Griffin Primary School

SEND Policy

1	Summary	SEND Policy			
2	Responsible person	Tom Havercroft			
3	Accountable SLT member	Louise Pitts			
4	Applies to	☒All staff ☐Support staff ☐Teaching staff			
5	Who has overseen development of this policy	Senior Leadership Team			
6	Who has been consulted and recommended policy for approval	Governing Body			
7	Approved by and date				
8	Version number	7.0			
9	Available on	Every	☐Y ☒N	Trust website Academy website SharePoint	☐Y ☒N ☐Y ☒N ☒Y ☐N
10	Related documents (if applicable)				
11	Disseminated to	☐Trustees/governors ☒All staff ☐Support staff ☐Teaching staff			
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13	Consulted with recognised trade unions	☐Y ☒N			

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1. Introduction

Griffin Primary School is based in Hull and is part of the Venn Academy Trust. Mr Tom Havercroft is the named SENCO and holds the Government SEND Co-ordinator qualification. The Governor responsible for SEND is Mr Chris Fenwick. Together, they ensure that the Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within school.

2. Legislation and guidance

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND Pioneer Inspire Achieve Collaborate Create
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The Governance Handbook, which sets out governors responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

3. Statement of intent

At Griffin Primary School, we hold a firm belief that all children have an equal right to a full and rounded education to support them in achieving their full potential. We aim to be an educationally inclusive school where the teaching and learning, achievements, attitudes and well-being of every pupil matter. The curriculum is tailored to ensure that those pupils who require additional support have access to provision that is tailored to meet their needs and allows them to flourish. Any barriers to learning and participation will be addressed so that pupils will be provided with equal opportunities. A wide variety of strategies are used to meet the needs of individual children that are 'additional to and different from' that provided within the curriculum. This is to ensure that we better respond to the four areas of need identified in the Code of Practice (2014).

The areas of need are:

- Communication and interaction
- Cognition and Learning

- Social, emotional and mental health
- Sensory/physical

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. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.

Children may be identified as having long term and significant SEN if they are not making adequate progress despite good quality, adaptive Quality First Teaching and all relevant and purposeful interventions and strategies being in place.
(Special educational needs and disability code of practice: 0 to 25 years)

4. Aims and objectives

At Griffin Primary School we aim to make every child's experience at school the best it can be. We want to ensure that all children are happy and provided with the opportunities to succeed and grow to be confident and independent individuals. The Special Educational Needs and Disability policy states the values that underpin our practice within SEND. These include:

- to work in partnership with families and others involved in the care of children in our school to ensure all medical, health and social care needs are met
- to ensure all teachers and support staff have a good understanding of the Code of Practice 2014 and have regular and consistent professional development to ensure a high level of staff expertise
- to create a positive learning environment which engages all children and will support them in achieving their true potential
- to identify needs, particularly of vulnerable and disadvantaged children, at the earliest opportunity, meet their needs, and review their progress regularly to ensure that all children have full access to all elements of the school curriculum through providing reasonable adjustments
- to develop confidence in partnership by collecting the views of parents, carers and children on a termly basis
- to make every effort to narrow and close the gap in achievement between vulnerable and disadvantaged children and their peers
- to work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable and disadvantaged learners
- to keep up to date with the provision and services set out in the Local Authority's Local Offer
- to maximise mainstream universal services and funded targeted and specialist provision and services

5. Equal opportunities and inclusion

We aim to ensure inclusion for all pupils by taking into account gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances to ensure that all pupils are prepared for full participation in a multi-ethnic society. We continually assess and measure the impact of our provision through meetings with our SEND co-ordinator and individual teachers. We aim to ensure all children have equal access to succeeding in all areas of the curriculum.

At Griffin Primary School we pride ourselves on developing positive and effective relationships with our children. We respect and understand that children learn in different ways and therefore provide a variety of strategies for learning.

6. Monitoring children's progress

At Griffin Primary School, we continually monitor pupils progress throughout the academic year. This is through day to day teaching and live marking/assessment of children's understanding, as well as at regular assessment points throughout the year. These include phonics assessments, phonics screening checks, NFER assessments and timetables checks to check pupil progress regularly. RAG and challenge meetings are held at regular intervals throughout the half term to discuss pupils and their progress. These procedures support staff in being able to identify children who may not be meeting expected progress quickly and efficiently so that appropriate interventions and support can be put in place.

If the above procedures have highlighted a child would benefit from receiving support over and above that which is normally available within a particular class or subject, then the school will adopt a graduated response. Initially, this will begin with discussions between the class teacher and parents/carers. Class teachers will highlight the difficulties and areas of need for the child and it is the class teacher's responsibility to complete a cause for concern and notify the SEND co-ordinator of any concerns. The class teacher, with support of the SEND co-ordinator, will put into place strategies and/or interventions which will help to support the child and enable them to make progress. At this point, the school may involve external agencies if we feel their support is required. Following this, the school will then monitor and record the steps taken. A monitoring period of 6 weeks will take place and within this time we would expect to see progress being made.

Adequate progress includes:

- the attainment gap being closed between that of the child and their peers
- the attainment gap being prevented from getting wider
- access to the full curriculum
- progress that is similar to that of their peers starting from the same attainment baseline

If, at the end of this monitoring period, the child has not made expected progress, then, in consultation and with permission of their parent/guardian the child will be put on the SEND register.

If a child is placed on the schools special educational needs register, they will then be issued with a SEN Support Plan and termly meetings will be held between the class teacher and/or the SEND co-ordinator and parents/carers as part of the 'assess, plan, do and review' process. During these meetings, the child's progress will be discussed and SMART (specific, measurable, achievable, realistic, time constrained) outcomes will be set. Interventions will be formalised and the learning targets will be implemented within the classroom.

As part of the assess, plan, do, review process, the child's learning targets will be monitored closely by the class teacher and will be reviewed at the next termly meeting. If, over a period of time, the child has continued to make little or no progress, then the need for a Statutory Assessment will be considered.

7. Removal from the SEND register

The SEND register is fluid, which means that children do not necessarily remain on the register if they are identified as making sufficient progress and provision over and above QFT is no longer required.

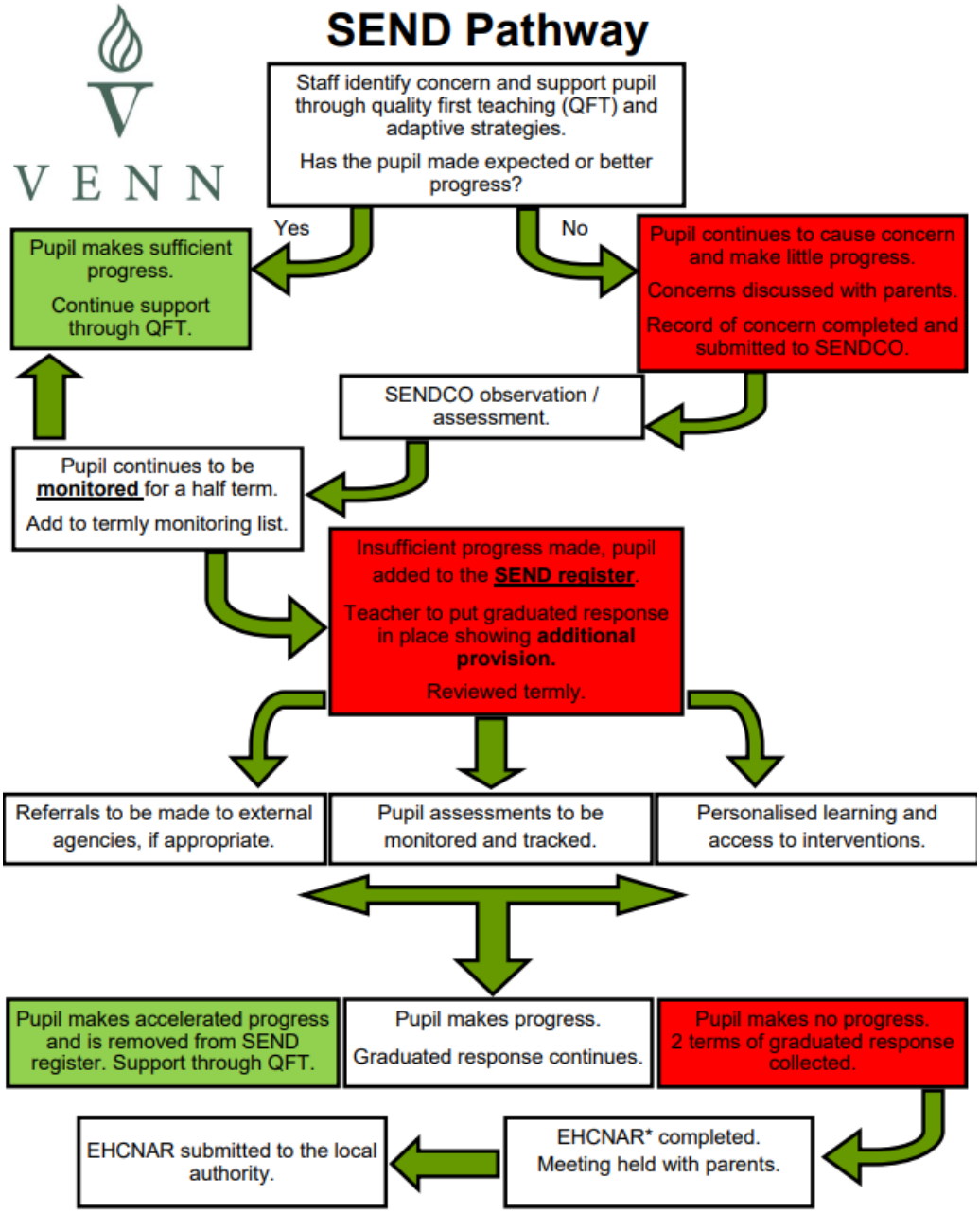
If a child is on the SEND register, their progress is monitored through the following:

- Termly analysis of data to track individuals progress over time
- Tracking progress through specific interventions SEND support plans
- Pupil progress meetings

If children are identified as making sufficient progress and provision over and above quality first teaching is no longer required, conversations between the SENCO and teaching staff will take place. It will be discussed as to what provision would be required to remain in place and parents will be invited in to discuss the progress the child has made. Through collaboration and agreement with parents, children will be removed from the register and will be recorded as Cause for Concern. Strategies will be recorded on the child's Cause for Concern and saved in their folders, ensuring this information is passed on to appropriate members of staff as and when required.

Children's progress will continue to be monitored through whole school policy and if it is identified that further support is required, the graduated response will be implemented.

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.



8. The role and responsibilities of the SEN co-ordinator

At Griffin Primary School the SENCO will be responsible to ensure that the provision is tailored to meet the needs of the child through:

- ensuring the Academies SEND policy is implemented
- supporting all staff in the implementation and delivery of SEND throughout school
- identify training needs of staff to develop expertise
- managing and storing records of all children with SEND
- working in partnership with parents
- implementing effective transition for SEND pupils both within school and when leaving/attending our setting

- liaising with all relevant external agencies
- co-ordinating and developing an outcome led termly review which will identify next steps and provide advice and strategies to support the child in class
- ensuring that children who are working below age-related expectations will receive the appropriate interventions and strategies are tailored to their outcomes
- work sampling and moderation
- observations of the child to monitor the provision and support delivered in class

9. Involvement of children

We believe that all children have the right to be involved in making decisions and exercising choice. In most lessons, our children are involved in monitoring and reviewing their individual progress through the use of layered targets. We endeavour:

- to involve all children fully (if age appropriate) by encouraging them to:
- identify their own needs and how they learn best
- share in individual target setting across the curriculum so that they know what their targets are and why they have them
- monitor their success at achieving the targets on their SEND Support Plan
- create a One Page Profile (which will be updated termly) of their likes, dislikes, family, friends, strengths needs and aspirations.

10. Request for statutory education, health and care assessment

For some children with SEND, despite the school, family and other agencies working together to put in place all relevant and purposeful interventions and support, expected progress is not made. In these circumstances, external agencies, particularly an Educational Psychologist, will already have been involved in discussing, assessing the child and/or contributing to their provision.

For some children additional provision and support will need to be deployed for the longer term in order to meet their needs and planned outcomes effectively. A multi-agency meeting will discuss if it is appropriate to submit a request to the Local Authority to consider whether a statutory assessment of education, health and care needs is necessary. Advice will be sought from the LA's SEN Team before a request is submitted and parents will be kept informed throughout the process through the school SEND co-ordinator.

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

If a child is issued with an Education, Health and Care Plan, provision identified in Section F of the Plan will be implemented and quality assured by the SENCO through

learning walks, observations and monitoring of provision. Termly reviews will occur to review their short-term targets and an annual review will be held once per year to review the medium and long term outcomes and the nature of the provision in place.

11. Personalised learning

At Griffin Primary School we understand that personalised learning is key to a child's success. Specific strategies and interventions put in place will be personalised and relevant to the child's own particular needs. These strategies will be recorded with the child's SEN Support Plan. As part of this process, we seek the child's voice, as well as that of the parents, whose support is vital in achieving progress and maintaining it.

12. Access to the curriculum

We believe that all children have the right to a broad and balanced curriculum in which high quality teaching and adaptive teaching methods support meeting the needs of the child. By achieving this we ensure that children feel a sense of self-worth, they are proud of their achievements and develop feelings of success. In order to support this, teachers use a range of strategies to meet the needs of children with Special Educational Needs. They receive specific training on adaptive teaching methods and scaffolding work effectively, as well as understanding the different learning styles of children. The use of assessment allows teaching staff to understand the needs of the child more effectively and tailor the learning to their specific requirements.

All teaching strategies and personalised provision will be identified to ensure they achieve their targets.

The engagement model is statutory from September 2021. This is an assessment tool that teaching staff will use to support children working below the national curriculum standard and is based on regular observations which help to capture a child's progress.

The five areas that the tool assesses are:

- Exploration
- Realisation
- Anticipation
- Persistence
- Initiation

If a pupil is being observed using the engagement model, parents will be informed and regular updates on their progress will be provided.

Wherever possible, we do not withdraw the child from the classroom, although there are times where we feel that the child may be best supported in one-to-one or small group situation outside of the classroom environment.

13. 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 SEND co-ordinator, 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
- School Council
- ELSA (for individuals identified as needing SEMH support)
- Advotalk (for individuals identified as needing SEMH support)
- Best You Therapy (for individuals identified as needing SEMH support)

14. Allocation of resources

Every school has a whole school annual budget made up of core funding per child on roll at a point in time and additional SEN funding which is calculated based upon a formula agreed by schools locally. In line with national school funding, our school will use this budget to contribute to meeting additional needs above the usual teaching and learning entitlement.

The SEND co-ordinator is responsible for the operational management and resourcing of special educational provision within the school, including that of children with an Education, Health and Care Plan. The Principal and SEND co-ordinator informs the governing body of how the funding for special educational needs provision has been deployed.

15. Complaints

If there are any complaints relating to the provision for children with SEN these will be dealt with in the first instance by the class teacher and SENCO, then, if unresolved, by the Phase Leader, and then Principal. The Governor with specific responsibility for

SEN may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the Venn Complaints procedure.

16. Links with other services

At Griffin Primary School we are proud of our links with outside agencies. Through discussions with parents, class teachers and monitoring of progress through the assess, plan, do, review process, the decision will be made as to whether or not support is required from outside agencies.

The SENDCo will refer into these services if it is felt that additional advice is required to support meeting the needs of your child.

Effective working links are maintained with:

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

17. Information about the Hull 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.

Information can be found here:
Home – Hull SEND Local Offer

This policy will be reviewed annually.