



SEND Policy

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Signed:	
Date:	



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1 INTRODUCTION

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Intimate Care Policy
- Safeguarding & Child Protection Policy
- Accessibility Plan (within the Single Equality Plan)
- Teachers Standards 2012

This policy sits alongside the school's SEND Information Report (which was co-produced with Parents and Children).

Grange Farm is an inclusive school. We work within the Local Authority Offer which can be found at www.coventry.gov.uk/sendlocaloffer and we follow the guidelines from the Revised Code of Practice 2015. [Click here for more information.](#)

We ensure that all of our children are included in all aspects of learning and school life from the Reception Year all the way to Year Six.

From time to time some children will require additional support for a period of a few weeks, months or even longer to meet their needs. These children may have additional support through targeted intervention work. If a child's needs persist, then the child may be identified as having special educational needs (SEND). This will be discussed with parents / carers, the child (if appropriate) and the class teacher. Following this the child will be placed on the SEND support register.

Our school's definition of SEND is ***"Any child who receives any support which is additional to or different from everyday practice and / or receives support from outside agencies"***.



The decision to do this is made by the school after consultation with the parents and is based on each child's individual needs.

2 AIMS

At Grange Farm Primary School we aim to raise the aspirations of and expectations for all pupils with Special Educational Need and Disabilities. To do this, we will focus on outcomes for children and not just focus on hours of provision or support.

3 OBJECTIVES

1. To identify and provide for pupils who have special educational needs and or disabilities
2. To work within the guidance provide in the SEND Code of Practice, 2015
3. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs Co-ordinator(SENDCO) who will devise and work with the SEND and Inclusion Policies
5. To provide support and advice for all staff working with special educational needs pupils

4 IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The SEN Code of Practice 2015 states that "*A pupil has SEN 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 continues to state that special educational needs fall under four broad areas of need:

- **Communication and Interaction** (including speech and language difficulties, Autistic spectrum disorder and Asperger's syndrome)



- **Cognition and Learning** (including moderate, severe and profound learning difficulties and specific learning difficulties such as dyslexia or dyspraxia)
- **Social, emotional and mental health** (including attachment disorder and attention deficit (hyperactivity) disorder)
- **Sensory and/or physical** (including visual impairment, hearing impairment or physical disability)

As a school, we will endeavour to identify a child's special educational need as early as possible, under the four broad areas of need, to enable us to provide the appropriate support to meet the needs of the whole child.

The following are **NOT SEN** but may impact on progress and attainment:

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Behaviour is not SEND. Any concerns relating to a child's behaviour should be described as an underlying response to a need which we will be able to recognise and identify clearly as we know the child well.

5 A GRADUATED RESPONSE

At Grange Farm we believe that Quality First Teaching is the key to meeting the needs of most of our children. Through differentiated planning, a range of teaching methods and a good working knowledge of the children's needs, most children will make good progress. Our class teachers closely monitor the progress made by all children in their class and ask advice from the Inclusion Lead and/or SENDCO (Special Educational Needs Co-ordinator) if they have concerns about any of their pupils.

The Inclusion Lead and/or SENDCO may then suggest activities such as small group work or taking part in additional activities (interventions) to help the child.



All teachers are teachers of children with special educational needs and therefore class teachers are responsible and accountable for the progress and development of the pupils in their class, including where children access support from teaching assistants or specialist staff.

If the child continues to have difficulties, as indicated by high quality formative assessments, the Inclusion Lead/SENDCO and the Class Teacher would suggest additional support and / or assessments. At this point, the child may be placed on the SEND Support Register after consultation with parents / carers. Where the child presents as having higher levels of need, the school may draw on external services to provide advice, assessments and / or specialist programmes of work.

Once a child has been identified as having SEND, the following steps are followed:

Step 1: Class Teacher, Inclusion Lead/SENDCO and Parents / Carers make the joint decision to place the child on the SEND Support Register.

Step 2: Individual targets and strategies / interventions are identified and put into place. (The child may have an Individual Education Plan (IEP))

Step 3: These are reviewed regularly with parents / carers, following the SEND Code of Practice 2015 format of [Assess, Plan, Do and Review](#). External agencies may be involved for support and / or assessment where required.

Step 4: Where children have very complex needs and / or despite the school having taken relevant and purposeful action to support the SEND of the child, the child does not make expected progress, the school or parents may request an Education, Health and Care needs assessment. (EHC plan) Parents and the child are involved in all of the above steps as much as possible. (This often depends on the age of the child.)

6 MANAGING SEN IN SCHOOL

From September 2019 we changed our staffing structure in order to further develop the support we can provide for children with special educational needs and disabilities. We have an Inclusion Lead and also a SENDCO who are jointly responsible for keeping all records up to date and managing the SEND process and procedures. The SENDCO completes more day to day activities with the Inclusion Lead maintaining a more strategic view.



Children on the SEN register are classified as having **SEND Support**. Some children will be on the SEND register and receive SEND support for a relatively short period of time and others will remain on the register for a longer period of time. Using the Assess, Plan, Do, Review cycle, the SENDCO will continually evaluate and update the SEND register and monitor the interventions and support available to children to ensure that the SEND needs of each child are being met.

IEP's are working documents and will be updated at least two times a year by the class teachers as part of the review process, with children and in consultation with parents. Generally targets are set in October and February and review of progress against these targets takes place in February and June. This arrangement may be varied as required to meet the needs of individuals.

If the school feel that the child no longer needs SEND support, there will be a consultation with Parents and the child will be taken off the SEND register. The child will continued to be monitored through the rigorous assessment and monitoring that is in place for all children.

7 FURTHER SUPPORT

Some children will need support from outside agencies. Currently we work with a wide range of external services including:

- Educational Psychology Services (EP)
- SEMHL (Social, Emotional and Mental Health – Learning and Behavioural Difficulties)
- Complex Communication and Autism Spectrum Disorder
- Speech and Language Therapy Service (SaLT)
- Sensory Support Service

RISE (Emotional well-being and mental health service – previously known as CAMHS)

You can find out more about local services that we use in our SEND Information Report which is on our website.

If the current support provided in school is not meeting the child's needs or they have particularly complex needs, a child may have a **Statement of Special Educational Needs** or an **Education Health and Care Plan (EHC)**. The school or parents can request an assessment for an EHC plan



at any time where necessary to meet the additional needs of a child. There is a formal process and there are strict criteria to meet.

8 SUPPORTING PUPILS AND FAMILIES

Families can find additional help and guidance in the schools SEND Information Report or Coventry's Local Offer.

Families needing additional support can also request this through the Early Help process following an assessment of need.

All children are supported through times of transition by the school. Where children have been identified as having additional needs the Inclusion Lead/SEND/CO alongside the class teachers will coordinate transition to other settings.

9 SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The 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 (SEND) and may have an 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 (2015) is followed.

Please refer to our Medicines Policy for further details.

10 MONITORING AND EVALUATION OF SEND

This policy will be evaluated and reviewed every year. All SEND services and provision in the school are subject to rigorous monitoring through the gathering of parent, staff and pupil views and Governors and SLT monitoring schedules. The progress of SEND children is regularly monitored through work scrutiny, data analysis and pupil progress



meetings. The regular monitoring of interventions and provision promote an active process of continual review and improvement of provision for pupils.

11 TRAINING AND RESOURCES

SEN is funded by a notional budget awarded to the school. It is therefore the responsibility of the school to meet the SEND needs of a child where possible through this funding. Where a child's needs are greater or more complex and can't be met through the notional budget, an EHC plan may be requested to access top up funding to support the needs of the child.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. This is either led by the Inclusion Lead/SENDCO or by external specialists and is organised by the Inclusion Lead, SENDCO or Senior Leadership Team.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the Inclusion Lead/SENDCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENDCO regularly attends the SENDCO network meetings in order to keep up to date with local and national updates in SEND.

The Inclusion Lead/SENDCO meets with all Class Teachers to assist them in meeting the needs of the children in their class.

The Inclusion Lead/SENDCO and class teachers work closely together to ensure the needs of the children are met.

12 ROLES AND RESPONSIBILITIES

The Role of the SENDCO / Inclusion Leader

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with special educational needs
- liaising with and advising all staff
- overseeing and maintaining the records of all children with special educational needs



- liaising with parents of children with special educational needs
- contributing to the in-service training of staff
- liaising with external agencies
- organising and chairing annual review meetings where appropriate
- helping staff to identify early intervention
- tracking pupils' progress and allocating additional support to individual or groups of pupils
- documents and records are kept and shared with staff and parents and are available where needed
- completing and maintaining the Special Educational Needs Register
- making sure relevant referrals have been made
- tracking pupils' progress and allocating additional support to individual or groups of pupils
- ensuring individual needs of SEND pupils are met through targeted intervention where necessary

The Role of the Class Teacher

- providing quality first teaching to all pupils, including those identified as having SEND
- identifying each child's needs and levels of attainment and progress
- advising parents of any concerns
- raising concerns for children that they are worried about and discussing with the Inclusion Leader / SENDCO
- providing reports for external specialists
- monitoring and assessing progress and maintaining appropriate records, including writing and reviewing IEP's and implementing strategies that have been suggested by the SENDCO or external specialists
- plan and prepare work for children to enable them to access the curriculum
- ensure the delivery of the curriculum is appropriate to allow access for all children
- fulfil any other duties as required of the class teacher as stated in the SEND Code of Practice 2015

The Role of SEN Governor

- to monitor and support the Inclusion Lead/SENDCO and Senior Leadership in the implementation of the SEND Policy and SEND Information Report.
- to inform Governors of any issues regarding the implementation of the SEND policy.



The Role of Teaching Assistants

- to support and help children with SEND to meet their targets (under the direction of the class teacher) and to report and record work that has been carried out and progress that has been made.

13 ADDITIONAL RESPONSIBILITIES

Person / People responsible for Safeguarding:

Martin Ledgard (Headteacher), Jasminder Sahota (Deputy Headteacher), Michelle Heath (Learning Mentor)

Person / People responsible for Pupil Premium Grant:

Martin Ledgard (Headteacher)

Person / People responsible for Looked After Children and Previously Looked After Children:

Jasminder Sahota (Deputy Headteacher)

Person / People responsible for ensuring the medical needs of children are met:

Jasminder Sahota (Deputy Headteacher)

14 STORING AND MANAGING INFORMATION

Grange Farm will follow the school's policies and practices relating to the General Data Protection Regulations (2018) with regards to storing and managing information held about SEND. All documents regarding SEND will be stored in locked filing cabinets and on secure ICT systems within the school.

15 REVIEWING THE POLICY

This policy has been written with regard to the SEND Code of Practice (July 2015).



The SEND Policy and the SEND Information Report will be updated annually by the Inclusion Lead/SENDCO, is agreed by the governing body and

16 ACCESSIBILITY

The DDA, as amended by the SEND and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Grange Farm Primary School work closely with the LA to ensure that accessibility is considered in all building work.

Curriculum accessibility is closely monitored and assessed by the Senior Leadership Team.

17 CONCERNS

If you have any concerns about your child, please refer directly to your child's class teacher. They know your child the best and can usually deal with your queries. Alternatively, you can contact the Inclusion Lead/SENDCO directly through the school office.

18 COMPLAINTS

If you have any complaints about this policy or SEND in general, please contact the Inclusion lead, SENDCO, the Head Teacher or the Governor for SEND. Details are available on the SEND Information Report.

19 DATE OF REVIEW

Date of Last Review: July 2021

Date of Next Review: September 2022