



# Grove Vale Primary School

## SEND Policy November 2023

Approved by:

Date:

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**Written by:** S. Pickett  
**SEND Governor:** L. MacCarthy





### **Introduction**

At Grove Vale Primary School, we believe all children have the right to be safe and to be treated with dignity, privacy and respect, and to be able to access all aspects of the education curriculum.

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children.

### **Definition of Special Educational Needs and provision**

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools. Children may have special educational needs either throughout, or at any time during, their school career.

### **Role of Special Educational Needs Coordinator (SENCO)**

The SENCO is responsible for the day-to-day operation of special educational needs in the school.

The responsibilities are as follows:

- Monitoring the implementation of the school's SEND policy
- Co-ordinating provision/interventions for children with additional needs
- Analysing the effectiveness of provision and interventions for SEND pupils
- Liaising with and advising fellow teachers and learning support assistants
- Line managing all support staff, CPD and appraisals
- Overseeing the records of all children with SEN including individual targets
- Liaising with parents of children with SEN
- Contributing to in-service training of staff
- Gathering information and completing relevant paperwork for referrals to outside agencies and for Statutory Assessments where applicable
- Arranging annual review meetings for those children with an EHC plan
- Take part in pupil progress meetings
- Work alongside external support agencies
- Reporting to the Governing Body as required regarding SEN issues



## **Different SEN Needs**

At Grove Vale we have SEND children with a range of needs.

### **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 and young people with ASD, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### **Cognition and Learning**

- Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia

### **Social, Emotional and Mental Health**

- 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. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

### **Sensory and Physical**

- This includes children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI). Children with an MSI have a combination of vision and hearing difficulties.

### **Identification of pupils with SEND**

Early identification of children with SEN is essential. The earlier action is taken, the more responsive the child is likely to be. SEN pupils are identified through teacher assessment, information obtained from parents, whole school tracking data and termly pupil progress meetings. Once a pupil has been referred to the SENCO they will discuss the pupil with the class teacher, look at assessments and books and may observe the pupil in class. The SENCO and class teacher will discuss the needs of the child, possible targets and possible ways to support them, this may be with intervention sessions. This information will then be shared with the parents. The



targets are collated onto an 'All about me', this lists the pupils' individual targets and the provision needed to meet these. The pupil will also be added to the school's SEN database.

### **Education and Health Care Plan (EHCP)**

Some SEND pupils may require an education, health and care plan. This is for children who have complex needs. Information is gathered by the school, parents and other agencies involved and submitted to the Local Authority for assessment. The EHC plan, identifies educational, health and social care needs and sets out the additional support to meet those needs and to achieve specific outcomes.

### **Provision for SEND pupils**

#### **Stage 1 – high quality universal teaching**

##### **Teachers to consider:**

- environment, thinking about: display/lighting/seating/distraction
- language (appropriate, modelled and explained) and questions used
- types of resources used (accessible and supportive)
- differentiation
- grouping/pairing/adult support
- alternative methods

#### **Stage 2 – targeted support + high quality teaching**

- teachers will jointly plan, targeted intervention, with the SENCO and teaching assistants.
- intervention will be little and often, helping close the gap with booster sessions.
- Using published interventions
- this is evaluated and reviewed termly

#### **Stage 3 – specialist support + high quality teaching**

If after targeted support limited progress is seen, school may refer the pupil to outside support agencies for more specialist recommendations and support. Parental consent is needed.

### **Reviewing Progress**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.





The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices. The SENCO works closely with parents/carers and teachers to plan an appropriate programme of intervention and support. Together, targets are created and added to an individual All about me that is assessed termly.

### **Parental Involvement**

Parents have a vital role to play in supporting their child's education. Parents at Grove Vale are encouraged to communicate regularly with school and are invited to attend termly Parents' Evenings. From time-to-time parents may wish to meet with the SENCO or Class Teacher to discuss any concerns regarding their child's progress, the school office will be happy to make an appointment if this should occur. The child's targets are shared and will be reviewed termly with parents. Parents of children with an Education, Health Care Plan will be invited to school for an annual review yearly. Parents of children with SEN will be invited to coffee mornings each term for an opportunity to meet staff and discuss any concerns, meet and socialise with other parents.



SENDIASS are the Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) for Sandwell families. Our aim is to enable parents/carers, children and young people to make informed decisions about education, by ensuring they have the advice, information and support to make those decisions. They are a free, impartial and confidential service.

### **Pupil Participation**

The essence of the new SEN Code of Practice 2014 is active listening to the voice of the child. Children's views of their own strengths and difficulties are sought and they are made aware of their individual targets. It is important that children know what actual progress they are making in simple terms.

### **Responsibility of the School Governing Body**

It is the responsibility of the governing body to make sure they are fully involved in developing and monitoring the school's SEND policy. The SEND policy is agreed by governors and publicised to parents. Governors need to be up-to-date and knowledgeable about how resources are deployed and ensure that SEN provision is integral to school development planning. A named governor is identified to make sure that, as far as possible, pupils with SEN have their needs met, through regular meetings with the school staff and SENCO.

### **Transition**

**Introduction to reception** - All pupils starting reception will have a meeting with our EYFS staff. This is to gather information from parents regarding their child's needs and education. Concerns about particular needs will be brought to the attention of the SENCO who will arrange a further meeting with parents and gather further information from previous settings and health visitor etc.

**Year 6 to secondary:** Pupils with Educational health care plans will discuss their options for secondary school at their annual review which is held during the summer term of year 5. Visits to new schools are arranged in liaison with the senior schools. A plan of transitional activities will be put into place, this might involve children visiting their school, making transition book, making connection with key members of staff at new school.

The SENCO will also have conversations with SENCOs from senior school regarding other pupils with SEND needs. Discussions over their needs and current intervention takes place, extra transition maybe available for these pupils if needed.



### **Raising concerns and complaints**

Parents and carers meetings are held every term. Class teachers and the SENCO can be contacted by using the contact form on our website. A member of staff will then be in touch by phone to discuss any query. If a face-to-face meeting is needed an appointment will be made.

Parents who wish to complain are strongly encouraged to initially speak to the class teacher or SENCO regarding their complaint. If the issue cannot be resolved at this level or the complaint is regarding the SENCO the parent will be directed to the school's complaints procedure, which is available on our school website. Please also see our Compliments and Complaints Policy on the school website.

### **Admissions arrangements for pupils with SEND**

Parents of prospective pupils are encouraged to visit the school and are given a school prospectus. The Sandwell admissions procedure is followed for all children but parents of children with SEN are invited to make us aware of any difficulties so that, where necessary, arrangements can be made for appropriate support in school. It is usually possible for the SENCO to visit a pupil in another setting if they are transferring to Grove Vale.

### **Accessibility arrangements for SEND pupils**

Please refer to the school's Accessibility Plan, which can be found on the school website.

### **School Staff**

Mrs Pickett - Assistant Head Teacher/SENCO

### **SEN Support Staff**

We have 29 fully qualified learning support assistants who work within classes to support in lessons and deliver interventions to groups of children. 16 learning support practitioners, who work 1:2:1 with specific children and deliver specific intervention. In addition, we have 2 higher level teaching assistants who support children and also teach whole class.

### **External Agencies**

#### **Outside support agencies**

##### **Local authority provision**

Inclusion support:

- specialist teachers for learning
- specialist teacher for social, emotional and mental health
- educational psychologist
- Early years inclusion support
- CCAT (complex communication and autism team)
- Specialist teachers for the visually and hearing impaired

This service can be contacted by phone on 0121 569 2777, by email at [inclusion\\_support@sandwell.gov.uk](mailto:inclusion_support@sandwell.gov.uk) or at Connor Education Centre, Connor Road, West Bromwich, B71 3DJ

##### **Health provision**

- NHS speech therapist
- CAMHS



- NHS physio
- NHS occupational therapist
- NHS school nurse

