- Access to the full curriculum is achieved.
- Behaviour, self-help or personal skills improve.
- Pupils' targets are met.
- Pupils move from SEN Support to School Support to the usual differentiated curriculum.

## **17. Training and Resources**

Appropriate CPD will be accessed for the SENDCo and other members of staff as required. The SENDCo keeps up to date with the latest legislation and training via the half termly Primary SENDCo meetings led by Together for Children; Sunderland. The SENDCo will disseminate information and training in house to staff.

## **18. Roles and Responsibilities**

### **(i) Role of the Headteacher**

The Headteacher will:

- Ensure that adequate training is provided for all staff.
- Provide support and guidance to all staff.
- Liaise with external agencies.
- Monitor progress and attainment of children with SEND.
- Inform the Governing Body of the progress of children with SEND and how the funding allocated to support this group of pupils has been employed.
- Ensure that pupils are supported appropriately and in line with legislation.

### **(ii) Role of the Special Educational Needs Co-ordinator**

The Special Needs Co-ordinator (SENDCo) will:

- Manage the day-to-day operation of the policy.
- Co-ordinate the provision for and manage the response to children's special needs.
- Support and advise colleagues.
- Source, access or lead CPD.
- Maintain the school's SEND records including the SEND Register.
- Contribute to and manage the records of all children with SEND
- Act as a link with parents and carers.
- Maintain and manage resources and a range of teaching materials to enable appropriate provision to be made.
- Act as a link with external agencies and other support agencies.
- Monitor and evaluate SEND provision and report to the Governing Body.
- Transfer records, reports and liaise with staff from other schools upon transition of pupils.

### **(iii) Role of the Class Teacher**

The class teacher will:

- Identify each child's needs and levels of attainment.
- Monitor and assess progress and maintain appropriate records.
- Advise parents of any concerns.
- Ensure that the delivery of the curriculum is sufficiently differentiated to ensure all children make progress and experience success.
- Help children to manage their behaviour and to take part in learning effectively and safely.
- Liaise with the SENDCo and members of the Senior Leadership Team in monitoring progress of individuals.

- Create Individual Support Plans for pupils.
- Provide reports for external agencies.

#### **(iv) Role of the Pupil**

Where appropriate, the pupil is involved in all stages of the SEND process. He/she will be invited to help plan targets and will be involved in the review process.

#### **(v) The Role of the Governing Body**

The Governing Body secures the necessary provision for any pupil identified as having SEND. They report annually to parents on the effectiveness of the school's policy for children with SEND. A named Link Governor will meet with the SENDCo termly to discuss progress of pupils with SEND or AEN. The Link Governor will offer a level of challenge as well as support in monitoring provision for and progress of pupils with SEND or AEN.

### **17. Storing and Managing information**

The school keeps a central register of all pupils who have been identified as having SEND. The register records details of child's name, date of birth, nature of concern, date of registration and/or withdrawal from register. The SENDCo keeps a copy of the whole school register, with each class teacher having a copy of the appropriate information for pupils in their care. Each child identified as having SEND has their own individual file. This contains information re any observations, ISPs, medical reports, minutes of review meetings, assessment information and reports from any external agencies. Files are kept securely, and can be accessed by the SENDCo, Head Teacher, Deputy Head Teacher and class teacher only where appropriate. Information, reports and records of meetings etc. are also held securely on CPOMS, with access restricted to those members of staff for who the information is relevant.

Any and all information regarding a pupil is stored securely within school, in line with General Data Protection Regulations (May 2018). Paper records are stored within secure locations in school and electronic information is password protected. No information will be shared without express permission of parents and carers and will always be done so in a secure manner, ensuring confidentiality is maintained at all times.

### **18. Reviewing & Updating the Policy**

This policy will be fully reviewed annually, and updated as necessary (e.g. in response to changes in legislation, local provision etc.).

Most recent review and update: February 2025, by V Hanlon, Acting DHT and SENDCO.

Consultation with staff: 5/2/25.

Consultation with Governors: 18/2/25.

Next review scheduled for February 2026, unless there is a reason to update the Policy in advance of that (e.g. a change in our procedures, or a change recommended by the LA or DFE)