



SEND Policy

Ratified by Governors

December 2021

Date for full implementation

December 2021

Date for review

November 2022 (or earlier if considered necessary)

Chair of Governors

Katie Atkinson

Headteacher

Daniel Kerbel

This policy is fully compliant with the Special Educational Needs (SEN) Code of Practice: for 0 to 25 years (2015) and has been written with full regard for the Disability Equality Duty (2005) and the Equality Act (2010)

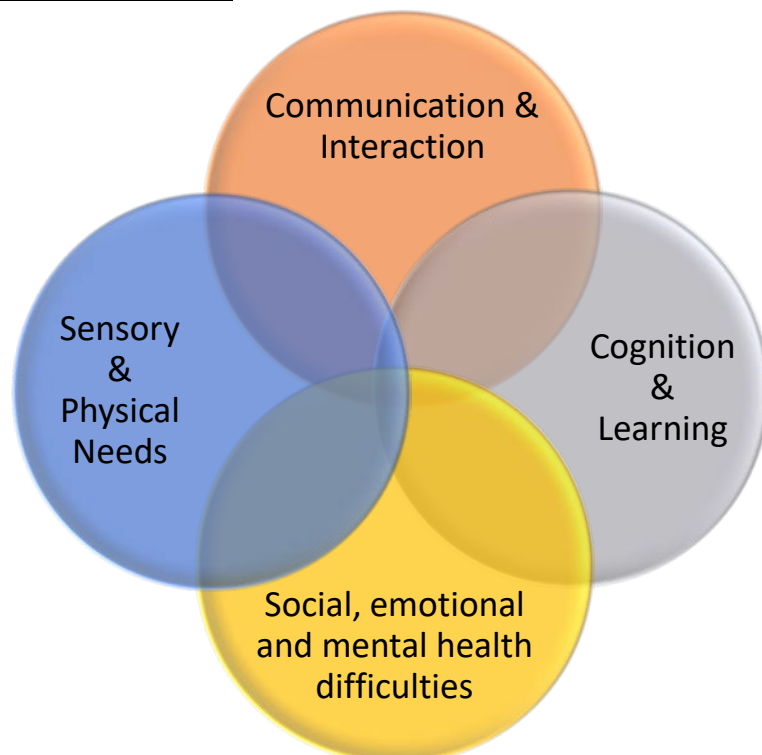
Aims and Objectives

- We aim to provide an environment in which all children have access to a broad and balanced curriculum. At Grange, we call this our Destiny Curriculum.
- We aim to ensure that any special educational need and/or disability is identified as early as possible and to ensure that systems are in place so that these needs are met.
- We believe in developing a strong partnership with parents and carers so as to support children with additional needs as effectively as possible.
- We believe in involving children in decision making wherever this is appropriate.
- We map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good outcomes.
- We work in 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.

At Grange Primary School we recognise that a child has special educational needs if he or she:

- Has significantly greater difficulty in learning than the majority of children of the same age.
- Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools in the Local Authority.
- We also recognise that very able children and those with particular gifts and/or talents may also have special educational needs.
- Children must not be regarded as having learning difficulties solely because their language, or form of home language, is different from that in which they are taught. (Code of Practice (DfE, 2015))

The Four Broad Areas of Need



The Code of Practice recognises 4 broad areas of special educational need/ disability which could create barriers for pupils' progress and development. School will consider a pupil's needs and the provision that can be put in place to meet these needs.

At Grange we recognise that 'high quality teaching that is adapted and personalised will meet the individual needs of the majority of children and young people' (DfE 2015, 1.24).

We get there through the graduated approach.

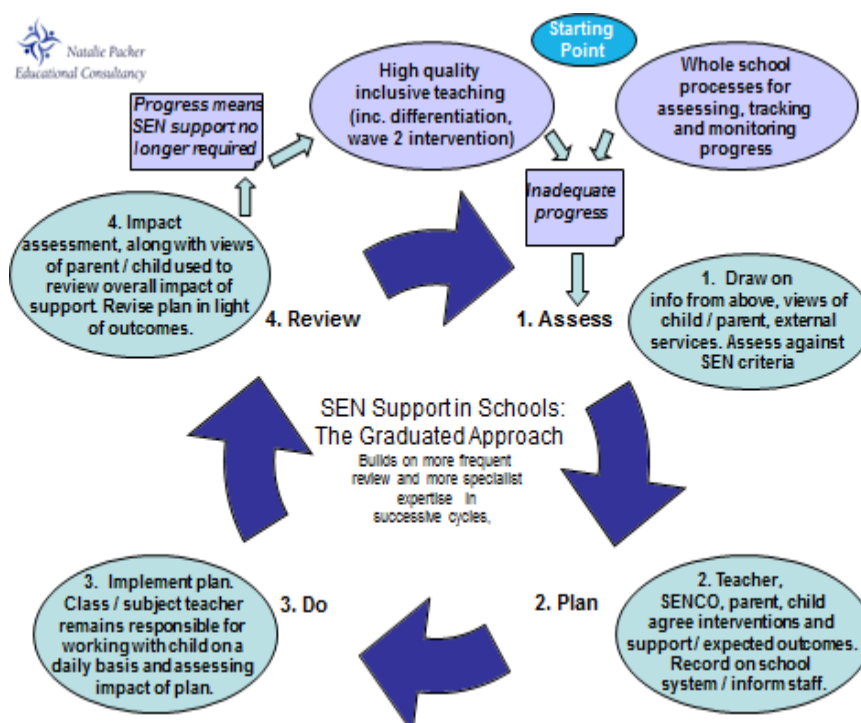
Identification and assessment

Class teachers are responsible and accountable for the progress and development of all the pupils in their class, even where pupils access support from educators or specialist staff. Where a pupil is not making adequate progress, teachers, Phase Leads, the SENDCo and parents will collaborate on problem solving, planning support and teaching strategies for individual pupils.

High quality teaching, adapted for individual pupils, is the first step in our school's response to pupils who have or may have SEND (Quality First Teaching).

The identification of SEND will be built into the school's overall approach to monitoring the progress and development of all pupils.

In line with the 2015 Code of Practice requirements, the school will deliver a **Graduated Response Model** as described in the diagram below for pupils identified as having SEN: (with thanks to Natalie Packer, **Natalie Packer Educational Consultancy** www.nataliepacker.co.uk/)



Quality First Teaching:

(prior to involvement of the SENDCo)

Class teachers will be expected to have undertaken the following actions:

- Used baseline assessment to identify what the child knows, understands and can do.

- Ensured ongoing observation/assessment provides feedback so assessment forms basis of next steps.
- Involved parents.
- Involved the child.
- Adapted the learning environment to suit individual needs.
- Adapted learning to match individual needs.
- Plan lessons to address potential barriers to learning.
- Taken responsibility for planning and overseeing any interventions or support arrangements to address the child's learning difficulties.

If a child is still not making progress, and/or the teacher is concerned, we follow a graduated approach.

Graduated Response at Grange Primary

Referral: Any member of staff



- ✓ Any member of school staff can make a referral, for a concern they have noticed or on behalf of a parent or professional.
- ✓ Note down the concern, and what is already in place to help that learner – the more detail the better.

(up to 1 week)

Phase 1: Phase Lead and Teacher



- ✓ The Phase Lead may discuss with staff and may look at progress, work and key lessons.
- ✓ They will feed back to the teacher and recommendations for Quality First Teaching to try and resolve the concern.
- ✓ They may bring in additional support:

Literacy

- ✓ May recommend strategies for differentiation.

EAL

- ✓ Consider for screening, intervention and/or home programmes.

Behaviour

- ✓ Consider tracking, Target-cards, alternative lunch/break structures,
- ✓ Personalised reward plans and if needed Behaviour Management Plans.

(up to 2 weeks)

Phase 2: SEND lead and Teacher



- ✓ The SEND lead will work with the teacher to develop targets and strategies for in-class support and develop a Pupil Learning Plan (PLP) to share with the parent/carers.
- ✓ They may prioritise the pupil for Intervention and additional provision, work outside of class with the Teaching assistant.
- ✓ They may make external Referral for additional assessment



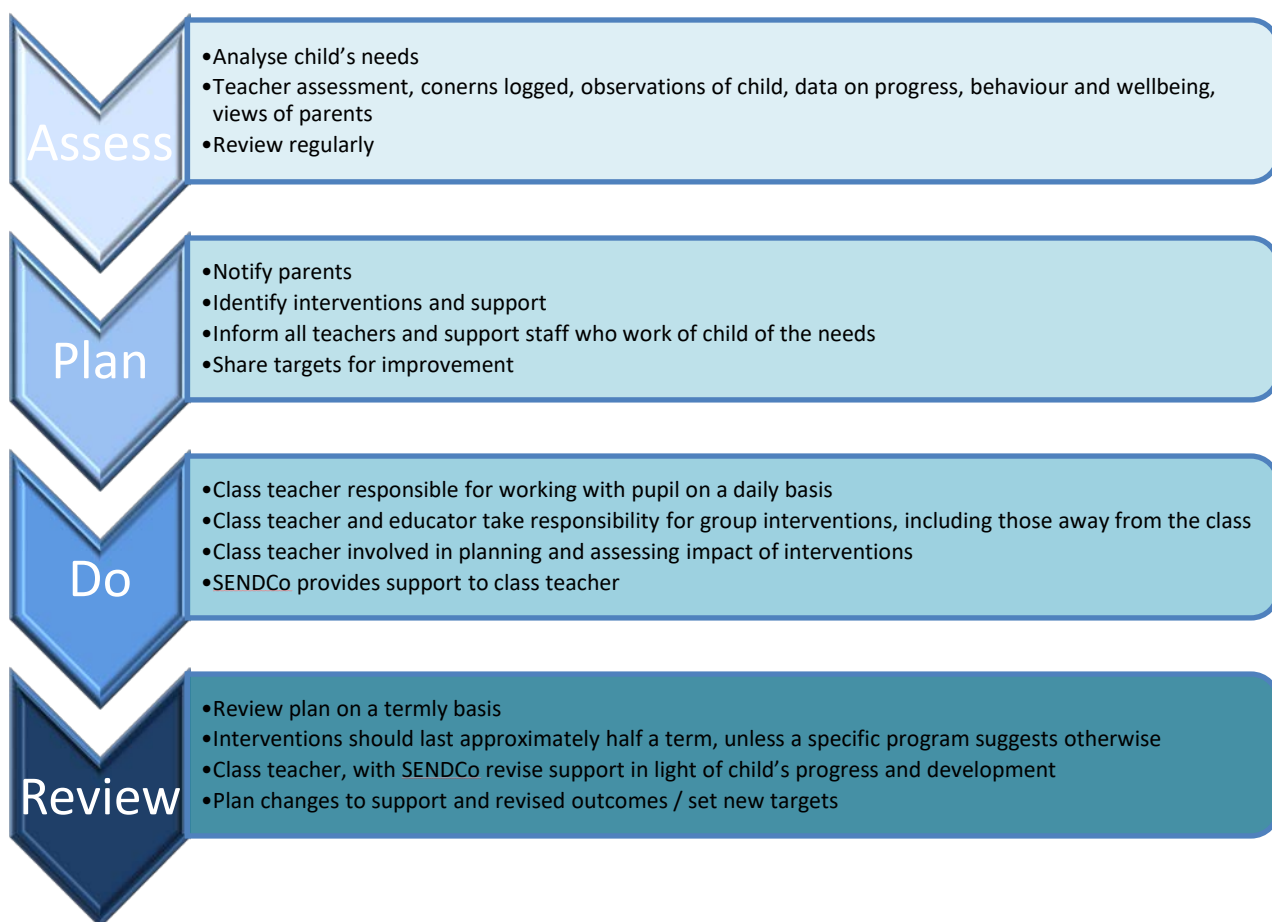
The Graduated Response

- Will be led by the class teacher in partnership with the phase lead, and SENDCo.
- Will be shared with the parents/carers to agree areas of focus, outcomes and provision.
- Could include a meeting with the child and parents to draw up a learning plan/ pupil passport that will identify the interventions and desired outcomes.

- Will support the child to identify and make successful transitions between phases of education

What happens next?

- External professionals will be contacted to carry out their own assessments and offer further advice
- The class teacher will act on the advice provided and make any suitable adjustments
- The SENDCo and class teacher will work collaboratively to consider a range of approaches and support resources
- Progress towards these outcomes will be tracked and reviewed termly through a 4 step model, and will be repeated as many times as is necessary. (See model below)



Termly Review Meeting

This meeting will be led by the class teacher as part of parents evening and where appropriate, supported by involvement from the phase lead and SENDCo. It will provide an opportunity for the parents to share their concerns and, together with the teacher, agree their aspirations for the child. Learning plans/ pupil passports and reviews will be sent home. Parents have the opportunity to add a comment to learning plans/ pupil passport.

The Provision Map

The school will maintain a provision map of the support, arrangements and interventions available to ensure that pupils with SEND maximise their progress. Where children do not make sufficient progress, despite the school making purposeful and relevant interventions, it may be appropriate to ask the Local Authority to carry out a statutory assessment of their needs to see if they are eligible for an Educational Health and Care Plan (EHCP).

In preparing a request the school will involve the parents, the child (where appropriate) and outside agencies.

Education Health and Care Plans (EHCP)

Once a pupil has an EHCP naming Grange Primary School, the SENDCo of the school will ensure that those teaching or working with the child or young person are aware of their needs and have arrangements in place to meet them. The school will ensure that teachers monitor and review the pupil's progress during the course of a year. Formal reviews of the EHC Plan will take place at least annually. These are referred to as Annual Reviews. If a pupil's SEND changes, the local authority will be informed and will arrange to hold a review as soon as possible to ensure that provision specified in the EHC plan is appropriate. For further information on EHCPs please see the local authority's local offer at <https://www.harrowlocaloffer.co.uk/>.

Transition to Secondary School

At Grange Primary School we help our pupils with SEND to start planning for their future. Our aim is to support our pupils to go on to achieve the best possible outcomes in employment, independent living and participating in society. This is our vision for the Grange Graduate. This could include, for example, helping pupils and parents understand and explore how the support they receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions.

Professional Development

The professional development of all staff involved in meeting the needs of pupils with SEND is ongoing and continuous. A wide range of training opportunities is provided which includes:

- Skill sharing and the demonstration of teaching techniques and strategies organised within the school.
- Professional development sessions and one-off sessions on relevant subjects, provided by senior leaders, colleagues and specialists.
- Attendance at courses offered by external providers, accredited and non-accredited
- Other courses which are relevant to the work being undertaken. This can be generated by staff interest or can be undertaken at the request of the SENDCo.

Managing SEND Provision

The school's provision for pupils with SEND will be coordinated by Miss K Waite.

The SENDCo has an important role to play with the head teacher and governing body, in determining the strategic development of SEND policy and provision in the school. At Grange Primary school the SENDCo is part of the Senior Leadership Team, with the role of Inclusion Leader.

We work together as a team to meet the needs of children with SEND. Each year we map our provision to ensure the allocation of resources is equitable and meets the needs of all learners.

All pupils with SEND are put onto a register which is compiled and reviewed by the SENDCo supported by Phase Leaders and Class Teachers. From this register, individuals and groups of pupils are identified for extra support. The SENDCo, phase leaders and class teachers will decide on the targeted pupils and inform the head teacher.

Nature of Intervention

The SENDCo, phase leaders and the child's class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include:

- Adapted learning materials or special equipment.
- Group or individual support which may be in class or as part of an intervention Programme.
- Extra adult time to plan the intervention and to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.
- Access to Local Authority support services for occasional advice on strategies or equipment.
- Requesting and acting on advice from specialist professionals.

The Role of Class Teachers

The Code of Practice acknowledges the important role of the class teacher whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision, for pupils with SEND.
- Working with the SENDCo to decide on action to support pupils with SEND including appropriate adaptation of the curriculum.
- Working with pupils on a daily basis to deliver the individual programme set out in their learning plan/ pupil passport.
- Reviewing learning plan/ pupil passport.
- Developing positive relationships with parents/carers and with pupils.
- Working with educators to deliver appropriate provision.
- Working with relevant outside agencies including Speech and Language Therapy (SALT) and the Educational Psychology Service (EPS).

The Role of Phase Leaders

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision, for pupils with SEND.
- Working with the SENDCo to decide on action to support pupils with SEND including appropriate adaptation of the curriculum.
- Supporting class teachers with quality first teaching and learning.
- Providing strategies to support children's learning.
- Provision map support to individuals and groups of children.

The Role of the SENDCo

The responsibilities of the SENDCo include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Coordinating provision for children with SEND.
- Liaising with the Designated Teacher where a Looked After Pupil has SEND.
- Advising on the graduated approach to providing SEND support.

- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with parents of pupils with SEND.
- Being a key point of contact with external agencies, especially the Local Authority and its support services.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Maintaining the records of pupils with SEND.
- Working with the headteacher and governing body to develop and oversee SEND policy and provision.
- Providing information about relevant in-service training.
- Contributing to staff development.
- Liaising with outside agencies including the EPS, SALT, Health and Social Services as well as other schools and voluntary bodies.

The role of the headteacher

The headteacher's responsibilities include:

- The day to day management of all aspects of SEND provision.
- Keeping the governing body fully informed about SEND within the school.
- Working with the SENDCo and SEND team.
- Allocating the SEND budget.
- Ensuring that the school has appropriate strategies for working with parents/carers and that these strategies encourage involvement in their children's education.

The role of the governing body

The governing body's responsibilities to pupils with SEND include:

- Ensuring that a high standard of provision is made for SEND pupils.
- Ensuring that pupils with SEND are fully involved in the life of the school
- Being involved in developing and reviewing SEND policy
- Having regard to the Code of Practice when carrying out duties

The role of the Designated Teacher for Looked After Children

The Designated Teacher will:

- Ensure that the teaching and learning needs of the Looked After Children (LAC) are reflected in their Personal Education Plan and will have lead responsibility for its implementation.
- Ensure that the views of LAC are taken seriously and inform decisions about teaching and learning strategies and their personal targets.
- Promote good home-school-agency links.
- Liaise with the virtual headteacher for LAC about targets, progress against the personal education plan's (PEPs) and effective spending of designated funding.

The role of Educators

Educators play a very valuable role in supporting pupils with SEND. Some work with pupils with EHC plans and, wherever possible, are given appropriate training to ensure that the

objectives of the plan can be met. Educators work with outside specialists, including SALTs and Occupational Therapists, to ensure provision is appropriate and effective.

The role of Parents

Partnership with parents plays a key role in enabling pupils and young people with SEND to achieve their potential. All parents and carers of pupils with special educational needs and/or disabilities, will be considered as partners and supported to play an active and valued role in their children's education. Helping their child at home will be an important part of the support provided.

Evaluation of SEND provision

We recognise the importance of monitoring and evaluating the effectiveness of our SEND policy in relation to the aims set out above. The governing body reports annually to parents on the success of the policy. In evaluating the policy's success, we consider the views of:

- Parents
- Teachers
- Pupils
- External professionals

Complaints

Any complaints can be discussed informally, in the first instance, with a member of staff or school governor. A formal complaint can be made to the governing body and, if the matter remains unresolved, to the local authority.

Relationship to other policies

The SEND policy should be read in conjunction with the policies on Teaching and Learning, Equalities, Medical Needs and the Accessibility Plan. The School's local offer containing further information about SEND provision at Grange Primary School is also available on the website.

This policy will be reviewed and updated annually.

The SENDCo will also report annually to the governing body concerning the effectiveness of the policy.