Special Educational Needs & Disabilities (SEND) Policy

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SEND Governor:	Miss M Howard
SENDCo:	Mrs L Chilton
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This policy is reviewed by the Headteacher, SENDCo and Appointed SEND Governor annually.

Introduction
This policy is in line with our Teaching and Learning policy and Equal Opportunities policy and aims to support inclusion for all of our children by raising the aspirations of children with SEN. The responsibility for the management of this policy falls to the Headteacher; the day-to-day operation of the policy is the responsibility of the Special Educational Needs Co-ordinator (SENDCo). The Governing Body, Headteacher and the SENDCo will work together closely to ensure that this policy is working effectively.

Legislation and guidance
This policy has regard to the Special Educational Needs and Disability Code of Practice: 0 to 25 years and is informed by the Children and Families Act 2014, the Special Educational Needs and Disability Regulations 2014, the Equality Act 2010, statutory guidance on supporting pupils with medical conditions at school, and current Department for Education guidance for school governing boards on SEN and disability duties.

National SEND reform: The school is mindful of the direction of travel set out in the Department for Education's 2026 White Paper, Every Child Achieving and Thriving, and the associated SEND reform consultation. These proposals place increased emphasis on inclusive mainstream education, earlier identification of need, consistent support and timely access to specialist expertise. As the consultation outcome has not yet been published, these proposals are not treated as current statutory duties. Until legislation or statutory guidance changes, the school will continue to fulfil its duties under the existing legal framework and SEND Code of Practice.

Definition of SEN
A child has special educational needs (SEN) where they have a learning difficulty or disability which calls for special educational provision to be made for them. Special educational provision is provision that is additional to or different from that made generally for other children of the same age. The school considers the child's individual strengths, needs and barriers to learning and participation, and does not wait for a formal diagnosis before putting appropriate support or reasonable adjustments in place.

Pupils must not be 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 are taught in school.

For the vast majority of children their needs will be met within school, with outside help if necessary. Parents/ carers will be informed by the school if SEND provision is being made for their child. If a child has severe SEND the Local Authority (LA) will arrange the provision for the child by means of an Education and Health Care Plan.

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Aims and Objectives

Grasslot Infant School has a commitment to a whole school approach to SEND whereby all who participate in the day to day life of the school recognise their collective responsibility for children who are experiencing difficulty in their learning and / or behaviour and children who have physical or sensory difficulties.

The aims and objectives of SEND at Grasslot Infant School are:

- To identify pupils with special educational needs as early as possible
- To work within the guidance provided in the SEND Code of Practice, 2015 for the identification, assessment, support and review of special educational needs
- To create an environment that meets the special needs of each pupil
- To ensure that all pupils have equal access to a broad, balanced and inclusive curriculum with appropriate adaptations
- To encourage pupils to develop confidence and self-esteem and to recognise the value of their own contribution to their learning
- To make clear the expectations of all partners in the process and provision of special needs
- To make efficient and effective use of school resources
- To ensure parents are kept fully informed and are engaged in effective communication about their child's SEND
- To provide a Special Educational Needs Co-ordinator (SENDCo) who will work within the SEND policy
- To provide support for all staff working with pupils with special educational needs or disabilities
- To ensure that staff, parents, carers and pupils are aware of the school's confidentiality policy and procedures
- To ensure that all health and safety procedures are implemented when supporting a child in school.

School Admissions

No pupil will be refused admission to school on the basis of his or her educational needs. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability. Grasslot Infant School strives to be a fully inclusive school, therefore we will do our best to provide effective educational provision for all. For more information, please see our Admissions Policy.

Accessibility

- Toilets for disabled children and adults situated in the main building.
- Classrooms are on one floor and all areas are accessible to all people.

We value the contribution made by pupils with SEND to the school, and would like to discuss arrangements most suited to the child with their parent before admitting children with SEND to the school. For more information, please see our Accessibility Policy.

Areas of Special Educational Need

In the SEND Code of Practice (2015) pupils identified as having a special educational need will be considered within one or more of the following categories of need:

- Communication and Interaction
  Children with Speech, Language and Communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.
- Cognition and Learning
  Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy and numeracy skills or understanding new concepts.
- Social, Emotional and Mental Health difficulties
  Children may experience a wide range of social, emotional and mental health difficulties. Behaviour may communicate an underlying or unmet need. The school will seek to understand contributory communication, learning, sensory, emotional, environmental or other needs and will make appropriate provision and reasonable adjustments.
- Sensory and/or Physical needs
  Some children require special educational provision because they have a sensory or physical need and this prevents or hinders them from making use of the educational facilities generally provided.

Alongside the 4 main areas of need highlighted in the SEND Code of Practice we also consider other factors that may impact on progress, some of which include:

- Attendance and Punctuality
- Mental Health & Wellbeing
- EAL
- Being in receipt of Pupil Premium
- Being a Looked After Child
- Being a child of a Serviceman/woman

How we identify pupils with SEND

At Grasslot, our pupils experience high-quality inclusive teaching, with appropriate adaptations to teaching, learning, the environment and curriculum to meet the needs of each child. Attainment and progress are monitored regularly to ensure that no child is left behind. This is the first step in responding to pupils who have or may have SEND. The school does not identify pupils as having special educational needs unless we are taking action that is additional or different from that which goes on in the classroom as part of our inclusive approach and ordinarily available provision.

The SENDCo will work with all staff to ensure that pupils, who may need additional or different support to that normally found within the classroom, are identified as early as possible. Where a pupil is making inadequate progress or falls behind their peers, despite support and high quality teaching, additional support will be provided. In some cases, particularly for those pupils who have higher levels of need, it is necessary to involve outside agencies to draw on more specialist assessments and advice. These decisions are taken following discussions with the headteacher, SENDCo, class teacher and the child's parent/ guardian.

When considering whether a pupil has a special educational need any of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted, particularly in a pupil's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Persistent emotional or behavioural difficulties which are not ameliorated by appropriate behaviour management strategies, which substantially and regularly interfere with the pupil's own learning or that of the class group.
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of an appropriate inclusive curriculum with appropriate adaptations, and/or that impedes the development of social relationships and cause a substantial barrier to learning
- Has physical or medical needs that require additional specialist equipment or regular advice or visits by a specialist service.

Ordinarily Available Inclusive Provision

The school provides a graduated continuum of support: high-quality inclusive teaching and reasonable adjustments; ordinarily available provision; SEN Support through Assess, Plan, Do, Review; specialist advice where required; and consideration of an EHC needs assessment where needs cannot be met through ordinarily available and SEN Support provision. Support will be based on presenting need and barriers to learning and participation and will not be delayed while awaiting a formal diagnosis.

The Graduated Approach to SEND Support

Where a pupil is identified as having SEND, we will take action to support effective learning by removing barriers to learning and put effective special educational provision in place. The SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupils needs and of what supports the pupil in making good progress and securing good outcomes. This child centred approach is known as the graduated approach- assess, plan, do, review.

For pupils with low level special educational needs the cycle of Assess, Plan, Do and Review will fit into the regular assessment and planning cycle for all pupils. For those pupils with more complex needs, additional meeting dates will be set to review progress.

Assess

In identifying a pupil as needing SEND support the class teacher, working with the SENDCo should carry out a clear analysis of the pupil's needs. They should draw on the teacher's assessment and experience of the pupil, and their previous progress and attainment. The pupil's development in comparison to their peers and national expectations should also be considered along with the parents' views and experience, the pupils views and, if relevant, advice from external agencies.

This assessment will be reviewed regularly to ensure support and interventions are matched to need, barriers to learning are identified and overcome and the impact of the interventions is monitored.

Plan

Parents/carers and their child will be supported to participate in planning in a way that is appropriate to the child's age, development and communication needs. The class teacher and SENDCo will agree the outcomes, provision, adjustments and interventions to be put in place. A SEN Support Plan will record the pupil's strengths and needs, pupil and parent/carer views, desired outcomes, short-term SMART targets, provision and reasonable adjustments, responsible staff, the frequency or intensity of support, review date and evaluation of impact.

The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge. Where appropriate, the SEN Support Plan will detail the support from other agencies.

Do

The class teacher remains responsible for working with the pupil on a daily basis and will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo will support the class teacher in the further assessment of pupil's needs and give advice on the effective implementation of support.

Review

The SEN Support Plan will be reviewed on the agreed date, normally at least termly. The review will evaluate progress towards outcomes and the impact and quality of provision. The child's views will be actively sought and supported using developmentally appropriate approaches, which may include observation, photographs, symbols, choice-making and communication systems. Parents/carers will be involved in agreeing next steps. Where needs are more complex, relevant external professionals may be invited to contribute.

When a pupil has made sufficient progress in their area of need that they no longer require any different/ additional provision, they will no longer be seen as requiring SEN support. Following discussion and agreement with parents/ carers the pupil will be removed from the schools SEN register.

Education, Health and Care Plan (EHCP)

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil, the child has not made expected progress, the school or parents/carers should consider requesting an Education, Health and Care (EHCP) needs assessment. The evidence gathered through the regular review of SEN Support Plans will help the Local Authority in determining when this statutory assessment of needs is required.
Where a pupil has an Education, Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. Grasslot Infant School will hold annual review meetings for Key Stage 1 children and 6-month reviews for children in the Early Years Foundation Stage, inviting all relevant agencies and complete the paperwork for the process.

Supporting pupils with medical conditions

At Grasslot, we recognise that pupils at school with medical conditions should be properly supported and cared for so that they have full access to education, including school trips and physical education. These children will have an Individual Health Care Plan (IHCP). Some

children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Arrangements for supporting children with medical conditions are available in the separate policy.

Monitoring and Evaluation of SEND

Regular monitoring of the quality of provision for all pupils including those with SEND follows the schools' assessment and monitoring timetable. In addition, the cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their individual provision reviewed at least termly. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupil needs.

Transition

Staff at Grasslot School understand that it is sometimes difficult for children to manage change, this is inclusive of starting school, transition between classes, across the key stage or leaving school. In order to combat this we have opportunities for move up days in which children get an opportunity to spend a day in their new class before they begin. When children start Grasslot, a phased entry in the Preschool and Nursery is encouraged, enabling children suitable time to adjust to their new setting.

We have excellent links with our main feeder junior schools to enable a smooth transition between schools. We have multiple opportunities for the children to visit the junior school both with members of staff and their parents. Meetings with class teachers to discuss the needs of individual children take place each year to ensure that needs are identified and met from the onset. We can offer individual tailored transition programmes based on the unique needs of any child. Aspects of the tailored programme could include: transition meetings with pupil, family and SENDCo, a visit to the new school/ class on a regular basis with a familiar member of staff. When the time comes for children with SEND to change schools, all relevant records will be passed promptly and securely to the receiving school.

Training and Resources

Funding for SEND in mainstream school is mainly delegated to the school's general budget. It is the expectation that schools provide support to their pupils with SEND from their main budget. Additional funding may be sought from the LA should the occasion require it, for higher level of support. The National SEND Funding is allocated on the basis of pupil numbers, a deprivation factor and the level achieved by the children at the end of the EYFS. This will be used according to the required needs at the time for:

- SEND Co-ordinator time
- Staffing - Teacher and Teaching Assistant support for adapted and targeted work in class, in focused intervention groups, or for individual pupils.
- Specialist Equipment such as books, sensory resources or ICT equipment.
- Training and Assessment.

The budget is monitored regularly throughout the year by the Headteacher, SENDCo and the Governing Body, to ensure that the allocation for SEND is:

a) Being used to support the programme for individual children.
b) Targeted on the needs and priorities identified in the School Improvement Plan.

Funding associated with an Education, Health and Care Plan is used to secure the special educational provision specified in the plan. The school deploys its existing resources and any additional funding in accordance with the pupil's assessed needs and current Cumberland

Council funding arrangements. The school does not assume that an EHCP automatically provides a fixed level of additional adult support or funding.

The training needs of staff are generally identified annually at the performance management appraisal meeting with the headteacher. The progress of all pupils including those with SEND is a core aspect of the appraisal process and appraisal targets will look at how to develop staff skills in meeting individual pupil needs as necessary. In order to maintain and develop the quality of teaching and provision to respond to strengths and needs of all pupils, staff are encouraged to undertake training and development. Training for staff in SEND is provided as and when needed according to the pupils areas of need identified in their IEP.

The SENDCo regularly participates in network meetings and attends local SEND briefings and termly training to keep up to date with local and national updates.
The school will ensure that the SENDCo meets the statutory qualification requirements. For SENCOs appointed on or after 1 September 2024, this includes the leadership-level National Professional Qualification (NPQ) for SENCOs within the required timescale, subject to the statutory transitional arrangements for those who already hold or were completing the previous NASENCO qualification.

External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions (e.g. epilepsy) or to train staff in the use of specific interventions or strategies such as PECS.

Roles and Responsibilities

SEND Co-ordinator (SENDCo)

The SENDCo is responsible for the overseeing and the day to day operation of the school's SEND policy and for ensuring that the policy continues to respond to the needs of the school and its pupils. The SENDCo seeks to develop effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of children's needs, by monitoring the quality of teaching and standards of pupils' achievements, and by setting targets for improvement.

The main duties of the SENDCo are:

- Advising and supporting class teachers
- Managing provision of pupils and assessing and monitoring their progress
- Updating and overseeing the records of all pupils with SEND
- Working with parents of children with SEND, ensuring they remain informed and involved at each stage of the assessment process, and securing permission for the involvement of external support agencies.
- Liaising with external agencies including the Educational Psychology Service and other support agencies, medical and social services and voluntary bodies.
- Monitor relevant SEND CPD for all staff
- Contributing to the in-service training of staff and updating staff on changes to national policies.
- Managing learning support assistants.
- Liaising with the head teacher and Governing Body to determine the strategic development of the SEND policy and provision in school.

Governors

The Governing Body has specific statutory responsibility for SEND as identified in the SEND Code of Practice (2015)
The SEND Governor will:

- Ensure that a child with SEND gets the support they need, and can engage in the activities of the school alongside pupils who do not have SEND.
- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND provision within the school and update the governing body
- Work with the head teacher and SENDCo to determine the strategic development of the SEND policy and provision in school.

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 SENDCo to review each pupil's progress and development and decide on any changes to provision.
- Ensure they follow this SEND policy.

Teaching and support staff for children with SEN.

Additional hours teaching or support staff may be allocated to the school when a child is in receipt of an Education Health care Plan. Teaching assistant support is sometimes provided during the period of formal assessment. The school may provide extra support in class.

Support staff will:

- Liaise with the class teacher and SENDCo in planning to meet the child's SEND needs
- Continuously assess the SEND provision and develop programmes of work and adapt class work in response
- Monitor the child's progress, maintain records and inform and advise the class teacher and SENDCo
- Contribute to annual reviews
- For the most part he /she supports the child within his / her class environment and employs a combination of small group work and individual support.

External Support

The school is supported by outside agencies such as:

- The Educational Psychology Service who contributes to the assessment of a child undergoing formal assessment and is responsible for the provision of the Education Psychology Advice.
- Specialist Teaching Service - Staff specialising in supporting pupils with Hearing impairment, learning difficulties, Visual impairment and specific learning difficulties e.g. Dyslexia and autism.
- Early Years Team
- NHS Speech and Language Therapy services
- NHS Occupational Therapy services

- Physiotherapy Services
- The Virtual School- for Looked After Children
- Family Action

Working with Parents

We are committed to close and open relationships with parents and to developing home/ school partnerships to support children who have SEND. Parental involvement and support is sought at the earliest opportunity when concerns are first identified. In general, concerns regarding a child's progress will initially be expressed to parents by the child's class teacher, through parent's evenings or informal discussion. Parents are encouraged to provide pertinent information to build a comprehensive picture of the whole child. When it is felt that a child does need SEND support, the class teacher and if necessary the SEND Co-ordinator communicates to parents the nature of their child's difficulties and ensures they remain informed of their child's progress, any provision made within school and of each stage of the assessment process. Parental permission is required prior to referring children to external support agencies and intervention from such services is related back to parents promptly. Parents have access to records detailing their child's SEND held by the SEND Coordinator, and are re-assured that all information is confidential and available only to those who have direct regular contact with the child. Children are partners in this process. The school will seek and record their views, wishes and preferences in accessible ways suited to their age, development and communication needs.

Complaints Procedures

In the first instance, parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the school's Complaints Policy.

If there continues to be disagreement with regard to SEND provision the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/ carers and the school. This includes access to mediation before tribunal. Parents/ carers have a right to appeal to a SEND tribunal at any stage.