

SEND Policy

Glenthorne Primary School



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1. Aims

Our SEND policy and information report aims to:

- › Set out how our school will support and make provision for pupils with special educational needs (SEND)
- › Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

2. 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

3. Definitions

A pupil has SEND 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 the 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.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Miss Samantha Langston.

The SENCO will:

- › Work with the headteacher and SEND 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 SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- › Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- › Advise on the graduated approach to providing SEND 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 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 SEND up to date

4.2 The SEND governor

The SEND governor will:

- › Help to raise awareness of SEND issues at governing board meetings
- › Monitor the quality and effectiveness of SEND 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 SEND policy and provision in the school

4.3 The headteacher

The headteacher will:

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

4.4 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 SEND policy

4.5 Every leader, a leader of SEND

All leaders from the Senior Leadership Team to the Governors, Subject Leaders to Teachers will be able to talk about SEND including the ambition for SEND pupils, provision in place and policies in place across school.

5. Supporting children with SEND

5.1 Special Educational Needs

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

- Communication and interaction, for example, autistic spectrum disorder, 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

5.2 Identification and The Graduated Response

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 SEND.

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.

Support will be considered in the following stages:

- **Stage 1: An initial concern form.**

Staff will complete an initial concern form to detail concerns and intervention that will be put in place to support the child for at least half a term. Initial concern forms will be attached to the child's file so that a child's progress can be tracked and conversations will be had with the SLT during pupil progress meetings.

- **Stage 2: Class Provision Map**

Following an initial concern form, if a child is not making progress, they will be added to the class provision map and placed in additional intervention groups. This provision map will include a description of the interventions planned to support the child, frequency and outcomes for the intervention. Where possible baseline and final assessments will be included to show progress. The child will be recorded as monitored on Arbor. Provision mapping will be shared with parents at Parent Consultation Evening.

- **Stage 3: A Learning Programme**

A Learning programme will be written if a child needs additional support and is taking part in an increasing number of interventions, with a number of APDR cycles at Stage 2. This may also include possible support from additional agencies, with a view towards more formalised support in the future. A Learning Programme will detail targets in multiple areas, with intervention allocated to meet these targets. External agencies involved with the child may deliver provision or provide programmes to support the child such as Speech and Language, Physiotherapy or Occupational Therapy. This plan will be shared with parents via Edu Key and will be reviewed and updated regularly. The child will be recorded as SEN support and added to the SEN register. This learning programme will be shared with parents at Parent Consultation Evening.

- **Education and Health Care Plans**

An Education, Health and Care plan (EHC plan) is a legal document which describes a child or young person's aged up to 25 special educational needs, the support they need, and the outcomes they would like to achieve. The special educational provision described in an EHC plan must be provided by the child or young person's local authority. An EHC plan can only be issued after a child or young person has gone through the process of an Education, Health and Care needs assessment.

Children with an Education and Health Care Plan will have a Learning Programme which details targeted support to meet their needs and progress towards their EHCP outcomes. An EHCP review will take place annually to review the outcomes of a child's EHCP.

5.3 Pupil Passports

Pupil Passports are created for all children with additional needs who require support. These passports are written by the child alongside an adult and detail the following information.

- Areas of need
- Things that are important to me
- The things people like about me
- I learn best when
- What I find difficult is
- What motivates me
- Things that support me inside and outside the classroom
- Other information

A child's pupil passport can be accessed by any adult working within the classroom and are shared with other relevant staff.

5.4 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

If a child is placed on the class provision map or is given a Learning Programme, this will be shared with parents at Parent Consultation Evening and a copy given to parents. Parents will have the opportunity to discuss the support in place for their children.

5.5 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 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 or behaviour
- › Other teachers' assessments, where relevant
- › The individual's development in comparison to their peers.
- › 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.

5.6 Our Curriculum.

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

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

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

- › Differentiating our curriculum and providing reasonable adjustments to ensure all pupils are able to access the curriculum. for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

- › Adapting our resources and staffing to support children with additional needs
- › 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.
- › Reviewing and adapting interventions offered within school to support children with additional needs.

All classes have an SEND toolkit available in their classroom which provides a number of resources to support learners with SEND. Where children require individualized resources, these will be provided directly to the child and can move through school with them.

All subject leaders work alongside the SENCo to evaluate the quality of SEND provision in their subject area. This includes identifying the ambition for SEND children in that subject and identifying and understanding assessment to know how children are achieving. The use of reasonable adjustments and resources available to support children with additional needs as well as the policies in place.

5.7 Additional Provision

We have a number of interventions run throughout school to support children with additional needs. These interventions may be put in place following conversations about a child's progress or because of additional needs where a programme of support is provided. These interventions may take place within or outside of lessons, 1:1 or in small groups and will all be detailed on the class provision map or a child's Learning Programme.

Interventions include:

- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Lego Therapy
- Sensory Circuits
- Toe by Toe
- Accelerate Reading
- Precision Teaching
- Nessy Reading and Spelling
- Time to Talk Intervention
- ELSA
- Accelerate Reading
- Comic Strip Conversations

All children identified as SEND will be given allocated target time in small groups or 1:1 to work towards meeting their targets. Depending on the target, this will be given by a teaching assistant who works alongside the child regularly.

Where required, additional adult support will be provided in lessons to support children with SEN. This may be small group or 1:1 depending on their additional needs.

5.9 Evaluating the effectiveness of SEND 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
- › Using pupil voice to gather views
- › Using provision maps to detail and measure provision
- › Holding annual reviews for pupils with EHC plans
- › Working alongside other leaders to monitor effective SEN teaching and provision through book looks, learning walks and observations and staff and pupil questionnaires
- › Monitoring the impact of interventions through learning walks and record checks

The SENCO will work alongside all subject leaders to ensure that needs of children with SEN are met within their subject. Leaders should have high expectations of all children including those with SEN and make necessary adjustments to support children in making good progress in that curriculum area. Where a child needs further additional support in a specific subject area, resources and support will be sought.

5.10 Accessibility

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).

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Please see our accessibility plan for more information. [Accessibility Policy](#)

5.11 Working with other agencies

The school works closely with a number of external agencies including Autism Outreach, CAMHs, CYPAS, Occupational Therapy, Physiotherapy, and the Speech and Language service.

Where additional support is required, school will seek advice from Educational Psychologists, Behaviour Support, Learning Disability Team and Early Years Forum.

Glenthorne Primary works closely with the South Staffordshire SEND and Inclusion Hub. The Hub meets half termly to discuss the SEND and inclusion needs of children and young people and agrees support strategies.

If a referral is made into any external agencies or Hub, this will be done alongside discussions with parents and consent gained.

External agencies may wish to meet with or speak to parents alongside their work with the child, and school will support families with this process.

All support received by external agencies, will be kept on file to track support each child receives.

As well as working alongside other agencies, staff work closely within school to support the needs of all children. Support from our Parent Support Worker and Mental Health Lead will be sought when required.

5.12 Staff training

Regular staff training is provided to support staff in meeting the needs of all children. This includes training on how to adapt the curriculum and provide reasonable adjustments as well as strategies and training needed to support children with particular needs.

The needs of individual staff and children are considered when seeking training opportunities. Support from external agencies and specialist professionals will be sought where necessary and training programmes developed to meet the needs of all staff.

5.13 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENCo 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

5.14 Contact details of support services for parents of pupils with SEND and the local offer

[SENDIASS SEND IASS - Staffordshire Family Partnership \(staffs-iass.org\)](http://staffs-iass.org)

[Staffordshire Connects](#)

5.15 Contact details for raising concerns

SENCO: Miss Samantha Langston

SEN Link Governor: Mrs Rachel Hatton

If you have any concerns, please contact the SENCO via the school office on office@glenthorne.staffs.sch.uk or 01922 666266.

6. Monitoring arrangements

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

It will be approved by the governing board.