

1. Policy Statement

- 1.1 This policy outlines how Grange Community Nursery and Primary School will support pupils with Special Educational Needs and Disabilities.
- 1.2 Where applications exceed the number of places available, priority will be given to pupils with an Education, Health and Care plan naming Grange Community Nursery and Primary School.
- 1.3 Grange Community Nursery and Primary School is committed to providing its pupils with high quality learning experiences. Our staff have high expectations of all children, irrespective of background, race, gender or capability and provide all children with equal access to the curriculum. We ensure that the academic needs of our pupils are addressed at an individual level, which will enable them to achieve their best; become confident individuals living fulfilling lives; and make a successful transition to high school.

2. Definitions of special educational needs (SEN) from section 20 of the Children and Families Act 2014:

- 2.1 A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:
 - a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
 - b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.
- 2.2 A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.
- 2.3 Children must not be regarded as having a learning difficulty solely because the language or form of language in their home is different from the language in which they will be taught.

3. Aims

- 3.1 Our school will provide every child with access to a broad and balanced education through Quality First Teaching. This includes the National Curriculum in line with the Special Educational Needs Code of Practice. We will:

- 3.1.1 Seek to identify the needs of pupils with SEN at the earliest possible opportunity.
- 3.1.2 Monitor the progress of all pupils every half term in order to aid the identification of pupils with SEN.
- 3.1.3 Use relevant assessment tools to highlight areas of need
- 3.1.4 Plan and implement effective provision to improve the long-term outcomes for the pupil; ensuring that pupils with SEN have full access to the National Curriculum and enrichment opportunities alongside their peers.
- 3.1.5 Review the impact of the targeted provision half termly in order to measure its effectiveness, and make changes to teaching approaches and interventions where necessary.
- 3.1.6 Build effective relationships with parents and carers to gain a comprehensive understanding of their child, and involve them in all stages of their child's education.
- 3.1.7 Share the SEND Profile with parents and carers termly, for pupils receiving SEN support. Parents and carers will be given the opportunity to review their child's progress and have an input into their child's provision.
- 3.1.8 Work with, and in support of, outside agencies when pupils' needs cannot be met by the school alone.
- 3.1.9 Provide an environment and facilities which comply with all relevant accessibility requirements.
- 3.1.10 Make reasonable adjustments to ensure that all children have equal opportunities.
- 3.1.11 Implement a robust Equal Opportunities and Diversity policy and associated procedures, to ensure that no member of the school community suffers discrimination because of SEN or Disability.
- 3.1.12 Support staff to implement effective teaching strategies and targeted provision for children with SEND, and provide CPD where necessary.

4. Guidelines

We will:

- 4.1 Provide all pupils identified with SEND access to SEND Support (Element 2) funding.
- 4.2 Implement a graduated approach. In the first instance, all children will receive Quality First Teaching. This is continuously monitored in line with the school's Performance Management Policy.
- 4.3 Formally advise parents when a child is identified as having SEND, and the pupil will be added to the school SEND register. The aim of formal identification is to help school ensure that effective targeted provision is put in place and to remove barriers to learning. This is an on-going process to enable provision to be monitored and amended as the understanding of the needs of the pupil grows.
- 4.4 Follow the Assess > Plan > Do > Review cycle. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

- 4.5 Consult with specialists to advise us on effective support and interventions for pupils SEND, or when a pupil continues to make little or no progress despite two Assess > Plan > Do > Review cycles.
- 4.6 Make referrals for top up funding for those children who require additional support in line with Wave 3 interventions.
- 4.7 Make referrals for Education, Health and Care Plans for those children who have lifelong or significant difficulties. This process is usually requested by school, but can also be requested by parents. This will occur where the complexity of need is such that a multi-agency approach to assessing that need, planning provision and identifying resources is required.
- 4.8 Ensure that all pupils have access to a broad, balanced and enriched curriculum regardless of SEND. This will be achieved through specialist provision, taking into account the needs of the individual pupil.
- 4.9 Ensure that provision and support are deployed effectively, that the curriculum is differentiated appropriately and that individual and group support is available as necessary.
- 4.10 Set appropriate individual targets to motivate pupils to aspire to achieve their full potential, and evaluate progress towards these targets half termly.
- 4.11 Use One-Page Profiles and other means to capture the pupil's voice to ensure they are part of the decision making with regards to their provision.
- 4.12 Work in partnership with parents, ensuring that they are consulted and kept informed about the provision put in place for their child.
- 4.13 If any parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made to speak to the Head of School, INCo or SEND Governor, who will be able to advise on formal procedures for complaint.

5. Review and Evaluation:

- 4.1 This policy reflects the consensus of opinion of the whole staff and governors and its implementation is the responsibility of all staff and governors. This policy should be considered alongside all other policies in school, but the following in particular: Equal Opportunities, Able, Gifted & Talented, Racial Equality, Direct Personal Care and PSCH. Staff will review our SEND Policy in line with our Policy Review Cycle, unless there are significant changes and therefore a need to review it sooner.

Approved by: **Sara Albiston**

Head of School

Date: **September 2020**