The Griffin Federation
Learning Together for Excellence

Special Educational Needs and Disabilities Policy

Headteacher:	Mrs Karyn Herd
Chair of Governors:	Mrs Justine Sands
Date implemented:	**September 2024**
Date for review:	**September 2026**

All children and young people are entitled to an education that enables them to make progress so that they:

- ***achieve their best***
- ***become confident individuals living fulfilling lives, and***
- ***make a successful transition into adulthood, whether into employment, further or higher education or training***

Special Educational Needs and Disability Code of Practice, 2015

At Gedney Drove End, Holbeach St Marks and Westmere Primary School, we strive to support all children to enable them to achieve at school.
We believe that every child should have the opportunity to experience success in learning at the highest possible standard and to become confident individuals. We do this by taking account of pupils' varied life experiences and needs, providing all children with realistic learning goals in a broad, balanced and appropriate curriculum. We believe in nurturing and developing the educational, social, emotional, cultural and spiritual aspects by curriculum design and teaching approaches.

Our school's Special Educational Needs and Disability (SEND) policy outlines the way in which we manage SEND at our schools. It reflects the opinions of all staff and governors regarding SEND. The information in this policy will be updated regularly and any changes occurring during the year will be updated as soon as possible. Under normal circumstances it will be formally reviewed every 2 years.

To see it in practice - see the SEND information Report.

Guidance

This policy complies with the statutory requirements laid out in the SEND Code of Practice (January 2015) and has been written with reference to the following guidance and documents:

- Children and Families Act (2014)
- Equality Act 2010: advice for school DfE Feb 2013
- SEND Code of Practice 0-25 (revised January 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Teachers Standards 2012
- Supporting pupils with medical conditions policy
- Accessibility policy & plan
- Behaviour policy
- Safeguarding policy
- Admissions policy
- EAL policy
- GDPR policy
- Anti-bullying policy
- Mental health & wellbeing policy

The SENCo is Miss Eboney Scarsbrook – Westmere/ Holbeach St Marks CofE Primary School

The SENCo is Miss Beth Hardstaff – Gedney Drove End Primary School

The SEN Governor is Mrs J Sands

The Designated Safeguarding Lead is Miss Karyn Wiles

SEN Definition

The Special Educational Needs and Disability Code of Practice (0-25 years) 2015 states that:
'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age; or*
- *has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions'.*

'A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory schools age or would do so if special educational provision was not made for them'.

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is *'… a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities'.*

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not

necessarily have SEN, but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition. In addition, we are required to also have regard to statutory guidance regarding supporting pupils with medical conditions (DfE 2014).

Medical Statement
A medical diagnosis can only be given by a medical practitioner. Where parents and school staff feel that a pupil may have a medical need, a referral can be made to Community Paediatricians by the SENCo.

School
A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. (Code of Practice 6.15)

Children or young people will have needs and requirements which fall into at least one of the four areas, frequently more than one. The areas of need are:

Communication and interaction- e.g. speech and language difficulties, autistic spectrum disorder

Cognition and learning- e.g. dyslexia, dyspraxia, dyscalculia or general learning difficulties

Social, emotional and mental health- e.g. children/young people who are withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration, where these are the main presenting needs

Sensory and/or physical impairment- e.g. visual impairment, deafness, milder hearing impairment, physical difficulties (Code of Practice 6.28-6.35)

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Schools should establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN. (Code of Practice 6.24)

Assess, Plan, Do, Review

A Graduated Approach
In line with the Code of Practice methodology of Assess, Plan, Do, Review, children with SEN are identified as early as possible. Class teachers are continually aware of children's learning/ability to learn and the progress of every child is monitored termly. Where a child is identified (assessed) as making less than expected progress, in spite of quality first teaching, he/she is raised as an initial concern with the SENDCo. These concerns are shared with parents and an immediate plan of action (additional support/further assessment) is agreed.

Less than expected progress can be characterised by progress which:
- is significantly slower than their peers 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

If the child's learning/ability to learn still remains a concern after the initial concern period and additional support in place, they will usually be placed on the SEND register after discussions with parents and SENCo.

Once a child has been correctly identified with special educational needs and/or a disability, as part of the review process within the Code, regular reviews will be available with the class teacher or SENCo. Normally these will be three times a year although more frequent reviews might be necessary.

At every stage of the SEN process, it is our policy to work in partnership with our parents and their child to secure the best possible outcomes: together we achieve more.
Wherever possible pupils will remain with their Class Teacher as this is where they learn best, with the rest of their class in the classroom. However, there are times when 'additional to, different from' interventions need to be offered to support pupils in their learning.

All pupils on the SEND register will be supported, monitored and reviewed appropriately; internal assessments will be moderated to ensure validity and reliability. External advice will be acted upon and any additional training to meet needs will be sought, as necessary.

Roles & Responsibilities

Executive Headteacher/Head of School

- The Head Teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn.
- The Head Teacher and the Governing Body will delegate the day-to-day implementation of this policy to the Special Educational Needs Coordinator (SENCO)
- The Head Teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
    - analysis of the whole-school pupil progress tracking system
    - pupil progress meetings
    - meetings with the SENCo

Special Educational Needs Coordinator (SENCo)

The SENCO is responsible for:

- Working with the Headteacher and SEN Governor to determine the strategic development of the SEN policy and provision in the school.
- Having day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those with EHC plans.
- Completing Annual Reviews for all pupils with an EHCP.
- Requesting EHC needs assessments when a Graduated Approach has been exhausted and a pupil may have significant special educational needs which will require support above and beyond that which can be provided through Delegated funding.
- Providing professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils/ young people with SEN receive appropriate support and high-quality teaching.

- Advising on the graduated approach to providing SEN support and contributing to the in-service training of staff.
- Continue to monitor and evaluate process and practice to improve outcomes.
- Monitoring the school's system for ensuring that Individual Support Plans, where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils.
- Meeting regularly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are on the SEND Register
- Liaising and consulting sensitively with parents and families of pupils on the SEN register, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers and outside agencies
- Attending area SENCo cluster meetings and training as appropriate.
- Liaising with the school's SEN Governor, keeping her informed of current issues regarding provision for vulnerable learners, including those with special educational needs (nationally, locally and within school)
- Liaising closely with a range of outside agencies to support vulnerable learners.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils'/young peoples' needs effectively.
- Liaising with potential next providers of education to ensure pupils/young people and their parents are informed about options and a smooth transition is planned.

Class teacher

Each class teacher is responsible for:

- Liaising with parents, SENCo and other adults to identify and agree which pupils in the class may have SEND or who are vulnerable learners.
- The progress and development of every pupil/young person in their class including those with SEND or vulnerable learners.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of the support and interventions and how they can be linked to classroom teaching.
- Working with the SENCO to review each pupil's/ young person's progress and development and decide any changes to provision.
- Implementing strategies and provision as directed by outside agencies/SENCo.
- Provide information, reports or attend review meetings based on the person-centred principles.

SEN Governor

The SEN Governor will:

- Help to raise awareness of SEN issues at Governing Board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the SENCO and the Headteacher to determine the strategic development of the SEN policy and provision in the school and to evaluate the effectiveness of procedures and impact of the interventions.

COMPLAINTS

The school works, wherever possible, in full partnership with parents and carers to ensure a collaborative approach to meeting pupils' needs.
However, all complaints are taken seriously and will be heard through the school's complaints procedure.

In most instances complaints can be resolved at class teacher level. However, if this is not possible, complaints relating to SEN should be addressed to the SENCo and/or the Head of School.
If a situation remains unresolved then a letter outlining your concern should be sent formally to the Clerk to the Governors at the school address.