



Special Educational Needs and Disability (SEND) Policy and Information Report

<i>Review date</i>	May 2025
<i>Review period</i>	Annual by Headteacher and Lead SEND Trustee
<i>Next Review date</i>	May 2026
<i>Policy type</i>	Legislative
<i>Other related policies</i>	<ul style="list-style-type: none">• Accessibility Plan• Positive Behaviour and Relationships Policy• Equality Policy• Medication Policy and Management Procedure• Intimate Care Policy

The Griffin Primary School is a mainstream setting able to provide for a variety of SEND needs encompassing Cognition & Learning, Communication & Interaction, Social, Mental & Emotional Health needs and Sensory and/or Physical needs. It is a single storey building but the school field is up a slope.

Aims

Our SEND policy and information report aims to:

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

Our aim for SEND pupils is that:

- They will receive their entitlement to a broad and balanced curriculum with equal opportunities for their academic, social and emotional development.
- That the school will provide a structure which enables the early identification and assessment of individual needs so as to allow appropriate pitch and challenge.
- That the school will provide appropriate resourcing to ensure that each child is able to achieve their full potential, whatever their needs and irrespective of ability, race or gender.

Legislation and Guidance

This 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 co-ordinators (SENCOs) and the SEN information report This policy also complies with our funding agreement and articles of association.

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.

Roles and responsibilities

The SENCO (Special Educational Needs Co-ordinator)

The SENCO is named on the contact page of the school website. They will:

- Work with the Headteacher and lead Trustee for SEND to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the coordination 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

The Lead Trustee Member for SEND

The Trustee with responsibility for SEND will:

- Help to raise awareness of SEND issues at Trustee meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the Trustees on this
- Work with the Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The Headteacher

The Headteacher will:

- Work with the SENCO and Lead Trustee member for SEND 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

Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class

- Deploying Teaching Assistants or other staff to support pupils as appropriate to, and in proportion with, the needs of a pupil with SEND.
- 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 progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

SEND Information Report

The kinds of SEND that are provided for at The Griffin Primary School

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

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, 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

Identifying Pupils with SEND and Assessing Their Needs

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.

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

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEND support.

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 or subject 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 and national data
- 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.

Supporting Pupils Moving between Schools and Phases

We will share information with the school the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. We aim for all pupils to have an induction session at their new school.

Our Approach to Teaching Pupils with SEND

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 SEND. This will be adapted/differentiated for individual pupils. We will also provide a range of interventions, including:

- One-to-one support
- Small group support within the classroom setting
- One-to-one special learning activities relating to individual targets
- Small group specialist activities in Literacy or Numeracy skills

These interventions may be to support academic, physical, emotional or social needs for pupils.

Adaptations to the Curriculum and Learning Environment

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

- Adapting/Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- 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.

Our school building and grounds allow for:

- Wheelchair accessible car parking spaces and entrances
- Ground floor access to all parts of the school and nursery building
- A sensory room (until 2029)
- A disabled and an accessible toilet
- Wheelchair access up to the school field (slope)

Additional Support for Learning

We have teaching assistants who are trained to deliver a range of interventions as required. Where these are specialist, or use a specific resource, training will be undertaken. Teaching assistants will support pupils on a 1:1 basis when a pupils' additional needs mean they need unique and individualised programs that no other pupil is following; this is often completed outside of the classroom to ensure less distraction and, if an

issue, that the pupil feels reduced anxiety. Teaching assistants will support pupils in small groups when several pupils have similar needs and objectives. They may also be in small groups to support social needs.

We work with the following agencies to provide support for pupils with SEND:

- Enhance Psychology (Educational Psychology)
- Vanessa Gilbert Special Needs Consultant Ltd
- Child and Adult Mental Health Services (RISE)
- SEND Supported (SEND Consultants)
- Occupational Therapy
- Speech and Language Therapy (NHS)
- Speech and Language Therapy (Pepper Therapy)
- Pre-school IDS (Integrated Disability Service)
- COMPASS (NHS)

Expertise and Training of Staff

Our SENCO is specially trained and allocated time to manage SEND provision.

We have a team of teaching assistants, who are trained to deliver SEND provision as required. We use specialist staff for speech and language therapy and occupational therapy.

Securing Equipment and Facilities

- Where children require general equipment to access the curriculum within a differentiated curriculum as part of quality first teaching, this will be secured through the school budget.
- Where children require specialist equipment we will either support this through funding within an EHCP or loan the equipment from an external agency, eg Occupational Health, for the duration of the child's time at the school or as required.

Evaluating the Effectiveness of SEND Provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after a half term (or 6 weeks if half term is short)
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND. 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. School accessibility plans are available from the website.

Support for Improving Emotional and Social Development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council where there is one
- Pupils with SEND are also encouraged to be part of before and after school clubs to promote teamwork/building friendships
- We have a zero-tolerance approach to bullying.

Working with Other Agencies

At The Griffin Primary School, we buy into services for SEND support, Speech and Language Therapy and Educational Psychology. The sessions are allocated to pupils based on need and also where pupils have annual reviews for their Education and Health Care Plans (EHCPs) as part of the 'assess, plan, do, review' cycle. Where necessary, additional services will be sought and purchased for a set period of time including health and social care bodies, independent specialists and voluntary sector organisations, in order to meet pupils' SEND and to support their families.

Complaints about SEND Provision

Complaints about SEND provision in our school should be made to the SENCO or the Headteacher in the first instance. They will then be referred to the 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

Contact Details of Support Services for Parents of Pupils with SEND

The Local Authority's local offer is published at: www.warwickshire.gov.uk/sendlocaloffer

A list of SEND services for those residing in Warwickshire can be found at:

<http://apps.warwickshire.gov.uk/api/documents/WCCC-859-105>

Parents can also contact the following services for information:

SENDIAS – SEND Information, Advice & Support Service <https://www.kids.org.uk/warwickshire-sendias>
02476 763 66054

FIS – Family Information Service

www.warwickshire.gov.uk/fis

RISE – formerly Child & Adolescent Mental Health Services (CAMHS).

Paybody Building, City of Coventry Health Centre, 2, Stoney Stanton Road, Coventry. CV1 4FS 0300 200 2021

Contact Details for Raising Concerns

Concerns from pupils or parents about SEND provision in our school should be made to the SENCO or the Headteacher in the first instance. Contact details are available on the contacts page of the school website.