

Special Educational Needs and Disability (SEND) Policy

Reviewed: Autumn 2024
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Approved by: Governing Board
Signed by Chair:

Next review: Autumn 2025

THE GRANGE PRIMARY SCHOOL **SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY**

Introduction

This policy was reviewed and updated in October 2024 and complies with the SEND Code of practice 0-25 (2014). It should be read alongside the following school policies:

- Behaviour Management
- Care and Control
- Safeguarding
- Equality Information and Objectives
- Accessibility Action Plan
- Anti-Bullying
- Supporting children with medical conditions in school

Further details of SEND procedures can be found in the Grange Primary School's SEND Information Report (See link in Appendix) For a copy of any of the policies named above, please request a copy from Reception. Some key policies are also available in the 'Key Information' section of the School's Website www.thegrangeprimary.com

About our School

The Governors ensure a named person is responsible for monitoring support for SEND. These are as follows:
Mrs Bold— Deputy Head Teacher, SEND Manager and a member of the Senior Leadership Team.

Link Governor for SEND

The Grange Primary School is a **mainstream primary school** with six **Resourced Provisions** which provide education for children that have an Education, Health and Care Plan (EHCP).

The **mainstream school** provides differentiated support for children with identified needs in accordance with the Special Educational Needs and Disability Code of Practice: 0 to 25 years.

There are four SEND Categories which cover a wide range of barriers to learning:

1. Communication and Interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children with ASC (Autistic Spectrum Condition) have particular difficulties with social interaction, language, communication and imagination. This can impact on how they relate to others.

2. Cognition and learning

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. At The Grange we support children with learning difficulties including moderate learning difficulties (MLD).

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

3. Social, emotional and mental health difficulties

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

4. Sensory and/or physical needs

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities provided. These difficulties can be age related and may fluctuate over time. Many children with vision impairment (VI), hearing impairment (HI) will require specialist support and/or equipment to access their learning.

Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Educational inclusion (Resourced Provision Classes)

At The Grange we have a wealth of experience supporting children with a wide variety of Special Educational Needs, both in mainstream and within our resourced classes. There are currently six resourced provision classes within the school. All children within these classes have an Education, Health and Care Plan (EHCP). The classes are:

Class 7 for children with Autistic Spectrum Conditions (ASC) and moderate learning difficulties. The children are Reception or Key Stage One age.

Class 8 for children with Autistic Spectrum Conditions (ASC) and moderate learning difficulties. The children are Key Stage Two age.

Class 9 for children with Autistic Spectrum Conditions (ASC) and moderate learning difficulties. The children are Key Stage Two age.

Class 10 for children with Social, Emotional and Mental Health conditions (SEMH) who may also have moderate or specific learning difficulties. The children are Key Stage Two age.

Class 11 for children with Speech and Language difficulties and who are Reception or Key Stage One age.

Class 12 for children with Speech and Language difficulties. The children are Key Stage Two age.

Aims and Objectives

In our mission statement we talk of developing in all children the desire to learn and the ability to apply knowledge. We also want to help each child to attain the self-esteem and confidence which are necessary for a full and happy life. The aims of this policy reflect these ideals and are as follows:

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice 2014.
- To operate a 'whole child, whole school' approach to the management and provision of support for special educational needs.

- To provide support and advice for all staff working with special educational needs pupils.
- To create an environment that meets the special educational needs of each child.
- To ensure that the special educational needs of children are identified, assessed and provided for.
- To make clear the expectations of all partners in the process.
- To ensure that parents/carers are able to play their part in supporting their child's education.
- To ensure that our children have a voice in this process.

Admissions

Mainstream Classes

Places are allocated by the LA according to their standard prioritisation procedures.

Resourced Provision Classes

We admit those children presented by the LA, who are the appropriate admitting authority, providing that the child's needs accord with the LA's own admission criteria, in respect of the specific provision being requested.

Prior to taking their place the child will usually join the class for some activities before starting full time. More extended transition programmes will be arranged as necessary.

Provision available at The Grange

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectation of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that some children:

- have different educational and behavioural needs and aspirations and may need the curriculum to be suitably adapted to meet their needs;
- require teaching, resources and strategies to be adapted to support their learning;
- acquire, assimilate and communicate information at different rates;
- need a range of adaptive teaching approaches, strategies and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Integration

Children in the resourced classes are included in mainstream activities and lessons as appropriate and with support if necessary. Staff will liaise with mainstream colleagues, providing regular updates. Meetings are held each half-term to discuss the progress of each child.

Children from mainstream classes may join in resourced class activities and lessons if they need to access additional or alternative specialised resources and if their involvement is not incompatible with the efficient education of the children placed in that class.

In order to help all of our children to be fully included in the life of The Grange, we have implemented a number of strategies:

- The deployment of class Teaching Assistants for lunchtime and playtime supervision.
- Wherever possible, all children are invited to attend after-school clubs and activities and are included in educational visits, although reasonable adjustments may need to be taken to ensure the safety and enjoyment of all children.

A Graduated Approach to SEN Support

- Each child's education programme will be planned by the class teacher. The class teacher is responsible and accountable for the progress and development of every child in their class. Adapting lessons, resources and strategies will allow all children to have the opportunity to meet expectations. The quality teaching strategies that are used by each class are outlined at the top of each class Provision Map.
- Children in mainstream that have been identified as having a SEND will have a SEN Support Plan. Parents/Carers will meet with the child's class teacher and SENCO to discuss the child's barriers to learning and the strategies that have been put in place to remove these. Parents/carers will be invited to attend a review meeting each term (this meeting may be included as part of a parent consultation evening appointment)
- In Resourced Provision Classes, all parents/carers are invited to an Annual Review to review the progress made and to discuss the targets in their EHCP. Class teachers prepare a report for this meeting and parents/carers and the child (where appropriate) are also encouraged to contribute a report. Any external agencies that are currently involved with the child may also be asked to contribute.
- Provision Maps are written each term (Autumn, Spring and Summer Terms) which show the general class provision and the interventions provided for specific children to reduce their barriers to learning. If your child has a SEN Support Plan or an EHCP, a copy of their Provision Map will be sent home during the first half of the Autumn Term (October). New Provision Maps will also be sent out at the start of Spring and Summer Terms.
- Some additional interventions (School led tutoring) are provided for mainstream children (years 3-6) at the end of the school day. These include support for children that have been identified by the class teacher as needing specific help in English and/or Maths. These additional interventions allow continuity of provision during the school day so children are able to access the full National Curriculum.
- Pupil progress meetings are held each term. This is a meeting where the class teacher meets with the Senior Leadership team (SLT) to discuss the progress of each child in their class.
- Occasionally a child may need more specialist support from an outside agency such as a Paediatrician. When parents/carers have given consent, a referral will be made to the most appropriate agency. After a series of assessments have taken place, a programme of support is usually provided to the school and parents/carers.

Children with special education needs have learning difficulties/differences that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age;
- they are under school age and fall within the definitions above.

Many of the children who join our school have already attended an early education setting. In many cases children join us with their needs already assessed. All our children are assessed when they join our school, so

that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

Additional Response

If our assessments show that a child may have a learning difficulty / difference prior to a pupil being placed on the School's SEND Register, teachers will:

- Provide an adapted curriculum, sometimes with small group support if appropriate.
- Discuss concerns with parents/carers and suggest activities to support at home.
- Provide access to group intervention programmes as appropriate.
- Discuss their concerns with the SEND Manager.
- The child will also be involved in this process and will be given appropriate targets to support their specific areas of need.

At The Grange Primary School a Graduated Approach is used as follows:

Assess – Plan – Do – Review

Once additional interventions and support have been put into place, a time-scale will be agreed by the class teacher and SEND Manager. Additional interventions will be added to the class Provision Map and these will be monitored. Following the end of the cycle, a child's progress will be reviewed and a decision will be made if he/she should be added to the SEND Register. A child may also be referred to external agencies e.g. Occupational Therapy, Speech and Language Therapy for additional support. Parents/Carers will be contacted prior to the involvement of any external agencies. Parents/Carers will also be contacted prior to their child being added to the SEND Register.

Parents/carers are invited into school to discuss their children's SEN Support Plan (mainstream) each term (three times per year). Both parents/carers and the child all contribute to these plans. Parents/Carers are also welcomed into school to discuss any concerns they may have with class teachers and/or SENCO throughout the school year (by appointment).

In Resourced Provision Classes, all parents/carers are invited to an Annual Review to review the progress made and to discuss the targets in their child's EHCP. Class teachers prepare a report for this meeting and parents/carers and the child (where appropriate) are also encouraged to contribute a report. Any external agencies that are currently involved with the child may also be asked to contribute.

Education, Health and Care Plan (EHCP), High Needs Funding (HNF) and Group Funding

High Needs Funding and Group Funding Educational settings in Sefton can apply to the local authority for top-up funding from the High Needs budget where the additional support necessary to meet a child's needs exceeds around £6000. The authority can provide top-up funding to the school without the need for an EHCP to be completed.

EHCP If the child continues to demonstrate significant cause for concern, a request for an EHCP will be made to the LA. A range of written evidence about the child will support the request. External support services undertake specialist assessment leading to more specifically focused targets and interventions. An increasingly individualised programme will be provided within the context of an inclusive curriculum.

Should the assessment lead to an EHCP, the LA will recommend the appropriate placement and provision. For all children with an EHCP, an Annual Review is held in school and will involve the child (as appropriate), the parents, class teacher and external agencies involved with the child.

Staff Roles and Responsibilities

Mrs Claire Bold is the SEND Manager (RP Classes) and is supported by Miss Sara Gordon (Assistant SEND Manager for the Resourced Provision Classes)

They have responsibility for the following:

- Coordinates admissions, placements and transitions within the six resourced bases.
- Monitors planning of the curriculum in conjunction with subject coordinators to ensure the provision of a broad and balanced and appropriately differentiated curriculum.
- Ensures effective use of B-Squared and other assessment tools in order to track progress and inform the provision of personalised learning opportunities for the children in resourced classes.
- Facilitates and supports work with outside agencies, officers of the authority, school health team, educational psychologists etc.
- Coordinates review meetings and ensures all paperwork is completed.
- Coordinates reintegration into mainstream.
- Coordinates access arrangements for examinations.
- Manages and monitors deployment / effectiveness of additional human resources.
- Provides parents with appropriate information to enable them to make appropriate decisions regarding their child's education.
- Monitors organisation of resources and orders new resources and storage.
- Facilitates the continuing professional development all resourced class and mainstream staff.

Mrs Claire Bold is the SEND Manager (Mainstream Classes) and is supported by Mrs Jennifer Cass (Assistant SENCO for Mainstream)

They have responsibility for the following:

- Co-ordinates all aspects of reviews for children in the mainstream school;
- Manages the day-to-day operation of the policy.
- Co-ordinates the provision for and manages the responses to children's special needs.
- Supports and advises colleagues.
- Oversees the records of all children with special educational needs in mainstream.
- Acts as the link with parents.
- Acts as link with external agencies and other support agencies.
- Monitors and evaluates the special education needs provision including additional interventions that take place at the end of the school day.
- Liaises with English, Mathematics, Assessment coordinators and Inclusion Consultants to plan specific interventions for individuals and groups of children.
- Manages a range of resources, to enable appropriate provision for children with special educational needs.
- Contributes to the professional development of all staff.

Link Governor for SEND:

The governing body has due regard to the SEND Code of practice 0-25 (2014) when carrying out its duties toward all pupils with special educational needs.

The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children.

The SEND Governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

Allocation of resources and training

The SEND Manager is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with High Needs Funding (HNF), Group Funding and ECHPs. Where specific equipment or resources are required to ensure full access to the curriculum, the SEND Manager will take responsibility for overseeing these purchases.

The headteacher informs the governing body of how the funding allocated to support special educational needs has been employed. 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.

All teachers and support staff undertake induction on taking up a post.

There is full allocation of funds for CPD training to keep staff up to date with current initiatives as appropriate.

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

Partnership with Parents/Carers

At The Grange, we recognise the importance of developing positive relationships with parents/carers and work closely with them in supporting children with special educational needs. We encourage an active partnership through an ongoing dialogue with parent/carers. Parents/carers have much to contribute to our support for children with special educational needs.

The Grange SEN Information Report is available on the school's website (www.thegrangeprimary.com) and provides key SEND information as set out in the Special Educational Needs and Disability Regulations 2014. It has been presented as answers to 16 questions that have been devised in consultation with parents/carers.

We have regular meetings to share the progress of all children with their parents/carers. We inform parents/carers of any external agency interventions, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

Pupil participation

At The Grange, we believe that there are six characteristics of an effective learner which are; independence, perseverance, team work, listening skills, risk taking and self-assessment. This is part of the culture of our whole school and relates to children of all ages.

All children have an input in identifying and evaluating their own learning targets. Children with additional needs may be supported with this.

For any children in mainstream with a SEN Support Plan, a meeting with parents/carers will be held each term. Children will be asked to complete One Page Profile at the start of each academic year. This will incorporate

information about the child's learning styles and give the child an opportunity to express their own feelings about their education. Where necessary, this may be scribed for the child.

For any children with an EHCP, an Annual Review will be held to discuss progress. Where appropriate children will have a chance to express their opinions as to how they feel they are getting on at school. This may involve a written form (which may be scribed for the child) or involvement in the Annual Review meeting (where appropriate)

Monitoring and evaluation

The SEND Manager monitors the movement of children on the SEN Register in school (this includes children that may be removed from the SEN Register). Provision Maps and assessment data are regularly monitored and Diary of Events are updated by class teachers and SEND Manager to keep a log of agency involvement and meetings that have been attended for each child.

Pupil progress meetings are held each term. This meeting involves the class teacher, the Senior Leadership team (SLT) to discuss the progress of each child in their class.

The SEND Manager meets each half-term with teachers and TAs to discuss progress and to track the implementation of interventions in the mainstream classes. A similar meeting is held each half-term to review and track the progress of integration of Resourced Provision children into a mainstream setting.

Reviewing the policy

The Special Educational Needs and Disability (SEND) Policy will be reviewed every twelve months.

Accessibility

Please refer to the Accessibility Action Plan for details of the provision made by the school for children with special educational needs. The Accessibility Action Plan also provides details of issues that are being addressed to support access for children and members of the school community.

Dealing with complaints

If parents/carers have any concerns about their child's education, they should contact their child's class teacher in the first instance.

Parents/carers can also contact the school office to arrange a meeting with Mrs Bold (SEND Manager). Alternatively, they can ring school to arrange an appointment (0151) 9247917.

If your concerns are not satisfactorily resolved, you should arrange a meeting with Mr Hains (Head Teacher).

If you still remain unsatisfied, please contact the Chair of Governors, Mr Graham Hower.

Appendices

The Grange Primary School's SEN Information Report:

<https://primarysite-prod-sorted.s3.amazonaws.com/the-grange-primary-school/UploadedDocument/a51348f5-b9fa-4a9d-8cbe-05c730d8f935/send-information-report-october-2021-1.pdf>

Sefton Council's Local Offer:

<http://www.seftondirectory.com/kb5/sefton/directory/localoffer.page?localofferchannel=0>