

GRIMSDYKE SCHOOL



Grimsdyke School Special Educational Needs [SEN] Policy

Approved by:	Full Governing Body
Last reviewed on:	March 2026
Next review due by:	March 2027

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 acknowledges that parents have the right to request an Education, Health and Care Plan (EHCP) and recommends that they contact SENDIAS (Special Educational Needs and Disability Information, Advice and Support Service) for guidance and support throughout the process.

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).

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

INITIAL CONCERNS – MONITORING STAGE

Class teachers record any ongoing concerns about individual pupils following discussions with the SENDCO. Additionally, students may be identified as causes for concern during termly pupil progress review meetings. These concerns are documented using a 'Record of Concerns Form,' which is shared with parents. Where appropriate, initial school-based assessments may be carried out to explore potential barriers to learning. If indicated, referrals to relevant professionals will be made. The child's needs are then monitored and reviewed regularly. At this stage, any intervention and support are documented and reviewed termly through the year group and whole-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

In line with our Graduated Approach, if staff determine - following consultation with parents - that a pupil requires additional support to make progress, the SENDCO will work collaboratively with class teachers to assess the pupil's needs. Together, they will plan targeted support and interventions. The class teacher remains responsible for delivering and monitoring the impact of this support as part of quality-first teaching. Parents will be kept fully informed at each stage, including actions taken and progress made. Depending on the pupil's needs, either a School Support Plan (SSP) or a Pastoral Support Plan (PSP) will be developed and reviewed regularly as part of the ongoing cycle of assess, plan, do, and review.

In cases where a pupil presents with more complex needs, the school will involve external support services. Parents will be consulted at every stage of the process. These services will require access to the pupil's records to review previously implemented strategies, as well as targets set and achieved. With parental consent, specialists may conduct further assessments, provide detailed advice, and, where appropriate, work directly with the pupil. Any strategies or recommendations from external professionals will be incorporated into the child's School Support Plan (SSP) or Pastoral Support Plan (PSP). These strategies will be implemented by the class teacher, although other trained adults may be involved as necessary. Where appropriate, the school may request direct intervention or support from the relevant external specialist or advisory 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. The SENDCO leads the development of SSPs, and the DHT leads PSPs, with the SENDCO providing support where appropriate.

EXAMPLES OF SCHOOL-BASED INTERVENTIONS

The following list provides examples of interventions that may be implemented to support pupils with additional needs. This list is not exhaustive and may be adapted or expanded in response to the evolving needs of individual pupils and the wider school context.

- **Pre-teaching** – Supported sessions to prepare individual pupils or small groups to engage more confidently with class-based learning.
- **Daily Reading** – Targeted one-to-one reading support to strengthen decoding and comprehension skills.
- **Little Wandle Catch-Up Programme** – Structured phonics intervention to support pupils who need additional reinforcement.
- **Accelerad/Accelerwrite (KS2)** – A literacy programme using a word processor's talking function to support the development of accurate phonics-based spelling.

- **Precision Teaching** – A daily intervention focused on teaching and overlearning small amounts of key information, such as number facts.
- **Number Stacks** – An intervention designed to develop number sense, conceptual understanding, and processing skills in mathematics.
- **Social Skills Group** – A small group intervention aimed at developing communication and cooperative skills essential for effective group work.
- **Circle of Friends** – A structured group intervention to support pupils who may be experiencing difficulties managing friendships and peer relationships.
- **Learning Mentor** – Individual or group support targeting learning behaviours, organisation, motivation, and self-esteem.
- **ELSA (Emotional Literacy Support Assistant)** – Targeted support focused on emotional well-being, resilience, and social-emotional development.

STATUTORY ASSESSMENT for an EDUCATION, HEALTH AND CARE PLAN

The school may request a Statutory Assessment from the Local Education Authority (LEA) when, despite the implementation of a personalised and sustained programme of support at the School Support level, a pupil continues to present significant cause for concern. This is known as an Educational, Health, Care Needs Assessment (EHCNA). A request for an EHCNA can also be initiated by a parent or an external agency. In most cases, such a request will be made in consultation with the Educational Psychology Service and supported by evidence of the graduated approach.

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
- relevant assessments from specialists e.g. support teachers and educational psychologists
- attendance data
- 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/EHCNA process, 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 annual reviews will identify the provision required to support a successful transition to secondary school. The Learning Support Teacher or SENDCO from the receiving secondary school will be invited to attend the review meeting, enabling them to plan effectively for the pupil's transition and to ensure continuity of support. This also provides parents with an opportunity to engage with staff from the secondary setting.

In accordance with the timeframes outlined in the SEND Code of Practice, the SENDCO will complete a written report of the annual review meeting and submit it, along with any supporting documentation, to the Local Education Authority (LEA). It is the responsibility of the LEA to determine whether the Education, Health and Care Plan (EHCP) should be maintained, amended, or ceased.

PARTNERSHIP WITH PARENTS

Parents have a unique and valuable perspective on their child's needs and how best to support them. As such, they play a vital role in the collaborative partnership between home and school. The school views parents of pupils with special

educational needs (SEN) as key partners and will ensure they are regularly informed about the provision and support in place for their child.

Where appropriate, and depending on the pupil's age and level of understanding, pupils with SEN will also be encouraged to participate in discussions and decision-making processes that affect them.

The school will provide all parents of pupils with SEN with information about the Special Educational Needs and Disability Information, Advice and Support Service (SENDIAS), available through the Local Education Authority (LEA), to ensure they are aware of the independent support and guidance available to them.

SEN INSET

Staff will be encouraged and supported to attend relevant INSET (in-service training) courses to develop the knowledge and skills required to effectively support pupils with special educational needs (SEN). The SENDCO plays a key role in coordinating school-based training, including raising awareness of available resources and promoting practical teaching strategies for working with pupils with SEN.

As part of the school's ongoing professional development programme, SEN training needs will be regularly reviewed and addressed. Teaching Assistants' training requirements will also be identified and supported through the Performance Management process, ensuring they are equipped to meet the specific needs of the pupils they work with.

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

SEN POLICY REVIEW

Next review March 2027