

Graveley Primary School

A Church of England (VC) School



Special Educational Needs and

Disabilities (SEND) Policy

Date of policy	Autumn Term 2024
Ratified by the Governing Board	20/11/2024
Date of next review	Autumn Term 2026

"With God, all things are possible."
Matthew 19.26

Graveley School Special Educational Needs and Disabilities Policy

Our Christian Vision

Our core Christian Values of **Fellowship, Creativity and Harmony** shape Graveley Primary School.

Everyone is encouraged to become the BEST version of themselves: following the wisdom and example of Jesus, through life's joys, storms and uncertainties.

We want children to leave with their understanding deepened, minds enriched and hearts inspired.

1.0 AIMS AND OBJECTIVES OF GRAVELEY PRIMARY SCHOOL IN RELATION TO SEN PROVISION

- To create an ethos and educational environment that is person centred and has the views and needs of the child/young person at its heart along with their families/carers.
- To encourage a strong focus on high aspirations and on improving outcomes for children and young people with SEN which will enable them to succeed in their education and make a successful transition into adulthood.
- To reflect the SEN Code of Practice (2015) in stating that 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. (p92, para 6.1 and 6.2). Every teacher is a teacher of every child or young person including those with special educational needs or disabilities.
- To fully adopt the graduated approach to ensure that all pupils with special educational needs and/or disabilities are identified early, assessed and catered for within the school/setting with high expectations for the best possible progress.
- To work within a 'person centred approach' fostering and promoting effective collaboration with children/young people, parents/carers and outside agencies.
- To encourage and engage the participation of children and young people and parents in the decision making and the planning and review of outcomes with regard to their provision.
- To clearly identify the roles and responsibilities of school staff and the SEND Governor in providing an appropriate education for pupils with special educational needs and/or disabilities.
- To be proactive in enabling full access for pupils with SEND to all manageable aspects of the school curriculum and the wider school life and activities thus developing positive self-esteem with a long term goal of independence and preparation for adulthood.

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2.0 HOW PUPILS WITH SEND ARE IDENTIFIED WITHIN GRAVELEY PRIMARY SCHOOL

The school's particular arrangements for assessing and identifying pupils as having SEND also form a part of our published SEN Information Report, which is available to download from our school website.

2.1 - Defining SEND

The 2014 Code of Practice says that: A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

The school reflects what the Code of Practice states (p94) in that pupils are only identified as SEN if they do not make adequate progress once they have had relevant adjustments and strategies, including good quality personalised teaching. This is known as 'SEN Support'. We are alert to emerging difficulties which may not be evident at an early age, these concerns may be expressed by parents or the children/young people themselves. Equally it is not assumed that attainment in line with chronological age means that there are no learning difficulties as it very much depends on the individual case. Around 24% of our children are either at 'SEN Support' or have an EHC Plan (Education, Health and Care Plan). This is above the national average and means that all teachers expect to have children with SEND in their classes.

The four broad areas identified within the SEN Code of Practice 2014 (p97) are '**Communication and Interaction**', '**Cognition and Learning**', '**Social, Emotional and Mental Health Difficulties**' and '**Sensory and/or Physical needs**' and the children are identified largely within these areas. These areas exemplify the range of need for which the school is able to identify and provide support from within the school's provision.

- The purpose of identification is to work out what action the school needs to take. The school identifies the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.
- The ability to identify SEND and adapt teaching in response to the diverse needs of pupils is a core requirement of the teachers' standards (2021), teachers are guided and supported in this by the SENCo and information is shared appropriately and frequently.
- Although the SENCo has overall responsibility for supporting the identification of pupils with SEND in the school it is recognised that other members of teaching and pastoral staff have a key role to play in this process. This is part of the collective responsibility and collaborative approach of the school.
- Early identification of pupils with SEND is a crucial factor in overcoming barriers to learning. The SENCo works closely with the Head Teacher and Class Teachers to interrogate the school tracking data.

At Graveley Primary School we also use a number of indicators to identify pupils' special educational needs. Such as:

- Observations.
- Information from the child.
- Close analysis of data including: EYFS, termly, yearly and end of key stage assessments, non-verbal assessments and annual pupil assessments, including specialised assessments carried out by external professionals.
- Any teacher or support staff concerns.

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- Following up parental/carers concerns.
- Tracking individual pupil progress over time.
- Liaison with pre-schools, nurseries and feeder schools on transfer to Graveley.
- Information from other services e.g. Hertfordshire Speech and Language Service.
- Very close liaison at the outset with EYFS staff, the SENCo and parents.

2.2 - What is not SEN but may impact on progress and attainment may include:

- Disability
- Attendance and punctuality
- Health and welfare
- Children/young people in receipt of Pupil Premium Grant or Pupil Premium Plus.
- LAC
- Being a child/young person of servicemen/women
- EAL

3.0 THE GRADUATED APPROACH

3.1 - Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEND they will be closely monitored and assessed by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. They will record this on the class provision map.
- d) The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will require.
- f) If a pupil has recently been removed from the SEN register they may also fall into this category, as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is recorded on the class provision map as being under observation due to concern by parent or teacher but this does not place the child on the school's SEN register. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference. The child will be given targeted support within class differentiation of provision within the classroom will be undertaken.
- i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

3.2 - SEN Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the pupil's school records. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning.

The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

3.2.1 - Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and, where relevant, advice from external support services, will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents. Parents will be informed either at parents' meetings or during informal meetings to discuss the child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having SEND.

3.2.2 - Plan

Planning will involve consultation between the teacher, SENCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. The child's plan will consist of SMART targets to ensure progress can be measured. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

3.2.3 - Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class. Details of the planned interventions will be recorded on a 'Pupil Learning Passport' (PLPs) which is a child centred-document written by the class teacher, in conjunction with the parent and child. Class teacher's will liaise with the SENCo where they feel additional support from an LSA 1-to-1 or out of the classroom may be required. If necessary the SENCo will deploy the school's SEN LSAs to work with these children, in conjunction with the class teachers. The SENCo maintains whole school provision mapping of interventions taking place outside of the classroom. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

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3.2.4 - Review

Reviews will be undertaken in line with agreed dates specified on the Pupil Learning Passports, usually within the first 2 weeks of each term, or earlier if required. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. Parents are invited to meet the class teacher who, in conjunction with the SENCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil. Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

3.3 - Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process (referred to as an Education, Health Care Plan) which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an EHCP will be taken at a progress review meeting.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Social Care
- Health Professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan. Further information about EHC Plans can be found via the SEN Local Offer: <https://www.hertfordshire.gov.uk/microsites/Local-Offer/Education-Health-and-Care-Plans/Education-health-and-care-plans-EHCP.aspx>

3.4 - Education, Health and Care Plans (EHC Plan)

- a) Following Statutory Assessment, an EHC Plan will be provided by Hertfordshire Local Authority SEND Team, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b) Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c) Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil.

3.4.1 - Annual Reviews

The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support. Annual reviews are carried out in accordance with the COP. At Graveley we use this time to bring together all the professionals involved, to consider the progress the pupil has made over the previous 12 months

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and whether any amendments need to be made to the description of the pupil's needs or the provision in the EHCP. The child's view is taken into account prior to the meeting.

A review meeting might recommend amendments to the EHCP if:

- Significant new evidence has emerged which is not recorded on the plan.
- Significant needs recorded on the plan are no longer present.
- The provision should be amended to meet the child's changing needs and the targets specified at the review meeting.
- The child should change schools, either at the point of transfer between phases or when a child's needs would be appropriately met in a different setting.

For pupils in Year 5 the annual review is used as a means of declaring the secondary phase provision required. During the annual review we record the views of any people involved with the child. The evidence received, and comments on the evidence, together with an account of the review meeting form the basis of the report.

3.0 HOW GRAVELEY PRIMARY SCHOOL MANAGES THE NEEDS OF PUPILS WHO QUALIFY FOR SEN SUPPORT

In many cases the pupil's needs are effectively met within school. The way this is done is outlined in the School's SEN Information Report which is published on the school's website.

4.1 – Establishing additional support

- The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching (Universal Support) they are discussed with the SENCo and a plan of action is agreed.
- Where a pupil continues to make less than expected progress despite evidence based support matched with interventions (targeted support) addressing areas of need it may be necessary to involve specialists in the school or from outside agencies (specialist support). Parents will always be informed and involved in the decision to procure the advice of a specialist and their consent will be required formally by agencies. (Except in child protection cases where a child is deemed to be at risk.)
- A Pupil Learning Passport is drawn up and appropriate targets set. The passport is reviewed termly. It records specific and challenging targets for the child to achieve in a term, together with the personalised provision (which may be 1:1 or in small group) put in place to enable the child to achieve these targets. The responsibility for maintaining/updating Pupil Passport is that of the class teacher, however they will be used daily by the class LSA, or specialist LSAs assigned to undertake the specified intervention. Targets for children at SEN Support are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher - who monitors progress towards the targets during the intervention - and by the SENCo who monitors overall progress after the intervention.
- Where assessment indicates that support from specialist services is required the school strives to ensure that the pupil receives this as quickly as possible. The Local Offer sets out clearly what support is available and how it can be accessed. Support Services used in Graveley Primary School include for example Educational Psychology, CAMHS (Child and Adolescent Mental Health Service), Specialist School Support, Autism Advisory Service (CAT), Speech and Language Therapy Services, to name a few.
- Hearing and/or vision checks may be sought to discount any unidentified problems.
- Where, despite the school having taken relevant and purposeful action to identify, assess and meet the need of the child or young person and they have not made expected progress, the school or parents should consider requesting an Education, Health and Care needs

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assessment. In applying for this the school presents evidence of the action taken as part of SEN Support.

4.2 - Conducting SEN Review Meetings

SEN review meetings are held on a termly basis, usually in the first two weeks of each term. Parents are invited to attend the meeting. At the review meeting the pupil's progress towards meeting the targets set are discussed and new targets identified. The meeting should consider what progress has been made towards the targets set, if the current provision is still appropriate to the needs of the pupil, have there been any significant changes in the pupil's SEN and the views of the parent and pupil. A decision is made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class. The SENCo monitors interventions to identify 'what works'. Where it is clearly evidenced and deemed that a pupil has made significant progress, enough to close the attainment gap between the child and their peers, in line with age appropriate expectations, the child will be removed from the SEN register.

4.3 – Accessibility

In line with the school's accessibility policy, in conjunction with parents and pupils, Graveley Primary School will identify any barriers to accessibility or a pupil with SEND. This includes the physical environment of the school, the content and delivery of the curriculum and the provision of information for pupils with disabilities.

5.0 SUPPORTING PUPILS AND FAMILIES HERTFORDSHIRE'S LOCAL OFFER

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Hertfordshire's Local Offer is available from the following website:

<https://www.hertfordshire.gov.uk/microsites/Local-Offer/The-Hertfordshire-Local-Offer.aspx>

The school's SEN Information Report, available on the school website, outlines the schools statutory requirement.

6.0 ADMISSIONS

At Graveley Primary School all children have an equal right to inclusion and we adhere to Hertfordshire LA Admissions procedures for admissions (see Admission Policy, available on the school website). The procedures upon admission of any child includes the collection of all the relevant information about a child from their previous school which the head teacher passes on, if necessary, to the SENCO in order to allocate resources or contact relevant support services.

7.0 EXAMINATIONS AND ACCESS ARRANGEMENTS

SEN pupils may have access to concession time, a scribe, a reader and rest breaks, if required. The SENCo, class teacher and Head Teacher work collaboratively to ensure that pupils are given every opportunity to demonstrate their true ability in tests.

8.0 TRANSITION

At Graveley transition is strategically planned so that children experience the minimum of anxiety or upset. When children approach transition from classes and/or key stages they are involved in a

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number of “transition afternoons” when they spend time in their respective classrooms being taught by their “new” teachers. Similarly when children are in Year 6 they take part in a number of taster days at local secondary schools and experience a typical day there. Children with SEN, if it is thought appropriate, can receive additional support during these transitions from the DSPL2. Children who may find transition more difficult have had meetings convened to put in place strategies to help them with the changes. Children may be given extra time, with support, in their new classes or given visual reminders of their new desk/classroom/teacher/peers to look at over the school holidays.

9.0 SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

At Graveley we are aware that children can have medical needs. In line with guidance from the LA, the school has a separate policy to ensure these needs are met. This is available to download from the school’s website.

10.0 MONITORING AND EVALUATION OF SEND

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is achieved through Pupil Parliament, pupil surveys, Parents’ Meetings and Parents’ Evenings and questionnaires. Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice. At Graveley we have many different ways of gathering information to evaluate the success of our SEND provision. This involves the mapping of SEND provision, monitoring, review and evaluation of interventions used to support pupils and deployment of staff and resources to ensure our children achieve. The information gained is used to identify how effective provision (interventions) is in enabling pupils to achieve academic and wider outcomes.

11.0 ROLES AND RESPONSIBILITIES

11.1 – The Governing Body

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2015. The Governing Body will, in cooperation with the Head teacher, determine the school’s general policy and approach to provision for children with SEND and establish the appropriate staffing and funding arrangements. It will also maintain a general overview of the school’s work. The named governor for SEN is Elaine Dunncliffe. She meets with the SENCO at least termly to discuss actions taken by the school.

11.2 - The Head Teacher

The Head Teacher is responsible for:

- The management of all aspects of the school’s work including provision for pupils with SEND
- Keeping the governing body informed about SEND issues
- Working closely with the SEND personnel within the school
- Making all staff aware of the need to identify and provide for pupils with SEND
- Ensuring pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient provision of other pupils
- Ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

11.2 - The SENCo

The SENCo at Graveley School is Laura Forster who will:

- take a strategic role in developing, monitoring and reviewing the SEND Policy and the School Offer;
- oversee the identification of children needing intervention through SEN Support Provision, or EHC plan;
- work with and advise colleagues;
- co-ordinate the teaching provided for children with SEND;
- oversee the records on all children with SEND;
- work in partnership with parents of SEND children;
- involve the child with SEND in the target setting and review process;
- support the in-service training of all staff
- work with external agencies;
- liaise with local primary and secondary schools to enable smooth transition for children with SEND
- liaise with the governor responsible for SEND
- review the quality of provision and work with practitioners to ensure children have access to suitable challenges.

11.3 - Class Teachers

Class teachers will be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEND. The planning for and delivery of the SEND Pupil Learning Passport, is the responsibility of the class teacher. Overall responsibility for pupil progress remains with the class teacher. All children are expected to make good progress against their starting point.

11.4 - Learning Support Assistants

LSAs will be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEND and undertake the work initiated and planned by the class teacher or SENCo for individuals or small groups of children. They should use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies

11.5 - Children

Pupil participation is the goal for all children and they will become progressively more involved in setting and evaluating targets within the SEND process. Children's views will be sought and recorded as part of the review meeting.

11.6 - Parents

All parents of children with special educational needs are treated as partners. Parents will be consulted about all action taken by the school. SEND Pupil Learning Passports will be shared termly with parents and their views on progress will be recorded at review meetings.

12.0 STORING AND MANAGING INFORMATION

The following records are kept:

- The Provision Map (Special Educational Needs Register) – The SENCo uses this to have an overall picture of the children and their progress.
- SEND Pupil Learning Passports (including reviews) – These are written and shared with parents and children and they explain what the targets are and how the targets are to be achieved. Parents have copies of these.
- Education and Health Care Plans – This paperwork is issued after a request for statutory assessment has been successful. These plans must be reviewed annually with the child and parent/carer at the heart of the meeting. Everything that is discussed at the review meetings is summarised and sent to parents.

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- Outside Agency Reports/Notes – these are used to support recommendations for support and may contain recommendations for targets to be used in updating SEN Pupil Learning Passports.

All records containing sensitive records relating to the special educational needs or disabilities of pupils in school will be treated as highly confidential and be placed in a secure cabinet when not in use. The same confidential and secure approach applies to information shared with outside agencies by telephone, email or letter. The school's policy on Data protection is available to view on the school website. All relevant documents are kept until the pupil leaves the school, e.g. at transition to secondary school or to a new primary school, at which point they are securely transferred to the new setting.

13.0 DEALING WITH COMPLAINTS

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure. If parents have queries or complaints about provision for children with Special Educational Needs, they should discuss their concerns with the class teacher. If they continue to have concerns, they should meet with the SENCo.