



# SEN-D Policy

**Agreed by IEB:** October 2025  
**Review Date:** October 2026  
**Acting Headteacher:** Miss F Mawson  
**Lead:** K Sutherland and K Tong

The Special Educational Needs and Disabilities Coordinator (SENDCo) – Miss K Sutherland

The SEND Support Teacher – Mrs K Tong

The named Governor responsible for SEND/Inclusion – Mr R Ellam

Inclusion Assistant - Mrs H Cherry

## Introduction

At The Grange Primary School, we believe that all pupils should be equally valued. Therefore, we do all that we can to promote equality and opportunity of outcomes and help develop a learning environment where all young people can flourish and feel safe.

We believe that all pupils should have access to a broad, balanced and relevant curriculum, with teaching and learning strategies that maximise achievement and prevent failure by removing barriers to learning and providing access to a wide range of learning challenges.

***We believe that every teacher is a teacher of every child, including those with Special Educational Needs and Disabilities (SEND) and has high expectations for all.***

## Aims

- 1. To identify need(s) early, with appropriate provision swiftly put in place, monitored and sustained.**
- 2. To improve the strength of pupil and parents/carers voice in planning, target setting and reviewing the provision and progress of pupils with SEND.**
- 3. To raise the aspirations of and expectations for all pupils with SEND.**
- 4. To strengthen the coordination of SEND practice.**

## Objectives

- 1. To identify need(s) early, with appropriate provision swiftly put in place, monitored and sustained by:**
  - a. Establishing clear pathways and processes for identifying needs.
  - b. Providing a wide range of identification tools and robust provision for emerging needs.
  - c. Providing regular training, coaching and development opportunities for staff to improve their knowledge of SEND identification and implementation of provision.
  - d. Determining any resource implications and establishing whether they will be provided within school or through external sources.

- e. Deciding if specialist advice is required from outside agencies, making appropriate referrals through a graduated approach and using advice given to inform provision mapping for specific needs.
- 2. To improve the strength of pupil and parents/carers voice in planning, target setting and reviewing the provision and progress of pupils with SEND by:**
- a. Involving the pupil and their parents/carers in the planning and target setting of his/her programme of work.
  - b. Maintaining regular contact with parents/carers during the implementation of targets and provisions.
  - c. Collaboratively reviewing the impact of set targets and provisions termly with all stakeholders.
  - d. Improving staff practice in gaining purposeful pupil and parents/carers voice to effectively drive future targets and provisions.
  - e. Ensuring a child-centred approach to assess, plan, do, review cycles.
- 3. To raise the aspirations of and expectations for all pupils with SEND by:**
- a. Providing equitable access to the National Curriculum and EYFS framework through planning for and providing a curriculum which is accessible to all the needs of the pupils.
  - b. Focusing on outcomes for pupils and not just hours of provision/support to promote independent learning.
  - c. Ensuring that every child has an equal opportunity to participate in all aspects of school life, irrespective of need.
  - d. Raising staff awareness of the need to differentiate work effectively and providing regular training, coaching and development for all staff.
  - e. Strengthening subject leadership in monitoring the planning, implementation and assessment of pupils with SEND in their subject(s).
- 4. To strengthen the coordination of SEND practice by:**
- a. Establishing clear roles and responsibilities within the SEND team.
  - b. Reviewing needs and provision termly for budgeting, planning and resourcing for SEND.
  - c. Establishing specific criteria and robust programmes for monitoring, evaluating and reviewing the effectiveness of the provision.
  - d. Assisting the governing body in fulfilling their duties regarding provision for pupils with SEND.
  - e. Ensuring that all stakeholders follow advice and support from outside agencies where specialist provision is needed for a pupil with SEND and that this is managed safely and adjustments made are not detrimental to the needs of any of the other pupils within that cohort and context.
  - f. Monitoring and reviewing individual needs regularly, and to maintain clear records of any action taken, involving the pupil and their parents/carers in the review process.

## Defining SEND

The 2014 Code of Practice says that: *“A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.”* Taken from 2014 SEND Code of Practice: 0 to 25 Years, updated Jan 2015.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The recognised 4 broad areas of special educational need and disabilities are:

1. Communication and interaction
2. Cognition and Learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

The purpose of identification of pupils with SEND is to work out what action we need to take to support the pupil, not to fit the pupils into a category. At The Grange Primary School, we take a holistic approach to identifying need(s) of pupils. As such, we recognise that a range of factors other than SEND can impact on a pupil's progress and attainment including:

- Disability (the Code of Practice outlines the “reasonable adjustment“ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child / Child in Care (LAC / CIC) and post-adoption
- Being a child of Serviceman/woman

The 2014 Code of Practice says that: *“Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate. In all cases, early identification and intervention can significantly reduce the use of more costly intervention at a later stage.”*

A **graduated approach** to SEND takes the form of a four-part cycle through which decisions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The four-parts are:

1. Assess
2. Plan
3. Do
4. Review

For SEND support, this will be conducted through the use of "learning plan" meetings. Each term, the class teacher liaises with the child and their family to review current targets and discuss ways forward to drive progress.

For pupils in receipt of an EHCP, the child, their family and any outside agencies involved will meet annually with the class teacher and SENDCo or SEND Support Teacher.

The child will always be at the centre of this process and meetings will be held in a relaxed setting to support the securing of positive outcomes for the child.

### The Role of the Class Teacher

The SEND Code of Practice suggests that pupils are only identified as having SEND if they do not make adequate progress once they have had Wave 1 and 2 interventions /adjustments and good quality personalised teaching.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from learning assistants or specialist staff. High Quality Wave 1 Teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

***Additional intervention and support cannot compensate for a lack of good quality teaching.***

The class teacher has overall responsibility in the day to day provision and:

- Will provide adaptive teaching methods with purposeful differentiation of classwork, exploring ways in which increased support might meet the individual needs of the pupil. This may include adaptive teaching, pre-teaching and/or same day intervention for pupils who need additional support to access the mainstream learning opportunities.
- Will continually monitor and review the pupil's progress. Pupils who are not making the expected progress from their various starting points will be tracked through the cohort provision mapping. Teachers will use these maps to highlight individual needs of pupils across their cohort and show the level of provision that will be given, including wave 1, 2 and 3 interventions.

- If targets cannot be met with just classroom support and Quality First Teaching then the initial concern for SEND pathway will be followed to determine what support is needed to enable the child to make progress.
- If sustained provision and support is required then a SEND learning plan will be produced. Provision should **be additional to or different from** the differentiated curriculum plan that is in place as part of normal provision.
- Pupil SEND learning plans are the responsibility of class teachers and they will update them at the end of each assess, plan, do, review cycle.
- At the end of each academic year, teachers will pass on any SEND or medical information to the new class teacher in a transition meeting before the new academic year begins.

### The Inclusion/SEND Record

- All teaching staff have access to a copy of the Inclusion/SEND Record. The importance of confidentiality cannot be overemphasised. The record is updated and analysed regularly by the SENDCo and SEND Support Teacher.
- The SEND learning plan should be written by the class teacher with the support of the SENDCo/SEND Support Teacher and the child should be entered on to the school's SEND Record as SEND Support.
- Pupils receiving SEND Support are rigorously monitored and their support is continually assessed. Based on evidence accrued through this process, the teacher and SENDCo will make a joint decision on when to exit a pupil from the SEND Record.
- Pupils in receipt of an EHCP will have their short term targets (SEND learning plan) informed by sections E and F of their education and health care plan.

### The Role of the SENDCo

The SENDCo takes the lead in coordinating the pupil's special educational provision, consulting the class teacher, who remains responsible for working with the pupil in the classroom. It is noted that high quality Wave 1 teaching is the first step in responding to pupils who have or may have SEND. The SENDCo and SEND Support Teacher will:

- Review all the available information and collect any additional information from any other appropriate outside agencies.
- Decide whether to seek further advice and/or support.
- Make arrangements for any appropriate intervention programmes to be implemented, monitor progress and set a review date.
- Quality assure learning plans so that they are effective and SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) and completed in a timely manner in line with deadlines given to ensure consistency across school.
- Manage the day to day operation of the SEND policy.

- Coordinate the provision for children with SEND, including developing a whole school provision map through the use of EduKey.
- Liaise with and advise colleagues.
- Oversee the records of all children with SEND.
- Liaise with parents/carers of children with SEND and provide opportunities for them to confidently contribute to their child's education.
- Contribute to the in-service training of all staff.
- Alongside the Headteacher, manage the school based assessment and complete any documentation required by outside agencies and the LA.
- Manage a range of resources, human and material, to enable appropriate provision for children with SEND.
- Liaise with new settings and schools to ensure effective transition of pupils.
- Liaise with the Pastoral Manager, Pastoral team, SEND Support Teacher, Inclusion Assistant, Teachers and Learning Assistants who deliver and monitor the intervention programmes.
- Work alongside the local authority to improve the standards and effectiveness of practice to support pupils with SEND.

#### Application for Education, Health and Care Plans (EHCPs)

In some cases the conclusion may be reached that the pupil's needs remain substantial and cannot be effectively met within the resources normally available to school. The school may therefore draw the pupil to the attention of the Local Authority (LA) with a view to a formal assessment. The school will be required to state clearly the reason for the referral and submit the following information:

- Detailed overview of the pupil's need(s) in relation to the 4 broad areas of SEND alongside the assessment, action and support to date. This details the effectiveness of the provision and explains the reason for the referral.
- Recorded views of parents/carers and where possible the pupil.
- Any relevant medical information.
- Where appropriate, evidence relating to Children and Young People's Services.
- Evidence of the graduated approach cycle '**Assess, Plan, Do and Review**'.
- Evidence of involvement of outside agencies.
- Suggested targets and provisions which evidence over and above SEND support.

#### Transition Arrangements

- When children with SEND transfer to secondary school, the class teacher and SENDCo will liaise with the staff of the prospective secondary schools and hand over all SEND documentation prior to the new term beginning.

- The secondary school staff are invited to final EHCP transfers/EHCP review meetings of the Year 6 pupils, which are held in the Autumn term.
- Where children with SEND transfer to another primary school, SEND records will be forwarded within 15 days of the child ceasing to be registered at TGPS school.
- If a child transfers to The Grange Primary School during the academic year we will endeavour to obtain the child's records from their previous school, as soon as possible.
- Where transfer pupils are identified as having a special educational need, a meeting will be held with the child, family, the SENDCo and the deputy head prior to their start date.
- Early years records will be requested from pre-school settings, Portage and CDC.

### The Role of the Governors

The governing body of The Grange Primary School is: *“expected to use their best endeavours to meet the needs of the children with SEN.”* (Section 29 Children and Family Act 2014).

The governing body must:

- Do its best to ensure that the necessary provision is made for any pupil who has special educational needs and disabilities.
- Ensure that, where the ‘responsible person’ – the Headteacher or the appropriate governor – has been informed by the LA that a pupil has special educational needs, those needs are made known to all who are likely to teach them.
- Ensure that the teachers are aware of the importance of identifying, and providing for, those pupils who have special educational needs.
- Use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet pupils SEND.
- Ensure that pupils with SEND engage in the activities alongside pupils who do not have SEND.
- Designate a teacher to be responsible for coordinating SEND provision.
- Publish a SEND information report containing information on the education of pupils with SEND.
- Attend meetings with the SENDCo.

The SEND governor is expected to be a visible and involved member of the school community in order to improve, challenge and support the provision of SEND.

## Supporting Pupils with Medical Conditions

The Grange Primary School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. 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.

Some pupils may also have SEND and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

The Grange Primary School puts in place the necessary adjustments to meet the needs of pupils with medical conditions. This includes:

- Facilities to store and give prescribed medicines.
- Provision of a space for therapeutic treatments.
- Adjustments to the building and provision of specialist equipment for pupils with physical conditions.
- Individual risk assessments for short term medical needs.
- Individual medical care plans for those with longer term medical needs.

## Storing and Managing Information

All documents relating to pupils SEN and Disability are stored securely and information contained in them is regarded as confidential. These are stored in a locked cupboard. Digital copies are stored on a secure online provider (Edukey).

## Policy Success Criteria

At The Grange Primary School we aim to provide a variety of approaches in order to maximise the achievement of all pupils with SEND. This should enable them to have a broad and balanced curriculum. Teachers' planning and approaches should be flexible in order to recognise the needs of all these children to ensure that work is well matched and differentiated to the specific needs of individuals. The SENDCo and SEND support teacher will monitor planning and teaching at regular intervals (following initial settling in period, from 6 weeks to no more than a term) to ensure that the needs of pupils with SEND are being met. Book monitoring and learning walks also take place on a regular basis.

Monitoring the effectiveness of intervention strategies is an integral part of the review process. Time is allocated to monitor the delivery of interventions to ensure they remain focused on the needs/outcomes of the child.

Children with special educational needs are set 'small step' targets against which progress can be measured. We would expect children to be making progress against

these targets, shown by a positive average learning plan outcome on EduKey. Additional resources used by teachers to support the small steps approach are:

- The 'St Luke's stages' which break down learning outcomes further and assessments for these stages are supported by the St Luke's Outreach service.
- The Early Years Inclusion Continuum Phases 1-10 which breaks down the EYFS prime areas to allow pupils to make small steps of progress within the ages and stages from birth to reception age.

Teacher assessments and intervention results are used to measure the progress individual children and groups of children with SEND make. The SENDCo and SEND support teacher track the progress of pupils with SEND in Reading, Writing and Maths termly as well as annually and produce a report. This aims to identify the strengths in practice as well as the areas that continue to require development.

On an annual basis, the DfE produces statistical information relating to the performance of children with SEND nationally. This data has been used to compare the performance of our children in comparison to those nationally. Progress for children with special educational needs may also be measured using the pre-key stage standards for key stages 1 and 2.

Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all our pupils.

#### Other Related Policies

Children and Families Act

Safeguarding Policy

Anti-Bullying Policy

Disability and Equality Policy

Inclusion Policy

Behaviour and Discipline Policy

Medical Conditions Policy

Accessibility Plan

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014, update Jan 2015) and has been written with reference to the following guidance and documents:

- Children and Families Act (April) 2014
- Equality Act 2010: advice for schools DfE (Feb 2013)

- SEND Code of Practice 0 – 25 (July 2014, updated Jan 2015)
- School's SEND Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (April 2014)
- Teachers Standards (2012)