



# Grimley & Holt C of E Primary School

Excellence and excitement every day for every child

## SEN Policy and Information Report

<b>Approved by:</b>	Mike Saunders	<b>Date:</b> 5/12/19
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## 1.0 Aims

Our SEN policy and information report aims to:

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

## 2.0 Legislation and Guidance

This policy and 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

## 3.0 Definitions

A pupil has SEN 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 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.

## 4.0 Roles and responsibilities

### 4.1 The SENCO

The SENCO is Esther Skelton.

She will:

- Work with the Head Teacher, SEN Governor and First Aid Lead 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, First Aid Lead 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

#### **4.2 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 headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

#### **4.3 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

#### **4.4 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 SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN Policy

## **5.0 SEN information report**

### **5.1 The kinds of SEN that are provided for**

Our school 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

### **5.2 Identifying pupils with SEN 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 (as assessed over the previous term)
- 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 SEN.

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.

### **5.3 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 SEN support.

#### **5.4 Assessing and reviewing pupils' progress towards outcomes**

We monitor progress every half term and ensure any individuals falling behind receive support. This is additional and extra support at school and through structured interviews with the child and parents/carers in order to be sure that we address any potential barriers. We analyse data by gender and vulnerability to barriers to progress, and report this to Governors. We also use summative tests forensically which- coupled with ongoing formative assessment-, means that we can diagnose personal difficulties to inform quality first teaching and effective intervention.

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class 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, attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of their parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed as part of pupil progress discussions, on a half-termly basis.

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.

#### **5.5 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

All children take part in induction sessions at the high school they aim to attend. We both release children with SEN for additional sessions/ or seek for these opportunities when not formally planned by the institution.

#### **5.6 Our approach to teaching pupils with SEN**

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 SEN. This will be differentiated for individual pupils.

We will also provide interventions for:

- Communication and interaction/ speech and language interventions

- Cognition and learning interventions deemed appropriate by referring experts,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), mentoring through visits by *Mentor Link*
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy as deemed appropriate by referring experts
- Learning difficulties that may be generic/specific to subject

We follow the ***Waves of Intervention Model***, which involves different levels and types of intervention:

### **Wave 1: Quality inclusive teaching – available to all children**

- High quality classroom teaching.
- Small group work by the class teacher or TA to fill any small gaps in learning
- Specific strategies that may provide immediate help for a child within the classroom e.g. a pencil
- Grip, word bank sheet, different spellings, a visual timetable of the day etc. Discussion of concerns with Senco.

Wave 1 is monitored through regular school Pupil Progress meetings. During this time all children are discussed and their progress monitored. From this, each parent is offered where appropriate a parent's consultation where their child's progress is discussed.

### **Wave 2: Specific, additional and time limited support- Most children will access this at some point in school**

- Focussed group work, Interventions e.g. extra phonics, writing, maths.
- Small group work programmes e.g. Rapid Reading, Gross Motor Skills.
- Extra monitoring by the class teacher and Senco to check progress

Wave 2 follows for those children where the teacher is concerned there is a gap in learning. The school inclusion team meets after pupil progress meetings to identify any gaps for individuals in provision.

### **Wave 3: Targeted or specialist provision- a few children**

- External agency involvement e.g. Speech and Language, Educational Psychologist, etc.
- Individual support,
- Extra adult support

Wave 3 is for children whose progress and ability to learn in the classroom required significant support. The Specialist Support team meets termly. This comprises the SENCO, our Educational Psychologist, Family Support Worker and Speech and Language Therapist.

## **We will also provide the following interventions:**

### **Wave 2:**

- Early Years Speech and Language support.
- Listening and Attention groups.
- Speech Groups.
- Rapid Reading
- Phonics Intervention
- Action Word Groups
- Colourful Semantics Groups
- Writing Intervention
- Handwriting and Fine Motor groups
- Maths and Numeracy Intervention
- Social group

### **Wave 3:**

- Nurture Group
- Small group provision
- 1-1 support

## **5.7 Adaptations to the curriculum and learning environment**

The curriculum and learning environment is adapted and personalized in order to be accessible to children with learning difficulties. The Mantle of the Expert involves a community of inquiry approach where the situation; the enterprise; and the commission are co-constructed in collaboration between everyone in the community irrespective of attainment or ability. The approach has been demonstrated to have particular impact on boys and those children with SEN. We emphasize the development of transferable skills and strategies that can be used in context, rather than the simple accretion of knowledge.

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

- 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.

- Using contextual approaches and MoE to develop skills that are not subject specific and develop the child's approach to learning.

### **5.8 Additional support for learning**

We have 7 teaching assistants who are trained to deliver interventions such as Communication and interaction/ speech and language; Cognition and learning interventions; Sensory and/or physical needs and subject specific teaching.

Teaching assistants will support pupils on a 1:1 basis when the child's needs are significantly different from the ability and attainment level of children that are normally catered for by a differentiated group in a classroom setting. Teaching assistants will support pupils on a 1:1 basis when the child is finding it difficult to manage in class for cognitive or social emotional mental health difficulties.

Teaching assistants will support pupils in small groups when they can appropriately scaffold learning to the level to be accessible for children with learning difficulties

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

- Speech and Language Therapy
- Educational Psychology
- Family Support: through links to Worcestershire Children First.
- Mental Health: We use Camhs Cast and Mentor Link to support mental health.
- Community Paediatrician: The SENCO regularly liaises with Community Paediatricians to support the learning of the children.
- School Nurse: School Nurse supports referrals to Health Agencies.
- Occupational and Physiotherapy: As necessary, we will liaise with these agencies to support the children's learning.

### **5.9 Expertise and training of staff**

Our SENCO is Esther Skelton, who has a year's experience in the role, and is currently undergoing training having lead EYFS at the school for many years.

The SENCO is allocated 4 hours of non-contact time each week to manage SEN provision.

We have a team of 7 teaching assistants, including 2 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in LST, Working Memory, Auditory and Visual disabilities.

We use specialist staff for specific health conditions.

### **5.10 Evaluating the impact of SEN provision**

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

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

### **5.11 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

As far as possible, we invest in interventions that have maximum impact, and develop quality first teaching in the first instance.

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) and are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

The school has disabled facilities and has undergone many building adaptations to increase accessibility.

### **5.13 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 SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of any academic/ non-curricular clubs to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying. Please refer to our Personal Development Policy and Anti-Bullying Policy.

### **5.14 Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's 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

### **5.15 Contact details of support services for parents of pupils with SEN**

The SENCO is happy to signpost to support. However, more general support can be found as follows:

SENDIASS: 01905 768153

[http://www.worcestershire.gov.uk/info/20417/special\\_educational\\_needs\\_and\\_disabilities\\_information\\_advice\\_and\\_support\\_service](http://www.worcestershire.gov.uk/info/20417/special_educational_needs_and_disabilities_information_advice_and_support_service)

SEN support groups:

[http://www.worcestershire.gov.uk/info/20417/special\\_educational\\_needs\\_and\\_disabilities\\_information\\_advice\\_and\\_support\\_service/348/sen\\_services\\_and\\_support\\_groups](http://www.worcestershire.gov.uk/info/20417/special_educational_needs_and_disabilities_information_advice_and_support_service/348/sen_services_and_support_groups)

[www.autismlinks.co.uk](http://www.autismlinks.co.uk) (Autism Support)

[www.aspie.org.uk](http://www.aspie.org.uk) (for parents of children with Aspergers)

[www.worcestershire.gov.uk/downloads/file/593/worcestershire\\_dyslexic\\_support\\_group](http://www.worcestershire.gov.uk/downloads/file/593/worcestershire_dyslexic_support_group) (Dyslexia Support)

### **5.16 Contact details for raising concerns**

Mrs Esther Skelton: es92@grimleyholt.worcs.sch.uk

Mr Andrew Richards: Head Teacher: head@grimleyholt.worcs.sch.uk

SEN Governor: office@grimleyholt.worcs.sch.uk

### **5.17 The local authority local offer**

Our local authority's local offer is published here: <http://www.worcestershire.gov.uk/thelocaloffer>

## **6.0 Monitoring Arrangements**

This policy and information report will be reviewed by Esther Skelton **every year**. It will also be updated if any material changes to the content are made during the year.

It will be approved by the Governing Board.

## **7.0 Links with other Policies and Documents**

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions

- Personal Development