



## **Policy for Special Educational Needs and Disabilities (SEND)**

<b>Date of Policy Creation:</b>	May 2019	<b>Review Date:</b>	May 2022	<b>Responsibility:</b>	FGB
<b>Head teacher</b>	Mr Christopher Parkhouse	<b>Signed:</b>		<b>Date:</b>	
<b>Chair of Governors</b>	Margaret Beagle	<b>Signed:</b>		<b>Date:</b>	

### **Policy Review**

<b>Date:</b>	<b>Notes:</b>
May 2021	Review and update carried out by S Bune

*This policy is in line with the Special Educational Needs and Disability Code of Practice, January 2015*

SENDCo: Mrs Sasha Bune

Date of NASENCo Award July 2017

The SENDCo is a member of the senior leadership team

SEN Governor: Margaret Beagle

### **Abbreviations**

**CoP Code of Practice**

**EP Educational Psychologist**

**EMS Enhanced Mainstream School**

**SEMH Social, Emotional, Mental Health**

**SEND Special Educational Needs and/or Disabilities SENCO Special Educational Needs Coordinator**

**TA Teaching Assistant**





# Grove Road Community Primary School

## Objectives of the policy

Grove Road CP School is committed to inclusion. We aim to provide a stimulating learning environment across the whole curriculum which maximises individual potential and ensures that children of all ability levels are equipped to meet the challenges of education, work and life.

Grove Road CP School will:

- Establish systems for the early identification of children who have Special Educational or Additional Needs
- Work within the guidance provided by the SEND Code of Practice 2015
- Provide support and advice for all staff working with children with SEND

## Philosophy

The school community believes that:

- All pupils are equally valued and the school has high ambitions for all
- All pupils are the shared responsibility of all staff
- All pupils are entitled to a broad and balanced curriculum which is personalised and focused on outcomes
- Early and accurate identification is essential
- Children and young people should be active participants in decision-making
- There will be a flexible continuum of provision for pupils with SEND
- SEND and high needs funding will be used efficiently to ensure good progress of pupils with additional needs
- Teaching and Learning should focus on inclusive practice and removing barriers to learning for all pupils
- Additional and different support is reviewed regularly and progress towards targets are tracked and recorded
- Staff will be given appropriate training to allow them to meet a wide range of needs
- Parents will be fully involved as partners in their child's education
- Pupils will be encouraged to give their views on what learning is like for them
- Governors should have access to information which will allow them to monitor and evaluate the effectiveness of the SEND policy

## Principles

A child is defined as having Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them.





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A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age, or
- have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school.

### Procedures

The Headteacher has the overall responsibility for the provision and progress of learners with SEND.

The SEN Governor and Governing Body have an important statutory duty in ensuring that children with SEND have appropriate provision in school to meet their individual needs.

The SENDCO co-ordinates the day-to day provision for children with SEND. These responsibilities include:

- Overseeing the day-to-day operation of the school's SEND Policy
- Co-ordinating provision for all children with SEND
- Liaising with and providing support for all staff
- Overseeing records of all children with SEND
- Liaising with parents
- Contributing to the professional development and training for all staff
- Liaising with local secondary schools so that support is provided for Y6 children as they prepare to transfer
- Liaising with external agencies including EMS support, Educational Psychology, Health and Social Services and Voluntary Bodies
- Monitor the progress of children on SEND Register
- Oversee the Inclusion and Dyslexia Quality Marks ensuring that appropriate strategies are employed throughout the school and that staff training is kept up to date

### Whole school approaches:

All staff contribute to the completion of whole school provision maps and ensure that strategies are implemented to ensure quality first teaching for all





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- Regular communication takes place between class teachers, TAs, SENDCo, parents and children to ensure good progress
- All staff have appropriate access to up to date information about children with additional needs
- Children are supported alongside their peers whenever possible
  
- All children are encouraged to join in extra-curricular activities
- All children receiving SEN Support have individualised targets
- Provision maps are shared so that staff, children and parents know what reasonable adjustments are available
- The training budget for staff is transparent
- Provision for children with SEND is reflected throughout school self-evaluation
- The complaints procedure is transparent and easily available to parents
- Good access arrangements are made so that all pupils can demonstrate their full potential in tests and exams
- School uses the local authority's local offer to inform the school SEND Information Report. This is published on the school website.

### **Individualised approaches:**

- Additional interventions will be implemented as necessary and these interventions will be monitored and evaluated
- Additional help will be sought appropriately from external agencies including EPs, EMS, Early Help Service, Inclusive Education Service (Autism) etc.
- Some children will have individualised provision maps, behaviour plans, risk assessments or health care plans, some pupils may be allocated a key worker
- Person-centred reviews will be held regularly with families, considering acceptable meeting times. The parents and child will be respectfully listened to and their views will inform personalised learning pathways.
- TAs will be trained so that they can encourage and support children, regardless of communication needs, to make their views known.
- Transition arrangements will be personalised to support additional need
- The SENDCo will be appropriately qualified and have the skills required to meet statutory duties.
- Designated finances will be used appropriately to meet needs without reducing independence.
- Staff training will reflect the needs of the current school community
- Parents will be given clear routes to access support, and be encouraged to bring a supporter to meetings if desired
- The school will follow the latest statutory guidance, currently the CoP 2015



## Monitoring and evaluating performance

Monitoring and evaluating the progress of pupils with SEN is an integral part of our whole school system to monitor and evaluate achievement, teaching, behaviour and leadership and management. To ensure good life outcomes for this vulnerable group, additional, focused monitoring takes place. This includes:

- Monitoring and evaluating of interventions, including their value for money
- Detailed analysis of data examining the progress of different vulnerable groups
- Learning walks and pupil interviews to evaluate the effectiveness of the strategies
- Annual financial returns
- Completion of statutory functions by the SENDCo related to referral for Education Health and Care Plans, termly meetings and annual reviews.
- Focused monitoring by the Headteacher, SENDCo, LA adviser, SEND governor
- Detailed discussions with families and children
- Progress through a variety of transitions
- Attendance and exclusions analysis
- Feedback from support agencies and Ofsted
- Local authority analysis of information and data about the school

## The governing body evaluate the work of the school by:

- Appointing an SEND governor who is a champion for pupils with SEND
- Monitoring data with respect to vulnerable groups
- Challenging the leadership through informed questioning
- Undertaking learning walks in school with a focus on SEND
- Meeting with parents and pupils
- Ensuring there is appropriate continuing professional development taking place for all staff with regard to SEND
- Holding the school to account for its use of SEN funding

## Specialist SEND provision

Grove Road CP School provides Targeted Mainstream Provision for 8 children with a primary need of Communication & Interaction (ASD).

Approved by governors..... Review date.....