



Grove Park Academies

Special Educational Needs (SEN) Policy

Policy For: **Grove Park Academies**

Policy Owner: Ceranne Litton, Executive Headteacher

Policy Date: October 2020

Review Date: October 2021

- The Trust Board of Grove Park Academies will monitor the application of this policy and take appropriate steps to ensure that it is operating effectively.
- This policy will be reviewed annually to ensure its effective application.
- Linked Policies include:
 - Admissions Policy
 - Behaviour Policy
 - EAL Policy
 - Complaints Policy
 - Early Years Foundation Stage Policy
 - GDPR and Data Protection Policy
- This policy and linked documentation are stored by the central administration team. For further information contact can be made by telephoning: 01795 477417 or emailing admin@groveparkacademies.org
- This policy has been approved by the Trust Board of Grove Park Academies on 3rd December 2020

1 BACKGROUND

1.1 This policy is written in-line with the requirements of:

- Children and Families Act 2014
- SEND Code of Practice 2014
- SI 2015 1530 Special Educational Needs and Disability Regulations 2014
- Part 3 Duties on Schools - Special Educational Needs Coordinators
- Schedule 1 Regulation 51 - Information to be included in the SEND Information Report
- Schedule 2 Regulation 53 - Information to be published by a Local Authority (LA) in its Local Offer Equality Act 2010
- Schools Admissions Code, DfE 1 Feb 2012
- SI 2012 1124 The School Information (England) (Amendment) Regulations 2012
- SI 2013 758 The School Information (England) (Amendment) Regulations 2013

1.2 This policy should be read in conjunction with all other school policies, but with a particular focus on the Assessment Policy, in light of the Rochford Review (2016).

1.3 This policy was developed following 2 consultations with parents, both face to face meetings, requesting written reviews

be sent in via the website. Teaching Assistants (TAs) and Teachers were also consulted, as were Governors and will be reviewed annually.

1.4 This Special Educational Needs (SEND) Policy details how Grove Park Academies will do its best to ensure that the necessary provision is made for any pupil who has additional educational needs and how those needs are made known to all who are likely to teach them. The school will use its best endeavours to ensure that teachers in the school are able to identify and provide support for these pupils They will be able to join in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the additional provision and the efficient education of the pupils with whom they are educated.

2 DEFINITION

- 2.1 A special educational need is defined as “A significantly greater difficulty in learning than the majority of children of the same age” and / or “a disability which either prevents or hinders a child from making use of educational facilities of a kind provided for children of the same age in schools within the area of LEA” (Including all children KCC)
- 2.2 Pupils must not be categorised as having a learning difficulty solely because the language / form of language of their home is different from the language in which they will be taught.
- 2.3 At Grove Park we can made provision for every king of frequently occurring SEN without an Education, Health and Care Plan (EHCP), for instance Dyslexia, Dyspraxia, speech and language needs, Autism Spectrum Disorder (ASD), learning difficulties and behaviour difficulties. This is not an exhaustive list and support will be offered for any condition which impacts on a child’s learning.
- 2.4 The school also currently meets the needs of pupils with an Education, Health and Care Plan (EHCP). Decisions on the admission of pupils with an Education and Healthcare plan are made by the Local Authority (LA).

3 NAMED PERSONS

- 3.1 At Grove Park the role of managing children with SEND has been divided into two, an Inclusion Manager and a Special Educational Needs Coordinator (SENCo); each are responsible for specific duties but both are able to deputise in the absence of the other. There is also a dedicated SEND administrator who will make appointments, take minutes of SEND meeting and help collate information. This allows for a shared responsibility and smooth running of provision.
- 3.2 **At Grove Park Primary School the Inclusion Manager is Nicola Hague and the SENCo is Amanda Harling.**

4 SPECIAL EDUCATIONAL NEEDS COORDINATOR (SENCO)

- 4.1 The SENCo will:
- Work with the Headteacher and SEND Trustee to determine the strategic development of the SEND Policy and provision in the school
 - Have day-to-day responsibility for the operation of this SEND Policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
 - Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
 - Advise on the graduated approach to providing SEND support
 - Advise on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively
 - Be the point of contact for external agencies, especially the Local Authority (LA) and its support services
 - Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
 - Work with the Headteacher and Trust Board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
 - Ensure the school keeps the records of all pupils with SEND up to date

5 SPECIAL EDUCATIONAL NEEDS (SEN) TRUSTEE

- 5.1 The SEND Trustee will:
- Help to raise awareness of SEND issues at Trust Board meetings
 - Monitor the quality and effectiveness of SEND provision within the school and update the Trust Board on this
 - Work with the Headteacher and SENCo to determine the strategic development of the SEND Policy and provision in the school

6 THE HEADTEACHER

- 6.1 The Headteacher will:
- Work with the SENCo and SEND Trustee to determine the strategic development of the SEND policy and provision in the school
 - Have overall responsibility for the provision and progress of learners with SEND

7 CLASS TEACHERS

- 7.1 Each class teacher is responsible for:
- The progress and development of every pupil in their class
 - Working closely with any Teaching Assistants (TA’s) or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
 - Working with the SENCo to review each pupil’s progress and development and decide on any changes to provision

- Maintaining the records on SEND children: each year group has a dedicated file where all relevant information regarding reports, behaviour and parent contact will be recorded. This allows a full and detailed history to be collated. All conversations with parents are recorded on this system.
- Providing differentiated lessons and suitable home learning
- Reporting any concerns to the SENCo or Inclusion Manager
- Ensuring they follow this SEND policy

8 Aims

- 8.1 Grove Park strives to be an inclusive academy, engendering a sense of community and belonging through its inclusive ethos, broad and balanced curriculum and systems for early identification of barriers to learning and participation. The school will have regard to the **Special Educational Needs Code of Practice** when carrying out its duties towards all pupils with SEND and ensure that parents are notified of a decision that SEND provision is being made for their child.
- 8.2 At Grove Park we aim to:
- Identify all pupils who need special consideration to support their physical, social, emotional or intellectual development
 - Ensure that these pupils are given appropriate, positive support to allow access to the National Curriculum
 - Ensure that these pupils are fully integrated into all school activities
 - Encourage pupils and parents to participate in all the decision making processes and contribute to the assessment of their needs, the review and transition processes
 - Involve parents in developing a partnership of support, enabling them to have confidence in the strategy adopted by the school.
- 8.3 Plans for developing SEND provision at Grove Park is the responsibility of all staff and will be integrated into the EE+ framework of self-evaluation.

9 ROLE OF THE TRUST BOARD

- In cooperation with the Headteacher, the Trust Board determines the general policy and approach to SEND and establishes the appropriate staffing and funding arrangements and together with the named Governor maintains a general oversight of the school's work.

10 ADMISSION ARRANGEMENTS

- 10.1 Grove Park strives to be a fully inclusive academy.
- 10.2 All children are welcome, including those with additional educational needs, in accordance with the LA admissions' policy.
- 10.3 If a parent wishes to have their child with an Education, Health and Care Plan (EHCP) educated in the mainstream, the LA must provide a place, unless incompatible with the efficient education of other children; and there are no reasonable steps that can be taken to prevent the incompatibility.
- 10.4 All children, including those with SEND, are expected to follow the Behaviour policy; however, as with learning, this may need to be tailored to individual needs.

11 IDENTIFICATION, ASSESSMENT AND PROVISION

- 11.1 Provision for pupils with SEND is a matter for the whole school.
- 11.2 In addition to the Trust Board Headteacher, and SENCo, all other members of the school staff have important day to day responsibilities.
- 11.3 ***All teachers are teachers of children with special educational needs. Teaching children with additional needs is a whole school responsibility.***
- 11.4 At the heart of every primary school is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of pupils. The majority of pupils will learn and progress within these arrangements. Those pupils whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.
- 11.5 We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:
- 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
 - Widens the attainment gap
 - This may include progress in areas other than attainment, for example, social needs.
- 11.6 Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.
- 11.7 When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.
- 11.8 Our school currently provides additional and/or different provision for a range of needs, including:
- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
 - Cognition and learning, for example, dyslexia, dyspraxia,
 - Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
 - Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
 - Moderate/severe/profound and multiple learning difficulties
- 11.9 Using assessments from outside agencies and the results from formative and summative assessments the SENCo will identify the priority SEND category and discuss with the class teacher how best to help the pupil. When it is not clear which category should be given a priority then cognition and learning will be made a priority; as this is subject specific, and in line with recommendations from the Rochford Review (2016).
- 11.10 All teachers will have a formal meeting with the SENCo and /or Inclusion Manager to discuss every pupil once a term as part of pupil progress meetings. This will allow teachers the opportunity to voice concerns and track how individual pupils are progressing, as well as formalising any provision should the need arise. Information from pupil progress meetings will be fed back to relevant staff so areas of development that need to be addressed will be.

12 INCLUSION

- 12.1 There are three main principles for inclusion:
- Setting suitable learning challenges
 - Responding to pupils diverse needs
 - Overcoming potential barriers to learning and assessment
- 12.2 'Equality is not always about inclusion. Sometimes equality is about altering the approach according to the needs of pupils.' Rochford Review (2016 p11)

13 - LEVELS OF INTERVENTION

- 13.1 The school will adopt a **graduated response** as stated in the Special Needs Code of Practice:

14 SEND SUPPORT

- 14.1 Each review of the SEND support plan will be informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made.
- 14.2 The school will make the additional and different provision in class to help the pupil make progress. This may include:
- Different learning resources or special equipment
 - Some group or individual support
 - Individual differentiation
- 14.3 If there is inadequate progress or an outside agency is involved
- The pupil's progress will be reassessed
 - Other outside agencies will be involved e.g. educational psychology, specialist teachers for learning or behaviour or health professionals
 - The child may have outcome sheets identifying areas the child will be receiving support in
- 14.4 This evidence will be shared with parents and all meetings recorded in order to demonstrate the school is meeting its best endeavours' duty.
- 14.5 At Grove Park we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching e.g. PSHE, tutor time and indirectly with every conversation adults have with pupils throughout the day.
- 14.6 For some pupils with the most need for help in this area we also can provide the following e.g. access to counsellor, mentor time with a member of the senior leadership team, external referral to CAMHs, time-out space for a pupil to use when upset or agitated.
- 14.7 Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different

resources, beyond that required by pupils who do not need this support.

15 EDUCATION, HEALTH AND CARE PLAN (EHCP)

- 15.1 A pupil at this level will have severe needs or a combination of significant difficulties. These may be met in a variety of ways e.g. mainstream school with special provision or a special school placement.
- 15.2 A pupil at this level will have outcome sheets drawn up in agreement with pupils and their parents. These outcomes will set high aspirations for the end of each respective key stage a child is in and will relate directly to their area of SEN. These outcomes will be reviewed at least three times per year and amended in-light of progress a child has made.
- 15.3 All EHCPs will be reviewed annually with parents and where appropriate the pupil and other professionals involved. The annual review should focus on what has been achieved as well as any difficulties that need to be resolved.

16 HIGH NEEDS FUNDING

- 16.1 Children with EHCPs are likely to require access to significantly higher level of support. The funding for this is applied for through the LA. The SENCo will complete a high needs funding form and apply for this stream of funding if required.
- 16.2 It is likely there will be some children whom HNF will ensure they are accessing the correct provision within school and there will not be a need to apply for an EHCP; however for some children it will be necessary to also apply for an EHCP.
- 16.3 All children in receipt of HNF will have outcomes and timetables that are in the same format as children who have an EHCP.
- 16.4 Teachers are responsible for ensuring HNF timetables and paperwork are completed in line with teaching assistant appraisal. There will be monitoring of this paperwork regularly but drop-in session will run to provide support for staff in this area.

17 CHILDREN NOT YET ENGAGED IN SUBJECT SPECIFIC LEARNING

- 17.1 Children who are not yet engaged in subject specific learning will be assessed in the following ways;
- Responsiveness
 - Curiosity
 - Discovery
 - Anticipation
 - Persistence
 - Initiation
 - Investigation
- 17.2 *It is unlikely that children with such profound difficulties would attend a mainstream setting.*

18 INFORMING PARENTS

- 18.1 Parents will be informed in writing, if their child is receiving SEND support. A letter will go home explaining that their child would benefit from additional support. When children are added to the audit parents will be offered three parents evenings per year as opposed to two. This ensures they are given regular updates to their child's progress.

19 PROVISION

- 19.1 On a pupil's entry to Grove Park teachers will assess each pupil's current level of attainment in order to ensure that they build on the pattern of learning and experience already established at the previous school or pre-school. If the child already has an identified SEND, information will be transferred and if appropriate the child will be put on the SEND register. Transferred information will be used to:
- provide starting points for the development of an appropriate curriculum
 - identify action to support the child in class
- 19.2 In addition the teacher, together with support from the SENCo and Inclusion Manager, will
- Use ongoing observation and assessment processes to form the basis for planning the next steps in the pupil's learning
 - Involve parents in implementing a joint learning approach at home
- 19.3 The teachers and teaching assistants at Grove Park have a range of experience and expertise in supporting children with SEND that includes:
- Speech and language, ADHD, Autism, hearing impaired pupils.
 - Access to training as appropriate
 - Most areas of the building are accessible to disabled students, a lift is available for use in Cedar House
 - They will use a range of teaching strategies so that all pupils have every opportunity to access all areas of the curriculum
 - Every effort is made to remove barriers so that SEND pupils have access to all school clubs and extracurricular activities

- There is a list of provisions on our website.
- 19.4 Children who do not have an EHCP will have targets set as part of the provision plan for their year group and intervention will be targeted in this way; however, this will not necessarily take place outside of the classroom as we moved towards interleaved learning.
- 20 ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)**
- 20.1 Identification and assessment of the SEND of a pupil whose first language is not English requires particular care. All aspects of a child's performance need to be considered to establish whether the problems they have are due to limitations in their command of language or arise from
- 21 EVALUATING SUCCESS**
- 21.1 Methods of evaluating the success of the school's SEND policy and provision include:
- Monitoring of classroom practice by the senior Leadership Team, SENCo and subject managers
 - Analysis of pupil tracking data and assessment results for both whole cohorts and individual children
 - Analysis of SATs results
 - Value added data for children on the SEND register
 - Scrutiny by the Governing body and the named SEND Governor
 - School based review meetings to review pupil progress
 - School self-evaluation
 - Movement of children on the SEND register
- 22 COMPLAINTS**
- 22.1 If a complaint cannot be resolved through discussion with the teacher, SENCo, Inclusion Manager or Headteacher then procedures outlined in the school's complaints policy will be followed.
- 23 LIAISON WITH OTHER SCHOOLS**
- 23.1 Links are in place with all feeder nursery schools; so any issues around pupils with SEND will be addressed and pre-school transition meetings will be arranged as appropriate. All pupils will be visited in setting by a teacher before beginning school.
- 23.2 The records of any pupil entering school at a point other than Reception will be studied to understand SEND history and the previous school will be contacted if further information is needed.
- 23.3 At secondary transfer appropriate information and records are sent to the receiving school. In addition, a transition meeting will be arranged to discuss all pupils who are on the SEND audit.
- 24 OUTSIDE AGENCIES**
- 24.1 The SENCO and Headteacher may engage with a range of outside agencies to support a pupil with SEND. Parents are always informed when advice is sought.
- 24.2 The school now employs its own Educational Psychologist, Occupational Therapist and Speech and Language therapist.
- 24.2 The agencies that are generally accessed through the LIFT process may include:
- Specialist teachers
 - Behaviour support
 - Service for hearing impaired/visually impaired/ physically impaired
 - Paediatrician
- 24.3 Other agencies that can be consulted include
- Educational welfare officer (EWO)
 - Counselling services
 - Early help
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- 25 PARTNERSHIP WITH PARENTS**
- 25.1 Parents will be informed of the pace of their child's progress at all times. They will be notified formally, by letter, of their child's inclusion on the SEND audit and given an opportunity to meet with the class teacher and/or SENCo and/or Inclusion Manager to discuss their child. Consent forms will be obtained to discuss pupils formally with other agencies and at the School Based Review. They will have the opportunity to discuss their child's progress and well-being with the class teacher and or the SENCo and Inclusion Manager at formal parents' consultations, or at other times arranged to suit all parties concerned.
- 25.2 Parents will be invited to review and discuss outcome sheets and will be informed of the outcome of any discussion with outside agencies.
- 25.3 At all times Grove Park will endeavour to foster good relations with parents for the benefit of their children.

- 25.4 Kent Parent Partnership Service (KPPS) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child's education. They can be contacted on
- HELPLINE: 03000 41 3000
 - Office: 0300 333 6474 and
 - Minicom: 0300 333 6484
 - E-mail: kentparentpartnershipservice@kent.gov.uk
 - <http://www.kent.gov.uk/kpps>