



GROVE ROAD PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

Date Completed: September 2024

Review Date: September 2025

“Affording every child full access to a broad, balanced and relevant education.”

Grove Road Primary School is an inclusive school. We take safeguarding very seriously and all of our policies are developed with a high priority on children’s safety and in the light of our safeguarding policy. All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to behaviour, anti-bullying, medical accessibility and curriculum policies, as well as our SEND information report.

This SEND policy is written to comply with the 2014 Children and Families Act and its SEND Code of Practice together with the Equality Act 2010 as well as Special Needs and Disabilities and Alternative Provision Improvement Plan March 2023.

The SEND team at Grove Road Primary School

Individual children with special needs are an integral part of our school community and there must be flexibility within the school environment and curriculum to ensure they are included and have full access.

This is a shared responsibility of all members of staff.

A climate of acceptance and encouragement is vital within the school, where each child is recognised to be of worth and valued for their contribution to the life of the school. The school seeks to provide a caring, stable environment in which individuals can achieve successfully. Teachers and all adults in the school are the children’s role models. All staff should therefore have positive attitudes to the children’s efforts, as these are very relevant to their success. Praise and positive re-enforcement are to be actively used by all involved with the children. A positive self-image is extremely important in fostering good learning skills and attitudes and must be encouraged, through seeking and valuing children’s views. A high level of self-discipline is fostered. Parents have a vital role to play in supporting their child’s education and the school works in partnership with them at all times.

Our school has a Centre for ASC (Autism Spectrum Condition) pupils. Its offer supports the school ethos of inclusion through flexible provision, alongside and within the mainstream classes, as is appropriate to the needs of each individual child.

Inquiries about an individual child’s progress should be addressed at first to the class teacher since he or she is the person who knows the child best. Other enquiries can be addressed to School Inclusion Leader or Centre Leader.

Headlines from the 2014 Code of Practice. From September 2014

- No more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support children from birth-25 years.
- School Action and School Action Plus have been replaced by one school based category of Need known as 'Special Education Needs Support' (SENS). All children are closely monitored, and their progress tracked each term. Those at SENS are additionally tracked by the SENDCo
- There are four broad categories of SEND:
 - communication and interaction
 - cognition and learning
 - social, emotional and mental health
 - physical and sensory.

We have children in all these categories of SEND.

- We work closely with parents and children to ensure that we take into account the child's own views and aspirations and the parents' experience of, and hopes for, their child. Parents are invited to be involved in the planning and reviewing SEND provision for their child.
- All children benefit from 'Quality First Teaching': which means that teachers assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focused interventions to target particular skills.
- We have high expectations of all our children. Children on our SEN register make progress which compares well with the progress made by other children in school.

Defining SEND

The 2014 SEND Code of Practice says that:

A person has SEND 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 - Introduction xiii and xiv

SEND Grove Road Primary School

Our objectives are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND; (see also curriculum and assessment policies)
- To ensure that every child experiences success in their learning and achieves to the highest possible standard;

- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

Identifying children at SENS (SEN Support)

Children with SEND are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

- The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching they are discussed with the Inclusion leader and a plan of action is agreed.
- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
 - is significantly slower than that of their peers starting from the same baseline
 - fails to match or better the child's previous rate of progress
 - fails to close the attainment gap between the child and their peers
- We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, the child is placed at SEND on our SEND register.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have ASD or ADHD or some other disability.

The SENDCo liaises frequently with and draws additional support from a number of other outside agencies.

This liaison is done through Multi-Professional Planning Meetings (termly) and also through Requests for Involvement completed by the SENDCo and class teacher and with the permission of the Parent/Carer. Parents/carers are informed of outside agency involvement.

Working with Parents and Children

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings (autumn, spring and summer terms) or during informal meetings to discuss the child's progress.

Once a child has been identified as having SEND, the class teacher will discuss this with parents at parents evening to:

- formally let them know that their child is being placed on SENS
- discuss assessments that have been completed
- agree a plan and provision for the next term.

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice. Depending on their age, and their interest, the child may be invited to attend all or part of the meeting. Thereafter, parents - and children- are invited to a meeting at least each term to review progress made, set targets and agree provision for the next term.

Moving to an EHCP (Education, Health and Care Plan)

If children fail to make progress, in spite of high quality, targeted support at SENS, we may apply for the child to be assessed for an EHC Plan.

Children, who we think can access mainstream school successfully, with support where necessary, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child automatically needs an EHC Plan.

Teaching and Learning

We believe that all children learn best through inclusion. Our aim is for all children to be working independently, in class, fulfilling their potential. Children with SEND are entitled to be taught by their teacher, not always by LSAs. Teachers aim to spend time each day working with all children with SEND, individually or as part of a group.

When allocating additional LSA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

The school has a range of interventions available which are listed and costed on a provision map. When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child.

Targets for children at SENS are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher- who monitors progress towards the targets during the intervention- and by the Inclusion Leader who monitors overall progress after the intervention.

- Interventions are planned in six or twelve week blocks
- At the end of each block, children's progress towards their targets is assessed and recorded.
- A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class.

The Inclusion Leader monitors interventions to identify 'what works'.

Adaptations to the curriculum teaching and Learning Environment

Grove Road Primary School is disability friendly. The school is one level; corridors are fairly wide and we have an easy access toilet. We generally find that no additional adaptations to the building are necessary for children with physical disabilities.

Other adaptations to the physical environment will be made, as appropriate, to accommodate children with other sensory disabilities.

All of our classrooms are inclusion-friendly: We aim to teach in a way that will support all children inclusive of all SEND. All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of regular class differentiation, curriculum content and ideas can be broken down into manageable chunks and made more accessible by using visual, auditory, kinesthetic and concrete resources.

Access to extra-curricular activities

All of our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEND or medical needs.

Staff Expertise

All of our teachers are trained to work with children with SEND and all have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in-house or LA courses, provision of books or guidance towards useful websites.

If we identify information we can't access without the aid of additional, more specialist help, the school is able to buy-in additional expertise from the local authority. This includes access to Educational Psychologists, Speech and Language therapists, play therapists, Occupational therapists and Advisory Teachers.

Children with social, emotional and mental health needs

Behaviour is not classified as a SEND. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we complete an EHA (early help assessment) in agreement with the family and support the child through that process.

If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS.

If the child is felt to have long-term social, emotional or mental health needs- for example with anger management- the school offers a range of social skills or therapeutic interventions including ELSA (Emotional Literacy Support) and work with the pastoral lead.

Grove Road Primary School has a clear behavior policy which supports positive behavior for all children, although reasonable adjustments are made to accommodate individual needs. Where necessary, an individual child may require more personalised learning support and in these cases a support and learning plan is put in place in consultation with parents.

The school has a zero-tolerance approach to bullying. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

Specialist Provision - Our ASC Centre

The Centre is for children with long-term difficulties in the autistic spectrum affecting their access to the curriculum. There will have been previous involvement from agencies including educational psychology, and CAMHS or the Child Development Team, confirming a diagnosis of ASC.

- The Centre has 18 places for children between 4-11 years with a diagnosis of ASC following three areas:
 - *Social interaction such as, not initiating or avoiding contact with others, inappropriate social and emotional behaviour*
 - *Communication such as, limited non-verbal communication skills, difficulties with verbal comprehension, understanding abstract language and non-literal language, restricted, unusual use of language*
 - *Restricted imagination and inflexible thinking such as repetitive rather than imaginative play, fixed or limited areas of interest, difficulty coping with unplanned changes*
- The Inclusion Leader is in Charge of the Centre supported by a team of specialist Teaching Assistants who work with the children within the mainstream classroom or in the centre where appropriate. The children also benefit from small group teaching. Some pupils follow a more differentiated curriculum, adjusted for their

particular type of learning style, delivered in small groups or one to one, whilst maximising opportunities for meaningful inclusion with their mainstream peers.

- The Centre pupils have access to regular specialist support to develop their social understanding and social skills, as well as support from a speech and language therapist to develop their communication skills and/or use of language and an occupational therapist to develop their physical skills.
- Centre pupils' progress is closely monitored and assessed on a regular basis, with a greater focus on their social communication and interaction skills. There is frequent liaison between the mainstream class teachers, the Centre leader and the Inclusion Leader.

Transition Arrangements

At Grove Road Primary School, we place great importance on supporting children to making a smooth transition into and within school:

We understand how difficult it can be for some children and parents as they move into a new class or a new school. We will support, according to the individual needs of the child, to make transitions between classes- including from the nursery- as smooth as possible.

This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet.

Enhanced transition arrangements are tailored to meet individual needs.

EYFS Transition:

The Inclusion Leader works closely with the class teacher so that we are aware of children entering the school with additional needs. We work closely with families to facilitate a smooth transition into school. Our practice of visits to previous institutions and stay and play dates ensures that we are aware of children's needs before they begin school. Visits to children's current provisions take place before the children start where possible.

Transition to Secondary School:

Transition reviews for Year 6 pupils are held, where possible, in the Spring Term of Year 5 or the autumn term of Year 6. The secondary school Inclusion Leader is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

Governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

The SEND Governor will 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 board on this. They will meet with the Inclusion Leader at least termly to discuss actions taken by the school.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

All complaints are taken seriously and are heard through the school's complaints policy and procedure.

Hounslow's Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Hounslow's Local Offer is available from the website:

https://www.hounslow.gov.uk/info/20080/children_with_disabilities/1826/hounslow_local_offer

Equal opportunities

Grove Road primary school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

Review Framework

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance)

Signed: Head Teacher Date:

Signed: Chair of Governors Date:

Reviewed: September 2024

Next Review date: September 2025