

SEND Policy

Gretton Primary School



Approved by:	Adam Sallis	Date: Summer 2025
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Introduction

At Gretton Primary School we value the abilities and achievement of all our pupils. We also value the contribution that every child can make and welcome the diversity of culture, religion and intellectual style. We aim to make sure that each child's needs are addressed, and they are supported in their environment and their learning. The school endeavours to help every child make as much progress as possible and reach their full potential irrespective of their level of need and the barriers to learning they might encounter.

Supportive working relationships with parents and close involvement of children in all aspects of their learning help us to deliver the best opportunities for the future. All children with SEN are valued, respected and equal members of the school.

Provision for pupils with SEND is a matter for the school as a whole. All teachers are teachers of pupils with SEND. The governing body, Headteacher, SENDCo and all other members of staff have important responsibilities in the implementation of the SEND policy. The Governing Body will ensure that appropriate provision will be made for all pupils with Special Educational Needs.

Legislation and Guidance

This policy is based on the statutory Special Educational Needs and disability (SEND) Code of Practice and the following legislation:

- ◆ Part 3 of the children and families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities.
- ◆ The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCos) and the SEND information report.
- ◆ This policy also complies with our funding agreement and articles of association.

What are special educational needs (SEND)?

Gretton Primary School adopts the definition of special education needs as stated in the Special Educational Needs and Disability Code of Practice: 0-25 years (DfE, July 2014).

Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

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

- has a significantly greater difficulty in learning than the majority of others of the same age
- has 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 provisions means (SEND Code of Practice, DfE, July 2014):

- educational or training provision that is additional to, or different from, that made generally for other children of the same age.

Aims and Objectives

The aims of this policy are:

- to ensure that the culture, management, environment and practices of Gretton Primary School are designed to meet the needs of all pupils, including those with SEND.
- to ensure that the special educational needs of children are identified, assessed and supported as promptly as possible.
- to make clear the expectations of all partners in the process; staff, parents, children and external agencies
- to identify the roles and responsibilities of staff in providing for children's special educational needs
- to ensure that all staff are aware of and carry out their responsibilities for children with special educational needs
- to offer all pupils with SEND access to a broad, balanced and relevant curriculum including the Foundation Stage and the National Curriculum as appropriate.

Categories of SEND

Gretton Primary School is a small mainstream school with experience of supporting pupils with a range of differing and diverse needs. The four areas of special educational needs include:

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

2. 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. Children with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, often have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

3. Social, mental and emotional health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These include becoming withdrawn or isolated, attachment disorders, displaying challenging, disruptive or disturbing behaviours such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms which are medically unexplained.

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 generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-Sensory impairment (MSI) 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.

These areas give an overview of the range of needs. Individual children often have needs that span across all of these areas and pupils' needs may change over time.

Provision for Pupils with SEND

At Gretton Primary school we believe that all the teachers in our school are teachers of children with special educational needs. We adopt a 'whole school approach' which involves all staff adhering to a model of good practice. The staff are committed to providing for the needs of all children in an inclusive environment. This means that children with SEND are taught together with their peers for the majority of the time, being withdrawn for short periods for specific intervention support or when specialist provision cannot be incorporated in any other way due to practical consideration for the child and the class as a whole. We strive to ensure that there is a high level of quality first teaching that is ordinarily available to all pupils.

Identifying SEND

The Graduated Response

We follow a graduated response to the assessment of SEND as set out in the Code of Practice (2014), recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school's usual differentiated curriculum and strategies.

Where a child is identified as needing SEND provision, we take action to remove any barriers to learning and adopt a graduated approach with four stages of action:

1. Assess

When a child has been identified as needing SEND support the class teacher, working with the SENDCo, will carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, and behaviour. It should also draw on the views and experiences of parents, the pupil's own views and, if relevant, advice from external support services. We take seriously any concerns raised by a parent via the class teacher or contact with the SENDCo.

2. Plan

Where it is decided to provide a pupil with SEND support, parents will already be fully involved in the process. Through meetings, the teacher and SENDCo will agree with the pupil and parents any interventions and support which will be put in place in order for the pupil to make progress. This will be documented on the child's My Plan/My Plan + which outlines any teaching strategies or approaches that will be required to support the child to make progress throughout the term.

3. Do

The class teacher is responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo will support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

4. Review

The impact and support will be evaluated by the class teacher and discussed with the pupil and their parents during the termly My Plan review meetings. Pupil and parent views will feed into the reviews and will contribute to the planning and setting of new targets for the following term.

Cause for concern/ongoing monitoring

The cause for concern stage begins when the class teachers identify a concern about the educational needs, and/or academic progress of a pupil. These concerns are shared with the SENDCO. Short-term targets and specific strategies may be set by the Special Educational Needs Co-ordinator (SENDCO) and class teacher. At this point, a child is not placed on the SEND register, instead they are closely monitored whilst additional support is put in place.

Pupils may be flagged as a cause for concern due to slow progress and low attainment through progress meetings. These pupils may not be considered to have SEND but may require specific targets in order to make progress using varying interventions and strategies.

SEND Support – My Plan and My Plan +

A child's needs are categorised as 'SEND Support' when the child has continued to make little or no progress in specific areas over a long period despite differentiated learning opportunities, together with targeted interventions. In some cases, a child's SEND may be immediately apparent and the SENDCO will agree to identify those needs and make appropriate referrals immediately. The decision to identify a child as SEND Support must always be agreed by the parents/carers. At this point a child is placed on the SEND Register.

Provision for children who are identified as SEND Support will be overseen and coordinated by the class teacher and SENDCO. Individually administered interventions and assessments, made by the school or by outside agencies, are managed by the class teacher and the SENDCO. Targets are set on a child's My Plan/My Plan + and these are reviewed termly. Where appropriate, additional support and advice may be sought from relevant outside agencies such as Speech and Language Therapists, Educational Psychology or The Advisory Teaching Service. We will always ask for parental permission to seek support from outside agencies and parents fully contribute to these assessments. Parents/carers will be kept informed during this time through meetings and sharing reports. Progress is monitored throughout the year by the class teacher, SENDCO and Senior Leaders.

Education, Health and Care Plans (EHC Plan)

An Education, Health and Care (EHC) Plan is a statutory document that may follow a child up until the age of 25 years and will set out clearly what their needs are, what support they should receive to meet those needs, and the expected/desired outcome of the support. This personalised plan outlines the support that a child will need for education in school, as well as support from health and care services, if required.

The Education element of the plan will explain what is needed for the child/young person to attend school and achieve the best they can in their learning. It will state which school the child will go to and, if applicable, the support the child/young person will receive to travel from home to school.

The Health element of the plan will set out any health services or health support that the child needs to ensure they can attend school and participate fully in school life.

The Social Care element of the plan will set out any services that the Local Authority will provide to support the child and their family to live as 'ordinary' a life as possible.

If a child is to be assessed for an EHC Plan, the SENDCO will work closely together with parents and child to explain the process and gather their views, including their hopes and aspirations for the future. Several assessments and reports may occur during this process. These, along with any other evidence the school has collected, will be sent to a panel convened by Gloucestershire Council's Special Educational Needs and Disabilities Service, who will decide whether to proceed with an EHC Plan.

If Gloucestershire SEND Service agree to provide an EHC Plan, the SEND Code of Practice 2014 states that it will be drawn up within 20 weeks from the date of request. A draft Plan is sent to parents/carers for amendments and approval. It will name the school the child that the parents have chosen the child is to be educated at and the level of support that Gloucestershire will provide. Specific targets are included within the plan along with an outline of the statutory provision for the child. An EHCP is reviewed annually with school staff, the child, parents and external agencies.

Access to the curriculum

All pupils at our school have access to a broad, balanced, and relevant curriculum and all teaching and support staff are aware of 'inclusion' and the need to set high expectations for every pupil, whatever their prior attainment. Pupils with SEND are therefore taught with their peers, in class with the teacher. They study the curriculum appropriate for their age, however, the learning environment may be adapted to ensure they can access this effectively. Teachers will address any barriers to learning which may exist for certain children and a range of teaching strategies, including flexible pupil groupings, will be used to match pupils' learning needs and styles. Strategies adopted to support SEND pupils may include such things as: using a visual timetable, providing writing frames to structure work, using coloured pens to separate lines of writing, varying the background colour on the interactive whiteboard, providing a sloping personal writing desk and using IT or assistive technology. The school acknowledges that these practices can make a positive difference to all children. Because of this, the school and teachers periodically review issues related to pupils with SEND and classroom organisation, teaching styles and methods, materials and tasks to determine how these could be improved.

Access to the wider curriculum

In addition to the statutory curriculum the school provides a range of extra-curricular clubs, additional trips and enrichment activities. Pupils with SEND are actively encouraged to join in and benefit from these opportunities. Their participation is monitored by the class teacher who liaises with parents to facilitate the child's involvement where applicable.

Roles and Responsibilities

The role of the SENDCo

In our school the Special Educational Needs Co-ordinator (SENDCo) is Mrs Alison Dodd who has the National Post Graduate Certificate in Special Educational Needs Coordination. Her role includes:

- managing the day-to-day operation of the policy
- coordinating provision for children with SEND
- liaising with the relevant designated teacher where a looked after pupil has SEND
- advising on a graduated approach to providing SEND support
- working with the head teacher on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of children with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the LA and LA support services
- liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all children with SEND up to date.

The role of the Head teacher

The Head teacher, Mr Adam Sallis has overall responsibility and in turn is directly responsible to the Governors. As such he is:

- to be responsible for the day-to-day management of all aspects of the school life including provision for children with SEND
- to liaise with the SENDCO
- to keep the Governing Body informed on the working of the policy
- to ensure as far as possible that all members of staff receive appropriate training.

The role of the Class Teacher

Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff. Quality First Teaching and adaptive teaching for all pupils, is the first step in responding to pupils who have or may have SEND.

Teachers are expected:

- to be fully aware of the contents of this policy
- to be responsible for raising concerns about individual children with the SENDCO
- to be responsible for writing and implementing My Plans for children with SEND in their class, with support from the SENDCO where required
- to collect relevant information about the children in their class
- to work closely with children with SEND, providing increased differentiation, monitoring and reviewing of the child's progress
- to consult with the child's parents/carers as appropriate, at least 3 times a year
- to liaise with the SENDCO and external agencies as appropriate
- to attend relevant SEND training

The role of support staff

Support staff play a vital role in supporting a child with SEND through in class support and/or an individualised intervention programme. As such their role is:

- to work with small groups or individual children as required by the class teacher or SENDCO
- to deliver a range of activities linked to the child's specific learning difficulty
- to monitor the children's progress in the activities and report back to the class teacher and the SENDCO
- to keep records of progress for the interventions they run
- to liaise regularly with the class teacher and the SENDCO in order to adapt and amend programmes
- to be involved in the My Plan/My Plan + target setting and reviewing process
- to attend relevant SEND training

The role of the Governing Body

The Governors role is:

- to fulfil their statutory duties towards pupils with SEND as prescribed in the Code of Practice
- to monitor the appropriate staffing and funding arrangements
- to regularly meet with the SENDCO to discuss SEND at Gretton Primary School
- to monitor the overall work of the school in regards to SEND as a governor
- to review and evaluate the SEND policy
- to ensure that the necessary provision is made for any pupil who has SEND.

The role of parents of pupils with SEND

Parents play a vital role in supporting their child and school ensure that they build a positive relationship with parents. In accordance with the SEND Code of Practice, the school believes that all parents should be treated as equal partners in their child's education. Parents are welcomed into school at all times and are encouraged to maintain regular contact with class teachers and the SENDCo. The SENDCo invites all parents of children with SEND to meet with her at termly parents' evenings. In this way they can make their views known and play an active part in their child's progress. The school strives to provide clear information to parents and to offer support. When it has been decided that a child should have SEND provision put in place, the relevant school processes are discussed and they are given an 'Introduction to SEND' booklet to explain some of the key terms and procedures as well as the Gloucestershire Parent Guide on Additional Needs. Parents are made aware of their child's entitlements within the SEND framework and are signposted to the SENDIASS Gloucestershire Service which is knowledgeable in supporting parents of children with SEND.

The voice of the child

All pupils are encouraged to be involved in making decisions, where possible, right from the start of their education. The ways in which pupils are encouraged to participate should reflect the pupil's evolving maturity. Participation in education is a process that will necessitate all pupils being given the opportunity to make choices and to understand that their views matter.

Throughout their time at Gretton Primary School we encourage pupils to participate in their learning by:

- contributing to reviews and targets (formally or informally)
- talking to teachers and TAs about their learning
- taking additional responsibilities, e.g. school council, wellbeing warriors, big friends, playground leaders.

Arrangements for Dealing with Complaints from Parents

Gretton School seeks to involve parents at all stages of their child's education. This is felt to be particularly important for parents of children with SEND, so that the school and the parents can work in partnership to provide the extra support which such children require. Close liaison between home and school maximises the child's chances of making good progress and reduces the chances of misunderstandings. If parents have concerns about the SEND provision being made for their child, they should initially talk to the class teacher. The SENDCo is also available to discuss with parents any issues that concern them, as are the headteacher and the SEND Governor. Parents are also made aware of the services of SENDIASS Gloucestershire and encouraged to make contact with the service if necessary.

Evaluation and assessment

The success of the school's SEND policy and provision is evaluated by:

- Monitoring of classroom practice during observations by the Senior Leadership Team.
- Termly pupil progress meetings where pupil tracking data and test results for individual pupils, vulnerable groups and cohorts are analysed
- Regular monitoring of procedures and practice by the SENDCo and the SEND governor.
- SEND reviews, which evaluate the success of our policy and sets new targets for development.

Review procedures

The school and the governing body are committed to the regular monitoring and evaluation of the provision for children with SEND. The school uses several methods to do this, including:

- Consideration of success rates with My Plan targets at review meetings;
- Gathering of parents' and pupils' views formally at review meetings as well as informally through pupil conferencing and through the parents' survey;
- Scrutiny of pupils' work by class teachers, subject leaders, the Headteacher and the SENDCo;
- Tracking of assessment records of pupils with SEND, including teacher assessments, spelling and reading ages, summative assessments, (Y6 SATS, YR 4 WTC & Y1 PSC) and scores from any standardised tests or assessments which show progress over time;
- Observation of teaching and intervention sessions made by the headteacher and SENDCo;
- Meetings between the SENDCo and class teachers and between the SENDCo and the SEND Governor.

Linked policies

- Inclusion policy
- Behaviour policy
- Teaching and Learning policy
- Assessment policy
- Equal Opportunities policy / Accessibility policy
- Safeguarding and Child Protection policies
- SEND information Report

Acronyms used in the policy

EHC – Education and Health Care Plan

LA – Local Authority

SEN – Special Educational Needs

SENCo – Special Educational Needs Co-ordinator

SENDIASS – Special Educational Needs and Disabilities Information Advice and Support Services

Monitoring and Review

The policy is reviewed by SENDCo and Headteacher, working in consultation with staff and the governor with responsibility for Special Needs.