



SPECIAL EDUCATIONAL NEEDS and DISABILITIES POLICY

2024-2025

APPROVED BY	DATE OF APPROVAL
I.E.B	October 2024
ANNUAL REVIEW DUE BY	GOVERNOR LINK
October 2025	Mrs. D White

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1. Statement of intent

Grove Primary School and Nursery values all pupils and celebrates diversity of experience, interest and achievement. All pupils need to experience praise, recognition and success, and pupils with SEND have equal entitlement to this. Grove Primary School and Nursery is committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. We have the same high expectations for our educational aims for children with special educational needs and/or disabilities, as we do for all children in school.

This policy outlines the framework for the school to meet its duty, obligation and principal equality values to provide a high-quality education to all of its pupils, including pupils with SEND, and to do everything it can to meet the needs of pupils with SEND.

Through successful implementation of this policy, the school aims to:

- Eliminate discrimination.
- Promote equal opportunities.
- Foster good relationships between pupils with SEND and pupils without SEND.

The school will work with the LA, or equivalent, within the following principles, which underpin this policy:

- The involvement of pupils and their parents in decision-making
- The identification of pupils' needs
- Collaboration between education, health and social care services to provide support
- High-quality provision to meet the needs of pupils with SEND
- Greater choice and control for pupils and their parents over their support
- Successful preparation for adulthood, including independent living and employment

This policy should be read in conjunction with the Inclusion Policy and 'School Offer' both are published on the school website, and the 'Local Offer' which is also accessible through the Worcestershire Local Authority website. Please click here for details:

[SEND Local Offer | Worcestershire County Council](#)

2. Compliance and Legal frameworks

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (1st September 2014) and has been written with reference to the following guidance and documents:

- SEND and alternative provision improvement plan 2023
- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- The UK General Data Protection Regulation (GDPR)

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Equal Opportunities Policy: Pupils
- General Data Protection Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Supporting Pupils with Medical Conditions Policy
- Child Protection and Safeguarding Policy
- Exclusion Policy and local guidance
- Behaviour and Relationships Policy
- Complaints Procedures Policy
- Accessibility Plan

3. Admissions

The school will ensure it meets its duties set under the DfE's 'School Admissions Code' by:

- Not refusing admission for a child thought to be potentially disruptive, or likely to exhibit challenging behaviour, on the grounds that the child is first to be assessed for SEND.
- Not refusing admission for a child that has named the school in their EHC plan.
- Considering applications from parents of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child who does not have an EHC plan.
- Not discriminating against or disadvantaging applicants with SEND.
- Ensuring policies relating to school uniform and trips do not discourage parents of pupils with SEND from applying for a place.
- Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.

Arrangements for the fair admissions of pupils with SEND are outlined in the Admissions Policy and will be published on the school website.

4. School arrangements

Grove Primary School and Nursery is a Local Authority (LA) primary school with an Early Years Provision offering places for children aged 3 and above. The children are taught in 7 mixed ability classes. It is a dynamic and vibrant place, where the needs of the child are our focus. It is a place where we all want to be, children and staff alike, where mutual respect, a desire to learn and a zest and enjoyment of life come together to make Grove Primary School and Nursery a school where excellence and enjoyment are pursued. Our school values the abilities and achievements of all its pupils, and is committed to providing for each pupil the best possible environment for learning. We recognise that pupils have a wide and varying range of needs. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

5. Identifying SEND

Grove Primary School and Nursery has a clear approach to identifying and responding to SEND, and recognises that early identification and effective provision improves long-term outcomes for the pupils.

With the support of leaders including the SENDCo, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress.

'Less than expected progress' will be characterised using the following stipulations:

- Progress is significantly slower than the class average, from the same baseline
- Progress does not match or better the pupil's previous rate of progress
- Progress fails to close the attainment gap within the class
- The attainment gap is widened by the plateauing of progress

6. Definitions

For this policy, a pupil is defined as having SEND if they have a:

- Significantly greater difficulty in learning than most others of the same age.
- Disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream schools.

We have regard to the definition of SEND stated in the SEND Code of Practice 2014 and the Children and Families Act 2014:

‘A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.’

From the SEND Code of Practice 2014

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person’s ability to carry out normal day-to-day activities.

The school reviews how well equipped we are to provide support across the following areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and physical needs

Communication and interaction

Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication.

The school recognises that:

- Pupils with Autism Spectrum Disorder (ASD), including Asperger’s Syndrome and Autism, can have particular difficulties with social interaction.
- The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all the different aspects of speech, and language or social communication at different times of their lives.

The SENDCO will work with pupils, parents, and language and communication experts where necessary to ensure pupils with SLCN reach their potential.

Cognition and learning

The school understands that learning difficulties cover a wide range of needs, such as moderate learning difficulty (MLD), severe learning difficulty (SLD) and profound and multiple learning disabilities (PMLD). The SENDCO will ensure that any provision offered will be suitable to the needs of the pupil.

Specific learning difficulties (SpLDs) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health (SEMH) difficulties

Pupils may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive and disturbing behaviour. The school recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression, and the school will work with children. The school will ensure that provisions and allowances are made for the ways in which these mental health difficulties can influence the behaviour of pupils with SEND within its Behavioural Policy, including how we will manage the effect of any disruptive behaviour so that it doesn't adversely affect other pupils.

Sensory or physical needs

Impairments that prevent or hinder pupils from using the school facilities, such as vision impairment (VI) or hearing impairment, do not necessarily have SEND. The school will ensure staff understand that:

- Some conditions can be age-related and can fluctuate over time.
- A pupil with a disability is covered by the definition of SEND if they require special educational provision.

The school recognises, however, that pupils who have SENDsory or physical impairments may require specialist support or equipment to access their learning, regardless of whether or not their impairment falls under the SEND definition, and the SENDCO will ensure that their support needs are being met.

7. Objectives

The school will meet the core aims of this policy by achieving the following strategic and measurable objectives:

- To follow the graduated approach outlined in the DfE's 'Special educational needs and disability code of practice: 0 to 25 years'
- To monitor the progress of all pupils to aid the earliest possible identification of SEND

Our policy aims to:

- Keep the needs of the child uppermost at all times through discussion with him/her, the class teacher, the parents, the SENDCo and Senior Leaders.
- Raise and develop awareness amongst all staff of the special educational needs of our children through discussion, INSET, assessment and record keeping.
- Liaise with playgroups and nursery schools in order to be informed of any relevant information concerning a child entering our school.
- Encourage parents, teachers, the child and any other professional who has had contact with the child, to recognise, register and monitor any concern at an early stage.
- Identify all pupils requiring SEND provision as early as possible.
- Involve parents at all stages and engage their active support in the child's Provision Map and Individual Learning Plans .
- Ensure that SEND pupils are involved in seeking their views, where practicable, in decisions affecting their future SEND provision.

- Encourage co-operation and communication between those involved with the child.
- Ensure that all practitioners make differentiation a key feature of classroom planning and practice.
- Keep a register of children with SEND.
- Liaise with schools about children transferring with SEND.
- Utilise the expertise of teachers and support assistants who have either qualifications or experience in working with SEND children.
- Involve all staff in regular half termly (or, where necessary, more frequent) reviews of SEND pupil progress.

8. Management of SEND within the school

The Role of the SENDCo

[The SENDCo is Mrs. Smith](#)

The SENDCo should

- Collaborate with the governing board and headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.
- Report to the governing board on the impact of SEND policies and procedures, including on pupils' mental health and wellbeing.
- Ensure that the SEND register and contextualised grid are accurate and regularly reviewed.
- Consult health and social care professionals, pupils, and parents to ensure the needs of pupils with medical conditions are effectively supported.
- Work with the relevant governors and the headteachers to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Cooperate with the LA during annual EHC plan reviews.
- Oversee the day-to-day operation and implementation of the SEND policy.
- Coordinate the specific provision made to support individual pupils with SEND, including those with EHC plans.
- Liaise with the relevant, designated teachers where LAC have SEND.
- Advise on a graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaise with the parents of pupils with SEND.
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Be a key point of contact for external agencies, especially the LA and LA support services.
- Liaise with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Provide professional guidance to colleagues and working closely with staff members, parents and other agencies, including SEND charities.
- Be familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.
- Ensure, as far as possible, that pupils with SEND take part in activities run by the school, together with those who do not have SEND.

- Ensure that the school keeps the records of all pupils with SEND up-to-date, in line with the school's Data Protection Policy.
- Inform the parents of pupils with SEND, who do not have an EHC plan, that SEND provision is being made.
- In collaboration with the headteacher, identify any patterns in the identification of SEND within the school and comparing these with national data.
- Participate in training and CPD opportunities
- Monitor the provision for children with SEND across the school and give advice and feedback where necessary
- Monitor provision identified in ILPs and ensure that Evidence for Learning is used to map provision for children with SEND
- Provide training and support to relevant class teachers.
- Support teachers in the further assessment of a pupil's particular strengths and weaknesses, and advise on effective implementation of support.

The role of the Interim Executive Board of Governors (I.E.B)

[The governor with responsibility for SEND is Mrs. White](#)

The I.E.B should:

- ensure that provision is made for pupils who have SEND
- ensure that the needs of pupils with SEND are made known to all who are likely to teach them
- ensure that teachers are aware of the importance of identifying, and providing for, those children with SEND
- ensure that SEND pupils are fully involved in school activities
- have regard to the COP when carrying out these responsibilities be fully involved in developing, monitoring and subsequently reviewing SEND policy
- are kept up to date about the provision, deployment of funding, equipment and personnel resources
- contribute to the school profile
- inform the school prospectus on the implementation of the SEND policy and any changes to the policy in the previous year

The role of the teacher

The class teacher should:

- Plan and review support for pupils with SEND on a graduated basis, in line with the schools graduated response.
- Work in collaboration with parents, the SENDCO and, where appropriate, the pupils themselves in order to ensure best outcomes for pupils with SEND
- Set high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Plan lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensure every pupil with SEND is able to study the full national curriculum.
- Be accountable for the progress and development of the pupils in their class.

- Be aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Understand and implement strategies to identify and support vulnerable pupils with the support of the SENDCO.
- Keep the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the headteacher, SENDCo and Assistant Headteachers.
- Contribute to ILPs, using Reading, Writing, Speaking and Listening and Maths continuums
- Contribute to ILPs based on targets set by external agencies _

The role of the Teaching Assistant

The Teaching Assistant should:

- become familiar with the school's procedures for the identification and assessment of, and subsequent provision for, pupils with SEND
- be aware of any available information concerning a pupil with SEND
- liaise with the class teacher on a daily basis to deliver the ILP targets and Insight tracking.
- liaise with the class teacher, lead Support Professionals, SENDCo and Inclusion Leader for advice and assistance where necessary.

The role of the Headteacher

[Our Headteacher is Miss Guest.](#)

The headteacher will be responsible for:

- Having an accurate overview of the SEND profile at the school and the pupils currently on the SEND register.
- Ensuring that those who are teaching or working with pupils with SEND are aware of their needs and have arrangements in place to meet them.
- Ensuring that teachers monitor and review pupils' progress during the academic year.
- Ensuring that the SENDCO has sufficient time and resources to carry out their functions.
- Ensuring the designated teacher for LAC will work closely with the SENDCO to ensure that the needs of the pupils are fully understood by relevant school staff.
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensuring that teachers understand the strategies to identify and support vulnerable pupils in order to bring out the best in everyone.
- Ensuring teachers have an established understanding of different types of SEND.
- Ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.
- Ensuring that where appropriate, pupils with SEND and their parents are actively supported in contributing to needs assessments, and developing and reviewing EHC plans.
- Establishing and maintaining a culture of high expectations and including pupils with SEND in all opportunities available to other pupils.

- Ensuring that the approach to the curriculum includes how it is made accessible for pupils with SEND.
- Identifying any patterns in the identification of SEND within the school and comparing these with national data.
- Ensuring that the SENDCO is provided with training in order to fulfil the role effectively.

The role of the DSL

[Our Designated Safeguarding Lead is Miss Guest.](#)

[Our Deputy Designated Safeguarding Leads are Samantha Bilke, Sarah Smith and Emily Dixon](#)

The DSL will be responsible for:

- Liaising with the headteacher to inform them of any issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations regarding pupils with SEND.
- Liaising with the relevant staff on matters of safety, safeguarding and welfare, including online and digital safety regarding pupils with SEND.
- Liaising with the SENDCO where appropriate regarding safeguarding concerns for a pupil with SEND.
- Promoting supportive engagement with parents and/or carers in safeguarding and promote the welfare of pupils with SEND, including where families may be facing challenging circumstances.
- Working with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that pupils with SEND are experiencing or have experienced, and identifying the impact that these issues might be having on pupil's attendance, engagement and achievements.

9. Support within school

The graduated response, adopted in the school, recognises that there is a continuum of needs. This is recommended in the SEND COP and is in line with the LA policy. It is summarised below:

- SEND support, where the needs of SEND children can be catered for within mainstream schools and within the schools budget.
- Children with more complex, severe or long-term difficulties whose needs are beyond that of what is normally expected to be provided for by mainstream schools. In these cases an EHC Plan may be put into place

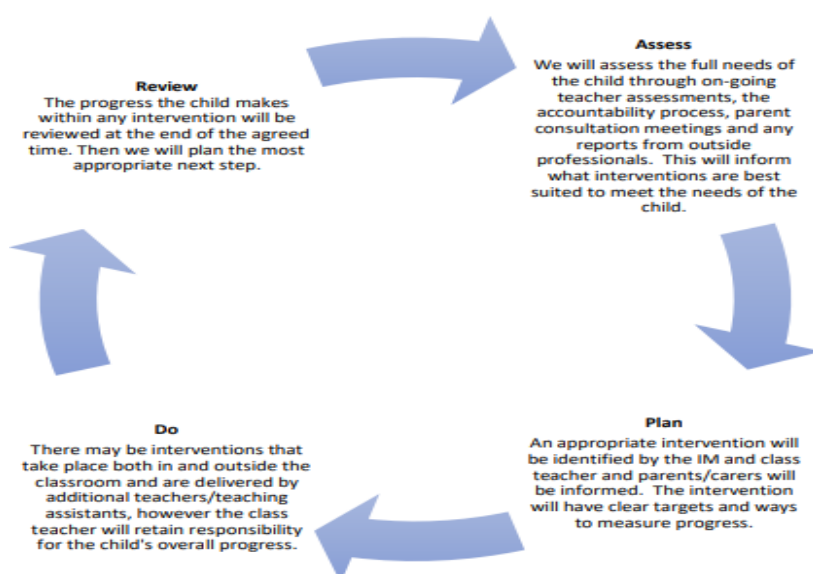
At Grove Primary School and Nursery we have chosen to use the following descriptions to indicate higher levels of need and/or support:

Cause for concern/ongoing monitoring

An informal stage when class teachers identify a concern about the educational needs, and/or academic progress of a pupil. Special educational areas of concern will be identified along with the current interventions being used. New targets and strategies will be set and discussed with the SENDCo, Inclusion Leader, class teacher and parents. Pupils may be flagged as a cause for concern due to slow progress and low attainment through pupil progress meetings. These pupils may not be considered to have SEND but may require specific targets in order to make progress using varying interventions and strategies.

SEND Support (previously known as School Action and School Action Plus)

Where a child is identified as having SEND we work in partnership with the parents to establish the support the child needs. Where a child is identified as needing SEND provision we take action to remove any barriers to learning and adopt a graduated approach with four stages of action:



Assess

When a child has been identified as needing SEND support the class teacher, working with the SENDCo, will carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, and behaviour. It should also draw on the views and experiences of parents, the pupil's own views and, if relevant, advice from external support services.

Plan

Where it is decided to provide a pupil with SEND support parents will already be fully involved in the process. Through meetings, the teacher and SENDCo will agree with the pupil and parents any interventions and support, which will be put in place in order for the pupil to make progress. This will be documented on the individual learning plans (ILPs) and on the school's provision map, which outlines any teaching strategies or approaches that will be required to support the child to make progress throughout the term.

Do

The class teacher is responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, they still retain responsibility for the pupil. They will work closely with any classroom support professional 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 the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The impact and support will be evaluated by the class teacher and discussed with the pupil and their parents. Pupil and parent views will feed into the reviews and will contribute to the planning and setting of new targets for the following term.

Individual Learning Plans

Children's progress will be tracked regularly in line with their Individual Learning Plans (ILPs)

All children with an EHCP or who are on the SEND register will have an ILP. ILPs will be shared with additional adults working with the children in order to ensure that all staff are informed. ILPs will be shared with parents to ensure they are kept up to date with their child's progress.

10. The Inclusion Team

The Special Educational Needs coordinator (SENDCO) is Mrs. Smith .

All mainstream schools must appoint a designated teacher; the Special Educational Needs Co-ordinator, who is responsible for the day-to-day operation of the school's SEND policy and maintaining the SEND registers which include the medical registers. She will co-ordinate provision for pupils with SEND, monitor the provision mapping and liaise with parents, staff and external agencies.

SEND Governor: Mrs. White

A member of the Governing Body also takes a special interest in SEND, although the Governing Body as a whole is responsible for making provision for pupils with special educational needs.

Our School Nurse: Tina Fernandez.

Our school nurse is available to give advice to parents and is able to make referrals to other health professionals as appropriate.

Educational Psychologist: Bronagh McCloskey.

We have an Educational Psychologist who will be helping children or young people who are experiencing problems within an educational setting with the aim of enhancing their learning. Challenges may include social or emotional problems or learning difficulties. Work is with individual children or groups, and will include advising teachers, parents, social workers and other professionals. The Educational Psychologist will offer a wide range of appropriate interventions, such as learning programmes and collaborative work with teachers or parents. They will also provide in-service training for teachers and other professionals on issues such as behaviour and stress management as well as approaches to prevent difficulties within a nurturing environment.

Learning Support: Sarah Soley.

We work closely with the learning support team and they are able to provide support to the school by completing observations and assessments of children who are not making expected progress. They will then provide a written report summarising any support strategies and resources that would help close the gap. Their focus is usually difficulties within Literacy, numeracy or motor skills.

Complex Communications: Colin Esrich

The Autism and Complex Communication Needs team are qualified specialist teachers and specialist practitioners with vast experience of addressing the needs of autistic children and young people from early years to higher education. The team supports teachers and education professionals to meet the individual teaching, learning and wellbeing needs of autistic students in their educational setting.

Speech and Language: Keren Somers

The speech and language professionals - working within the school-support teaching staff in the delivery of speech and language interventions so that children are able to reach their full communicative and educational potential by removing or reducing the barriers that their speech, language and communication needs present to their learning. In addition, they share information with all key individuals involved in the pupil's education, work closely with children and young people and their families and carers to provide tailored support and advise staff on changes that can be made to the learning environment and wider setting which can optimise children's communication development.

11. EHC Needs Assessment

The majority of children and young people with SEND or disabilities will have their needs met within school. Some children may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan.

Education Health Care Plans (EHC Plan)

An EHC Plan brings together the health, education and care needs for young people aged 0 – 25 years and sets out the provision that they need from education, health and care to meet these needs. If the child or young person has not made expected progress despite following the graduated approach, we will consider in complex, extreme cases requesting an Education, Health and Care needs assessment. Parents and the pupil will be involved in these discussions and the assessment at all times. As evidence will need to be provided by school and external agencies we ask that parents contact us to discuss any concerns. Following a request for an assessment the Local Authority must determine whether an EHC needs assessment is necessary within six weeks. The Local Authority will gather evidence from school and external agencies to support the request. Parents will be informed by the Local Authority of the outcome of the EHC assessment. Where the assessment is successful the Local Authority will provide a finalised EHC plan for a child or young person from the age of 0 – 25 years. Where an EHC assessment is not successful children with special educational needs will have their needs in school met through the ordinarily available provision. EHC Plans should be used to actively monitor children's progress towards their outcomes and longer term aspirations. They must be reviewed by the Local Authority as a minimum of every 12 months. Reviews must focus on the child's progress towards achieving the outcomes and whether they remain appropriate.

12. SEND tribunal

All disagreements about an EHC plan will be attempted to be resolved as quickly as possible, without the pupil's education suffering.

In all cases, the school's written Complaints Procedures Policy will be followed, allowing for a complaint to be considered informally at first.

Following a parent's serious complaint or disagreement about the SEND provisions being supplied to a pupil, the school will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHC plan is in place.

- Where necessary, the headteacher will make the relevant parties aware of the disagreement resolution service.
- **[EYFS]** Parents are made aware that Ofsted can consider complaints relating to whole school SEND early years provision, if the problem has not been resolved informally

The school will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the 'Special educational needs and disability code of practice: 0 to 25 years'. Following the use of informal resolutions, the case will be heard in front of three people, one of whom must be independent of the management and running of the school. If disagreements are not resolved at a local level, the case will be referred to the DfE. The school will fully cooperate with the LA by providing any evidence or information that is relevant. All staff involved in the care of the pupil will cooperate with parents to provide the pupil with the highest standard of support and education.

13. Children with specific circumstances

LAC

Pupils at the school who are being accommodated, or who have been taken into care, by the Local Authority (LA) are legally defined as being 'looked after' by the LA. The school recognises that pupils that have SEND are more likely to be 'looked after', and it is likely that a significant proportion of them will have an EHC plan. The school has a designated member of staff for coordinating the support for LAC. [The designated person is Miss Guest](#). Where that role is carried out by a person other than the SENDCO, designated teachers will work closely with the SENDCO to ensure that the implications of a child being both looked after and having SEND are fully understood by relevant school staff.

EAL

The school will give particular care to the identification and assessment of the SEND of pupils whose first language is not English. The school will consider the pupil within the context of their home, culture and community. Where there is uncertainty about an individual pupil, the school will make full use of any local sources of advice relevant to the language group concerned, drawing on community liaison arrangements wherever they exist. The school appreciates having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND. The school will look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND.

14. Parent Partnership

We recognise the value of parents/carers knowledge of their children and will seek to use that information in planning support for pupils. Parents/carers are encouraged to be fully involved with their child's educational provision, so that a collaborative problem solving approach can be implemented. The SENDCO or class teacher will contact parents to discuss referrals to outside agencies, such as the Learning Support Team, Speech and Language Therapy, the Behaviour Support Team, Educational Psychology etc. Parental permission is always sought before any referral is made. We encourage parents to discuss any concerns that they may have about their child's needs. This is usually with the class teacher and/or the SENDCO.

15. Joint commissioning, planning and delivery

The school is committed to ensuring that pupils with SEND can achieve their ambitions and the best possible educational outcomes, as well as other opportunities, such as securing employment and living as independently as possible.

The school will work closely with local education, health and social care services to ensure pupils get the right support.

The school will assist the LA in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together where this promotes children and young people's wellbeing or improves the quality of special educational provision (Section 25 of the Children and Families Act 2014).

The school will draw on the wide range of local data sets about the likely educational needs of pupils with SEND to forecast future needs, including:

- Population and demographic data.
- Prevalence data for different kinds of SEND among children and young people at the national level.
- The numbers and types of settings locally that work with or educate pupils with SEND.
- An analysis of local challenges or sources of health inequalities.
- The school's Data Protection Policy will be adhered to at all times.

The school will plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:

- Improved educational progress and outcomes for pupils with SEND.
- Increasing the identification of pupils with SEND prior to school entry.

Where pupils with SEND also have a medical condition, their provision will be planned and delivered in coordination with the EHC plan.

SEND support will be adapted and/or replaced depending on its effectiveness in achieving the agreed outcomes.

16. Funding

The school will allocate the appropriate amount of core per-pupil funding and notional SEND budget outlined in the Local Offer for the SEND provision of its pupils.

Children who attract additional funding are allocated from the LA's high needs funding block; the school will continue to make SEND provision from its own budgets, even if a pupil has an EHC plan.

17. Local Offer

The school's Inclusion Team will collaborate with and support the LA in developing and reviewing the Local Offer, where necessary and appropriate, to ensure that it is:

- **Collaborative:** Where appropriate, the school will work with LAs, parents and pupils in developing and reviewing the Local Offer. The school will also cooperate with those providing services.
- **Accessible:** The school will collaborate with the LA during development and review to ensure that the LA's Local Offer is easy to understand, factual and jargon-free; is structured in a way

that relates to pupils' and parents' needs, e.g. by broad age group or type of special educational provision; and is well signposted and publicised.

- **Comprehensive:** The school will help to ensure that parents and pupils understand what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it. The school will assist the LA in ensuring that the Local Offer includes eligibility criteria for services, where relevant, and makes it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.
- **Up-to-date:** The school will work with the LA to review the Local Offer to ensure that, when parents and pupils access the Local Offer, the information is up-to-date.

The school will provide the LA with information about their existing SEND provision and capabilities to support pupils with SEND to aid in the drafting of the Local Offer, where required.

18. Assessment

The school has a clear and detailed assessment policy, which enables staff to monitor children's attainment and progress and therefore identify children who are failing to make progress and may perhaps have a particular special need in an area. Information and assessment from Nursery and the Foundation stage profile in Reception will help to identify children who need help early and these children are then targeted for extra support. As pupils progress through the school with an EHCP or identified on the SEND register, they will be monitored with an ILP, tracking progress using Insight.

19. Training

Relevant staff members will keep up-to-date with any necessary training, which will be provided by the SENDCO, as well as external agencies, where appropriate. Training will cover both the mental and physical needs of pupils with SEND. The training offered will be delivered to ensure equality, diversity, understanding and tolerance.

During staff induction, all staff will receive SEND training.

Training will cover the following:

- Identifying SEND in pupils
- Liaising with the school's SENDCO
- Implementing support measures
- Monitoring the success of those support measures
- How to develop peaceful learning environments
- How to develop lessons so they are engaging for pupils with varying forms of SEND

Annually, teachers' inset needs are identified and they are encouraged to attend organised internal/external courses and conferences. Additionally, consultants and experienced professionals, educational psychologists, children's services or other special needs practitioners, may be invited into school to deliver any necessary training to meet staff needs.

20. Safeguarding

Evidence shows children with SEND are at a greater risk of abuse and maltreatment and will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including, but not limited to, child-on-child abuse, neglect and sexual violence or harassment.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, though are not limited to,

- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.

The headteacher and Interim Executive Board will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using reasonable force in response to risks presented by incidents involving pupils with SEND, staff will have due regard for the procedures outlined in the school's Positive Handling Policy.

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENDCO.

21. Links with other schools and Transitions

We recognise the importance of maintaining close links with all our Pre-school nursery/childcare settings and discuss children's learning needs as they transfer to our Reception classes.

The school will ensure that pupils are supported to make a smooth transition to whatever they will be doing next, e.g. moving on to higher education.

The school will engage with secondary schools, as necessary, to help plan for any transitions.

The school will transfer all relevant information about pupils to any educational setting that they are transferring to.

22. Data and record keeping

The school's records will:

- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.

- Show all the provisions the school makes which is different or additional to that offered through the school curriculum on a provision map.

The school keeps data on the levels and types of need within the school and makes this available to the LA.

The SEND information report will be prepared by the governing board, and will be published on the school website; it will include all the information outlined in paragraphs 6.79 and 6.83 of the 'Special educational needs and disabilities code of practice: 0 to 25 years'.

All information will be kept in accordance with the school's GDPR Policy

23. Confidentiality

The school will not disclose any EHC plan without the consent of the pupil's parents, except for disclosure:

- To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To the headteacher (or equivalent position) of the setting at which the pupil is intending to start their next phase of education.

24. Complaints Procedure

Any concerns about special educational provision within the school should be directed to the SENDCo. Should issues remain unresolved and a formal complaint is required, the complaints procedure can be followed through the school's Complaints policy.

25. Publishing information

The school will publish information on the school website about the implementation of this policy. The school will publish details of the SEND information report on the school website.

The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

26. Monitoring and review

The policy is reviewed on an annual basis by the headteacher in conjunction with the SENDCo; any changes made to this policy will be communicated to all members of staff, parents of pupils with SEND, and other relevant stakeholders.

All members of staff are required to familiarise themselves with this policy as part of their annual programme of professional development.