



# Grosvenor Road Primary School

## SEND Policy

Signed:

Headteacher \_\_\_\_\_

Date \_\_\_\_\_

Chair of Governors \_\_\_\_\_

Date \_\_\_\_\_

Agreed by the full Governing Body

# **Grosvenor Road Primary School**

## **SEND and Inclusion Policy**

### **Rationale:**

Grosvenor Road Primary School is committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all children, including those identified as having special educational needs or a disability, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Grosvenor Road Primary School is committed to inclusion. Part of the schools strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs, encouraging them to be the best learners they can be.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys
- minority ethnic and faith groups, Travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who are disabled
- learners who are disadvantaged
- those who are gifted and talented
- those who are looked after by the local authority
- others such as those who are sick; those who are young carers; those who are in families under stress; pregnant school girls and teenage mothers
- any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the need of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school. We recognise that pupils learn at different rates and that there are many factors affecting achievement and progress, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Grosvenor Road Primary School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

The SEN Coordinator is *Mrs Emma Johns*, who also takes the lead role in relation to inclusion, and as a member of the SLT, reports regularly to the group on this area. The SEND Governor is Dr Michelle Perkin.

**Objectives:**

1. To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
2. To ensure equality of opportunity for and to eliminate prejudice and discrimination against, children with special educational needs.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum through differentiated planning by class teachers, SENCO, and support staff as appropriate.
5. To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having SEND.
6. To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
7. To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
8. To involve parents/carers at every stage in the plans to meet their child's additional needs.
9. To involve the children themselves, where appropriate, in planning and in and

decision making that affects them.

### **Arrangements for coordinating SEND provision:**

The key role of the SEN coordinator as stated in the SEND Code of Practice 2014 is outlined in appendix 1

1. The SENCO will meet with each class teacher at least twice a year to discuss additional needs concerns and to review IEPs.
2. At other times, the SENCO will be alerted to newly arising concerns through the Concern Referral to SENCo form.
3. The SENCO will aim to discuss issues arising from these forms with the class teacher within one week of receiving the form.
4. Where necessary, reviews will be held more frequently than twice a year for some children.
5. Targets arising from IEP meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
6. The SENCO will monitor planning for SEN and support year group teams with curriculum planning when necessary.
7. The SENCO, together with the Headteacher, will monitor the quality and effectiveness of provision for pupils with SEND through classroom observation and provision mapping.
8. SEND support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by the SENCO and by trained teaching assistants (TAs) throughout the school. This is funded from the school's annual budget. The support timetable is reviewed annually, by the SENCO, and the management team, in line with current pupil needs, educational initiatives such as literacy and numeracy strategies, and the budget. There is an annual programme of in school training for TA's. Additional support is funded through individual allocations from the LA.
9. Support staff, class teachers, SENCO and outside agencies liaise and share developments in order to inform reviews and forward planning.

### **Identification and Assessment Arrangements, Monitoring and Review Procedures:**

The schools system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs.

The schools system includes reference to information provided by:

- Teacher assessment
- Progress measured against end of year expectations outlined in the National Curriculum
- Standardised screening and assessment tools
- Observations of Social Emotional and Mental health
- An existing Statement of SEND (Education, Health and Care Plan)
- Assessments by a specialist service, such as Educational Psychology, Learning Support or Speech and Language
- Another school or LA which has identified or has provided for additional needs

## **The Graduated Response**

Based on the schools observations and assessment data and following a discussion between the class teacher, SENCO and parent, a graduated response will begin. This involves 3 levels

1. **Universal Provision** involving adjustments and differentiation in class
2. **Targeted support** – this will be through small group or 1:1 intervention to meet the needs. Stage 2 will be recorded on the SEND register as SEN SUPPORT
3. **Specialist support** – this is where the SENCO will involve and liaise with agencies outside of school. Stage 3 will be recorded on the SEND register as SEN SUPPORT

### **1. Universal Provision**

Grosvenor Road is a Communication Friendly School and adopts Dyslexia Friendly practices; these are incorporated into daily school life as part of quality first teaching.

In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies. Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

The school uses the definitions of adequate progress as outline below.

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social or personal skills
- Demonstrates an improvement in the child's behaviour

Where a period of differentiated curriculum support has not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, provision at stage 2 of the graduated response will be provided

## **2. Targetted support**

Targetted provision would be indicated where there is evidence that:

- There has been little or no progress made with existing interventions
- Additional support is required to develop literacy or numeracy skills
- Additional support is required for emotional, social or mental health needs
- Additional support is required for sensory or physical impairments
- Additional support is required for communication or interaction needs

There are likely to be two groups of children recorded at Level 2.

1. Children, who have needs similar to other children with additional needs within the class, e.g. lack of phonic knowledge or phonological skills, spelling.
2. Children whom we consider to have more severe or longer term needs that are likely to result in an application for further professional advice.

Both groups of children will have provision for their common needs in a small group as well as some individualised support for their more unique needs. Provision will run concurrently with differentiated curriculum support.

The group may be taught by the class teacher and also supported by a TA.

The responsibility for planning for these children remains with the class teacher, in consultation with the SENCO.

All children in the school have individualised targets for writing and numeracy.

A child receiving support at Level 2 of the graduated response will also have an Individual Intervention Plan, or group intervention plan. This will begin the cycle of **ASSESS: PLAN: DO: REVIEW**

The length of each cycle will depend on the individual needs of the child but a minimum of three cycles will be completed in one academic year.

Children and parents will be involved at each stage of the cycle and be encouraged to contribute to target setting and reviewing outcomes.

As part of the cycle, the SENCO and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. Where this is the case a decision may be made to make provision at Level 3 of the graduated response – specialist provision.

### **3. Specialist Provision**

Provision at this level *always* includes the involvement of specialist services such as Educational psychology, Learning support service or CAMHS. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. Parents/carers are informed if any outside agency is involved. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress.

A new cycle of ASSESS: PLAN: DO: REVIEW will start with the decision to provide support at level 3 of the graduated response. The length of each cycle will depend on the individual needs of the child but a minimum of three cycles will be completed in one academic year.

Children and parents, along with specialist agencies and school staff will be involved at each stage of the cycle and contribute to target setting and reviewing outcomes.

### **School request for a statutory assessment**

For a child who is not making adequate progress, despite a period of support at graduated response level 3, and in agreement with the parents/carers, the school may make a request to the LA for an Education, Health and Care Plan (EHCP).

The school is required to submit evidence to the LA whose weekly Moderation of Assessments Panel makes a judgment about whether or not the child's need can continue to be met from the resources normally available to the school. This judgment will be made using the LA's current criteria for making a statutory assessment. Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

### **Education Health and Care Plan**

A child who has an Educational Health and Care plan will continue to have arrangements as for Graduated Response Level 3, and additional support that is provided using the funds made available through the EHCP.

There will be an Annual Review, chaired by the SENCO, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the EHCP or to the funding arrangements for the child.

### **The School's Arrangements for SEND and Inclusion In-Service Training:**

- The SENCO attends regular cluster meetings to update and revise developments in Special Needs Education and Inclusion.
- Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals and the School Development Plan. In-Service training and individual professional development is arranged matched to these targets.
- In-house additional needs and Inclusion training is provided through staff meetings by the SENCO.
- All staff has access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level.
- Support staff are encouraged to extend their own professional development and the management team will ensure tailor-made training where this is appropriate.

### **The use made of teachers and facilities from outside the school, including support services**

- The Educational Psychologist visits the school regularly (according to SLA), following discussion with the SENCO as to the purpose of each visit.
- Teachers from the Hearing Impairment Team work in school to support children, both with and without EHC plans, who have hearing impairment. The specialist teachers work directly with children where this is indicated on an EHC plan. Class teachers plan alongside these specialist teachers who also attend and contribute to IEP reviews.



- The Senco liaises with specialist teachers from the Learning Support Service to monitor our effectiveness in meeting the criteria set out for Dyslexia Friendly Schools. This ensures that we are supporting children with dyslexia, and those who have difficulties associated with dyslexia, through universal, targeted and specialist provision.
- The SENCO liaises frequently with a number of other outside agencies, for example:
  - Speech and Language Therapy
  - Learning Support Service
  - Children's services
  - School Nurse
  - Community Paediatrician
  - Physiotherapy
  - Occupational Therapy
  - CAMHS

### **Arrangements for partnership with parents/carers**

- Staff and parents/carers will work together to support pupils identified as having additional needs.
- Parents/carers evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request with either the class teacher or SENCo.
- Parents/carers will be involved at all stages of the graduated response process. The class teacher or SENCO will invite parents to attend meetings as part of the ASSESS:PLAN:DO:REVIEW cycle
- At review meetings with parents/carers we try to always make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
- Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request. Parents/carers will also be invited to work alongside pupils in the classroom where this is appropriate.
- Communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Headteacher or, if this fails to resolve the

issues, the governing board. Our complaints procedures, available from the school office, sets out the steps in making a complaint in more detail.

### **Links with other schools/Transfer arrangements**

- Class teachers of children joining from other schools will receive information from the previous school; if there is an SEND issue the SENCO will telephone to further discuss the child's needs. Children transferring from Grosvenor Road Primary School to new schools will have SEND file passed onto new school with most recent IIP. The SENCO will discuss these children with other schools on request.

### **Inclusion Principles**

- Staff at Grosvenor Road Primary School value pupils of different abilities and support inclusion.
- Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school. There is flexibility in approach in order to find the best placement for each child.
- Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.

### **Admission arrangements**

- Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs.
- There are two nursery classes and three reception classes: pupils are allocated to each class by age and gender to ensure that there is parity between both classes. Children identified, prior to joining our school, as having additional needs will also be matched to each class to ensure a balance of both provision and opportunity.
- Prior to starting school, parents/carers of children with an EHCP will be invited to discuss the provision that can be made to meet their identified needs.
- The school's Local Offer and SEND information report is available to parents on the schools website [www.grosvenorroadprimary.o](http://www.grosvenorroadprimary.o)

### **Incorporating disability issues into the curriculum**

- The PSHE curriculum includes issues of disability, difference and valuing diversity. Advice will be sought from Disabled Peoples organisations on appropriate resources.
- The library resources are regularly reviewed to ensure they include books that reflect the range of special educational needs issues and come from a disability equality perspective, and priority is given to the ordering of books with positive images and a positive portrayal of Disabled People as they become available.

### **Listening to disabled pupils and those identified with additional needs**

- Grosvenor Road Primary School encourages the inclusion of all children in the School Council and other consultation groups.
- We aim to include children in their target setting and encourage and support them to take an active part in their annual reviews.
- The staff has on-going training opportunities on issues relating to communication and listening skills.

### **Working with disabled parents/carers**

- Grosvenor Road Primary School recognises that there will be a number of disabled parents/carers of children within the school, and we work to try to ensure they are fully included in parents/carers activities. We also make sure that we hold parents/carers meetings in the Hall that is accessible.

### **Disability equality and trips or out of school activities**

- Grosvenor Road Primary School tries to make all trips inclusive by planning in advance and using accessible places. We provide the opportunity for all year 6 children to visit an outdoors education centre, and provide additional TA support for individual children as required.
- All children are welcome at our afterschool activities.

### **Evaluating the success of the Schools SEND and Inclusion Policy**

- Every year, we analyse the data we have on the percentage of our pupils with very low attainment at the end of their key stage, compared to the percentage in similar schools. We also analyse data on behaviour: major behaviour incidents

and exclusions (including lunchtime exclusions). We will use this analysis to help us plan our provision map. At the same time, we set new targets for the year ahead, aiming for:

- A reduction in the percentage of children with very low attainment,
  - An increase in the percentage of children recorded as having special educational needs attaining Age related expectations
  - A reduction in behaviour incidents and exclusions
- The SENCO will provide information to the governing board as to the numbers of pupils receiving special educational provision through SEN Support and those who have an EHC plan as well as any pupils for whom an EHC plan has been requested. The Head will report on any whole school developments in relation to inclusion, at the same time, and will ensure that governors are kept up to date with any legislative or local policy changes.
  - SEND and Inclusion is a standing agenda item at all Curriculum Sub-Committee meetings and will be reported at the full governing body meetings through sub-committee reports, which are then discussed as necessary.
  - The SENCO will meet with the SEND governor at least once each term to discuss Inclusion and current SEND concerns. The SEND governor will lead governor monitoring of the SEND policy through sampling, observations and other procedures to be agreed annually.
  - Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEND provision and planning will be taken forward by the whole staff and used to build upon successful practice.
  - Target setting for all pupils takes place daily, half-termly and within each Key Stage. Annotated samples of work are kept as evidence to support predictions as to the future achievements of pupils at the end of each Key Stage. Percentage targets are set for children to achieve end of year expectations and targets are also set for children identified as having additional needs. These targets aim towards increasing the number of children with additional needs who achieve end of year expectations
  - The policy itself will be reviewed annually by the Head teacher, SENCO and Governing Body.

### **Dealing with complaints:**

- If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENCO, who will try to resolve the situation.
- If the issue cannot be resolved within 10 working days, the parent can submit a

formal complaint to the Headteacher in writing or any other accessible format. The Headteacher will reply within 10 working days.

- Any issues that remain unresolved at this stage will be managed according to the schools *Complaints Policy*. This is available on the school website or a paper copy can be provided on request, from the school office.

Review date: January 2018

## **APPENDIX 1**

### **The role of the SENCO in school**

#### **The key responsibilities of the SENCO may include:**

- overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils 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 local authority and its support services
- liaising with potential next providers of education to ensure a pupil and his/her parents are informed about options and a smooth transition is planned
- working with the headteacher 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 pupils with SEND up to date