



Grateley Primary School

A school where every child becomes a lifelong learner and realises their potential.

Special Education Needs and Disabilities Policy

Signed Chair of Governors: *Amelia Bridges*

Reviewed October 2022

Next review October 2023

1. Purpose

Grateley Primary school is an inclusive community where diversity is valued. Our ethos and core values support our belief that every pupil has individual and unique needs. Consequently, we recognise that some pupils may require more support than others to realise their full potential. We understand that some pupils will have special educational needs or a disability at some time in their school career. Many may require help throughout their time in school, whilst others may need a little extra support for a short period to help them overcome more temporary needs. We believe we have a duty of care to ensure that this provision is timely, effective and inclusive. Grateley Primary School is an inclusive school, who believe in equality and in valuing the individual.

We believe all members of the school community should be free from discrimination, harassment and bullying and will not tolerate them in any form. Measures to counteract bullying and discrimination will be consistently applied and monitored for their effectiveness.

In line with the Equality Act 2010, the school's legal duties will be further reinforced through the Behaviour and Anti-Bullying Policies, and safeguard vulnerable pupils. We recognise some pupils may need additional support to meet behaviour expectations and the behaviour policy should reflect this.

2. Aim

Our aspiration is for all children to realise their full potential during their time with us. We endeavour to give children an equal entitlement to the whole school curriculum and enable them to develop strategies for their needs in a supportive environment.

In particular, we aim to:

- enable every pupil to experience success, relevant to their individual abilities
- promote individual confidence and a positive attitude
- ensure that all pupils, whatever their special educational needs or disability, receive appropriate educational provision through a broad and balanced curriculum
- give pupils with SEND equal opportunities to take part in all aspects of the school's provision
- involve parents/carers in planning and supporting at all stages of their children's development; physical, emotional and academic.

3. Objectives

- To quickly identify, assess and provide support for pupils who have special educational needs or a disability;
- To closely monitor pupils progress, ensuring interventions are relevant with SMART targets (SMART - Specific Measureable Achievable Realistic Timely);
- To work within the guidance provided in the SEND Code of Practice 2014;
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs;
- To provide a Special Educational Needs Co-ordinator(SENDCo) who will work with relevant stakeholders (staff, governors, external agencies, carers) to implement the SEND Inclusion Policy

- To provide support, training and advice for all staff working with special educational needs pupils.

4. Relationship to other policies

At Grateley Primary School, SEND provision is recognised as a whole school responsibility. This policy therefore should be read in accordance with other school policies and plans relating to:

- Admissions Policy
- Positive Behaviour Policy
- Accessibility Plan
- SEND Information Report to Parents available on Grateley Primary School website

5. Identifying Special Educational Needs

The SEND Code of Practice 2014 (Section 6:16) states that:

“A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.”

It recognises 4 broad categories of need:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health needs;
- Sensory and/or physical needs.

The purpose of SEND identification is to work out what action the school needs to take. At Grateley Primary School we identify the needs of pupils by considering the needs of the whole child; their academic, physical and emotional needs combined.

6. Roles and responsibilities

Provision for children with additional needs is a whole school responsibility. It is each teacher’s responsibility to provide for pupils with SEND in his/her class, and to be aware that these needs may be present in different learning situations.

All staff are responsible for helping to meet an individual’s special educational needs and for following the school’s plan and procedures for identifying, assessing and making provision to meet those needs.

The Governing Body, in cooperation with the head teacher, has a legal responsibility for determining the policy and provision for pupils with SEND. The Governors monitor the SEND provision and are informed of SEND issues in order that they can play an informed role in the School’s Improvement Plan.

- a) The Head teacher** is accountable for the management of all aspects of the school’s work, including the provision for pupils with SEND. They have responsibility to:

- keep the governing body informed about SEND issues
- work closely with the SEND personnel beyond the school in the local authority, health and social care to ensure that support is well coordinated and that parents are fully involved at every stage
- ensure all staff receive training and are aware of the need to identify and provide for pupils with SEND
- ensure pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- ensure that the progress and attainment of pupils with special educational needs and disabilities are monitored and evaluated when reviewing the effectiveness of the overall support for the child
- report to parents on the implementation of the school's SEND policy
- ensure that the implementation of this policy and the effects of inclusion policies on the school are monitored and reported to Governors.

b) The Special Educational Needs and Disabilities Coordinator (SENDCo)

The SENDCo role is performed by Miss Maeve Stanley.

The SENDCo is responsible for providing guidance in SEND matters, to maintain high quality teaching. Together with the Governing Body and Head Teacher, the SENDCo determines the strategic development of SEND policy and provision in school. The SENDCo deploys the effective use of resources to realise improved standards of achievement for all pupils with SEND.

The key responsibilities of the SENDCo include:

- oversee the day-to-day operation of this policy
- ensure that an agreed, consistent approach is adopted
- liaise with and advise all staff
- help staff to identify pupils with SEND
- carry out detailed assessments and observations of pupils with specific learning needs
- take part in Local Authority assessment to ascertain whether a child needs an Education and Health Care Plan
- co-ordinate the provision for pupils with SEND
- support class teachers in;
 - devising strategies
 - drawing up Individual Education Plans (IEPs)
 - setting targets appropriate to the needs of the pupils
 - advising on appropriate resources and materials for use with pupils with SEND
 - the effective use of materials and personnel in the classroom
- liaise closely with parents of pupils with SEND
- liaise with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents, especially for children with Education and Health Care plans
- maintain the school's SEND register and records
- assist in the monitoring and evaluation of progress of pupils with SEND
- plan and lead the in-service training of staff

- manage learning support staff/teaching assistants
- ensure that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behavior management and other issues for particular pupils
- liaise with the SENDCos in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other.

c) Class teachers

Class teachers are responsible for the education of every child in their class, including those with SEND. This includes:

- being aware of procedures in place for identifying children with SEND
- including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum
- ensuring that they access all available information and support to make effective educational provision for pupils with SEND.

d) Learning Support Assistants

Learning Support Assistants (LSAs) have responsibility for working with individual or groups of children helping them achieve their best. They should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

e) The Governing Body

A named governor has responsibility for SEND issues and liaises termly with the SENDCo and Head teacher. The SEND Governor reports to the Governing Body regarding the effectiveness of the school's provision in relation to the achievement of children with SEND.

The Governing Body are responsible for ensuring:

- SEND provision is an integral part of the School Improvement Plan (SIP)
- the necessary provision is made for any pupil with SEND
- the quality of SEND provision is regularly monitored.
- the progress and attainment of children with special educational needs and those with vulnerable status (Pupil Premium (PP), Looked After Child/Adopted from Care (LAC), English as an Additional Language (EAL)) are regularly monitored and evaluated
- appropriate staffing and training support
- they have regard to the requirements of the SEND Code of Practice (2014)
- they publish all statutory information on how the school meets the needs of pupils with SEND, including the SEND policy
- they are fully informed about SEND and Inclusion issues

7. Providing SEND Support

Class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or

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

The senior leadership team at Grateley Primary School regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of SEND.

a) A graduated approach to SEND support

A child for whom the teacher has 'cause for concern' with regards to an area of learning will be assisted through initial teaching adjustments and interventions. The impact of these interventions are assessed and measured. If inadequate progress is seen in a child, despite receiving a differentiated curriculum and 'Quality First Teaching', they may then be considered for entry on the SEND register.

The teacher and SENDCo consider all information gathered from observations and assessments performed within school about the pupil's progress, alongside national progress data and expectations. The school will consult for more specialised advice and assessments from external agencies and professionals when necessary.

The Assess – Plan – Do - Review cycle is used to ensure needs are identify and are being met. Regular meetings with parents, carers and the pupil ensure that they are involved in this cycle.

b) Managing pupils' needs on the SEND Register

The SENDCo will hold and maintain the SEND Register. Learning Journey's and Plan- Do- Review cycles will be written by the class teacher, supported by the SENDCo. The teacher will collect and record evidence of progress according to the outcomes described in the Learning Journey. This is reviewed half termly or sooner if the outcomes have been met, if the plan is not having the impact intended or if more urgent priorities come to light.

The cost of engaging additional support and specialist services is monitored by the Head teacher and SEND/Inclusion governor on behalf of the Governing Body.

c) Criteria for exiting the SEND Register

When a child is making expected progress, and/or is no longer identified as needing additional and extra support, a review of a child's progress will take place between the SENDCo, class teacher, parents/carers and the pupil to confirm progress and they will be taken off the SEND Register.

d) Education, Health and Care Plan (EHCP)

An EHCP is for children and young people aged up to 25 who need more support than is available through special educational needs support. EHCPs identify educational, health and social needs and set out the additional support required to meet those needs. Where a child is considered to have additional SEND needs the SENDCo will liaise with the Local Authority to assess the child. The Local Authority will then develop the EHCP in collaboration with the SENDCo, Head teacher and parents/carers.

e) Supporting pupils and families

The school has a SEND Information Parent Report available to all parents on the schools' website, and copies are available at the school office. This gives details of links with other agencies and a link to Hampshire's Local Offer.

Details on Hampshire's Admission Arrangements and Managing the Medical Conditions of Pupils can be found on the school website. Guidance is followed to enable SEND pupils to undertake external national assessment as appropriate.

f) Supporting pupils with medical conditions

Grateley Primary School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs and disabilities (SEND) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

8. Arrangements for monitoring and evaluation

Grateley Primary School regularly and carefully monitor and evaluate the quality of provision offered to all pupils through;

- pupil progress meetings
- work sampling
- observations
- considering the views of pupils, parents/carers and staff.

The success of the school's SEND policy and provision is evaluated through school self-evaluation and reporting activities such as:

- monitoring of classroom practice by the SENDCo and subject leaders
- analysis of pupil tracking data and test results for individual pupils and for cohorts
- performance data for pupils registered with SEND
- analysis of exclusions data
- termly monitoring of procedures and practice by the SEND governor
- the school's website, which contains the required information about the implementation and success of the SEND policy
- the school's annual review of provision for children with SEND
- the School Action Plan, which is used for planning and monitoring provision in the school
- visits from Local Authority personnel and Ofsted inspection arrangements
- feedback from pupils, parents and staff, both formal and informal, following meetings to produce individual education plans (SEND children), evaluate impact and celebrate success.

The school Governors monitor SEND through reports to governors from the SENDCo and SEND governor, visits to school and by meeting with the Senior Leadership Team on a

termly basis. Regular evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

9. Training and resources

To ensure the quality of teaching and provision, responding to the needs of all pupils, all staff are encouraged to undertake training and development. The Senior Leadership Team (SLT) will plan for staff training as part of its performance management and school development work. This will be done with input from the SENDCo to ensure specific SEND training needs are incorporated.

10. Arrangements for complaints

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with the class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with their comments, should ask to speak to the SENDCo. For a problem that might need time to be explored, parents/carers should make an appointment.

In the event of a formal complaint parents are advised to contact the Head Teacher and/or follow the schools' complaints procedure found on the school website. The Local Authority Parent Partnership Service is available to offer advice.