

SEND Policy

Griffin Park Primary School



Written by	R. Tones
Ratified by Governors	20/6/2024
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Signed – Chair of Governors	T. Anderton
Signed – Headteacher	C. Clayton-Young

This policy has been impact assessed by R. Tones in order to ensure that it does not have an adverse effect on race, gender or disability equality.

Special Educational Needs and Disability Policy (SEND)

Griffin Park 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 and curriculum policies.

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. 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 Rebecca Tones – SENDCo. Please make an appointment with the school office if you wish to speak to the SENDCo.

Headlines from the 2015 Code of Practice

- 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 Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support children from birth-25 years.
- School Action and School Action Plus have been replaced by one school based category of need known as 'Special Education Needs Support' (SENDS). All children are closely monitored, and their progress tracked each term. Those at SENDS 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 at every stage of planning and reviewing SEND provision for their child.
- All children benefit from 'Quality First Teaching': this means that teachers are expected to 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 SEND register make progress which compares well with the progress made by other children in school.

SEND Definition

The 2015 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.

A child does not have SEND solely because the language at home is different from the language in which the child is taught (Children and Families Act 2014).

Our objectives are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for children with SEND.
- 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 and ensure they are happy with their child's provision.
- 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 children.
- To ensure that all staff have access to training and advice to support quality teaching and learning for all children.

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:

1. 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 SENDCo and a plan of action is agreed.
2. Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2015 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
3. Parents sometimes ask us to look more closely at their child's learning. 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 on our SEND register. Although the school can identify special educational needs, and make provision to meet those needs, we **do not and cannot** offer diagnoses. Parents are advised to contact their GP if they think their child may have ASD, ADHD or another specific disability.

The Role of the SENDCo

Mrs Tones is the Special Educational Needs and Disabilities Co-ordinator. She is responsible for the day-to-day running of the SEND policy. The SENDCo liaises with the Governors, Headteacher, teachers and teaching assistants on matters connected with SEND.

- The SENDCo liaises with and advises colleagues about children with SEND, their assessment and their provision. They will help to seek advice from other professionals and with IEPs when necessary.
- The SENDCo is also responsible for liaising with parents of children with SEND (often along with the class teacher) and with external agencies.
- The SENDCo attends relevant courses and will feedback information to staff as necessary.
- The SENDCo will make referrals to the necessary external professionals after liaising with parents and class teachers about their child's needs.
- The SENDCo will keep the Governors and Headteacher informed and up-to-date, providing a termly reports to Governors.

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 and spring terms) or during informal meetings to discuss the child's progress and therefore it would not come as a surprise if their child is identified as having SEND.

Once a child has been identified as having SEND, the class teacher will invite the parents to a meeting to:

- formally let them know that their child is being placed at SENDS
- 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. Records are kept of these meetings and copies are available to parents. 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. In the summer term, there is an annual review of the child's progress.

There is a SEND newsletter every term that is on the school website and displayed around school. This informs parents of key dates, events in the area for their children to access and advice on specific areas of SEND.

Paperwork for children at SENDS (SEND support)

Once a child has been identified as needing SENDS the following paperwork is completed:

- An individual document for the child with parental permission and identifying the child's main area of need from the areas of SEND.
- Annually, a one-page-plan is used to record the child's strengths and interests, what they enjoy about school, what they find hard and what helps them to achieve. This is completed with the child and then acts as a guide for their next year group class teacher. The information may be updated during the year.

- Every half term, an Individual Education Plan (IEP), is produced and/or reviewed. The plan records specific and challenging targets for the child to achieve in a term, together with the personalised provision (which may be 1-1 or in a small group) put in place to enable the child to achieve these targets. Smaller targets taken directly from the IEP are discussed with children and parents and agreed next steps are recorded towards the longer term targets. IEP's are monitored by the SENDCo to ensure they are SMART: specific, measurable, achievable, relevant and time-limited.

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

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

- The child has a disability which is lifelong and which means that they will always need support to learn effectively.
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.

Parents are involved with the whole process when applying for an EHC Plan. If the application for an EHC Plan is successful, a member of the Local Authority will inform the parents as well as school. The LA will produce the EHC Plan which will record the decisions made at the meeting.

Teaching and Learning

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

When allocating additional TA 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. When considering an intervention, we look first at the child's specific needs in order for us to select the intervention which is best matched to the child.

Targets for children at SEND 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 SENDCo who monitors overall progress after the intervention.

- Interventions are planned in half termly blocks or for the duration of the intervention.
- 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 SENDCo monitors interventions to identify their success.

Adaptations to the curriculum, teaching and learning environment

Griffin Park School is disability friendly. The school is all on one level, corridors are wide and we have an easy access toilet for wheelchairs. 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 children with dyslexic tendencies, dyspraxia, autism etc. This is good practice to support all children but is vital for those who particularly need it. All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class adaptations, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources (see also Accessibility Plan).

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. We have a homework club on after school in KS2 for children to have support with their homework, including spellings and reading. 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, disability or medical needs.

Staff Expertise

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

All teaching assistants work with children with SEND and disabilities. Many of our TAs have received training to support SEND children and with a variety of interventions. This includes Team Teach training, to support staff with de-escalating situations and where necessary, using safe physical constraints. If we identify information we can't access without the aid of additional, more specialist help, the school is able to get expertise from the local authority. This includes access to an Educational Psychologist and Advisory Teachers. The school also employs an Educational Psychologist who supports children and families.

Children with social, emotional and mental health needs

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 a CAF with the family and support the child through that process. If a 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 (e.g. ELSA) and will put the child on the SEND register. These interventions generally delivered within class or by a teacher

within school who holds a pastoral role and who develops good, trusting relationships with the children.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs. The school has a zero-tolerance approach to bullying, especially towards children with SEND and disabilities.

Transition into and within school

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes - including from the nursery- as smooth as possible. We have transition days in the Summer term where the child spends time in their new classroom and with their new teacher. The class teachers also meeting to discuss individual children. 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 they hang their coat, 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.

Transition to Secondary School

Transition reviews for Year 6 pupils are held in the Summer Term of Year 6. The secondary school SENDCO is invited to Annual Reviews and the Transition review meetings. The SENDCO also meets with the secondary school to provide further information about all SEND children. Additional transition arrangements may be made at these reviews e.g. extra visits.

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 Governor with particular responsibility for SEND is Susan Penman. She meets with the SENDCO and Headteacher to discuss actions taken by the school.

Safeguarding

Children with SEND can face additional safeguarding challenges. Governing bodies and proprietors should ensure their child protection policy reflects the facts that additional barriers can exist when recognising abuse and neglect in this group of children. All members of staff follow the school safeguarding policy, should any safeguarding concerns arise.

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.

Blackburn with Darwen'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. It also includes information about activities and breaks available for Blackburn and Darwen children with SEND as well as information for parents about benefits, about how Blackburn with Darwen aims to support children through education, health and social care. Parents can access the offer online at the website: www.bwd-localoffer.org.uk

Equal Opportunities

The 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 attitude throughout the school.

Equality Impact Assessment

Under the Equality Act 2010 and 2017 we have a duty not to discriminate against people on the basis of their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. This policy has been equality impact assessed and we believe that it is in line with the Equality Act as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Review Framework

The policy will be reviewed annually.

Date Reviewed: September 2024

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Updated by: Rebecca Tones