SEND POLICY

Policy Lead	Jemma Roberts
Member of leadership team with lead responsibility for oversight and update of policy	Richard Thorpe
Approved at SLT	September 2026
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Policy review cycle	Annual
Next Policy review date	July 2027

Grange Park Primary School
SEND Policy

Overview

This policy has been written in line with the SEND Code of Practice 2014.

This policy describes the way we meet the need of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

Links to other policies:

- Inclusion
- Health and Safety
- Admissions Policy
- Behaviour Policy
- Equal opportunities
- Mental health and well-being policy
- Teaching and Learning
- Anti bullying
- Safeguarding.
- Medical needs

At Grange Park Primary School we endeavour to make every effort to achieve maximum inclusion of all pupils, whilst meeting pupils' individual needs. We have high expectations of all our children and want them to feel that they are a valued part of our school community.
Children may have additional educational needs either throughout or at anytime during their school career. This policy ensures that provision maps, curriculum planning and assessment for children with additional educational needs, takes account of the type and extent of the difficulty experienced by the child.

Inclusion statement

At Grange Park Primary School we endeavour to make every effort to achieve maximum inclusion of all pupils, whilst meeting pupils' individual needs. We have high expectations of all our children and want them to feel that they are a valued part of our school community. We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. 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 equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys, men and women
- minority ethnic and faith groups, Travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who are disabled
- those who are gifted and talented

- those who are looked after by the local authority
- others such as those who are sick; those who are young carers; those who are in families under stress;
- any learners who are at risk of disaffection and exclusion

Aims and objectives of the Policy

The aims of SEN policy and practice in this school are:

- To reach high levels of achievement for all
- To be an inclusive school
- To identify early pupils with Special Educational Needs and Disabilities and ensure their needs are met
- To meet individual needs through a wide range of provision and teaching strategies
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To share a common vision and understanding with all stakeholders
- To give transparent resourcing to SEND
- To provide curriculum access for all
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet pupil need

We demonstrate our commitment these aims by:

- Creating varied and challenging teaching and learning opportunities
- Being reflective about and consistently developing our practise
- Providing independent and collaborative working opportunities
- Maintaining a stimulating learning environment
- Assessing, monitoring and guiding learners
- Making the best use of resources
- Ensuring positive working relationships with parents

Admission Arrangements

At Grange Park we are committed to offering an inclusive curriculum to ensure the best possible progress of all our pupils, whatever their needs or abilities.
In line with the new code of Practice we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

Partnership with Parents/Carers

At Grange Park we work closely with parents in the support of those children with Special Educational Needs. We encourage an active partnership through an ongoing dialogue with parents and an open door policy. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education, meeting with parents on a termly basis as a minimum.
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing and reviewing provision for their child
- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision
- making parents and carers aware of the Parent Partnership services. (IASS).
- organising parent sessions with professionals, including information sessions held termly.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice). All pupils are involved in setting targets, monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum
- self-review their progress and set new targets

In addition pupils who are identified as having SEND are invited to participate in:

- Provision map reviews and setting of new targets
- Pupil voice groups
- Review meetings

Management of SEN within School

The Head teacher and the Governing body have delegated the responsibility for the day to day implementation of the policy to the SENCO.

In response to the principles of Remodelling the Workforce the SENCO focuses on the leadership role for SEN in the school, the management of SEN is supported by the whole school.

All staff in school have a responsibility for pupils with SEND. All teachers are teachers of special educational needs. Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an EHCP plan. A positive and sensitive attitude is shown towards those pupils.
Teaching assistants play a major role in the support of pupils with SEND. The rationale for the deployment of TAs is class based and using strengths and expertise, working with small groups of children or on a one to one basis.

In line with the recommendations in the SEND Code of Practice 2014, **the SENCO is responsible for:**

- overseeing the day-day operation of this policy
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- managing learning support assistants
- overseeing the records on all children with SEND
- liaising with parents of children with SEND in conjunction with class teachers
- contributing to the in-service training of staff
- liaising with external agencies including the LA's support and educational psychology services, specialist teaching services, health and social services, voluntary bodies and other schools.
- Supporting the writing and reviewing of Outcome based Provision maps three times a year.

The SENCO is responsible for reporting to the head and the governor with responsibility for SEND on the day-day management of SEND policy.
The name of the governor with responsibility for SEND is Nicky Brown and regular meetings take place.

Class teachers are responsible for:

- Following the SEND policy and schools procedures
- Identifying any child who may have an additional need by informing the SENCO
- Discussing what the child feels they need.
- Ensure that any children are put on the initial concerns list at the termly provision map meeting, ensuring provision and monitoring are in place for that child and reviewed.
- Inform parents of the concerns and ask for their views.
- Ensure that the child receives extra support within the classroom and adapted work where necessary and ensure those who are not making progress are highlighted in Progress actions document termly.

- Monitor the child's progress.
- Write provision maps when needed.
- Contribute to assessments and documentation if required
- Read statements and any agency reports of SEND for any child in their class and act on and recommendations within the report.

The governing body has due regard to the code of practice when carrying out its duties toward all children with Special Educational Needs.
The governing body endeavours to secure the necessary provision for any child identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for those children.
The governing body identifies a governor to have specific oversight of our provision for children with special educational needs. The governor will work with the staff of the school and the SLT to maintain a thorough understanding of the SEND policy and ensure that the procedures identified within the policy are carried out.

Special Provision

The school has the following special facilities; hygiene room, disabled toilet and ramps into school and onto the playground, lift to 1st floor, adjustable tables where the height can be altered, laptop programmes,

The staff have expertise and qualifications in the following areas: dyslexia, white rose training for maths, Makaton training, Elkan Speech and Language training, Emotion coaching, Talk boost, Nurture groups, social stories, colourful semantics, Lego therapy, build to express, Autism training, interoception, sensory processing, literacy pathway and cool kids training.

Identification and Assessment

We accept the principle that pupils' needs should be identified and met as early as possible, our aim is early intervention. The school adopts a graduated approach to meeting special educational needs in line with the code of practice 2014. The SENCO works closely with the school assessment co-ordinator, using whole school data, as an early identification. School data is also used to monitor and evaluate the progress of pupils identified as having SEND.

We use a number of additional indicators of special educational needs.
- the analysis of data including Foundation Stage Profile, reading ages, termly pupil assessments and progress tracking grids, SEN assessments.
- the use of Phonic tracker for phonics (little wandle)
- Specific need checklists- eg ADHD, ASC, Dyspraxia.
- following up parental concerns
- tracking individual pupil progress over time
- liaison with feeder schools on transfer
- information from previous schools
- information from other services
- discussions with pupils

If a child is not making expected progress the class teacher will consult with the SENCO and parents to decide if different / additional provision is necessary and is flagged up as a concern.

If after a term progress is still not being made a provision map may be written where resources within the school are used to meet the needs of the child. This will be written in consultation with the pupil, parents/ carers, teachers, SENCO and SEND TA's.

The Provision map will detail:
- The teaching strategies/ resources to be used
- The provision to be put in place
- When the plan is to be reviewed

- Outcomes for pupils

The map will be reviewed every term and outcomes, and progress will be recorded using provision map. These are shared with parents through the provision map website.

If there is evidence that the child is making still insufficient progress and there are still concerns advice will be sought from external professionals and a referral may be made.

If the child continues to make no, or very limited progress after the advice has been implemented and a graduated response has been documented the SENCO will discuss with parents whether a request for EHCP plan should be made. If school and parents agree on this course of action then a referral to the Local Authority will be made. This may result in an Education, Health and Care plan written with input from all parties and the amount of support needed identified.
For pupils who have an EHCP plan as well as the review of the provision map their progress and support will be reviewed every 12 months and a review report provided for the Local Authority.

We aim for a smooth transition between classes, key stages and schools for all pupils and ensure that records are maintained and transferred efficiently. We also run face to face transition meetings with receiving staff to pass on information first hand and social stories are shared to read over the summer holidays.

The SENCO maintains a record of pupils identified through the procedures listed. This record is reviewed termly through review of provision maps and class SEND lists.
A detailed analysis of the record takes place annually.

We have high expectations of our SEND children and we strive to ensure they make at least expected progress.

Record keeping

SEN staff who work with identified children keep day to day records and planning as well as initial assessments at the beginning of interventions and final assessments at the end of an intervention. These records are on-going and are kept in Base 2 or in individual classrooms. Progress of children can be tracked through these records and will provide evidence alongside class assessment data to provide evidence as part of a graduated response.

Curriculum Access and Provision

In order to meet the learning needs of all pupils, teachers differentiate work. They work to meet individual learning needs and to mark work effectively. Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. A provision map records a graduated response to individual. This map lists the possible interventions against individual (or group) pupil need

The range of provision includes:

- In class support for small groups with a Teaching Assistant (TA)
- Adaptive teaching strategies to ensure that the curriculum is accessible.
- Small group or 1-1 withdrawal with a Specialist SEN TA, including S&L
- Individual class support / individual withdrawal
- Adaptation of resources/ planning
- Specialised resources – sloping boards, coloured overlays, wobble cushions, chew buddies etc.
- pastoral support
- Talk boost sessions
- Precision interventions
- Base 1 nurture inclusion base
- Base 3 inclusion base
- Nurture groups
- Allotment time

- Computer program interventions- Clicker 7
- Cool kids/ sensory circuits support for physical skills
- Maths mastery
- Fluency Bee (maths)
- Little Wandle catch up and keep up interventions

Links with Outside agencies and services.

We aim to maintain useful contact with support services in Children and Young People's Services. For pupils at **SEN support** any one or more of the following agencies may be involved:

- Educational Psychology Service (EPS)
- Educational Welfare Service
- School Nurse
- Social Services
- Learning support Advisory service
- Behaviour support service
- Sensory Inclusion service
- CAMHS/BeeU
- Occupational Therapists
- Physiotherapists
- Mental Health Practitioners
- Speech and language service
- Experts at hand
- Family hubs
- PODS

The SENCO will maintain links with other SENCOs through the SENCO network and SENCO meetings.

INSET

In order to maintain and develop the quality of our provision, staff are encouraged to undertake training. Performance management review and staff appraisals support the identification of areas for development. Training to be undertaken is specified in the SEN LIP this is reviewed termly. Input from external agencies is actively encouraged.

There is an SEND staff folder on share point which documents SEN procedures and practice in school.
All staff receive induction on taking up a post, this includes training with the SENCO as required.

Resources

The provision for SEND is funded by the school budget, Funds are deployed to implement the SEND policy.

Complaints

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the head teacher.
The chair of governors may be involved if necessary.
In the case of an unresolved complaint the LA may be involved.

Monitoring and Evaluation

The SENCO monitors the movement of children within the SEND system in school. The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school. The SENCO produces an Annual SEND report and the schools SEND offer is available on the website

The SENCO supports SEN staff to write Provision maps and conduct reviews and monitor the progress of targets. The SENCO and the named governor with responsibility for SEN also hold termly meetings.

The governing body reviews this policy within its policy review cycle,

We set targets for monitoring and evaluating the effectiveness of the SEND policy. The actions to meet these targets are identified in the SEND LIP.

The policy will judge to be successful if:

- Children's needs are identified early
- Children make good progress once their need is identified
- Children feel that they are receiving appropriate support
- Parents feel that children are receiving appropriate support
- Everyone is implementing the policy and procedures successfully
- The school is providing a graduated response to needs.

This policy is to be reviewed annually by Jemma Roberts (SENCO)
Next review – July 2027