



Special Educational Needs and Disabilities (SEND) Policy 2022 -23

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Governor Lead	TBC
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The Governing Body is required to publish a Special Educational Needs Policy. This Policy complies with the requirements of the Education Acts 1981, 1993 and 1996 and the Special Educational Needs Code of Practice 2014. The document is available for inspection by teachers, parents, the LEA and other interested parties and is updated annually. If any changes are made to SEND provision during the course of the year information will be updated as soon as possible.

“Grace Cook aims to make a difference by working in partnership with families and the community to cultivate a love of life and learning in all our children.”

At Grace Cook we endeavour to be a school in which people feel valued and where there is respect and consideration for the feelings and opinions of others. We strive to provide the best possible education for all pupils, whatever their talents or abilities, within a framework of equal opportunities.

We trust, as a result, that pupils will gain the right foundation to pursue a satisfying career in adult life, be self-reliant, develop a sense of resilience, and have the compassion to help others and the strength of character to support fairness.

Provision for children with special educational needs is a matter for the school as a whole. All teachers are teachers of children with SEND and quality-first teaching is key.

The SEND team within the school is:

The Headteacher, Mr Richard Dedicoat
The Special Needs Coordinator (SENDCo), Mrs Jane Armstrong
The SEND Governor, TBC

Please contact the school office to arrange a meeting.

Definition, Aims and Objectives:

Definition

A child has special educational needs if he or she has a learning difficulty that calls for special educational provisions to be made for him or her. This may mean that a child has a significantly greater difficulty in learning than the majority of children of the same age, or a disability or health condition 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. Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

Special educational provision means:

Educational provision which is additional to, or different from, the educational provision made generally for children of their age in schools maintained by the Local Authority other than special schools in the area.

Aims of Special Educational Needs Provision

At Grace Cook we believe that each child has individual and unique needs. However, some children require more support than others do. If these children are to achieve their full potential, we must identify their need and plan accordingly.

In particular, we aim:

- To ensure that all children, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, that demonstrates coherence and progression in learning;

- To give children with special educational needs equal opportunities to take part in all aspects of the school's provision, to involve parents, carers and children themselves in planning and supporting at all stages of the child's development.
- To ensure that the responsibility held by all staff and Governors for SEND is implemented and maintained.

Objectives:

- To work within the guidance provided in the SEND Code of Practice, 2014
- To ensure that quality first teaching, differentiated for individual pupils as needed, is embedded in every class.
- To ensure that all children, including those with SEND, have access to a broad, balanced and relevant curriculum.
- To identify and provide for pupils who have special educational needs and additional needs
- To provide a Special Educational Needs Co-ordinator (SENDCo)
- To ensure all staff play a part in identification and provision for pupils with special educational needs
- To provide support, advice and training for all staff working with special educational needs pupils
- To involve and collaborate with outside specialist agencies, if deemed to be necessary
- To develop an effective parent partnership in supporting the child at home and at school.

Identifying Special Educational Needs:

We assess each pupil's current skills and levels of attainment on entry, taking into account information from previous settings. We will consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

Class teachers are responsible and accountable for the progress and development of all pupils in their class, including those with SEND. High quality teaching, differentiated for individual pupils as needed, is the first step in responding to pupils who have or may have SEND.

Initially a concern may be raised by a parent or identified by a pupil's class teacher. The SENDCo will be notified and a Class Action Plan (CAP) will then be put into place by the class teacher, which will be reviewed after 6 weeks. Pupils will then either be referred onto the SENDCO if there are still concerns about their progress, or the Class Action Plan will be continued or closed.

Children are only identified as having SEND if they do not make adequate progress once they have had appropriate intervention/adjustments and high-quality personalised teaching,

The SEND Code of Practice (2014) describes adequate progress as:

- Is similar to that of children of the same age who had the same starting point
- Matches or improves on the pupil's previous rate of progress
- Which allows the attainment gap to close between the pupil and children of the same age

Identified children will have needs and requirements that may fall into at least one of the four areas defined by the SEND Code of Practice September 2014.

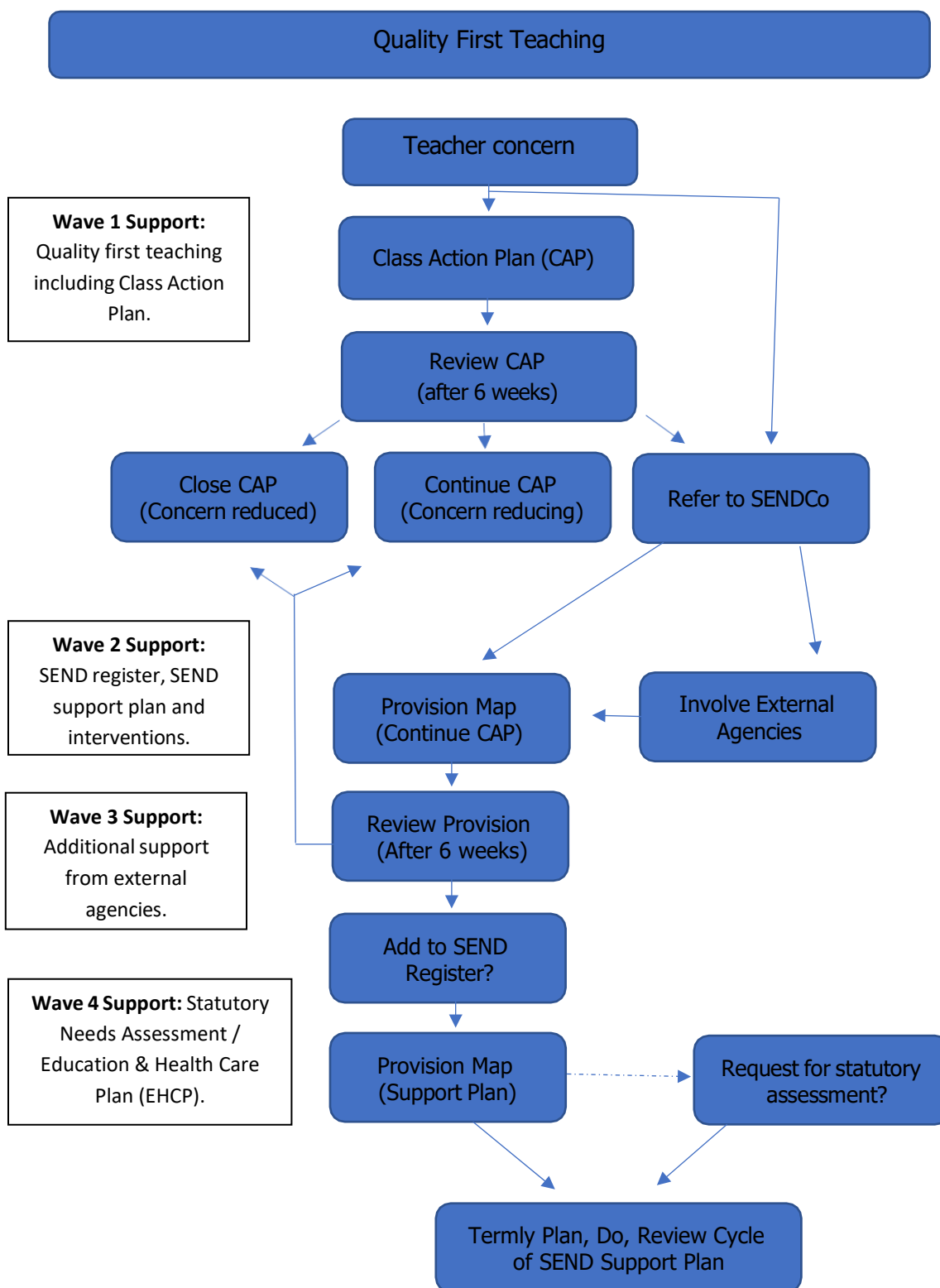
- Communication and interaction.
- Cognition and learning
- Social, emotional and mental health.
- Sensory and/or physical.

Many children will have inter-related needs; these broad categories give an overview of the range of needs we plan for. Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress.

The school will keep records of those pupils who are currently receiving SEND support or who have previously received support.

A Graduated Approach to SEND

The school will take a graduated approach as indicated in the diagram below:



After the implementation and review of a Class Action Plan (Wave 1), and in the event that improved progress is still not evident after 6 weeks, the SENDCO will meet to discuss the child's provision with the parent and class teacher. This will involve considering all of the information gathered from within the school about the pupil's progress,

including additional SEN assessments as necessary. The Class Action Plan will be updated and continued for a further 6 weeks to see if the new provision has impact.

At this point, the child may be added to the SEND register (Wave 2) and / or the SENDCO may make the decision to involve other external agencies in an assessment of the child's needs. This will begin a termly Plan-Do-Review cycle, involving the child and parents in the creation of a support plan and regular setting of targets, planning of appropriate provision and support both in and out of school, carrying out of any intervention as required and then reviewing the impact of it. These meetings will be termly and attended by the class teacher, parents and children (as appropriate). The SENDCO may also attend as required.

It may be appropriate for external agencies to be involved in providing continued support for the child within school (Wave 3). This may include:

- Educational Psychology Service
- Speech and Language Therapists
- County Inclusion Support Service (CISS)
- Occupational and Physiotherapists
- School Medical Services-School Doctor/Nurse/GP
- Paediatricians
- SENDAT
- Support for Hearing or Visually Impaired children
- Child and Adolescent Mental Health Services (CAMHS)
- Others as appropriate

In the event of high-level special educational needs, some children may require an application for High Tariff Needs funding and / or an Educational Health and Care needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan (Wave 4).

The purpose of an EHC plan is to make specific and/or additional provision to meet the special educational needs of the child, to secure the best possible outcomes for them across education, health and social care. If the school or parent believes the child's SEND to be significant enough to need a EHC Plan, a meeting will be arranged with the SENDCO to discuss application.

Grace Cook will allocate the appropriate amount of core per-pupil funding and notional SEND budget outlined in the local offer for the SEND provision of its pupils.

Personal budgets are allocated from the LA's high needs funding block; the school will continue to make SEND provision from its own budgets even if a pupil has an EHC plan.

Removal from the Register:

Some children may require help throughout their time in school, whilst others may need a little extra support for a short period to help overcome more short-term needs.

The SEND register will be regularly reviewed to see whether the provision in place is meeting the needs of the child and whether that provision is still necessary. In the event that a pupil is making progress and is now working within expected levels for a child of that age, or if reports from outside agencies suggest that further support is no longer necessary, the child will be removed from the SEND register and their parents will be informed. They will of course continue to be monitored and quality-first teaching / a Class Action Plan will meet their individual needs.

Supporting Pupils and Families:

This school is committed to working with parents in the best interests of the child. We do this by:

- keeping parents and carers regularly informed and giving support during assessment and any related decision-making process about SEND provision

- giving parents and carers opportunities to play an active and valued role in their child's education
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing and reviewing targets for the child

Further information and details on the Local Authority's local offer can be found at www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer/

The school also has a statutory duty to provide a SEND information report which is available on our web site.

When transition to a new school is necessary, accompanied visits can be arranged as appropriate. Parents should be given a named contact at the new school with whom they and the SENDCO can liaise. When children move to another school, their records will be transferred to the next school within 15 days of the child ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

Supporting Children with Medical Conditions:

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEND) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

For further information please see our policy on Supporting Children with Medical Conditions.

Monitoring and Evaluation of SEND:

1. Plans for meeting the special educational needs in the school will be reviewed annually.
2. The effectiveness of the SEND provision will be reported to the Governors on at least an annual basis.
3. This policy will be reviewed as part of the Governors' rolling programme and ideally annually.

The success of the school's Special Educational Needs Policy is measured by the quality of education received by individual students and the progress made in relation to their difficulties. This is achieved through the review process, reflecting the opinions of staff, pupils and parents. Pupil comments reflecting their coping skills and enjoyment levels are useful indicators of success. Other indicators include improvements in Numeracy and Literacy skills and attendance rates.

The SENDCO meets regularly with the Headteacher to review the work of the school with regard to special educational needs.

The success of the school's SEND Policy and provision is evaluated through:

- Monitoring of classroom practice by the Headteacher and SENDCO;
- Analysis of pupil tracking data and test results;
- The School self-evaluation mechanisms;
- The Governors' Annual Report to Parents, which contains the required information about the implementation and success of the SEND Policy;
- Regular SEND Reviews, which evaluate the success of this policy and sets new targets for development.

- The school's Development Plan which is used for monitoring provision in the school;
- Frequent meetings of parents and staff, both formal and informal
- Declining numbers of students requiring support as they progress through the school
- Quality of OFSTED reports

Training and Resources:

The SENDCO will ensure that staff (including themselves) keep up-to-date with developments in Inclusion and SEND through staff meetings and/or in-service days or CPD opportunities. A SEND CPD audit will be carried out regularly to identify training needs across the staff.

Teaching and non-teaching staff may, where possible and appropriate, attend SEND and Inclusion training, or visit special schools, or schools with a specific expertise in Inclusion. Support and advice will be given to all staff, but particularly newly qualified Teachers and other new members of staff.

Roles and Responsibilities:

The Role of the Governing Body.

The school's Governing Body have specific responsibility to:

- Do its best to ensure that the necessary provision is made for any child who has special educational needs.
- Evaluate the systems in place that ensure teachers and staff in relevant supporting functions know the special educational needs of the children in their care and understand how best to provide for them.
- Assess and evaluate the academic and social progress made by children with special educational needs on a regular basis.
- Consult the LA and the Governing Bodies of other schools when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- Ensure that a child with Special Educational Needs joins in the activities of the school, together with children who do not have Special Educational Needs, so far as is reasonably practical and compatible with the child receiving the special educational provision that their learning needs call for, and the efficient education of the children with whom they are educated.
- Report to parents on the implementation of the school's policy for children with special educational needs.
- Ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

In doing so, Governors will have regard to the Special Educational Needs Code of Practice and the Disability Code of Practice for schools.

The Special Educational Needs Co-ordinator (SENDCO)

Special educational needs at Grace Cook are managed by the SENDCO who is responsible for overseeing the provision for pupils with special needs.

The responsibilities of the SENDCO include:

- Co-ordinating provision for children with special educational needs;
- Overseeing the day-to-day operation of the school's SEND under the direction of the Headteacher
- Liaising with and advising fellow teachers;
- Liaising with parents of children with special educational needs;
- Liaising with other school SENDCOs, County SEND Team, LIS (Learning & Improvement Service Team)
- Overseeing assessments carried out by other staff.
- Contributing to the in-service training of staff.

The role of the Teacher & Support Staff

Teachers and Teaching Assistants have responsibilities that include:

- Assisting in the identification of children who need specific learning support.
- Carrying out regular assessments under the supervision of the SENDCO.
- Planning appropriate differentiation for children with special needs.

- Planning and carrying out appropriate in class support, group and individual teaching sessions.

All staff, together with the Head, will ensure that careful records are kept.

Curriculum Access:

All pupils have access to a broad and balanced curriculum at our school. Lessons are planned to challenge all learners at an appropriate level and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEND and disabilities will be able to follow the full national curriculum. The school's inclusion policy, curriculum plans and accessibility plan should be read in conjunction with this policy. In line with the school's inclusion policy and equalities policy, no child will be excluded from participation in extra-curricular activities and school trips and the school will endeavour to make all its facilities accessible to all pupils in line with its accessibility plan.

Dealing with Complaints:

The school's complaints procedure is outlined in our complaints policy (available from the school office or web site). The SEND Code of Practice outlines additional measures the LEA must set up for preventing and resolving disagreements. These will be explained to parents if required.

Links to Other Policies:

This policy should be read in conjunction with the school's anti-bullying, safeguarding, intimate care, equality, behaviour management, teaching and learning and supporting children with medical conditions policies.