

SEND Policy



September 2025

This policy covers many of the articles from the Unicef convention on the rights of the child. Some key ones are listed below.

Article 2 – All children have these rights, no matter what their age, gender, religion, disability, culture or nationality is.

Article 3 – All adults should do what is best for children. Adults should think about how their actions affect children.

Article 12 – Children have the right to give their opinion and their views must be taken seriously.

Article 15 – Children have the right to choose your own friends or set up and join groups, as long as it isn't harmful to others.

Article 23 – Children with disabilities have the right to live a full life and receive support from the government.

Article 29 – Every child's education must develop their talents and abilities.



Date written: September 2025

Date for review: September 2026

Statement of Intent

At Grafton Primary School we believe all pupils have the right to access a rich and varied curriculum that allows them to experience enjoyment and achievement in all aspects of school life. We aim to develop knowledge and skills that will enable our pupils to make positive contributions to society and ensure a sense of fulfilment.

This policy outlines the framework the school will use in meeting its duties, obligations and principal equality values in providing an appropriate high-quality education for pupils with SEND.

Through successful implementation of this policy, the school aims to eliminate discrimination and promote equal opportunities.

It is the aim of this policy to underpin procedures and practice which will ensure that:

- The school identifies and provides for pupils with a wide range of SEND needs.
- The school provides an inclusive education for all children, so far as is reasonably practical and compatible with the child receiving the special educational provision alongside pupils with whom they are educated.
- Barriers to learning are identified and measures are taken to minimise their impact
- All those involved with the education of children are aware of their responsibilities in terms of SEND
- Staff have the appropriate knowledge and skills to fulfil their duties and that there is a programme of CPD to further develop and deepen this understanding.
- There is an effective partnership that incorporates pupils and their families in planning and reviewing.
- The school collaborates with education, health and social care services.
- There is accountability for use of SEND resources (School and LA).
- The School complies with key legislation in relation to
 - The SEN Code of Practice 0-25 (2015)
 - Equality Act (2010)
 - Part 3 of the Children and Families Act (2015)
 - The Special Educational Needs and Disability Regulations (2014)
- This policy links with other related policies, such as:
 - Accessibility Plan
 - Equality
 - Supporting Pupils with Medical Conditions
 - Child Protection & Safeguarding
 - Behaviour
 - Looked After Children
 - ARP



Definition of Special Educational Needs & Disability

The School takes its definition of Special Educational Needs from the 'Special Educational Needs and Disability Code of Practice: 0 to 25 years' (DFE, 2015)

A child or young person has SEND if they have a **learning difficulty** or **disability** which calls for special educational provision to be made for him or her.

Children have a learning difficulty or disability if they:

- *Have a significantly greater difficulty in learning than the majority of children of the same age.*
- *Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.*

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

Children will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The SEND Code of Practice 2015, identifies 4 broad 'Areas of Need'. In school, these are further broken down to assist in identification and provision planning for pupils with SEND. Needs may fall within a single category, or may fall into multiple areas. Within School, we aim to identify a child's 'Primary Need' which will be identified and recorded. A 'Secondary Need' may also be recorded. We will endeavour to ensure support is in place for all areas of need identified.

The table below set out the 4 broad areas, and the subcategories that may be identified within each area.

<u>Communication & Interaction Needs (C&I)</u> Speech, Language and Communication Needs (SLCN) Autistic Spectrum Disorders (ASD)	<u>Cognition & Learning Needs (C&L)</u> Specific Learning Difficulties (SpLD) (dyslexia, dyscalculia, dyspraxia) Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD)
<u>Social, Emotional & Mental Health Needs (SEMH)</u> Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), Attachment disorders, Anxiety, Depression, Self-harming, Substance misuse, Eating disorders Physical symptoms that are medically unexplained.	<u>Sensory and/or Physical Needs (S&P)</u> Hearing Impairment (HI) Visual Impairment (VI) mobility and other issues which require adaptations to enable the student to access the whole school curriculum.



Special Education Needs & Disability Policy

Identification, Assessment and Provision for children with SEND

Every school is required to identify and address the SEND of the pupils that they support. Through the implementation of this policy, the school will:

- Endeavour to make sure that pupils with SEND get the support they need to access the school's broad and balanced curriculum.
- Fulfil its statutory duties towards pupils with SEND in light of the SEND code of practice.
- Promote disability equality and equality of opportunity, fulfilling its duties under the Equality Act 2010 towards individual disabled pupils.
- Make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled pupils are not at a substantial disadvantage compared with their peers.
- Designate a teacher to be responsible for coordinating SEND provision.

The systems and procedures for identifying, planning and monitoring for children with SEND are the collective responsibility of the whole school. We strive to work collaboratively, to ensure early identification and effective provision for our pupils. In addition to the governing body, the school's Headteacher, SENCo and all other members of staff have important day-to-day responsibilities.

All teachers are teachers of children with special educational needs.

This is therefore a whole school responsibility. Specific roles are outlined below.

Name/Role	Roles & Responsibilities
Mrs J Bana Head Teacher	• Establish and sustain culture and practices that enable pupils with SEND to access the curriculum and learn effectively. • Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of pupils, providing support and adaptation where appropriate. • Ensure the school fulfils its statutory duties with regard to the SEND code of practice. • Work with the governing body to ensure that there is a qualified teacher designated as the SENCO and Head of Inclusion for the school. • Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements and through tracking progress in Pupil Progress Meetings. • Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND. • Ensure the school offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience for all pupils, including pupils with SEND. • The Headteacher is responsible for allocating the budget for SEND.
Mrs C Robinson Inclusion Manager	• Daily leadership role, supporting the Headteacher and SLT. • Lead and manage the Inclusion team. • Promoting outstanding teaching and learning across the school. • Provide advisory support for all staff to assist them in their professional development. • Develop and maintain effective support for children with SEND and their families. • Work in partnership with the Inclusion Team, including performance management.

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	• Work alongside other agencies/professionals in supporting children and their families. • Ensuring that Safeguarding procedures are effective take into account the wide range of needs of children within the school.
Mrs M Salunkhe SENDCO	• Overseeing the day-to-day operation of the school's SEND policy. • Coordinating provision for children with SEND. • Carrying out assessments and observations of pupils with learning difficulties. • Liaising with and advising staff, including class teachers and TAs. • Overseeing and maintaining the records of all children with SEND. • Liaising with parents of children with SEND alongside Class teachers. • Contributing to the in-service training of staff. • Attend training, including keeping informed of new initiatives. • Liaising with external agencies • Attending Partnership/LA meetings, as well as training sessions, including relative accreditation training in line with national expectations. • Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family • Liaising with the SEND Governor(s).
SEND Governors	• Collaborating with the Headteacher and SENCO to ensure that relevant information is communicated to the governing body to enable the governing body to fulfil its role in evaluating the success of the education which is provided to pupils with special educational needs. • Assisting and advising the governing body on fulfilling its SEND responsibilities. • Adhering to the Code of Practice, 2015. • Attend training, including keeping informed of new initiatives. • Dealing with the complaint's procedure concerning provision for pupils with SEND. • Receiving reports from the Headteacher/SENCO on in-service training for staff and other developments in relation to SEND.
Class Teachers	• Be aware of this policy and procedures for identification, monitoring and supporting pupils with SEND, using the Graduated approach. • Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. • The teacher remains responsible for working with the child on a daily basis, even when interventions involve group or one-to-one teaching away from the main class. • Through liaising with the SENDCo, teachers must be aware of the needs, outcomes sought, and support provided to any pupils with SEND they work with. • Promote inclusive practice for pupils with SEND and adapt the Curriculum according to individual needs. • Implement the Assess, Plan, Do, Review, Cycle at least termly and ensure this information is clearly recorded onto a Child's One plan. • Complete accurate written records of assessments, progress and future targets. • Give feedback and information to parents/carers of children with SEND at least 3 times per year.



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	• 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. • Contribute to reports and requests for information from external agencies. • Attend CPD sessions to develop knowledge and skills to support children with SEND and identify gaps that may require further training.
Teaching Assistants	• Be aware of this policy and procedures for identification, monitoring and supporting pupils with SEND following the Graduated Approach. • Work under direction of Teacher/ Phase lead/ SENDCO to provide in class adaptations and/or targeted interventions • Contribute to assessments/ feedback to Teacher/SENCO about effectiveness of provision • Give feedback to teachers about pupils' responses to tasks and strategies. • Attend CPD sessions to develop knowledge and skills to support children with SEND and identify gaps that may require further training. • Contribute to written records of children as necessary.



Graduated Response and Early Identification

In order to help children who have SEND, the school will adopt a graduated response that recognises there is a continuum of SEND and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. Appendix A summarises the identification and graduated response.

Teachers' ongoing assessment of the progress of individual children will provide information about areas where a child is not progressing satisfactorily.

We recognise that some difficulties in learning may be caused or made greater by the school's learning environment/relationships. The class teacher will therefore look at the following matters in order to decide whether these could be developed to enable the child to learn effectively: Classroom organisation, teaching materials, teaching style and the curriculum.

If these adjustments do not lead to adequate progress, the class teacher will review, with the SENCO, the strategies which have been used and complete an Initial Concerns Form.

This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

The key test of the need for action is evidence that the child is not making adequate progress despite high quality support in class.

Less than expected progress will be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Does not match or better the pupil's previous rate of progress.
- Continue to widen the attainment gap even more between them and their peers.

Adequate progress can be defined as follows:

- It closes the attainment gap between the child and their peers.
- It prevents the attainment gap growing wider.
- It is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers.
- It matches or betters the child's previous rate of progress.
- It ensures access to the full curriculum.
- It demonstrates an improvement in self-help, social or personal skills.
- It demonstrates improvements in the child's behaviour.

Please refer to school policy regarding Assessment. If a child's progress is causing concern but they meet the criteria for adequate progress described above, then Targeted support will be considered where appropriate. Information on the interventions that are considered part of the school's usual adapted curriculum is included in the School Information Report.



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This is reviewed and updated termly.

Assess, Plan, Do and Review

Once a pupil has been identified with SEND, the school employs a graduated approach to meeting the pupil's needs. This will be through the adoption of a four part cycle – **assess, plan, do, review** – whereby earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The process is as follows:

- **Assess:** establishing a clear assessment of the pupil's needs
- **Plan:** agreeing the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.
- **Do:** implementing the agreed interventions and support.
- **Review:** analysing the effectiveness of the interventions and their impact on the pupil's progress in line with the agreed review date.

When a pupil starts at the school with a SEND needs - SEND Support

1. When a pupil starts school with a diagnosis of a disability, or a need then the SENCO will meet with their parents and the previous educational setting to gather information from all parties in order to plan a support strategy for the pupil.

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3. The SENCO draws up a transition plan for the pupil in consultation with the parents, teacher and the Phase Leader.

4. Within the first two weeks, the Class Teacher writes a One Plan with specific targets and agreed strategies with the support from the SENCO and in consultation with parents.

5. Progression is reviewed regularly at SEND reviews.

6. When the school receives information from the LBBB SEND Section about any new pupil with an EHCP moving into the school, the process to integrate the child in school follows the same process as when a pupil starts the school with SEND needs.

SEND Support

When a child has been identified as having SEND, and requires interventions that are additional to or different from those provided as part of the school's usual adapted curriculum, the child's name and details will be placed on to SIM system which is up-dated regularly. Pupils at this level will be identified as SEND Support. Parents will be part of this process and will be aware that the school has concerns before this point.

The triggers for intervention through SEND Support will be concern, underpinned by evidence, about a child who shows any of the following:



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- Despite receiving adapted learning opportunities, makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Despite receiving adapted learning opportunities shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent social and emotional difficulties which are not ameliorated by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of an adapted curriculum.

In some cases, outside professionals from health or social services may already be involved with the child. Where these professionals have not already been working with the school staff, the SENCo will contact them, with parental consent. The SENCo will support the further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken.

The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme where necessary.

Parents will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

The SENCO and the class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include:

- Different learning materials or special equipment.
- Extra adult time to devise the nature of the planned intervention and to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.
- Access to LA support services for one-off or occasional advice on strategies or equipment.
- Some group or individual support.

A request for significant support from external services is likely to follow a decision taken by the SENCO and colleagues, in consultation with parents, at a termly review of the child's needs. External support services will usually see the child in order to advise teachers on devising One Plan targets and accompanying strategies. Advice given will be implemented mainly in the classroom setting, and is the responsibility of the class teacher.

Education and Health Care Plans

Criteria to apply for an EHC Plan, if:

1. The pupil has a disability which is life long and which means that they will likely always need support to learn effectively
2. The pupil's achievements are so far below their peers that we think it likely that they may at some point benefit from special school provision.

Pupils, who we think will manage in mainstream schools, with some support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) or physical disability does not mean that the child needs an EHC Plan.



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Where a pupil has a significant or complex level of needs, an application may be made to the borough for an Education and Health Care Plan to be considered. This is a plan drawn up by the family and professionals that work with the child to help identify and plan for the provision to support them. When the school considers an EHC Plan may be needed for a child, this would always be discussed and agreed with parents. Grafton Primary School follows the LA guidelines in making these requests and follows the advice in the timings of reviewing the Plans. Parents are able to make Parental Requests.

Individual Support plans

The ISP are used for all children under SEND Support and also those with EHCPs. The ISP capture the 'Area of Needs' that have been identified for the child. The ISP outlines the targets and the provision put in place for the pupil to help the teachers and SENCO measure the progress in their learning. The ISP are shared with the child and this gives them the opportunity to review and share their thoughts about their learning with their teachers and parents too.

The ISP will include information about:

- The short-term targets set for the child
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- Outcomes (to be recorded when the ISP is reviewed)

Inclusion and provision of support

It is the aim of the school to provide all support in the most inclusive manner available. All children will participate in assemblies and school productions and have access to the wider curriculum. Children with SEND should generally take part in lessons in their classroom with their peers (with group or individual support where appropriate), but separate provision may be necessary for specific purposes and as a time-focused solution to enable the needs of all children to be met and their entitlement to an appropriate curriculum secured.

This may include small group withdrawal or using individual programmes to enable the acceleration of children's learning and to develop the skills to enable the children to fully participate in class activities. Strategies employed to enable the child to progress will be recorded clearly which will be reviewed three times yearly.

Allocation of Resources

Where additional pupil needs are identified the school will use the delegated funding allowance to provide early intervention support for the benefit of pupils identified with SEND.

Where pupils with SEND have been receiving early intervention support but are still not making sufficient progress, the school will consider accessing high needs top-up funding from the LA to provide additional specialist support.



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Special Facilities and Provision

Grafton Primary School has an Additionally Resourced Provision (ARP) for primary aged pupils with Autism. This is run and funded by the Local Authority and spaces are allocated through the EHCP Admission Department.

Access Arrangements

Grafton Primary school is disability friendly. The learning spaces are all on one level, corridors are wide for wheelchair access and we have two disabled toilets. The school endeavours to continue to improve access to the physical environment, adding specialist facilities as necessary. For instance, the school has a hoist that is located in the Physical Intervention learning space and there is a shower located in the ARP as well as the Hive learning space.

All our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, visual impairment, ASC etc. This is good practice to support all children but is vital for those who particularly need it. All of our children access an adaptive curriculum, and we recognise achievement and expertise in all curricular areas.

As part of normal class; curriculum content and ideas are adapted to meet individual needs and made more accessible by using visual, tactile and concrete resources as well as music and drama when appropriate.

Partnership with Parents

The school values the partnership with all parents (including those who have children with special educational needs) and is keen to support them in playing an active and valued role in their children's education. Partnership with parents plays an essential role in enabling children with SEND to make adequate progress and become successful learners. The school recognises that parents hold key information, knowledge and experience about their child which gives them additional information as to how to help their own children. Home/school diaries may also be used to increase dialogue and monitor progress between parents and teachers.

Parents and carers are involved at all stages when a child is considered to have a special educational need. We consider that the earlier that a parent is made aware of a concern, and the joint plan of action is addressed, the better parents will be informed and involved. If the school feels that their child may have Special Educational Needs by the class teacher, sometimes with the support of the SENCo. Termly meetings are held with parents for all children with SEND, and their views are taken into account. At this stage of the process the school would follow the identification and monitoring cycle to ensure the child's needs were identified and the resources used are adapted to meet the child's needs. This would then be monitored and reviewed with the parents and class teacher.



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Involving Children

Children with SEND often have a unique knowledge of their own needs and their views are treated with respect. The school will make every effort to involve children in discussions about their needs because their views are important. Children are given the opportunity to contribute to their One Plans and share their likes and dislikes etc with their class teacher and parents. The ways in which a child may take part could include providing artwork, video, or a written report, or attending the meetings if they wish.

Links with other professionals

The School works closely with an allocated Inclusion Advisor from the Local Authority. They work with the SENCO, Inclusion Manager and Head teacher to ensure that School is meeting the needs of its pupils. They also offer advice and direct the School to appropriate external support where possible.

The school maintains links with support agencies and other professionals. Individual assessment, support and advice to teachers are provided. Professionals involved with the school include:

- Educational Psychologist
- Speech and Language Therapist
- Speech and Language Therapy Assistants
- School Counsellor
- Speech and Language Therapist – Feeding and swallowing clinic
- Occupational Therapist
- Physiotherapist
- School Nurse
- Health Visitors
- Child and Adolescent Mental Health Service (CAMHS)
- Psychotherapists
- Child Development Team
- Paediatrician
- LA Advisory Team
- Advisory Teacher for Speech and Language
- Specialist Educational Outreach Support Services (Deaf and Speech & Language) Five Elms
- Flourish Centre (Visually Impaired)
- Parent Partnership Services
- Family Support Workers
- Social Workers
- Virtual School for Looked After Children (LAC)
- Outreach Support from Inclusion Advisory Team – BDSIP

School Admission

Pupils with SEND will be admitted to the school in accordance with the requirements of the Education Act and the LA Admission Policy. The school will seek appropriate support as necessary to ensure that individual needs are met. Liaison with parents and external agencies is particularly important. In the case of children with an EHC Plan, liaison with the LA will clarify whether resources to meet the child's needs will be in place as the child is admitted. Adaptations such as a reduced timetable for a limited period may be required when a child first enters the school as this may be helpful in ensuring a smoother



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integration for some children and this would be done in consultation with the parents and would be reviewed regularly with the parents and the class teacher.

Transition

When children transfer to Grafton Primary School, the SENCO and any staff involved with the child, make use of written records, consultations and meetings to ensure a smooth transition. Consultations and documentation is followed before Nursery and Reception children enter the school, which may lead to SEND provision being made for them if needed.

As children progress through the school, their current and new class teacher will meet to discuss the children's needs and any strategies that will support them as they progress. The school recognises these transitions may be difficult for some children. Therefore measures will be put into place to support them. Parents play a key role in helping their child adjust to a new setting and communicating their child's needs with the class teacher. The school will actively involve parents in any transition strategies to support their child's needs.

Links with other schools

The SENCO liaises with the SENCOs of local Early Years providers and the SENCOs of Secondary Schools. Children's files are passed on to the new school electronically as well hard copies being delivered to the school too. These are sent/emailed at the end of the Summer Term. The school's Transfer Form ensures that relevant information is passed on when children leave the locality and meetings are not possible.

Training

As a school, we are committed to furthering our knowledge of any new developments that will further our vision for inclusion for all children. Staff members will attend courses and information will be shared through informal arrangements and through INSET. SENCO has been awarded the National SENCO Accreditation, and will continue to attend CPD as necessary, through the LA.

Early Help and Support for Families

In accordance with ECM: Change for Children (2004) the school will use the Early Help as a means of referral for integrated support where appropriate, maintaining confidentiality between services and ensuring safeguarding of the child. The Early Help will always be completed with the permission of the parent/carer of the child. There are a number of people trained within the school including Mrs. Robinson (Assistant Head/Inclusion Manager/CP Lead), Mrs Gray (Acting Headteacher/Early Years Coordinator), Miss Winter (Assistant Head/Attendance Lead/ Early Help Lead), Miss S King (Learning Mentor).



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Complaints

Initially, complaints or concerns about specific elements of the school's provision for SEND should be discussed with the class teacher, who will refer to the SENCO or Headteacher, who will investigate the matter. If the matter is not satisfactorily resolved, then the matter should be raised with the Governing Body, in line with the school complaints policy which can be located in the school office.

Parental Complaints made for children with Special Educational Needs and Disabilities

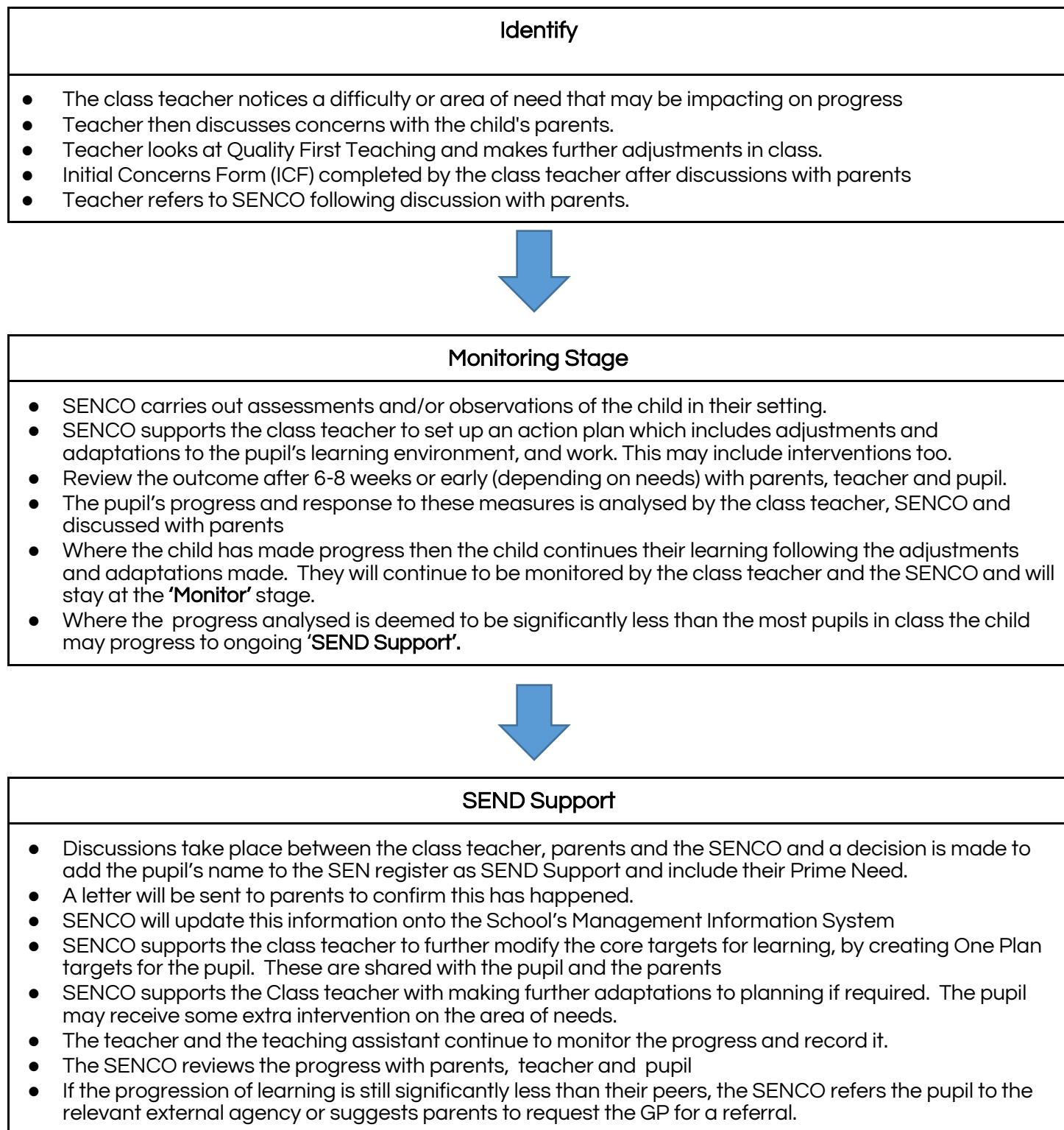
The parents of pupils with disabilities have the right to make disability claims to the first tier SEND Tribunal if they believe that our school has discriminated against their child. They can make a claim about alleged discrimination regarding exclusions, provision of education and associated services, making reasonable adjustments including the provision of auxiliary aids and services.

Approved by Governing Body

Date:

Appendix A

The Following Outlines the process for identification of needs within school and the graduated response



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EHCP

- The class teacher writes the One Plan to set specific targets to monitor their overall progress with the SENCO's support.
- The pupil will continue to receive some additional support.
- Progress is monitored and recorded by teacher and TA
- The SENCo reviews the progression and attainment gap at the end of the term.
- If the pupils continue to make significantly less progress over a sustained period of time, in spite of quality first teaching, adaptations, adjustments and interventions then discussions between the SENCO, parents and class teacher will take place to consider whether further assessments need to take place for an EHC Plan.
- If this is agreed then an EHCP will be applied for the pupil.