



Grange Primary School

Pursuing excellence for every child

Special Educational Needs and Disability (SEND) Policy

Introduction

At Grange Primary School we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils. Not all pupils with disabilities have special educational needs and not all pupils with Special Educational Needs (SEN) meet the definition of disability. We believe that with proactive partnership working with all stakeholders: children, their families and partner agencies, all children can achieve their full potential, in an environment that stimulates a love for learning. Our values of teamwork, honesty, dedication, respect and passion, coupled with our unique curriculum drivers are promoted at all times and our team is committed to creating an environment where all pupils can flourish and achieve their full potential.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

This policy has been written with reference to, and complies with, the statutory requirements outlined in the Special Educational Needs and Disability Code of practice 0-25 (2014) and the Equality Act (2010).

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

There are four broad categories of SEN:

- Communication and Interaction

This includes children who experience difficulties with the development of their speech and language skills (**expressive and receptive**) and also children, such as those with **suspected or diagnosed Autism Spectrum Disorder**, who may have difficulties with social interaction or communication.

- Cognition and Learning

This includes children who learn at a slower pace than their peers, even with appropriate **adaptations** and intervention. Children may experience difficulties in all areas of the curriculum to varying degrees; Moderate Learning Difficulties (MLD) and Severe Learning Difficulties (SLD). Other pupils may have specific learning difficulties (SpLD) which affect one or more specific aspects of learning; this encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

- Social, Emotional and mental health Difficulties

This includes children experiencing a wide range of social and emotional difficulties which may manifest themselves in many different ways (e.g. becoming withdrawn or isolated or displaying challenging or disruptive behaviour.)

- Sensory and/or Physical Needs □

This includes children who require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided; e.g. vision impairment (VI), hearing impairment (HI) or physical disability (PD).

The SEND Local Offer

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in North East Lincolnshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

By following the link on the schools website, you can view the relevant information by North East Lincolnshire Councils with regards to SEND Offer. From the 1st September 2014, under Section 65 (3) (a) of the Special Educational Needs (Information) Regulations, all schools are required to publish an SEN Information Report on their school websites. This report must contain SEN information as is set out in the Schedule, as well as utilising the Local Authority (LA) Local Offer. Consequently, the report should meet the needs of SEN pupils as determined by school policy and the provision that the school is able to determine. See the schools website for a link to the SEN Information Report.

<https://sendlocaloffer.nelincs.gov.uk>

Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice. Our aims are:

- To value all of the pupils in our school equally and to have high expectations for all pupils, whatever their prior attainment.
- To provide curriculum access for all.
- To secure high levels of achievement for all.
- To meet individual needs through a wide range of provision **and reasonable adjustments**.

- To attain high levels of satisfaction and participation from pupils, parents and carers
- To carefully map provision for all vulnerable learners to ensure good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Objectives

- Identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services and Early Years settings prior to the child's entry into the school.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEND.
- Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENDCO's and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- Work with parents to gain a better understanding of their child and involve them in all stages of their child's education. Grange Primary School is committed to working in partnership with parents, children, and other members of the school community to provide for the needs of every child. The school recognises that parents have knowledge and experience that will contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. Grange Primary School works in partnership with professionals from Health, Social or Educational Services in assisting and planning future support. Voluntary Organisations may be consulted as appropriate.
- Create a school environment where pupils feel safe to voice their opinions of their own needs. Pupil participation is a right. We believe the view of the pupil is important and they will be fully involved in the learning process. This will be reflected in decision-making as well as encouraged through wider opportunities for participation in school life such as membership of the School Council. Children and young people with special educational needs have knowledge of their own needs and what may help them in their learning. They will be encouraged to participate in and contribute to the assessment of their needs, the review and transition processes.
- To provide high quality provision and support by following the "Assess, Plan, Do, Review" process to ensure that barriers to learning are removed and all pupils make the best possible progress.
- To make all possible reasonable adjustments to ensure that children with special educational needs and disabilities have the opportunity to join in with all of the activities of the school, whenever possible/appropriate.

Admission Arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

Grange Primary School recognises that each child will have unique needs and welcomes all children irrespective of need-physical, intellectual, social and emotional. We will endeavour to

provide a quality educational experience which is effective in meeting their specific needs. This would be agreed upon in consultation with parents and outside agencies. These may require physical adaptations to the school, specialised teaching skills and equipment. Staff development, external support and specific resourcing may also be required to ensure that each child receives the educational experience to which they are entitled.

All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD, **ADHD** etc. This is good practice to support all children but is vital for those who particularly need it. All of our children access the full National Curriculum **where appropriate or a personalised timetable that prioritises statutory targets**, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

Access to extra-curricular activities

All of our children have equal access to lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make adaptations to meet the physical and learning needs of our children. Class trips or **external visitors and thematic days** are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

Quality First Teaching

“High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.”

“Teachers are responsible and accountable for the progress and development of the pupil’s in their class, including where pupils access support from teaching assistants or specialist staff.”

“Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement.” SEND Code of Practice (2014).

All teachers at Grange Primary School are teachers of children with special educational needs. We recognise that it is the class teacher’s responsibility to meet the needs of all children in their class through quality first teaching. Class teachers recognise that pupils with the greatest needs require access to the highest quality teaching available. All teachers are responsible for adapting the curriculum to meet the needs of their pupils and to ensure that all children make appropriate progress, whatever their prior attainment. Class teachers are responsible for planning appropriate intervention for the children in their class. Class teachers are responsible for ensuring that **personalised learning plans and pupil passports** are in place, used and regularly reviewed.

Teaching assistants work under the direction of the class teachers to offer high quality support to all children, including those with SEND, encouraging them to become independent learners. This may include delivering specific intervention programmes to individuals or small groups of children.

SEN Procedure and Practice

The school is committed to early identification of special educational need and adopts a graduated response to meeting special educational need in line with the Code of Practice (2014).

Identification of children with special educational needs.

a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.

Identification Methods used at Grange Primary School;

- Early Years Inclusion Support Service or other agencies may inform the school about a forthcoming admission of a child with SEN.
- Early Years Foundation Stage entry baselines
- During a child's school career, anyone who works with a child may raise a SEND concern.
- Termly progress meetings ~~with the Head teacher and assessment leader~~ may raise a concern about a child's progress
- The child's class teacher may assess their needs and, in consultation with parents and SENDCO's, identify the level of support they are likely to require.
- More formal assessments may be completed by any of the following: SENDCO, Pastoral team, Teaching Assistant or other outside agencies.

b) Once a pupil has been identified as possibly having SEND, they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

c) The child's class teacher will take steps to provide **adapted** learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

d) The SENDCO will be consulted as needed for support and advice and may wish to observe the pupil in class.

e) Through (b) and (d) it can be determined which level of provision the child will need going forward.

f) If a pupil has recently been removed from the SEN list they may also fall into this category as continued monitoring will be necessary.

g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

h) The child is formally recorded by the school as being under observation due to concern by parent or teacher, but this does not place the child on the school's SEN list.

Pupil progress meetings are used to monitor and assess the progress being made by the child.

The frequency of these meetings is dependent on the individual child's needs and progress being made.

SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the pupil's record. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process: Special Educational Needs Policy 2014

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental

concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENDCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENDCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

In Practice

In addition to high quality teaching, for those children at SEN Support, who have been identified as requiring special educational provision, a Pupil Passport and Personalised learning plans are produced by the class teacher, in consultation with the SENDCO, parents and pupil (according to age and ability). The Pupil Passport and Personalised learning plans will outline the provision that will be put in place to meet the child's needs. The special educational provision planned will be in addition to, and/or different from, the high quality teaching routinely available to all children of the same age. The provision planned may include the implementation of appropriate strategies, adaptation to the curriculum or environment, the use of particular tools and resources, specific intervention programmes, access to additional adult support or specialist advice/support from relevant outside agencies. The provision is then put in place (Do).

If the school has evidence that a pupil is making insufficient progress despite significant support and intervention, further advice and support will be sought from outside professionals. These professionals will be invited to contribute to the monitoring and review of progress. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and

proposed interventions. There are a number of other reasons that external agencies may become involved:

- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, and a variety of strategies have already been implemented.
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
- Continues to have difficulty in developing literacy and mathematics skills

The child's progress is very carefully monitored and the plan's effectiveness is reviewed each term at a SEND Review Meeting, or more regularly if appropriate (Review). Progress is measured both quantitatively (i.e. curriculum steps progress) and qualitatively (e.g. confidence, level of engagement, motivation etc.). The pupil (according to their age and abilities), parents, class teacher and any other relevant staff are encouraged to be actively involved in reviewing the Pupil Passport and their views are recorded. The SENDCO monitors the process and attends some

reviews if teachers or parents request this. The child's progress is assessed and recorded and a decision is agreed about the appropriate next steps.

- If the child's needs have been fully met, accelerated progress has been made and the child's level of attainment is now at an appropriate level, the Pupil Passport will cease, and the pupil will be placed at the Monitoring stage on the SEND register.
- If the child continues to require special educational provision, a new Pupil Passport will be produced. All aspects of the previous Pupil Passport will be assessed for effectiveness and any elements which have not been effective will be changed/adapted/ceased as appropriate.
- If there is sufficient evidence that a child's needs are so great that they cannot be met through sustained and significant support and intervention via a Pupil Passport and the resources routinely available to the school, a request for a statutory Education, Health and Care Assessment may be made.

For pupils who have an Education, Health and Care Plan (EHC) in addition to the termly review of

their Pupil Passport, their progress and the support outlined in their EHC Plan reviewed annually and a report provided for the Local Education Authority. If a pupil makes sufficient progress an EHCP may be discontinued by the Education Authority.

Referral for an Education, Health and Care Plan

If a child has significant difficulties, which significantly impact their ability to access education they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need is such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an EHCP will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents/ carers
- The child
- Teachers
- SENDCO's
- Social Care
- Health professionals
- Other external agencies such as a play therapist, or additional support services.

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children with an education, health and care plan of special educational needs will be reviewed each half term in addition to the statutory annual assessment. When this coincides with transfer to secondary school, the SENDCO from the secondary school will be informed of the outcome of the review.

Annual review of an Education and Health Care Plan

All Education and Health Care Plans must be reviewed at least annually with the parents, the pupil, the SENDCO, the class teacher 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 Education and Health Care Plan. The Annual Review is completed on the EHCP Hub. The Annual Review should focus on what the child has achieved as well as on any difficulties that need to be resolved.

Referral to the Neurodivergent pathway

A referral to the **Neurodivergent pathway** may be considered if both the school and parents in conjunction feel that an additional multi-agency approach is required to support the child in accessing provision and services wider than the schools remit with regards to Autism and ADHD.

Not every referral will reach panel level and screening may recommend a variety of different options such as support services for parents or lower level referrals. The **Neurodivergent pathway** is not a pathway specifically resulting in diagnosis of different medical needs but a pathway for range of appropriate support services to be accessed in relation to Autism and ADHD.

The timescales for this locally are often in excess of a year. The process for completing this referral requires a number of observations, a wide range of evidence to be compiled and may require additional evidence from other services to be submitted alongside the referral. Currently there is around 2 terms waiting listing for this to be completed by the SENDCO due to the high needs of children within school.

Working in partnerships with parents

Grange Primary School believes that a close working relationship with parents is vital in order to ensure:

- a) early and accurate identification and assessment of SEN leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEN
- c) personal and academic targets are set and met effectively

Grange Primary School is committed to working in partnership with parents, children, and other members of the school community as well as outside agencies to provide for the needs of every child. The school recognises that parents have knowledge and experience that will contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

Parents are invited to review meetings, Parents' Evening, Parent drop in's and to contribute to their child's Personalised Learning Plan. Information on support agencies, including the Parent Partnership, is available from the SENDCO.

We can always be contacted for an appointment to discuss other concerns. Parents can contact their class teacher at the beginning or the end of the day to make an appointment or by phoning or emailing the school office. The SENDCO can also be contacted on 01472 232030.

SENDCO: Miss Katie Brougham

Assistant SENDCO: Miss Jackie Smith

Parents are kept up to date with their child's progress through parent drop in's, review meetings, telephone calls and informal conversations within the school grounds as well as reports at the end of each year. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCO's may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up in regard to the provision for their child. The school's SEND governor **Miss Faye Thompson** may be contacted at any time in relation to SEND matters.

Links with other agencies and voluntary organisations

Grange Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENDCO **as well as other members of the Inclusion Team are the designated individuals** responsible for liaising with the following:

- Education Psychology Service
- Speech and Language Service
- School Advisory Service
- Specialist Outreach Services
- Play therapist
- NHS Health teams about children's medical needs.
- **School Nursing Team and Health Visitors.**

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

Response to COVID 19 **three years on.**

Staff have undergone significant training in developing their awareness of Social, Emotional and Mental Health difficulties such as anxiety and depression in children. All staff have been signposted to appropriate resources to aid their understanding on the potential implications of the Pandemic of children with SEND. As a school we have heightened our awareness of potential effects on our most vulnerable children and there is an evolving dialogue around this. Over the last **three** years we have worked with a variety of different agencies to support the Early Intervention around any emerging mental health needs of our children. Compass Go alongside a Play Therapist are used to support children in a wide variety of ways within the remit of mental health.

Transition Arrangements

Transition into and within school

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes- including from the nursery- as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet.

Enhanced transition arrangements are tailored to meet individual needs.

Transition to Secondary School

Transition reviews for Year 6 pupils are held, where possible, in the Summer Term of Year 5 or the Autumn term of Year 6. The secondary school SENDCO is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc. If it is beneficial to the child to have a book/personal passport to support them to understand moving on, then one will be made with them and for them in all cases.

Date ratified by the Governing Body: February 2025

Date last reviewed: February 2025

Next review date: February 2026

Signed by Chair of Governors: __S. Ryley __ **Date:** _____

This policy will be reviewed annually.