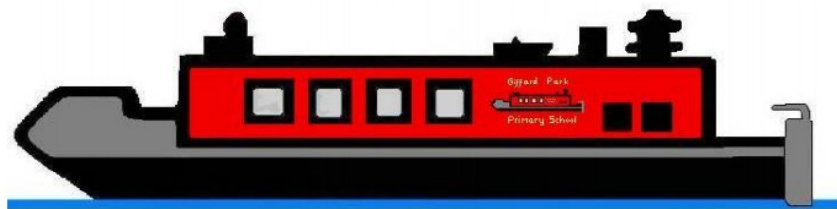


Special Education Needs and Disability Policy

Giffard Park Primary School



Giffard Park Primary School

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1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND.
- Set out how our school will:
 - o Support and make provision for pupils with special educational needs and disabilities.
 - o Provide pupils with SEND access to all aspects of school life, so they can engage in the activities of the school alongside pupils who do not have SEND.
 - o Help pupils with SEND fulfil their aspirations and achieve their best.
 - o Help pupils with SEND become confident individuals living fulfilling lives.
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil.
- Make sure the SEND policy is understood and implemented consistently by all staff.

Work in cooperation and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

2. Vision and values

We strive to create a culture of learning, where children are happy, enthusiastic, motivated and ambitious and where every child has the opportunity to achieve their own potential.

We encourage mutual respect, support and collaboration between all children and adults, both within the school and the wider community.

We believe that it is important to provide a secure, caring and stimulating environment for all our children, thereby promoting a sense of pride in themselves and our school.

Through the development of a growth mindset culture, children have a better understanding of how they learn best and how to take responsibility for their own learning. All our children are learning how to grow into independent learners who are willing to strive, even when learning is not easy. When faced with new challenges, they now say: "I can't do this – YET!"

At our school we will provide all pupils with access to a broad and balanced curriculum.

We are committed to making sure all our pupils have the chance to thrive and support them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

3. Legislation and guidance

This is based on the statutory guidance Special Educational Needs and Disability (SEND) Code of Practice, Keeping Children Safe in Education and working together to improve school attendance.

This policy is also based on the following legislation:

- o Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND.
- o The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report.
- o The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities.
- o The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of

opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it.

- o The governance guide for maintained schools which sets out governors' responsibilities for pupils with SEND.
- o The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs.

4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5. Definitions

5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- o A significantly greater difficulty in learning than most others of the same age, or
- o 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.

5.2 Disability

Pupils are considered to have a **disability** if they have a medically diagnosed or suspected physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>

AREA OF NEED	
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia. • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. • Suffered adverse childhood experiences. <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6. Roles and responsibilities

6.1 The SENCO

The SENCO at our school is Lisa Clark and you can contact her through senco@giffardpark.milton-keynes.sch.uk or through the front office on 01908 617868.

They will:

- o Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made.
- o Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school.
- o Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.

- o Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching.
- o Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils.
- o Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- o Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided.
- o Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned.
- o When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner.
- o Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- o Make sure the school keeps its records of all pupils with SEND up to date and accurate.
- o With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development.
- o With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.
- o Prepare and review information for inclusion in the school's SEN information report and any updates to this policy.
- o With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.
- o Coordinate SEN monitoring cycles. Including: regular opportunities for class teachers to review and update children's SEN Support Plans, class teachers to meet with parents and SENCO if required, regular meetings with the class teacher and SENCO to discuss needs and provision, regular opportunities for the SENCO to observe the children on the SEN register to monitor the provision in place.
- o Regularly evaluate the impact and effectiveness of the additional provision and interventions for all SEN children in the context of effective access to the curriculum and the progress that they make.
- o Line manage the learning mentors and teaching assistants that support children with SEN.
- o Carry out referral procedures to the Local Authority to request High Needs Funding and/or an Educational Health Care Plan assessment when the school suspect a pupil has a long term need which will require significant support.
- o Carry out referral procedures to other professionals such as: inclusion and intervention team, school nurse, CAMHs and speech and language.
- o Carry out Annual Reviews of Education Health Care Plans.
- o Ensure there is a smooth transition between year groups for children with a SEN.
- o Attend regular SENCo locality network meetings held by the Local Authority to keep up to date with information.

6.2 The governing board

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- o Co-operate with the LA in reviewing the provision that is available locally and developing the local offer.
- o Do all it can to make sure that every pupil with SEND gets the support they need.
- o Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND.
- o Inform parents/carers when the school is making special educational provision for their child.
- o Make sure that the school has arrangements in place to support any pupils with medical conditions.
- o Provide access to a broad and balanced curriculum.
- o Have a clear approach to identifying and responding to SEND.
- o Provide an annual report for parents/carers on their child's progress.
- o Record accurately and keep up to date the provision made for pupils with SEND.
- o Publish information on the school website about how the school is implementing its SEND policy, in an SEN information report.
- o Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans.
- o Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out.
- o Determine their approach to using their resources to support the progress of pupils with SEND.

6.3 The SEND link governor

The SEND link governor is Helen Thakrar.

The SEND governor will:

- o Help to raise awareness of SEND issues at governing board meetings.
- o Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this.
- o Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school.

6.4 The headteacher

The headteacher will:

- o Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school.
- o Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- o Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress.
- o Have overall responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils.
- o Make sure that the SENCO has enough time to carry out their duties.
- o Have an overview of the needs of the current cohort of pupils on the SEND register.

- o Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review.
- o With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development.
- o With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.
- o With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

6.5 Class teachers

Each class teacher is responsible for:

- o Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach.
- o The progress and development of **every pupil** in their class.
- o Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and consider how they can be linked to classroom teaching.
- o Ensure they have read the SEND files for all children in their class on the SEND register before the year starts. They will have a full understanding of each child's needs and the strategies and provision that have been recommended by any professionals involved with them, that any individual learning outcomes that have been set have been incorporated into planning.
- o Put in place provision for all children on the SEND register to address the needs and areas of difficulty for SEND children in their class and capturing this on individual SEN Support Plans for each child with desired outcomes.
- o Writing, reviewing and updating SEN Support Plans/Outcome forms, as part of the SEND monitoring cycle.
- o Meeting and providing information to the SENCO as requested. For example: referrals to professionals, paperwork that other professionals have to be completed, paperwork for an EHCP needs assessment request, paperwork for an EHCP annual review.
- o Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- o Ensuring they follow this SEND policy and the SEN information report.
- o Communicating with parents/carers regularly to:
 - o Set clear outcomes and review progress towards them
 - o Discuss the activities and support that will help achieve the set outcomes
 - o Identify the responsibilities of the parent, the pupil and the school
 - o Listen to the parents'/carers' concerns and agree their aspirations for the pupil

6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- o Invited to meetings to review the provision that is in place for their child.
- o Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs.
- o Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil.
- o Given an annual report on the pupil's progress.
- o The school will take into account the views of the parents or carers in any decisions made about the pupil.

6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- o Explaining what their strengths and difficulties are
- o Contributing to setting targets or outcomes
- o Attending review meetings
- o Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support – detailed information is found our on SEN information report.

- o Identifying pupils with SEND and assessing their needs
- o Consulting and involving pupils and parents/carers
- o The graduated approach to SEN support
- o Levels of support

8.5 Evaluating the effectiveness of SEN provision

9. Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

10. Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy.

11. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development. Please see a recent list on our SEN Information Report.

12. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary, the school will work with external support services such as:

- o Speech and language therapists (through the NHS which is commissioned by the Local Authority).
- o Specialist teachers or support services through the Local Authority.
- o Educational psychologists through the Local Authority.
- o Occupational therapists, speech and language therapists or physiotherapists through the NHS.
- o General practitioners or paediatricians
- o School nurses or health visitors
- o Child and adolescent mental health services (CAMHS) or mental health support teams (MHST)
- o Social services

13. Admission and accessibility arrangements

13.1 Admission arrangements

- o All applications should be made to Milton Keynes Council, who prefer online applications where possible.
- o You can apply online through the link below. [Milton Keynes Council Admission Process](#)
- o If your child has an EHCP, please contact the SEN Team as the school will have to go through a formal consultation.

13.2 Accessibility arrangements

- o Please see the school's accessibility plan.

14. Complaints about SEND provision

At Giffard Park Primary School, we always put the needs of the children first. We have an open-door policy and are always ready to listen and find solutions. Our families are always welcome to contact the school to talk about any aspect of their child's education.

Initially, discussions about SEN provision in our school should be made to the class teacher in the first instance, where families minds can be put at ease, where necessary with involvement of the SENCO. Next steps would be referring to the school's complaints policy, which is found on our website.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit:

<https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- ☐ Admission
- ☐ Exclusion
- ☐ Provision of education and associated services
- ☐ Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal about the decision that the local authority has made about an Education, Health and Care Plan (EHCP).

<https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>

15. Monitoring and evaluation arrangements

15.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- o All staff's awareness of pupils with SEND at the start of the autumn term
- o How early pupils are identified as having SEND
- o Pupils' progress and attainment once they have been identified as having SEND
- o Whether pupils with SEND feel safe, valued and included in the school community
- o Comments and feedback from pupils and their parents/carers

15.2 Monitoring the policy

This policy will be reviewed by Lisa Clark **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

16. Links with other policies and documents

This policy links to the following documents:

- o SEN information report
- o The local offer
- o Accessibility plan
- o Behaviour policy
- o Equality information and objectives
- o Supporting pupils with medical conditions policy
- o Attendance policy
- o Safeguarding / child protection policy
- o Complaints policy