



Special Educational Needs (SEN) Policy – 2023-24

1. Introduction

At Grange Moor Primary School, we aim to meet the definition of Special Educational Needs (SEN), as stated in the Code of Practice. Special educational provision means educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in school.

The general ethos of our school is to welcome sharing of expertise. SEN is an integral part of our school development plan. It can be an item on any staff meeting agenda and having a number of staff meetings during the year when it is highlighted for discussion. We have adopted a whole-school approach to SEN policy and practice. As far as is practicable, pupils identified as having SEN are fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school.

This policy builds on our School Inclusion Policy, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEN policy reinforces the need for teaching that is fully inclusive. The needs of gifted and talented children are addressed in the Gifted and Talented Policy.

This policy complies with the statutory requirements in the SEND Code of Practice 0 - 25 2014 and should be read in conjunction with the following guidance, information and policies:

- The Equality Policy
- The Inclusion Policy
- The Accessibility Plan
- The school's SEN information on the school website (SEN Report)
- The LA Guidance – 'Children & Young People with SEN; Guidance – School Based Support'
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- The Safeguarding Policy
- The Child Protection Policy
- The Complaints Policy

In accordance with the overarching principle of the new Code of Practice, this policy has been co-produced with the SENCO, the Headteacher and the SEN Governor.

2. Contacts

Special Needs Coordinator (SENCO) –

Mrs. Maggie Whittaker (maggie.whittaker@grangemoorps.co.uk)

Head Teacher

Mr Mark Rodgers, email: mark.rodgers@grangemoorps.co.uk

3. Long Term Aim of this Policy

Objectives

1. To work within the guidance in the SEND Code of Practice 2014.
2. To identify and put in place appropriate provisions for pupils who have SEND and additional needs.
3. To operate a whole school approach to the management and provision of support for SEND that takes into account all of a pupil's needs (Assess, plan, do, review model)
4. To ensure that parents/carers have a clear understanding of how the school supports children and young people with SEN, and their own involvement in this
5. To provide an appropriately qualified and experienced SENCO in post who can ensure that the SEN Policy is implemented.
6. To provide support and advice for all staff working with SEND pupils.

4. Identification of SEN

Children and young people are identified as having SEN if they do not progress adequately through quality first teaching.

Quality First Teaching

As stated within the SEN Code of Practice (2014), "*high-quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people... Special educational provision is underpinned by high-quality teaching and is compromised by anything less.*"

At Grange Moor Primary School, we ensure that Quality First Teaching is in place to meet the needs of our school's children and young people with SEN. All teachers and support staff have high expectations and aspirations for all children and young people with SEN, whatever their prior attainment. Within lessons, there is clear differentiation for those children with SEN to address their weaknesses and overcome barriers to learning, therefore reducing the need for 'additional' or 'different' interventions. Teaching is planned in a way which imparts enjoyment and enthusiasm to learn and progress whilst being able to take learning risks. There is also consistent reward systems in place across the whole school so that all children are able to be recognised for showing a good attitude to their learning. As part of the ongoing performance management review, lessons are observed, together with learning walks and work scrutiny, and these areas are all considered during these observations.

We recognise that identifying a child's need can be made by a number of people, including Parents, GP, Health Visitor, Pre-School Staff, Teaching and Support staff.

Assessment is the process by which pupils with SEN can be identified. Whether or not a pupil is making progress is a significant factor in considering the need for SEN provision. Assessment can take place in a number of different ways:-

- Through formal and informal teacher observations
- By assessing against National Curriculum criteria
- Formal testing procedures

The Code specifies four broad areas of need:

- Communication and Interaction (including Autism Spectrum Disorder)
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

Other factors may impact progress and attainment: attendance and punctuality, English as an Additional Language, being a Looked After Child, health and welfare, being in receipt of Pupil Premium, Disability (the Equality Act and the Code of Practice state that schools and settings have a duty to make 'reasonable adjustments' – these alone do not constitute SEN).

The Code no longer allows for the identification of behaviour to describe SEN. Any concerns regarding whether a child/young person has behavioural needs would form an underlying part of a wider need (above) which would be recognised and identified clearly. The Behaviour Policy sets out the expectations of behaviour at Grange Moor Primary School and details how we create an environment which encourages and reinforces good behaviour and fosters positive attitudes. It also sets out sanctions for poor behaviour should it arise.

Roles and Responsibilities

- The Governing Body and Head Teacher are responsible for determining the general policy and the approach to provision so the needs of children with special educational needs are met. The Governors appoint a Governor with responsibility for SEN.
- The Head Teacher is responsible for the day-to-day management of special needs throughout the school.
- The SENCO (Special Needs Co-ordinator) is responsible for the day-to-day operation of the Special Needs Policy.
- Our staff are responsible for meeting an individual's special needs and are aware of the school's procedures for identifying, assessing and making provision for these pupils.
- The Teaching Assistants work alongside teaching staff, supporting children's needs.

5. A Graduated, Whole School Approach to SEN Support

Class and subject teachers are accountable for the progress and development of children and young people in their classes. They oversee the work of any support staff in their lessons and collaborate with any specialist staff. Their planning considers additional adult support and is discussed with those staff. However, any intervention and support do not replace high-quality teaching.

Progress is a crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupils and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvement in the pupils' behaviour

Progress will be reported using the appropriate whole-school procedure for all pupils. In addition, those children with SEN will undergo additional monitoring. This may include consideration of the impact of intervention programmes and progress against individual targets.

Where teachers decide that a pupil's learning is unsatisfactory, the SENCO is the first to be consulted. The SENCO and teacher will review the pupil's progress and the approaches adopted so far. Where support additional to the normal class provision is required, there will be a graduated response to meeting pupils' needs with the child first being placed at **School Concern**. This child may have their work further differentiated in class, have additional support for some lessons, or have one-to-one or small-group interventions. If, despite these changes, there is still no improvement in progress, the school may decide, in collaboration with the parent/carer, to place a pupil on the SEN register at **SEN Support**.

SEN Support is characterised by interventions that differ from or add to the normal differentiated curriculum. **SEN Support** can be triggered through concern, supplemented through evidence that, despite receiving differentiated teaching pupils:

- Make little or no progress and/or work at a level considerably lower than expected for a child of similar age
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent emotional difficulties which are not affected by usual behaviour management strategies
- Have sensory/physical problems and make little progress despite the provision of specialist equipment
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum.

The school will devise an Individual Needs Plan for the pupil, detailing the nature of interventions and some targets the child needs to work towards (See Appendix 1). This will be developed jointly with the parents and discussed with the pupil. Any interventions will also be detailed on the school Provision Map. Through this, the school will provide additional or different provisions for the pupil to enable the child to make adequate progress. Clear-dated targets will be set, and the class teacher will make appropriate arrangements for differentiation and support. This may include the involvement of outside agencies, e.g. Speech Therapists, Occupational therapists, Teachers of the Deaf, and Autism Outreach. If the help and advice of outside agencies need to be sought, the appropriate referral forms will need to be completed. With parents and the class teacher, the SENCO will need to complete either the Single Point Referral or the Specialist Provision Referral form according to the required help. Referrals can also be made for Occupational Therapy, Speech and Language Therapy or Physiotherapy using the Children's Therapy Services Referral Form. The Individual Needs Plan will be reviewed at least 3 times a year with input from the parents, the pupil, the teacher and the SENCO. The SENCO will keep a record of these review meetings and ensure that these reviews occur at the appropriate times. As well as these reviews, parents are welcome to meet with either their child's teacher or the SENCO should they need to discuss any issues that arise during the year.

Hence, in this way, the SEN support takes the form of a four-part cycle (assess, plan, do, review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The SENCO is responsible for overseeing this process with input from the class teachers to evidence the pupil's progress against the targets set and how any specific interventions detailed in the provision map have also helped the pupil progress.

Every child/young person on SEN Support has a different needs profile, and we adopt a personalised approach to ensure that we meet those needs. In accordance with LA Guidance (see page 14 Children & Young People with SEN; Guidance – School Based Support), if a child/young person's needs are more complex, we will use a Support Plan to record outcomes, provision, resources and strategies in place. The Support Plan will be written with input from both the parents and the pupil and will detail both short-term and long-term outcomes and how these will be achieved. Input may also be sought from outside agencies.

Some children and young people on the SEN Register may have more significant SEN, and there may be a number of specialist services involved with the child and their family. As a result of the monitoring cycle, it may be felt that they are not making the expected progress towards identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, and if so, a request can be made for an Education, Health and Care (EHC) assessment of need. This would involve the child/young person, parents/carers, and all agencies involved with the child, and may lead to the issuing of an **Education Health and Care Plan (EHCP)**, which will bring together health and social care needs, as well as their special educational needs and provision. Children and young people with an EHCP continue to be the teacher's responsibility and may access some further intervention or support within the school as

detailed in the school Intervention Map. Their progress will be monitored by the school and through an annual review, where the outcomes of the EHCP will be considered. The process for requesting an EHCP is detailed in Appendix 2.

It should be noted that children with significant SEN previously had a Statutory Assessment of Special Educational Needs. These are still in place as it will take some time to convert all those children who had a Statement to the new EHCP. Hence these children will continue to receive the current level of support documented in their statement until such a time as they are reviewed and updated to an EHCP if this is felt to be appropriate.

6. Criteria for Exiting the SEN Register

Children and young people are monitored regularly both as part of the whole school monitoring process but also in terms of their additional support. Decisions about whether a child should remain on the SEN Register are made in partnership with the parent/carer at the end of each monitoring cycle.

7. Supporting Pupils/Students and Families

We aim to work in partnership with our parents and families and ensure they are fully informed about all matters relating to their child's SEN. Our SEN Report is on our website and is updated regularly, and we guide parents towards the LA Local Offer for information about wider services. In addition to information about the personalised support we offer their child, we also provide information about:

- Our admissions arrangements - information about this can be found on the school website
- Our links with other agencies - information regarding this can be found on the SEN page on the school website
- Our arrangements for examination and assessment access – currently, entry for assessments at the ends of Key stages one and two is managed by the Headteacher.
- Our transition arrangements
- Our school policy on managing the medical conditions of pupils

8. Supporting Pupils at School with Medical Conditions

At Grange Moor Primary School, we recognise that children and young people 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 and young people with medical conditions may be disabled, and where this is the case, the school will comply with its duties under the Equality Act 2010. Details of how children with medical conditions are supported are detailed within the Medical Needs Policy.

Some may also have SEN and a statement or Education Health and Care Plan (EHCP). If so, the SEND Code of Practice (2014) is followed.

9. Monitoring and Evaluation of SEND

Our monitoring and evaluation cycle is embedded into school practice and is a continual cycle of review aimed at improving the provision and outcomes for all pupils, including those with SEND. At the beginning of the year, meetings are held between the Headteacher and the class teachers to discuss each pupil's current achievement levels. The meetings set end-of-year targets for each child, and any barriers to learning for specific pupils are discussed. This may be due to SEND or may be due to other factors. Throughout the year, regular meetings are held to review each pupil's progress. However, if the progress of a pupil is giving cause for concern, then the class teacher may discuss it with the SENCO or the Headteacher as necessary rather than waiting for a formal meeting. If a child's progress is felt to be unacceptable, then steps will be put in place to try and address this. This may be through discussion with parents, specific interventions or extra support within the classroom.

All data is shared with the School Governors as required.

10. Resources

a) Funding for SEN

All schools receive money to support children and young people with special educational needs. This is provided as part of the schools' block formula allocation. Each school is responsible for ensuring that they have a 'notional budget' which caters sufficiently for the special educational needs of the children and young people within their school. The Education Funding Agency describes the funding available within schools for SEN pupils as being made up of 3 elements:

Element 1 Core Educational Funding	Mainstream per pupil funding (AWPU)
Element 2 Schools Block Funding	Contribution of up to £6k for additional support required by children and young people with high needs, from the notional SEN budget.
Element 3 High Needs Top Up	Top Up funding from the LA to meet the needs of individual children and young people with EHC plans.

The amount of money in the schools' block funding identified for Element 2 is based on a formula agreed between the schools and the Local Authority. Schools receive an annual school block allocation made up of a number of elements in order to enable them to support special educational needs within the school and specifically to fund the first £6,000 of a pupil's SEN support.

Additional resources for individual statements and EHC plans - Element 3 are allocated by **top-up High Needs block budget funding**. The level of top-up funding for each pupil is allocated at four levels, i.e. A, B, C or D, depending on each pupil's type and level of need. High Needs pupils with statements or EHC plans are therefore supported by a combination of school block funding (Element 2) and high-needs top-up funding (Element 3).

b) Workforce Development

An induction process is in place for all teachers and support staff, including a meeting with the SENCO to explain the systems and structures to support the needs of children and young people.

The training needs of all staff are identified, a professional development programme is in place, and all staff are encouraged to access this.

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

11. Roles and Responsibilities

- The SEN Governor is Mrs Helen Myers. They meet with the SENCO at least once each term and monitor the progress of pupils/students with SEN
- The school currently employs 6 support staff. They carry out a range of roles across the school and are line managed by Mrs Jo Roclawski. They work closely with the class/subject teachers who oversee their work and plan with them.
- The Designated Teacher for Safeguarding is Mr Mark Rodgers. The deputy is Mrs Jo Roclawski.
- The member of staff responsible for Looked After Children is Mr Mark Rodgers

- The staff responsible for managing the school's responsibility for meeting the medical needs of pupils/students are Mr Mark Rodgers and Mrs Claire Gray.

12. Storing and Managing Information

All documents relating to children and young people on the SEN Register are stored by the SENCO. This information is passed on to a pupil's new school during the transition. Further information can be found in the Data Protection Policy available on the school website.

13. Reviewing the Policy

We will review this Policy within our school policy review cycle. This policy is due for review in September 2022.

However, there may be a need for an earlier review if there are significant legislation changes.

14. Accessibility – Statutory Responsibilities

We have an Accessibility Plan that addresses the improvement of access to:

- The curriculum
- The physical environment
- The provision of information.

This plan is reviewed annually, barriers are identified, and plans put in place to remove them.



15. Dealing with Complaints

Complaints are dealt with as detailed in the Complaints Policy available on the school website. This policy is for all children and there are no specific ways in which parents of children with SEN can make a complaint.

16. Bullying

At Grange Moor Primary School, we have a whole school approach to mitigating the risk of bullying, developing independence and building resilience in our pupils/students with SEN. We do this by ensuring all staff and parents know the Anti-Bullying Policy, the Behaviour Policy and the Safeguarding Policy.

Appendix 1 - Grange Moor Primary School
INDIVIDUAL NEEDS PLAN

Name:		Placement on Record: SEN Support Statement EHCP		Start date:		Review date:	
Area of concern:		External Agencies Involved:				Current Assessment Data:	
Specific Interventions:							
Outcomes: By the end of **** will be able to							
Short term targets (What I need to be able to do) 	Strategies/resources/people involved (What I will do, and who will help me)	Success Criteria (How will I show I have done it?) 	Review of progress/Impact (completed at review)				
			Teacher			Child	
						○ ○ ○	
						○ ○ ○	
						○ ○ ○	
Help at home:							
Child will:							
Signed _____ (pupil) _____ (parent) _____ (teacher) _____ (SENCO)							

**Appendix 2 -
Statutory timescales for EHC needs assessment and EHC Plan development**

