



SEND POLICY

At Grange Primary School, we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere free from oppression and abuse.

APPROVED	Chair of Governors / Headteacher
POLICY DATE	Autumn 2021
REVIEW	September 2022

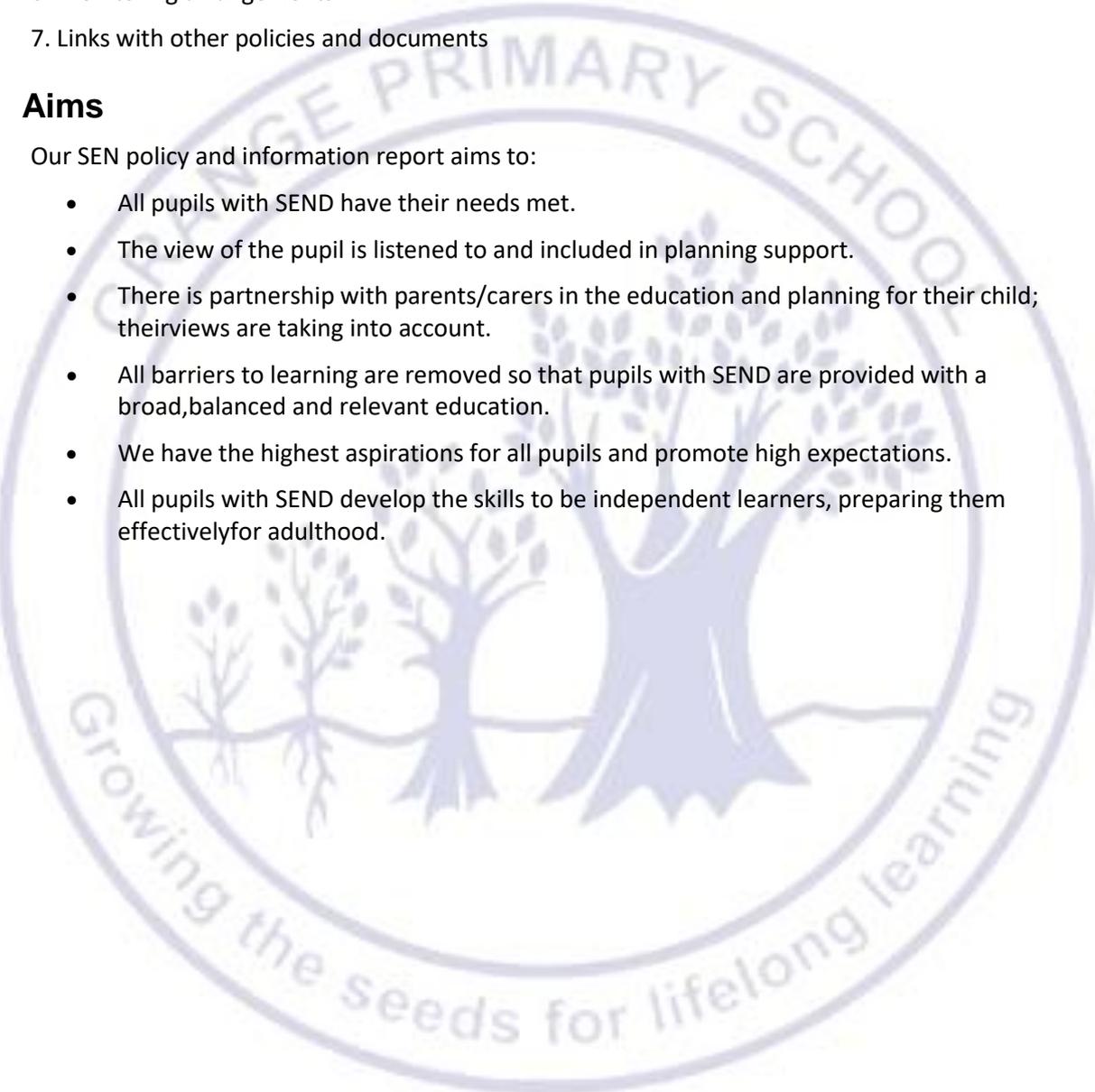
Contents

1. Aims
2. Legislation and guidance
3. Definitions
4. Roles and responsibilities
5. SEN information report
6. Monitoring arrangements
7. Links with other policies and documents

Aims

Our SEN policy and information report aims to:

- All pupils with SEND have their needs met.
- The view of the pupil is listened to and included in planning support.
- There is partnership with parents/carers in the education and planning for their child; their views are taken into account.
- All barriers to learning are removed so that pupils with SEND are provided with a broad, balanced and relevant education.
- We have the highest aspirations for all pupils and promote high expectations.
- All pupils with SEND develop the skills to be independent learners, preparing them effectively for adulthood.



St GEORGE PRIMARY SCHOOL

Growing the seeds for lifelong learning

The levels of support and provision offered by our school

ALL pupils will access:

- High quality teaching and learning
- A differentiated curriculum- work is set at the right level for each pupil
- Reasonable adjustments to the environment and equipment for pupils with disabilities
- Assessment for learning- the teacher uses strategies such as questioning to identify the level every child is working at in each lesson.
- Personalised target setting- targets are set for maths and literacy

A few pupils with complex or significant Needs will access:

- A personalised timetable – a pupil may not follow the same timetable as the rest of their class, they may have a specific timetable matched to their needs.
- Access to specialist services and therapists - e.g. speech and Language service, occupational therapy services, educational Psychologist etc.
- Access to evidence based specialist programmes – these will be Provided or suggested by the above services.
- High levels of adult support and small group working – this may include 1:1 adult support.
- Adapted resources specific to the pupil's need – e.g. using visual Supports for those with autism, touch typing for visually impaired etc.

SEN pupils will access:

- Targeted interventions and support matched to their need- this could include extra math's or English groups; social skills groups; communication groups; life skills groups etc.
- Individualised target setting- these targets are personal to the child, and may be around any area, not just math's or English.
- Personalized progress tracking and assessment of need- The pupil's needs and progress are tracked and reviewed regularly.
- Access to flexible working groups-groups may change as and when necessary.

Legislation and Guidance

This policy and information report 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 SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

Definitions

A pupil has SEN 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.

Roles and responsibilities

The SENCO

The SENCO is Ms. Gillian James

She will:

- Work with the Headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

- Ensure the school keeps the records of all pupils with SEN up to date



The SEN Governor

The SEN Governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Headteacher and SENCo to determine the strategic development of the SEN policy and provision in the school

The Headteacher

The Headteacher will:

- Work with the SENCo and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

SEN information report

The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject 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.

Supporting pupils moving between phases and preparing for adulthood

- 5 We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.
- 6 Universal offer to all pupils
- 7 *For transition to or from Grange:*
 - There is close contact between staff at Grange and the other school.
 - Reports, records and data are shared between Grange and the other school.
 - Before starting at Grange, parents and the child are invited to an admissions meeting and given a tour of the school.
 - Staff ask about important information to make sure the transition is as smooth as possible.
 - A buddy system is used to help children settle in.
 - All important information about the new child is shared with the class teacher and SLT.
- 8 *For transition within Grange, to a new class:*
 - Transition meetings are held between the class teachers in Grange to share information about the children in the class.
 - Children visit their new class room and meet their new teacher and support staff.
 - Parents are informed of their child's new teacher before the summer.
- 9 Additional, targeted support and provisions (for pupils on the SEND register)
- 10 *For transition to or from Grange:*
 - LSPs are shared with the new school as well as any reports or programmes from specialist agencies.
 - Information is shared about strategies and resources in use to support the child.
 - SENCo attends a transition meeting every year with SENCo from the secondary schools in Newham. Key information about SEND pupils is shared.
 - When a child with SEND transfers to Grange, SENCo speaks to the SENCo of the previous school to gain more information.
 - This includes requesting LSPs and reports etc. for the child.
 - Any specialist programmes or resources the child had at the previous school are used at Grange.
- 11 *For transition within Grange, to a new class:*
 - SENCo meets with the class teachers and support staff to share information about SEND pupils.
 - LSPs are shared with new staff.
 - Specialist programmes are shared with the new staff, including how they can support the child in the classroom.
 - Specialist resources are moved to the new classrooms.
- 12 Specialist, individualized support or provision (For SEND pupils with a higher level of need)
- 13 *For transition to or from Grange:*
 - Transition visits will be set up; parents are encouraged to attend these.
 - When a child is coming to Grange, SENCO or another member of staff will visit the child in their current school/nursery.

- When a child is going to a new school staff from there are encouraged to attend Grange to meet the child in this setting.
 - Transition books are created with photos to help the child recognise important new people and areas of the school.
 - Other plans are put in place as needed, e.g. a staggered start.
 - A transition programme is put in place for children moving to secondary school.

For transition within Grange, to a new class:

- The learning mentor meets with pupils, as needed, to help prepare them for the changes to the next school year.
- These sessions are then continued in September to aid pupils with settling back into school and a new class.
- A transition book is made with photos of important people and places in school.
- Support staff meet with each other to share information.
- Extra visits to the new classroom and to meet new staff are arranged.
- Other arrangements are made as necessary, e.g. school dinner trays are borrowed and used at home to prepare for staying to school lunches etc.

Our approach to teaching pupils with SEN

Teaching and learning

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Whole school approaches. The universal offer to all children

- High quality teaching and learning.
- Resources are used to help support children's learning e.g. real objects, pictures, number lines etc.
- A differentiated curriculum as needed – work set at the right level for each pupil.
- Reasonable adjustments to the environment and equipment are made for pupils with disabilities.
- Assessment for learning – the teacher asks questions and talks to children to check their understanding in every lesson.
- Assessments are then used to help the teacher to plan the next set of lessons.
- Children reflect on their learning in every lesson.
- Targets are set for maths and English to move children forward in their learning.
- Specialist teachers for P.E. and art lessons.
- Breakfast club, lunchtime clubs, after school clubs and educational visits.
- The Senior Leadership Team (SLT) monitors teaching, including modelling and giving support when needed.

Additional, targeted support and provisions (for pupils on the SEND register)

- Targeted groups and support matched to their need – this could include extra maths or literacy groups, social skills groups, communication groups etc.
- Groups may change as and when needed to match the needs of pupils.
- LSPs with personal targets – these may be around any area, not just maths or literacy.
- Pupils' needs and progress are reviewed regularly by the class teacher and SENCo.
- Additional adult support for specific tasks, e.g. a pupil who struggles in maths

- may receive extra support just for maths lessons.
- Access to specialist services – e.g. a referral to the dyslexia team.

Specialist, individual support or provision (For SEND pupils with a higher level of need)

- A personalised timetable – a pupil may not follow the same timetable as the rest of their class, they may have a specific timetable matched to their needs.
 - Access to specialist services and therapists
 - E.g. speech and language service, occupational therapy services, educational psychologist etc.
 - Access to specialist programmes, developed by specialist services.
 - High levels of adult support and small group working – this may include 1:1 adult support.
 - Access to adapted resources specific to the pupil's need – e.g. using visual supports for those with autism, the sensory room for those with sensory difficulties or behaviour concerns, vocabulary boards/colourful semantics for pupils developing their communication skills etc.

We will also provide the following interventions:

- Art Therapy
- Life skills
- Occupational and Physiotherapy
- Swimming
- Horse riding
- Soft Play
- English and math interventions
- Play Partners
- Attention Group
- LEG Programmes (Language Enrichment Group)
- Social skills groups
- Dyslexia interventions
- Language for Thinking
- Talk about Social Skills
- 1:1 Readers
- Social Groups

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- The school is accessible on one level, with a wheelchair user toilet, including a shower unit, rail and sink.
- Braille signs are located around the building, identifying each classroom and areas of the school

Additional support for learning

Teaching assistants will support pupils on a 1:2 basis when the pupil has been identified as having additional needs and are receiving High Needs Funding or has an Educational, Health and Care Plan (EHCP)

Teaching assistants will support pupils in small groups when they are receiving additional provision as part of their High Needs Funding or EHCP needs.

We work with the following agencies to provide support for pupils with SEN:

- Speech and Language Therapists
- Occupational Therapists
- Sensory Service (Hearing Impairment (HI) and Visual Impairment (VI))
- Complex Needs and Dyslexia Service
- Language Communication Interaction Service (LCIS)
- Educational Psychology Service

Expertise and training of staff

Our SENCO has number of year' experience in this role and has worked as worked as a classteacher across all key stages.

They are allocated 2.5 days a week to manage SEN provision.

We have a team of number of teaching assistants, who are trained to deliver SEN provision.

We use specialist staff for who deliver dyslexia and speech and language interventions.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6-8 weeks, depending on the length of the term.
- Using pupil questionnaires
- Monitoring by the SENCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHCPs and High Needs Funding of SEN or EHC plans

Enabling pupils with SEN to engage in activities available to those who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including

our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) to the Isle of Wight/Wales to be considered in light of Covid-19.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of after school clubs to promote teamwork/building friendships etc.
- All pupils are encouraged to learn the Grange Mantra, promoting resilience and determination. The mantra is as follows

At Grange, we sow the seeds for lifelong learning, I know that all things are possible if I believe. I care, I respect, I motivate and when challenged, I will try, try, try again until I succeed at last.

We have a zero tolerance approach to bullying.

Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher/SENCo/Headteacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for parents of pupils with SEN

Parents/carers can contact SENDIASS, an independent service on all matters relating to SEND. The service is located at;

SENDIASS

The Tunmarsh Centre

Tunmarsh Lane

London E13 9NB

Telephone 020 3373 8385

Email sendiass@newham.gov.uk

Contact details for raising concerns

Parents to contact the Headteacher

The local authority local offer

Our local authority's local offer is published here

<https://families.newham.gov.uk/kb5/newham/directory/localoffer.page?localofferchannel=0>

Monitoring arrangements

This policy and information report will be reviewed by SENCo **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality Policy
- Supporting pupils with medical condition



