



GROVE HOUSE PRIMARY SCHOOL

SEN Policy

September 2016

Policy Review Date

September 2018

Introduction

Every teacher at Grove House Primary is a teacher of pupils with Special Educational Needs and Disabilities (SEND) and therefore teaching such children is a whole school responsibility.

The School adheres to the SEND Code of Practice 2014: for 0 to 25 years which identifies four broad areas of Special Educational Needs;

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical

The aims of this policy are to:

- Create an environment that meets the special educational needs and disabilities of each individual child
- Ensure that the special educational needs of children are identified assessed and provided for
- Make clear the expectations of all partners in the process
- Identify the roles and responsibilities of staff in providing for children's special education needs
- Enable all children wherever possible to have full access to all elements of the school curriculum
- Ensure reasonable, achievable and yet aspirational targets are set to enable children with special educational needs achieve their full potential
- Ensure that parents are advised and equipped to play their part in supporting their child's education.
- Ensure that our children have a voice in this process

Educational inclusion

Grove House Primary School is an inclusive school and we welcome all children. Opportunities for integration with their peer group will be maximised. Where a child has a recognised special need or disability we will make all reasonable adjustments to accommodate their needs in school to enable them to participate fully in the life of the school. Adaptations and provision are made for pupils with SEND in order that they can participate in all school trips and other out of class activities.

Teachers are responsible and accountable for the progress and development of all pupils in their class including pupils with SEND. Teachers will have high expectations of pupils with SEND and their rate of progress will be in line with expectations. The aspiration is that these pupils will make greater than expected progress in order to close the gap between themselves and their peers.

The Government Department for Education makes it clear in the SEND Code of Practice that SEND should not be regarded as sufficient explanation for low achievement, nor should there be an assumption that all children will progress at the same rate or that all children falling behind their peers have SEND.

First step provision for pupils who may have SEND is through quality first class teaching, differentiated appropriately for individual pupils. Teachers will provide a careful balance of differentiated lessons. Lessons will be differentiated by task, or by outcome or by additional support as required to meet the needs of the individual pupil.

Identifying Pupils with Special Educational Needs:

A learning difficulty means that the child either:

- a) has significantly greater difficulty in learning than the majority of children of the same age
- b) has a disability, which either prevents or hinders the child from making use of the educational facilities which are provided for children of the same age in a mainstream school

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school.

Grove House Primary is committed to early identification of special educational needs. A range of evidence is collected including the use of teacher assessment each term. Initial concerns may come from varying sources: the parent, health professional, previous setting as well as the teacher. The school makes use of the Bradford Early Years Support Grid and the Range Guidance developed by Bradford to identify any child falling behind age related expectations and to support our judgements on whether they may have a Special Educational Need. If necessary the school will refer to other professionals such as Speech and Language Therapist, Educational Psychologist, School Nurse and the Bradford Learning Difficulties Team.

Once a possible Special Educational Need or Disability is identified a cycle of assessment, planning, provision and reviewing known as the 'Graduated Approach' will be used to ensure the provision in place is the most appropriate in enabling a pupil to make good progress and secure good outcomes.

Management of SEND within the school:

- Parents/carers will be kept informed of any additional or different provision being given and are invited to contribute to and attend any review meetings about their child. Where appropriate this may include the involvement of consultation and advice from external agencies.
- Provision will be reviewed termly during pupil progress meetings. After the review either new targets/provision will be set or the learner moved/removed through the Ranges.
- Information will also be shared with associated staff on a regular basis through staff briefings and meetings.
- When a pupil is admitted to the school during the year and a special educational need is identified, an appointment will be made for the pupil and parents/carers to meet with the SENDCo to assess individual needs.
- School trips will be thoroughly planned for and risks assessed in advance to ensure SEND needs are met.
- All staff will receive training in various areas of special educational needs, which will be on a priority basis.
- The SENDCo will set up transition meetings with pre-school settings and Secondary schools to ensure a smooth transition for SEND pupils.
- The governing body has an identified named governor Mrs Anne Lomas with specific oversight of the school's provision for pupils with special educational needs and disabilities. She meets regularly with Mrs Lynda Radcliffe the school SENDCo. The governing body is provided with feedback from the school visits.

Partnership with Parents and Pupil Participation

We firmly believe that provision for children with SEND cannot be completely effective without cooperation with children and their parents/carers and we value the knowledge they have of their child's needs.

The school encourages all parents to engage in conversations with their children's teachers to support their child's learning and regular review meetings will be offered where all those involved with the child will contribute to the conversations about the needs of the individual. Children are encouraged to make judgements about their own performance against their targets and completing personal Pupil Profiles. Parents with children who have a Statement or an Education, Health Care Plan (EHCP) will be involved in annual review meetings.

Allocation of resources

The SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including provision for children with statements or EHC plans. The Headteacher, in consultation with the SENDCo and Governing Body will allocate the annual budget for SEND.

The SENDCo and named governor will review this policy every two years and make amendments as necessary.