

**Girton Glebe Primary School  
Special Educational Needs and Disability  
(SEND) Policy  
January 2022**

# Special Educational Needs and Disability (SEND) Policy

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## Introduction

This policy complies with the legal requirements set out in Part 3 of the Children and Families Act (2014) and the Special Educational Needs and Disabilities Code of Practice 0-25 (2014) and has been written with reference to the Schools SEN Information Report Regulations (2014), the Equality Act (2010), the Teachers' Standards (2012) and the Governors' Handbook (2015).

This policy should be read together with the Special Educational Needs and Disability (SEND) Information on the school website, our Accessibility Statement, our policy for Supporting Students at School with Medical Needs, our Equality Objectives and our Teaching and Learning Policy.

This Special Educational Needs and Disabilities (SEND) Policy was created and developed by the Special Educational Needs Coordinator (SENDCo), Natalie Paine, in liaison with a member of the senior leadership team, and the SEND Governor. This policy reflects important aspects of our school ethos, in particular, using our best efforts to work together to support all students to realise their potential. Teachers, students and parents/carers are consulted and involved, when necessary in our SEND provision.

## Aims of this Policy

### We aim to:

- Ensure that every student in our care realises their potential
- Ensure whenever possible students with SEND are fully included in the activities of the school alongside students who do not have SEND

- Work in partnership with parents/carers and students by requesting, monitoring and responding to their views
- Ensure a high level of staff expertise to meet student needs, through well-targeted continuing professional development
- Make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information
- Support students with medical conditions to achieve full inclusion in all school activities by meeting their medical needs, in consultation with health and social care professionals
- Work in cooperative and productive partnership with the Local Authority and other agencies to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners
- Secure additional provision and resources where required so that students can access quality first teaching in the mainstream classroom

### **Identifying SEND**

We know students may need additional support for their special educational needs if:

- It is clear that a student is not making expected levels of progress
- Observations of the student indicate that they have additional needs in one or more of the four broad areas of need: communication and interaction cognition and learning: social, emotional and mental health; sensory/physical
- Screening reveals additional needs, either on entry or as a result of a concern about gaps in knowledge and/or skills
- Concerns are raised by parents/carers, external agencies, teachers, or the previous school regarding a student's level of progress or inclusion or a student asks for help.

### **How we monitor expected progress**

All students have individual targets set in line with national outcomes. Parents/carers are informed of these via the reporting system and at events such as parents' evenings.

Student attainment is tracked using the whole school tracking system and those not making expected levels of progress are quickly identified. These students are then discussed in termly progress meetings that are undertaken between the subject teacher and an appropriate member of staff, and, if appropriate, the student.

Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated or adapted teaching being provided to the student, and if required, provision to the teacher of additional strategies to further support the success of the student.

Where it is decided during this early discussion that special educational provision is required to support increased rate of progress, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainment.

## **Roles and responsibilities**

### **The SENDCo**

The SENDCo is Natalie Paine, who has overall responsibility for SEND.

Their role and responsibilities are to:

- Work with the Head teacher and SEND Governor 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 SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise the Head teacher on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned
- Work with the Head teacher and Local Governing 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.

### **The SEND Governor**

The SEND governor will:

- Help to raise awareness of SEND issues at local governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school.

### **The Head teacher**

The Head teacher will:

- Work with the SENDCo and SEND Governor to determine the strategic development of the SEND policy and provision in the school.

## **Subject teachers**

Each class teacher is responsible for:

- The progress and development of every student in their class
- Working closely with teaching assistants 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 SENDCo to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy.

## **Staff training**

The SENDCo has completed the NASENCo award to comply with clause 64 of the Children and Families Act (2014). She also holds the Certificate in Psychometric Testing, Assessment and Access Arrangements (CPT3A).

The SENDCo/SEND Governor attends Local Authority briefings and training sessions with specific relevance to SEND issues as well as some national events organised by the National Association for Special Educational Needs (NASEN).

The school has regular half-termly continuing professional development (CPD) sessions for both teaching and support staff in the following areas:

- Dyslexia and literacy difficulties
- Autism Spectrum Disorder
- Visual/hearing impairment
- Attention deficit hyperactivity disorder (ADHD)
- Social, emotional and mental health difficulties
- Speech, language and communication difficulties
- Quality First Teaching\*
- Dyspraxia/Developmental Coordination Disorder
- Supporting students with learning difficulties
- Supporting students with exam access arrangements
- Working memory and processing difficulties

Teaching staff are expected to use SIMs and pen portraits with individualised strategies to identify, plan and cater for students with SEND.

The school is able to refer for advice from external professionals such as SEN specialist teachers and the Educational Psychologist, where the criteria for accessing this service are met. These professionals provide advice to teachers to guide them in ensuring individual students succeed and make progress.

## **Monitoring and evaluating the SEND policy**

The SENDCo and the SEND Governor review the policy annually.

Date of most recent review: January 2022.