



## Special Educational Needs [SEN] Policy

Approved by:	Full Governing Body
Last reviewed on:	March 2023
Next review due by:	March 2024

***At Grimsdyke School we aim to ensure high quality and inclusive education for all its pupils. We recognise the individual needs of children and seek to meet them effectively.***

**AIMS:**

Staff in Grimsdyke School will ensure that:

- all pupils have access to a broad and balanced curriculum that also addresses their pastoral care including any social and emotional needs
- a differentiated curriculum appropriate to individual needs and ability is provided
- rapid identification of all pupils requiring SEN provision as early as possible in their school career
- SEN pupils take as full a part as possible in all school activities
- parents of SEN pupils are kept fully informed of their pupil's progress and attainment
- SEN pupils are involved, where practicable, in decisions affecting their future SEN provision

The school recognises that many pupils will have special needs at some time during their school life. In implementing this policy, we believe that pupils will be helped to overcome their difficulties.

We recognise that some pupils will need additional support with the social and emotional demands of school life to help them achieve their full potential educationally and as individuals. Many factors contribute to the range of difficulties experienced by some pupils, but much can be done to overcome problems through parents, teachers and pupils working together.

**DEFINITION OF SPECIAL EDUCATIONAL NEEDS**

A pupil has a special education need if he or she:

- has significantly greater difficulty in learning than the majority of pupils of the same age which requires provision that is different from or additional too that of the majority of their peers
- has a disability which prevents or hinders him/her from making use of educational facilities provided for pupils of the same age

Pupils must not be regarded as having learning difficulties solely because their language, especially their home language, is different from that in which they are taught.

Staff at Grimsdyke School will have due regard for the **Special Needs Code of Practice (2015)** when carrying out their duties towards pupils with special educational needs and they will ensure that parents are notified when SEN provision is being made for their pupil.

## **INCLUSION**

This policy is part of the school's Inclusion Statement and Equal Opportunities Policy, which recognises the entitlement of all pupils to a balanced, broad-based curriculum. The policy reinforces the need for teaching that is fully inclusive.

## **IDENTIFICATION, ASSESSMENT AND PROVISION**

At Grimsdyke School teachers are responsible for initial identification of pupils with SEN and in collaboration with the SENDCO (Special Educational Needs and Disability Coordinator) will ensure that those pupils requiring different or additional support are identified at an early stage. Parents who have concerns about the progress of their child should discuss these with the class teacher in the first instance.

Early identification of pupils with SEN will be a priority. The school will use appropriate screening and assessment tools and determine pupil progress through:

- evidence obtained by classroom observation/ assessment.
- evidence obtained by observation in other contexts for example at break times or at clubs
- performance in National Curriculum subjects judged against age related expectations
- information from tracking of pupil progress
- the use of standardised screening or assessment tools.
- reports from feeder schools
- records from feeder schools
- information from parents
- relevant outside agencies

The Class Teacher with support from the SENDCO will:

- assess learning difficulties and identify the need for support within differentiated lesson planning
- provide starting points for an appropriate curriculum
- ensure on-going observations/assessments and provide regular feedback on achievements/ experiences, for planning next steps in learning
- provide individual targets for pupils
- implement targeted interventions as appropriate
- involve parents in a joint learning approach for home/school

## **ENGLISH AS AN ADDITIONAL LANGUAGE**

Particular care will be needed for pupils whose first language is not English. Teachers will observe progress across the curriculum to determine whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess proficiency in English before planning any additional support. Where necessary a Home Language Assessment will be organised by the school.

## **MONITORING PUPIL PROGRESS**

Teaching SEN pupils will be a whole-school responsibility. The core of the teacher's work will involve a continuous cycle of planning, teaching, and assessing taking into account the difference in pupils' abilities, aptitudes, and interests. Some pupils will need increased levels of provision and support and each child will be considered on an individual basis.

Where teachers decide that a pupil's learning requires further support the Inclusion Manager will be consulted. The SENDCO and the teacher will review the approaches adopted. The SENDCO may carry out specialist observations and tests. Where additional support provision is required, it will be provided through School Support. Where concerns remain despite sustained intervention, the school will consider requesting an Education, Health and Care Plan (EHCP). Parents will be fully consulted at each stage.

**The school recognises that parents have a right to request an EHCP and would suggest they approach SENDIAS (Special Educational Needs and Disability Information and Advice Service formerly Parent Partnership) for advice and support for this.**

## **EVALUATION**

To evaluate the policy, consideration will be given to the opinions of:

- teachers
- parents (via Parents' Council)
- pupils and their progress
- external professionals

The Governing Body will ensure:

- the provision made for SEN pupils is of a high standard
- provision of a 'responsible person' to inform the governing body and all those involved with the teaching and supporting pupils receiving statutory support (EHCP)
- SEN pupils are fully involved in school activities
- the Code of Practice is observed
- that the SEN policy is developed and reviewed
- reports to parents will include the allocation of resources

The policy will be evaluated and reviewed on an annual cycle.

## **PROVISION**

The main methods of provision made by the school will be:

- full-time education in classes, with additional help and support from class teachers through a differentiated curriculum

- in-class support with some adult assistance dependent on need
- periods of withdrawal to work on targeted interventions with support staff (school or outside agencies)
- The SENDCO will coordinate all provision for pupils with SEN.

### **ALLOCATION OF RESOURCES**

The Governing Body will ensure that resources are allocated to support appropriate provision for all pupils and to meet the objectives set out in this policy.

### **GUIDELINES (please refer to the Code of Practice).**

#### **INITIAL CONCERNS – MONITORING STAGE**

All class teachers record ongoing concerns for individual pupils having discussed this with the SENDCO. Students may also be identified as a cause for concern at termly pupil progress view meetings. This may then be recorded on a 'Record of Concerns Form' which is shared with parents. Where appropriate some initial school-based assessment may take place to explore any challenges or barriers to learning that a pupil is experiencing. Referral to appropriate professionals will be made if this is indicated at this stage. The child's needs are monitored and reviewed at regular meetings. At this stage, intervention and support will be recorded and reviewed termly on the year group and school provision map.

#### **SCHOOL SUPPORT**

School Support intervention will be triggered through concern, supplemented by evidence that despite receiving supported teaching or intervention support pupils:

- make little or no progress
- demonstrate difficulty in developing literacy or numeracy skills
- show persistent emotional/behavioural difficulties despite receiving appropriate interventions or strategies
- have sensory/physical problems,
- experience communication and/or interaction problems and make little or no progress despite experiencing a supported curriculum
- advice from other professionals suggest progress to school support is required

If the staff decide, after consultation with parents, that a pupil requires additional support to make progress, the SENDCO, in collaboration with class teachers, will support the assessment of the pupil and have an input in planning future support. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and evaluation. The children will receive a School Support Plan (SSP) or a Pastoral Support Plan (PSP) dependant on need.

In some cases, characterised by complex needs, the school will involve external services. Parents will be consulted at each stage. External support services will require access to pupils' records in order to understand the strategies employed to date, and the targets set and achieved. These specialists may be asked to provide further assessment and advice, and possibly to work directly with the pupil. Parental consent will be sought for any additional information required. The resulting SSP/PSP will incorporate the specialist's strategies. These will be implemented by the class teacher but may involve other adults. Where appropriate the school may request direct intervention/support from the appropriate specialist/teacher.

### **SCHOOL SUPPORT PLANS (SSP)**

Strategies for pupil progress will be recorded in an SSP (School Support Plan) which will contain information on:

- agreed long term outcomes
- short term targets
- teaching strategies
- provision made
- ways in which home can support
- date for review
- success criteria
- outcomes recorded at review

The SSP will record adapted provision for a student. It will concentrate on three or four individual targets that closely match the pupil's needs. The SSP will be discussed with the pupil (as appropriate) and the parent.

### **PASTORAL SUPPORT PLAN (PSP)**

Strategies for modifying behaviour or for interventions to support a pupil's wellbeing and mental health may be separately recorded in an PSP (Pastoral Support Plan) which will contain information on:

- behaviour modification strategies
- teaching strategies or changes to classroom management
- provision made e.g. adult support or time out arrangements
- ways in which home can support
- date for review
- success criteria
- outcomes recorded at review

### **REVIEWING AN SSP or PSP**

SSPs and PSPs will be reviewed termly. Parents and/or pupils will be involved in this process.

### **EXAMPLES OF SCHOOL-BASED INTERVENTIONS**

Pre-teaching – supported sessions to prepare a student or group of students to be able to fully engage with class based learning

Daily reading – targeted individual reading support to develop decoding and comprehension skills

Little Wandle Catch Up Programme sessions for phonics

Accelerated/ Acceleratedwrite – KS2 (Lessons using the talking function on a word processor to learn to use phonics to spell accurately)

Precision Teaching – all year groups (A daily intervention that teaches small amounts of information that has to be memorised e.g. tables facts)

Wellington Square (reading) – KS2 (An alternative reading scheme for pupils who need to develop comprehension skills)

Number stacks – to support the development of number concepts as well as knowledge and processing

Social Skills group (A group intervention to learn communication and cooperative skills needed for group work.)

Circle of Friends (A group intervention used to support pupils finding it difficult to manage their friendships)

Learning Mentor (A group or individual intervention to support pupils with learning skills, organisation and motivation)

ELSA support (Emotional Literacy Support Assistant) – targeted wellbeing and resilience support

Place2Be – mental health support and therapeutic input

### **STATUTORY ASSESSMENT for an EDUCATION, HEALTH AND CARE PLAN**

The school will request a Statutory Assessment from the LEA when, despite an individualised programme of sustained intervention within School Support, the pupil remains a significant cause for concern. A Statutory Assessment may also be requested by a parent or outside agency. This will be triggered in conjunction with the Educational Psychology Service.

The school will provide the following information:

- evidence of the action followed with respect to School Support
- the pupil's SSPs/PSPs
- records and outcomes of regular reviews undertaken
- information on the pupil's health and relevant medical history as appropriate
- National Curriculum levels (literacy/numeracy)
- relevant assessments from specialists e.g. support teachers and educational psychologists
- the views of parents
- where appropriate, the views of the pupil
- social services/educational welfare service where appropriate

An Education, Health and Care Plan (EHCP) will normally be provided where, after Statutory Assessment, the LEA considers the pupil requires provision beyond that which the school can offer.

A request for a Statutory Assessment will not inevitably lead to an EHCP.

When a pupil receives an EHCP the school will:

- write an SSP/PSP based on the objectives in the EHCP
- organise and monitor the use of additional support where appropriate

### **REVIEW OF EDUCATION, HEALTH AND CARE PLANS**

EHCPs must be reviewed annually and the Headteacher will organise these reviews and invite:

- the pupil's parent
- the pupil if appropriate
- the relevant teacher
- the Learning Support Teacher
- a representative of the LEA
- persons considered appropriate e.g. doctors, therapists, social workers.

The aim of the review will be to:

- assess progress in relation to the SSP/PSP targets
- review provision made in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills
- consider the EHCP in relation to the pupil's performance during the year and whether to cease, continue, or amend it
- set new targets for the coming year

Year 6 reviews will indicate the provision required in Secondary school and Learning Support Teacher/ SENDCO of the appropriate secondary school will be invited to attend. This will enable the receiving school to plan appropriately for the new school year. It will also give parents the opportunity to liaise with secondary colleagues.

With due regard for the time limits set out in the Code, the SENDCO will write a report of the annual review meeting and send it with any supporting documentation to the LEA. It will be the responsibility of the LEA to decide whether to maintain, amend, or cease an EHCP.

### **PARTNERSHIP WITH PARENTS**

Parents will have a unique overview of the pupil's needs and how best to support them, and this will give them a key role in the partnership.

The school will consider parents of SEN pupils as valued partners and share information about the provision for their children regularly. Depending on age and appropriateness, SEN pupils will also be encouraged to participate in the decision-making processes affecting them.

The school will make available to all parents of pupils with SEN details of the parent partnership service (SENDIAS) available through the LEA.



### **SEN INSET**

Staff will be encouraged to attend INSET courses to acquire the skills necessary to work with SEN pupils. Part of the SENDCO's role in school-based INSET will be to develop awareness of resources and practical teaching procedures for use with SEN pupils. As a routine part of staff development, INSET requirements in SEN will be assessed. TA's requirements in supporting pupils' needs will be considered as part of Performance Management.

### **COMPLAINTS PROCEDURE**

The complaints procedure is outlined in the school prospectus. The SEN Code of Practice outlines additional measures the LEA will provide for preventing and resolving disagreements. These will be explained to parents if required.

### **LINKS WITH EXTERNAL AGENCIES/ORGANISATIONS**

The school will recognise the important contribution that external support services make in assisting to identify, assess and provide for SEN pupils.

When considered necessary, colleagues from the following support services will be involved in the support of SEN pupils:

- educational psychologists
- medical officers
- speech therapists
- physiotherapists
- occupational therapists
- hearing impairment services
- visual impairment services
- mental health services e.g. CAMHs/ Harrow Horizons
- local specialist schools

In addition, important links will be maintained with the following organisations:

- local playgroups and nurseries with the aim of providing continuity between home and school
- the LEA
- local schools
- specialist services
- education welfare officer
- social services