



Grayrigg CE Primary School Special Educational Needs and Disability (SEND) Policy

Introduction

Grayrigg C.E. Primary School provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. A minority of children have particular learning and assessment requirements that could create barriers to learning.

These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

Children may have special educational needs either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

Aims and objectives

The aims of this policy are:

- 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 identify the roles and responsibilities of staff in providing for children's special educational needs
- to enable all children to have full access to all elements of the school curriculum

Educational inclusion

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- require a range of different teaching approaches 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
- deploying their Teaching Partners (TP) within their class to ensure that SEND children receive appropriate support, alongside high quality teaching time with the class teacher
- liaising with parents

Special educational needs

Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives.

In our school the Special Educational Needs Co-ordinator (SENDco) is Emma Littlewood who-

- monitors 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
- contributes to and manages the records of all children with special educational needs
- manages the school-based assessment and oversees paperwork to be completed by class teachers about specific children
- network with other SENDCo's through KCP and training
- acts as a link with external agencies and other support agencies
- monitors and evaluates the special educational needs provision and reports to the governing body
- manages a range of resources, human and material, linked to children with special educational needs
- maintains the school's SEND register
- attend TAC meetings (where appropriate) as a leader to support class teachers and parents in ensuring appropriate provision is offered
- hold staff accountable for meeting the needs of the pupils as written in the individual support plans, EHA's and EHCPs

The SENDco's role is to lead SEND - phase leaders at Grayrigg are responsible for the children in their class - it is the role of the class teacher to:

- arrange TACs with parents within the time allocated
- to complete the EHA and lead the TAC - the SENDco will also attend to offer additional guidance and to ensure provision offered matches the needs of the children

The role of the governing body

The governing body liaises with the SENDco and other school leaders to ensure there is appropriate provision for any pupil identified as having special educational needs or disabilities. SEND will be discussed at every governor's meeting as well as an annual report. This involves the governors asking challenging questions about the school's SEND provision and strategies, as well as two monitoring visits per year. The governing body has decided that children with special educational needs and disabilities will be admitted to the school in line with the school's agreed admissions policy.

Allocation of resources

The SENDco and head teacher are responsible for the operational management of the specified and agreed resourcing for special needs and disabilities provision within the school, including the provision for children with an Education, Health and Care Plan (EHCP).

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

The SENDco and the teaching staff meet at least annually to agree on how to use funds directly related to any EHCPs.

Assessment

Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The class teacher and the SENDco assess and monitor the children's progress in line with existing school practices. External assistance from other agencies may be requested to aid this process- this must be done through an Early Help Assessment.

With the support of the SENDco, class teachers work closely with parents, other teachers, teaching partners (and possibly other agencies) to plan an appropriate programme of intervention and support.

The assessment of children reflects, as far as possible, their participation in the whole curriculum of the school. The class teacher and the SENDco can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

The school uses the following model to respond to children's special educational needs:

- **1. Universal:** All children receive high quality teaching which ensures they can access learning through effective differentiation, high level questioning and on-going timely assessments. This means that teachers will continually assess and target learning aimed at challenging children at an appropriate level.
- **1a. Target:** If a child is slipping in a specific area or needs a bit of extra help to quickly catch up with their peers then class teachers are expected to differentiate their practice to enable this to happen. Teachers will liaise with parents in order to ensure all are working together for the best outcomes for the child.
- **2. SEND support:** If children do not catch up with their peers as a result of targeted support, they continue to show slower progress or need support in several areas then a support plan must be put in place. Support plans are reviewed half termly or termly depending on the level of need. Support plans will be updated with both the parent and child's views alongside both short term and long term targets. This will be done at TAC meetings which will occur at least termly.
- **3. Early Help:** Early Help plans will only be registered when additional professional advice or support is required to ensure the best outcomes for the child. The Early Help will be registered with the agreement of the family in order to ensure support from outside agencies can be sought as promptly as possible. There is no time limit on an Early Help Plan and these will only be closed when sufficient support has been deployed. Support plans will be written for any child with an Early Help using advice from external agencies and professionals. Support plans are reviewed half termly or termly depending on the level of need. Support plans will be updated with both the parent and child's views alongside both short term and long term targets. This will be done at TAC meetings which will occur at least termly.
- **4. EHCP:** For a small number of children, more specific support or resources which are not achievable within the school's notional SEND budget, are required. In this case an EHCP will be applied for. The LA seeks a range of advice before making a formal EHCP. The needs of the child are considered to be paramount in this. Targets and advice from the EHCP will inform shorter term goals on a child's support plan. TAC meetings will occur at least termly for every child with an EHCP, as well as an annual EHCP review for any child over 5 years or 6 monthly review for any child under 5.

Access to the curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities;

- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Teachers pride themselves on striving to meet the needs of all learners. The Ethos is one where all children can feel successful with a shared understanding of learning as hard (the wobble), messy (lots of mistakes) and needing firm foundations. The school aims to be a place of true belonging and this includes eliminating discrimination, promoting equal opportunities and fostering good relationships between all children regardless of their differences and their SEND needs. The way we do this is discussed further in the belonging policy.

Support plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. This balances both small targets alongside longer term goals and additional ways in which the child may be supported. In addition, it incorporates views of the child and parents so that all involved are working to meet the best outcomes for the child. From year 4, children may be involved in writing their support plans and attend the TAC meetings when appropriate.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

Our aspiration is that all children with Special Educational Needs and Disabilities will be able to experience the same curriculum as their classmates.

Partnership with parents

At all stages of the special needs process, the school endeavours to keep parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. If this is at odds with advice being received by the school, we will work to try to bring the two opinions together. We encourage parents to make an active contribution to their child's education. In addition to the two formal parents' evenings every year, parents of children with SEND will be invited to meet termly with the class teacher for a 30 minute meeting - a TAC (Team Around the Child). The school also operates an open-door policy; any parent can discuss their child's needs by making an appointment with the class teacher and/or the SENDco. We inform the parents of any outside intervention, and we share the process of decision-making with the parents.

Disability

Not all children with a disability will have special educational needs, but may need reasonable adjustments in order to have their needs met and to reduce barriers to learning and inclusion. This includes the provision of auxiliary aids and services so that children and young people are not at a substantial disadvantage compared with their peers. Children with disabilities will never be discriminated against, directly or indirectly. Under the SEND code of practice (2015) "many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition."

Supporting pupils with medical needs

The school will make every effort to fully support any children with specific medical needs to access the full curriculum. This help will be designed on a case by case basis.

Supporting pupils with transitions

The school will support pupils with transitions both within school and beyond Grayrigg. We liaise closely with the child's chosen secondary school and pass all information on to them. If they require additional visits to the school before starting, we will support this however we can.

Monitoring and evaluation

The SENDco monitors the movement of children within the SEND system in school. This is monitored by the governors.

The class teacher should review support plans and plan next steps before meeting with the SENDco prior to a TAC meeting. This enables the SENDco to offer advice and support, and to monitor progress for each individual child.

The Governors review this policy annually, or as required.

Approved by Full Governing Body on: 15.11.2022

Signed:

Next review date: Autumn 2023