



Grayshott CE Primary School

SEND Policy

Statutory Policy

Approved by FGB: October 2021*

To be reviewed by FGB: October 2024

*staff names amended for clarity October 2023

Grayshott CE Primary School

Special Educational Needs and Disability Policy

Headteacher: Mr Richard Austin

SENDCO: Mr Michael Clarke

SEND Governor: Mrs Cathryn Hopkinson

Rationale

At Grayshott CE Primary School we value each child equally, regardless of his or her learning abilities, behaviour, physical or sensory needs. We therefore believe that **all** children are entitled to have full access to the school's broad and balanced curriculum, as far as is reasonably practicable.

Grayshott CE Primary School is a place where every child matters. Children are able to learn and play in a stimulating, secure and caring environment, which enables them to realise their potential academically, socially, spiritually and creatively. We believe in high standards of work and behaviour.

All children and young people are valued, respected and equal members of the school. Provision for pupils with SEND is a matter for the school as a whole.

Admissions

Admission arrangements follow the guidelines set out in the School's Admissions policy and adhere to the School's Inclusion policy.

Principles

In implementing the Special Educational Needs and Disability Policy we aim to:

- give all pupils equal access to a broad, balanced and relevant curriculum, including the National Curriculum, which is differentiated to meet individual needs;
- Identify, assess and meet the needs of all pupils who have special educational needs as early as possible;
- consult outside agencies about formal assessments towards a child receiving an Educational Health Care Plan when necessary;
- involve parents in partnership with the school in meeting and addressing their child's SEN;
- ensure that there is close co-operation between all agencies concerned and a multi-disciplinary approach is adopted;
- adopt a graduated approach through following the Code of Practice;
- acknowledge the responsibility of all staff in the process of identifying a child's SEND;
- inform and liaise with the Governing Body through the named Governor for SEND;
- monitor and review our procedures on a regular basis;
- ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all pupils with SEND;
- enable pupils with Special Needs to maximise their potential;
- ensure that the needs of pupils with SEND are regularly reviewed;
- to acknowledge the child's strengths, which should increase self esteem;
- to encourage children to take some responsibility for their own learning;
- to take the views and wishes of the child into account
- to raise self esteem
- create a climate where children are not afraid to risk making mistakes.

Personnel

The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. The Headteacher should keep the governing body fully informed and also work closely with the SENCO.

The SENDCO

Responsibility for co-ordinating SEND provision lies with the Special Needs and Disability Co-ordinator (SENDCO). The SENDCO is Mr Michael Clarke who works in school three and a half days a week. The SENDCO's role is to work closely with the Headteacher and class teachers. She is responsible for overseeing the day-to-day operation of the school's SEND policy and for coordinating provision for children with SEND and Educational Health Care Plans. He also coordinates the work of the Learning Support Assistants.

Class Teachers

All teachers are teachers of pupils with SEND. Class teachers have day to day responsibility for the management of SEND provision for each child in their class, whatever level of support they need. Their roles include responsibility for liaising with the SENDCO and parents concerning the support for children with Special Educational Needs for differentiating work to ensure that all children feel that they can achieve the tasks set. Class teachers, alongside the SENDCO, are responsible for assessing, identifying the needs of the child and writing the child's Learning Plan which details targets for the child and the provision being put in place to meet these targets. Each individual child's needs are set down on a Learning Plan. This is a working document which:

- Outlines what the school will be doing to meet the individual pupil's special needs.
- Is regularly updated, as learning targets are achieved.
- Is formally reviewed each term. Both parental and the pupil's input is sought on the new targets.
- Will be sent home to the parents

If a child has an Education, Health and Care Plan (EHCP) the Learning Plan and Support Overview Plan will address the targets set out in the EHCP. An EHCP is reviewed annually involving school, parents, the child and any relevant agencies including the LEA. There is an SEND file kept in each class containing the SEND register for that class together with the current Learning Plans for all the children on the class SEND Register.

Learning Support Assistants

Each class has an assigned LSA to support literacy and maths. In addition LSAs undertake additional roles with children who have specific needs. Some LSAs work with a child with an EHCP. The LSAs work with children on individual Learning Plan targets and sometimes support group work within Literacy and Numeracy lessons. They liaise closely with the SENDCO and the class teacher on all aspects of SEND. Emotional Literacy Support Assistants (ELSA) work with specific children to support them with their social and emotional development).

Identification, Assessment and Intervention

In line with the 2015 Code of Practice, the following graduated response will be made to pupils who have SEND.

1. Action by class teacher - prior to the involvement of the SENDCo, class teachers will be expected to have undertaken the following:
 - Use existing information about the child as a starting point
 - Highlight areas of skills to support in class
 - Use baseline assessments to identify what the child knows, understands and can do
 - Ensure ongoing observation/assessment provides feedback so that assessment informs next steps
 - Involve parents and the child
 - Ensure work is appropriately planned and differentiated
 - Ensure that records are kept up to date and passed to the next teacher
 - Identify and monitor those who are still not making sufficient progress at which point the SENDCo should be informed
2. The class teacher and SENDCo gather information and co-ordinate the provision in school. At this stage, a Learning Plan will be drawn up which sets out specific targets to be achieved and dates for reviewing progress. It details support, which is additional to and different from that provided as part of the usual differentiated curriculum. The children are involved in this process and parents are kept informed and receive a copy of each child's plan. Plans are reviewed termly. The SENDCo may use a variety of diagnostic and summative assessments to help identify strengths and weaknesses.
3. If progress is not satisfactory and/or more information is required, the child the teacher and the SENDCo may be supported by outside agencies. Parents are consulted before any referral takes place.

These external agencies may include:

- Educational Psychology
- Speech and Language Therapy
- Occupational Therapy and Physiotherapy
- Teacher Advisers for Hearing and Vision
- Teacher Adviser for Physical Difficulties
- Children's Services
- Child and Adolescents Mental Health Service
- Ethnic Minority Achievement Service
- Primary Behaviour Service

Such liaison will ensure these agencies can use their expertise to help the staff assess, provide for and review Special Educational Needs in the school, where appropriate.

4. For a small minority of pupils the support provided by school resources may not be enough to help them make progress. If there is evidence that the child's needs are long-term and complex the LA may consider the need for statutory assessment. The LA seeks a range of advice before considering the provision of an Education and Health Care Plan (EHCP). The needs of the child are paramount in this.

Progress – as part of the process 'progress' will be defined as one or more of the following:

- Closing the attainment gap between the child and his/her peers
- Preventing the attainment gap from growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than that of majority of peers
- Matches or betters the pupil's previous rate of progress
- Demonstrates improvement in self-help, social or personal skills
- Demonstrates improvements in the pupil's self-esteem or behaviour
- Improves access to the curriculum

If it is decided that all the special educational help a child needs cannot be provided from within the resources normally available to the school, an EHCP will be issued. This document details the child's needs and special help and resources required. An EHCP is reviewed annually.

When children transfer to and from schools a Transfer Partnership Agreement (TPA) can be used. It still includes documentation that details strategies and targets so the next school is prepared and able to meet the needs of the child swiftly. No decisions are made without full consultation with parents.

Partnership Arrangements with Parents

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

- early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- continuing social and academic progress of children with SEND
- personal and academic targets are set and met effectively

The school provides user-friendly information and strives to ensure that parents understand the procedures and are aware of how to access advice. Contact with parents is primarily maintained through the parents' meetings held twice yearly. Additional meetings can be arranged for specific concerns. Parents are kept informed of the SEND programme for their child through discussions with the class teacher and the Learning Plans for their child. Learning Plans are sent to parents termly. The SENDCO will also make herself available to discuss the Learning Plans. Parents are encouraged to attend any meeting relevant to their child and are invited to meet external agency staff when they come into school to observe and assess their child.

Arrangements for Providing Access for Pupils with SEND to a Balanced Curriculum

Children with special educational needs follow the National Curriculum in all subjects and, where necessary, have their work differentiated to a level at which they can access that curriculum. To further facilitate their access to the curriculum LSA support in the classroom is provided whenever possible, both to individuals and to small groups, especially in literacy and numeracy. Pupils are based in the mainstream classroom supported through flexible grouping strategies and 1 to 1 specific interventions.

How children with Special Educational Needs are integrated within the school as a whole

SEND children are integrated within the school as a whole by careful planning and with appropriate support / resourcing from SENCO, class teacher and LSA time. All staff are made aware of the specific needs of individuals as is necessary including lunchtime supervisors and office staff, to ensure a cohesive and consistent approach. They are encouraged to participate in all aspects of school life, including after school activities, school trips and residential visits.

The School has adaptations to assist access for pupils in wheelchairs: automatic front doors, slopes where necessary, specific disabled toilet and three disabled parking spaces.

Links with other schools including arrangements when pupils change or leave school

Grayshott CE Primary School belongs to the Bohunt Pyramid of schools along with Greatham Primary, Liss Infants and Junior Schools and Liphook Infants and Junior Schools. Hollywater School provides outreach support that the school can access when required.

The school has close links with the local pre-school settings, and ensure that all necessary procedures are in place before a child with pre-identified SEN starts in reception.

When pupils transfer to KS3 the SENDCOs meet to transfer information and discuss particular pupils' needs at transition.

The school will have contact with any school to which a child with Special Educational Needs may be transferring, in order to discuss their particular needs.

Training, Resources and Funding

The allocation of resources to children in the school with special educational needs is primarily based on those pupils identified and named on the SEND Register. The funding formula is in line with national and county guidelines. The SENDCO and Headteacher ensure this funding is effectively used to support the identified needs of the children, when planning for the deployment of support staff and resources.

The SENDCO, Headteacher and SEND governor collate the information from the SEND register on the number of children at each stage of SEND provision and the SEND budget allocation which provides information as to how the budget allocation is being used. Allocation for those children on SEND support is decided within the school context; however specific hours are allocated to those children who have an EHCP.

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENDCO attends relevant SEN courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff. We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENDCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and the needs of the pupils.

Governors

The named special needs governor meets termly with the SENDCO to monitor provision for Special Educational Needs within the school and reports back to the Governing body on a regular basis. They carry out termly monitoring visits - analyse data, pupil progress, staff training and intervention policies and evaluate their effectiveness. Governors listen to and follow up complaints concerning SEND provision in accordance with the school's complaint policy. They also monitor SEND training received by staff to ensure continued professional development that supports the school's needs.

Complaints Procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or SENDCO, who will be able to advise on formal procedures for complaint.

This policy should be read in conjunction with the following school policies and documents – Admissions, Teaching and Learning, Behaviour, Assessment, Equal Opportunities, Accessibility, Supporting Pupils with Medical Needs, Every Child Matters and the Special Educational Needs and Disability Code of Practice 0 – 25 years.

The Special Education Needs Policy is reviewed every three years by the school SENDCo, Headteacher and the Governing Body.