

# **Grove Wood Primary School**



## **Policy for Learning Support and Special Educational Needs (SEND)**

**Policy reviewed & approved October 2022**

**Signed :** \_\_\_\_\_

**Date:** \_\_\_\_\_

## **Policy for Learning Support & SEND**

### **School Vision:**

At Grove Wood Primary School, we are dedicated to achieving and celebrating success for all. We believe that a happy child is a successful one, so we work together to present a curriculum that is exciting, challenging and enjoyable. We are committed to ensuring that every child feels valued and provide high quality learning opportunities to enable every child to succeed. By working in a close partnership with parents and the community, we endeavour to ensure that all of our pupils make an excellent start to their education.

### **Introduction:**

This document is a statement of the aims, objectives and strategies for meeting the needs of those pupils with special educational needs at Grove Wood Primary School where approximately 11% of children have special educational needs. The school generally have a lower than average number of children on SEN Support, however a higher than average number of children with an EHCP.

We have a caring ethos and acknowledgement of the value of all our children. Therefore, we are committed to offering an inclusive curriculum to ensure the best possible progress for all, no matter of their needs or abilities.

In addition to the policy and the school's SEN Information Report, the Local Authority's local offer of available services and support can be found on the local offer website; [www.essexlocaloffer.org.uk](http://www.essexlocaloffer.org.uk)

This policy and associated 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 & Families Act, which sets out schools' responsibilities for pupils with SEN & disabilities.
- The Special Educational Needs & Disability regulations 2014, which set out schools' responsibilities for education, health and care plans (EHCP), SEN co-ordinators (SENCo's) and the SEN Information Report.

### **Aims:**

We aim to provide every child with a happy, caring and stimulating environment, creating a variety of experiences to enable them to thrive.

Grove Wood Primary School also aim:

- To ensure all children in our care are valued equally and their achievements given equal weight.
- To provide the opportunity for all children to access mainstream education irrespective of ability, gender or ethnic origin.
- To ensure that special educational needs are identified as early as possible to ensure the correct support is provided.
- To ensure regular monitoring of the progress of children with SEND to ensure they are able to meet their potential.
- To build positive working relationships with parents to support their child's education, value their views and seek to support them in their role.

- To work with and support outside agencies where the children's needs cannot be met by the school alone. These could include engagement facilitators, inclusion partners, Educational Psychologists, social care, speech therapists etc.
- To create a school environment where children are able to contribute to their own learning. This includes embedding the Trauma Perceptive Practice (TPP) model to enable all children to feel safe, value their opinions and encourage them to be individuals while respecting others and build relationships. All children are encouraged wherever possible to participate in all aspects of school life, including the wide range of extra curricular clubs and residential visits.

All staff respect the fact that children:

- Have different educational and behavioural needs and aspirations.
- Require different strategies for learning
- Require a range of different teaching strategies to experience success.

### **Definition of Special Needs:**

**1.** A child has special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.

*A child has a learning difficulty if they:*

- a) has a significantly greater difficulty in learning than the majority of children of the same age
- b) has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools.

*(The Education Act 1996.-Section 312.)*

Special Education 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.

Children are not regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught i.e. English as an Additional Language (E.A.L).

### **Roles & Responsibilities:**

The Inclusion Leader & SENCo is Mrs Kay Harvey who can be contacted through the school office, via email: [admin@grovewood.essex.sch.uk](mailto:admin@grovewood.essex.sch.uk) or via calling the school office on 01268 743445.

### **They will:**

- Work with the Head teacher and SEN governor to determine the strategic development of the SEN policy and provision in the school.
- Have 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 who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other

agencies to ensure that pupils with SEN receive appropriate support and high quality teaching.

- Advise on the graduated approach to providing SEN 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 pupils and their parents are informed about options and a smooth transition is planned.
- Work with the Head teacher and governing board 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 SEN up to date.
- That within the available resources for special needs, the most serious problems are met and are prioritised.
- That identification takes place as early as possible so that staff are aware of the needs of the children.
- That One Plans are initiated for children with identified educational needs and are regularly reviewed with parents and staff.
- That annual reviews are carried out for those children with Educational Health and Care Plans (EHCP's)

### **The 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 Head teacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

### **The Head teacher**

The Head teacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in 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.
- 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 Inclusion Leader to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEN policy.
- Adaptations through the National Curriculum meets the needs of all the children.

### **Learning Support Assistants will:**

- Work with specific children on specific programmes under the direct supervision of the Special Needs Co-ordinator when required.
- Support all children with special needs as required and directed by the class teachers / phase leaders.

### **Admissions Arrangements:**

Please refer to the Admissions policy and the information contained within our school prospectus. All admission arrangements, including for those children with SEND or those with an EHCP are in accordance with national legislation including the Equality Act 2010.

### **Assessment / Identification of need:**

All children are assessed on entry in EYFS, which will build upon previous settings and key stages where appropriate. Class teachers make regular assessments of progress for all children.

The Code of Practice (COP) 2014 sets out a graduated approach and a four stage cycle of assess, plan, do review for supporting children with SEND.

Initially children are identified as a cause for concern by the class teacher and the SENCo is consulted. At this stage information on the pupil's attainments within the EYFS stages or National Curriculum will be gathered to give an overall picture of their academic and social ability.

If the child's progress continues to be:

- 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,
- The attainment gap continues to widen.

Slow progress and low attainment will not automatically mean a pupil will be added to the SEN register.

When considering a child for SEN support, staff will begin with the desired outcomes, including the expected progress and attainment, along with the views and wishes of the children and their parents. This information will be used to determine what support is required, any adaptations to the provision will support the child or whether something in addition to or different from is required for the child to experience success within their learning. Should this be appropriate, then the child may be added to the school's SEN register and a One Plan will be written.

One Plan's are written by the teachers in consultation with the child parent and SENCo. One Plan's are held on Edukey which is accessible to all staff and available for parents to view at all times. All targets will be SMART and will be reviewed termly.

If a child's need is deemed greater than what the school can provide through SEN Support, despite cycles of APDR and interventions are not enabling the child to make progress, the school or parents can apply to the Local Authority for an Education Health and Care Plan Needs Assessment Request, whereby a multi – agency assessment could be undertaken to determine the needs of the child, along with the provision and resources required to support the child in their education. Should this be agreed, the Local Authority can issue an Educational Health and Care Plan that will clearly lay out the needs of the child and identified targets for support in consultation with the child, parent and external agencies as appropriate.

### **Consultation with Parents**

Grove Wood Primary School strongly believe that a positive working relationships with parents are highly valued and vital to supporting all children in our school. Children with SEND benefit greatly from consistency between school and parents to ensure they are fully supported. At Grove Wood Primary school, we have an open door policy and staff are always available to discuss and concerns parents may have. Staff endeavour to have early discussions with both the children and parents when identifying the need for SEND provision.

The school will ensure:

- Everyone develops a good understanding of the child's areas of strength of difficulty.
- Take into account parental concerns
- All parties will have a good understanding of the agreed outcomes and next steps to best support the child.

### **Staff Development**

The school is committed to both staff and governor training for SEND. All trained is planned and delivered as appropriate which ensures whole school awareness of current issues. Training maybe provided by a range of in house staff or external agencies where appropriate.

Where there is a specific need for a particular child within a class, the class teacher and support staff will be given training relevant to that child to ensure the child receives consistent support.

Whole school SEND training is incorporated in the School Development Plan.

### **Monitoring of the Policy**

This policy will be monitored by the schools Senior Leadership Team and Governing body. It will be reviewed at least annually and approved by the Head Teacher.