



Griffin Primary School

SEND Policy



1	Summary	SEND Policy			
2	Responsible person	Tom Havercroft			
3	Accountable SLT member	Louise Pitts			
4	Applies to	<input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
5	Who has overseen development of this policy	Senior Leadership Team			
6	Who has been consulted and recommended policy for approval	Local Governing Body			
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10	Related documents (if applicable)				
11	Disseminated to	<input type="checkbox"/> Trustees/governors <input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
12	Date of implementation (when shared)	September 2025			
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1. Introduction

Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEND 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 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

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.

Children must not and will not be regarded as having learning difficulties solely because the language or form of language of their home is different from the language in which they will be taught.

New legislation (The Children and Families Act 2014) came into force from the 1st September 2014. A new SEN code of practice also accompanied this legislation.

More details about the reforms at this time and the SEN code of practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this pathway on Hull's SEND Local Offer website:

[Home – Hull SEND Local Offer](#)

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the service and provision that are available both to those families in Hull that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sector.

At Griffin Primary School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected.

Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed to the best of their ability. We celebrate our achievements, talents and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010. Together we take pride in making a positive contribution to our school and the wider community.



2. Aims and objectives

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.

Objectives

- Staff members seek to identify the needs of pupils with SEND as early as possible. This is done most effectively by gathering as much information as possible from within school, parents/carers, and external agencies such as health and care services and previous settings prior to the child's entry into the school.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the curriculum. This will be co-ordinated by the SENCO and Principal and will be carefully monitored and regularly reviewed by the senior leadership team in order to ensure individual targets are being met and all pupils' needs are catered for.
- Working with parents to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. Some of these services include Educational Psychology Service, Speech and Language Therapy, Children and Adult Mental Health Services CAMHS, Northcott Outreach, IPaSS and Steps to Success Outreach.
- Create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is actively encouraged through school by wider opportunities such as school council, educational visits, assemblies, clubs and sports teams.

3. Responsibility for the coordination of SEND provision

- The person responsible for overseeing the provision for children with SEND is Miss Louise Pitts (Principal)
- The person co-ordinating the day-to-day provision of education for pupils with SEND is Mr Tom Havercroft (SENCO)
- The Designated Safeguarding Lead is Miss Louise Pitts

4. Arrangements for coordinating SEND provision

The SENCO will be responsible for holding and updating all SEND records securely for individual pupils.

Staff can access:

- The Griffin Primary School SEND Policy
- A copy of the full SEND Register.



- A pupil's individual confidential SEND file (with the consent of the Principal or the SENCO)
- Guidance on or a copy of The SEND Code of Practice
- Information on individual pupils' special educational needs, including the pupil class files which contain their APDR, One-page profile and any other relevant SEND information
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities.
- Information through Hull's SEND Local Offer
- The pupil's Assess Plan Do Review document

This ensures that every staff member will have up-to-date information about pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEND provision.

5. Admission arrangements

Please refer to the information contained in our school admission policy.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

6. Specialist SEND provision

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will always seek specialist SEND support from other professionals if required and will seek training from SEND services where necessary.

7. Facilities for pupils with SEND

The school complies with all relevant accessibility requirements; please see the school accessibility plan for more details.

8. Allocation of resources for pupils with SEND

All pupils with SEND will have access to element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding.

9. Identification of pupils needs

At Griffin, staff are aware of the importance of recognising children with a range of SEND, as soon as possible in order to adapt the provision and learning experiences for that child.

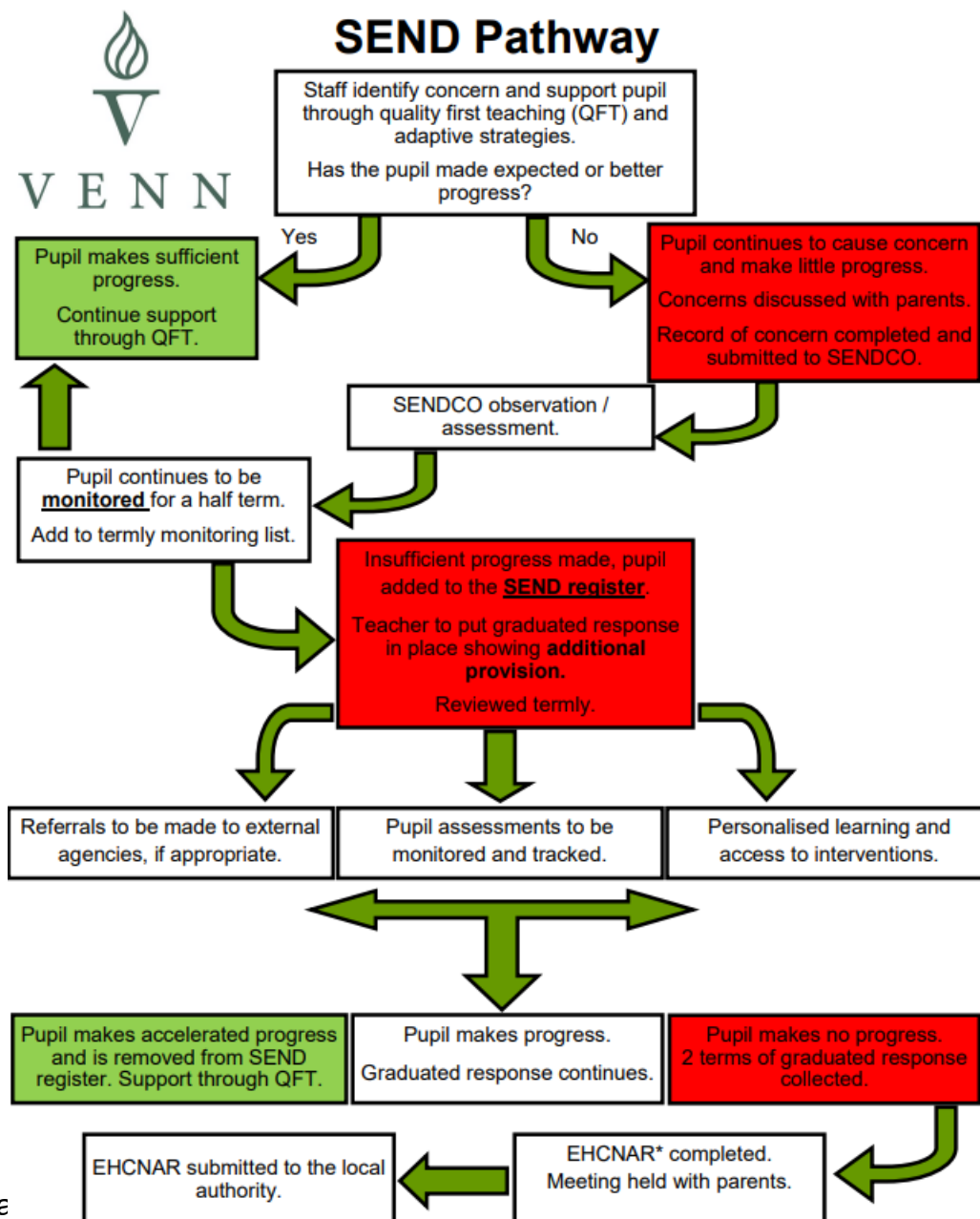
Through discussion between teachers and the SENCO, an Initial Record of Concern form will be completed. This form clearly outlines any concerns from



the teacher and parents, and notes made during observations by the SENCO it includes actions to take place. Once the SENCO has liaised with the teacher it is then decided what level of support would be the most appropriate for the child. Referrals are made, where appropriate, to external agencies and graduated support plans are put in place where additional support is required. For some of these pupils, an initial period of monitoring may be appropriate to gather evidence and these children will be added onto the monitoring register.

Staff have access to an SEND pathway document which clearly states the steps to take when they have concerns about a pupil in their class.

SEND Pathway:



Gradue

Quality first teaching

- In the first instance, through discussion between teachers and the SENCO, an Initial Record of Concern form will be completed.
- Any pupils who are working significantly below the expected standard for their age - in this case below their key stage - will be placed on the SEN register and the pre-key stage standards will be used for planning and assessment
- Once a pupil has been identified as having SEND they will be monitored by the SENCO and class teacher in order to gauge their level of need and to identify any specific difficulties.
- The child's class teacher will take steps to ensure they provide adapted learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- SEND pupils will have the opportunity to follow the same ambitious curriculum as their peers. In some instances, this curriculum will be adapted to support their success. Some SEND pupils access their own personalised pathway determined by their needs.
- Some SEND pupils require additional nurture support or interventions to target specific social, communication, emotional or motor skills. These are delivered by skilled key adults, coordinated by the SENCO.
- SEND pupils whose needs require SMART targets which are reviewed and updated termly, will have an Assess Plan Do Review (APDR). These will be worked on by the child with the support of the class teacher and support staff.
- Pupils who have a specific need e.g. dyslexia or autism; and who have no other need will be added to the specific needs register. The needs of these children and strategies to support their progress will be written on a one-page profile, which is reviewed termly. These pupils do not require an APDR.
- The SENCO will be consulted as needed for support and advice and the pupil will be then observed at regular intervals.
- Parents will be kept informed by the class teacher regarding their pupil's development and the circumstances under which they are being monitored. Parents are encouraged to share information and knowledge with the school.
- Progress will be tracked and reviewed termly and concerns regarding a child's progress will be discussed by the teacher during parent's evenings or via a meeting with the class teacher and SENCO.

SEND Support

Where it is determined that a pupil has SEND needs, parents will receive a copy of the child's Assess Plan Do Review plan and the pupil will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help the school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review



This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupils grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Pupils who have been diagnosed with a specific need e.g. dyslexia, autism; who have no other need will be added to a specific need register. The needs of these children and strategies to support their progress will be written on a one-page profile, which is reviewed termly.

The Assess, Plan, Do, Review (APDR) cycle

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers as well as the views and experience of parents. The pupil's views and where relevant, advice or reports from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and data on how the pupil is progressing.

This assessment of the child's needs will require reviews to ensure that support and any intervention put in place is matched to the need, that barriers to learning are clearly identified and being overcome and that the interventions that may be being used are developing as required. Where external support is involved the knowledge and reports will help inform assessment of need. Where they are not involved a referral may be made, following consent from parents.

Plan

Planning will involve consultation between the teacher, SENCO and support staff to agree the adjustments, interventions and support that is required; the progress that is expected and a this will be regularly reviewed. This will be recorded on the child's APDR plan which are used to inform staff and parents. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility for the progress the child makes even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with support staff to and assess the impact of support and intervention and links with classroom teaching. Support with further assessment of the pupil, agency involvement and advising of the implementation of effective support will be provided by the SENCO.

Review



Progress is assessed as part of the planning of day-to-day provision. Formal reviews of the APDR and the child's progress will be made termly. The review will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The SENCO will receive copies of the APDR's and will check them termly.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties that effects their education, they may undergo a statutory assessment process which is usually requested by the school but can be requested by a parent/carer – this is known as an Education care health needs assessment request, or ECHNAR. This will occur where the child has a range of needs and a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be made after the school and any other agencies involved agree that this is the best course of action for the pupil.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided and an application and supporting evidence will be submitted by the SENCO. A decision will be made by a panel made up of professionals from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan. The school are not responsible for the decision as to whether to issue an EHCP.

Further information about EHC Plans can be found via the SEND Local Offer:

[Home – Hull SEND Local Offer](#)

- a) Following statutory Assessment, an EHC Plan will be provided by the local authority, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b) Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the plan if it differs from their preferred choice.
- c) Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriated, for changes to be put in place, for example, reducing or increasing levels of support.

10. Access to the curriculum, information and associated services



Pupils with SEND will be given access to the curriculum through the SEND provision provided by the school as is necessary, as far as possible, considering the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for alternative arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEND are provided in school and across the local network and academy. Staff members are kept up to date by the SENCO and SLT with strategies and sources of support which may help support the progress of pupils with SEND.

In class provision and support are deployed effectively by class teachers to ensure the curriculum is adapted as necessary and the appropriate children are accessing learning against the pre-key stage standards in Reading, Writing and/or Maths. We make sure that individual or group intervention is available where it is felt pupils would benefit from this.

Appropriate individual targets are set that motivate pupils to do their best and celebrate achievements at all levels.

11. Inclusion of pupils with SEND

The Principal and SENCO oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from a range of external support services. Advice may be sought from Steps to Success outreach for the children who have behavioural concerns.

Griffin Primary School recognises that children at school with medical conditions should be properly supported to ensure full access to the curriculum. Please refer to the school's Medical Needs and Administering Medication Policy.

12. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year.

Pupil progress will be monitored on a termly basis. Pupils working significantly below their year group expectations – in this case pre-key stage – are assessed using the pre-key stage standards which are useful in helping staff evaluate pupil progress as well as planning appropriate provision.

SEND provision and any interventions for pupils are recorded on their APDR and these are reviewed and updated termly. These are updated by the class teacher and are monitored by the SENCO.

13. Complaints procedure



If a parent or carer has any concerns or complaints regarding the care or welfare of their child, the process within the school will be followed. This process supports resolution of any concern or complaint. If resolution is not reached, then parents or carers will be signposted to the school complaint procedures.

14. Continuous Professional Development

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of the pupils within SEND. The SENCO attends relevant SEND courses, local SEN forum meetings and may facilitate or signpost relevant SEND focused external training opportunities for all staff via the SLT.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENCO, along with the rest of the senior leadership team, ensures that training opportunities are matched to school development priorities.

15. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents.

16. Working in partnership with parents/carers

Griffin Primary School believes that a close working relationship with parents/carers is vital in order to ensure

- 1) Early and accurate identification and assessment of SEND leading to appropriate referrals, intervention and provision
- 2) Continuing social and academic progress of children with SEND in line with their capabilities
- 3) Personal and academic targets are met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEND to the appropriate external service where specific advice, guidance and support may be required. It is the parent's choice whether they choose to act upon advice or recommendations given by the school.

17. Children with SEMH needs

Griffin Primary School works towards a positive and safe environment for all children, including pupils with Social, Emotional and Mental Health (SEMH) difficulties. The school works towards good emotional wellbeing for everyone. Through collaborative working between the SENCO, SLT and class staff, the school will:

- Promote a positive outlook and equal opportunities for pupils with SEMH difficulties.



- Eliminate prejudice towards pupils with SEMH difficulties.
- Identify and support children with SEMH difficulties using the APDR pathway.

All staff will be aware of the signs of SEMH difficulties in order to respond to them appropriately and promptly. Regular CPD will be available to all staff to stay abreast of the signs and underlying risk factors associated with SEMH difficulties.

To promote positive SEMH outcomes for all children, the school gives the children opportunities to have their voices heard regularly through:

- Jigsaw (PSHE) lessons
- Circle time discussion
- Feelings check-in posters
- Worry boxes for individual pupils
- ELSA (for individuals identified as needing SEMH support)
- School Council

Wherever possible, approaches towards children with SEMH difficulties will work alongside the Behaviour including Suspensions and Exclusions Policy.

18. Links with other schools

The school works in partnership with the Venn Academy Trust SEND team, other schools within Venn Academy Trust and with other schools across the city. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise. The SENCO attends regular SENCO forum meetings to share practice and resources.

19. Links with other agencies and voluntary organisations

Griffin Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENCO is the designated person responsible for liaising with the following:

- Educational Psychologists
- Steps to Success Outreach
- Speech and Language Service
- Northcott Outreach
- SLD outreach (Tweendykes)
- School Nursing Team
- CAMHS
- IPaSS (physical and sensory support)
- Occupational Therapy
- The Best You Therapy

In cases where a child is under observation or a cause for concern, focused meetings may be arranged with the appropriate agency.

This policy will be reviewed annually.

