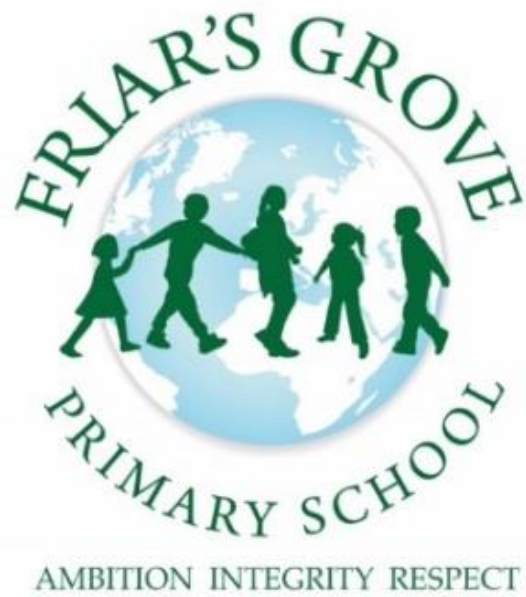


Friar's Grove Primary School SEND Policy



Reviewed: January 2024

Next Review: January 2025

Friar's Grove Primary School SEND Policy

Aim

Our Special Educational Needs and Disability (SEND) policy aims to:

- Explain how we identify and make provision for children with SEND
- Explain the roles and responsibilities of everyone involved in provision for children with SEND

Vision

At Friar's Grove Primary School we believe in inclusion and that all children are entitled to an education which enables them to make the best possible progress. This can be achieved by ensuring all children have the right provision to achieve their full potential and leave our school as confident, independent individuals.

Definition of SEND

At Friar's Grove Primary School we use the SEND Code of Practice (2014) definition and a child is placed on the SEN register if they are identified as having:

- **significant** greater difficulty in learning than most others of the same age and receive provision that is additional to or different from that made generally for other children of the same age

OR

- a lifelong disability which prevents them from making use of the facilities which are generally available in schools (conditions such as autism and specific literacy difficulties are considered disabilities)

All parents/carers will be notified in writing if their child is being added to the SEND register and the reasons for this.

A child is removed from the SEND register and parents/carers informed if:

- Progress is such that they achieve what is broadly expected for a child of their age
- The child no longer requires support which is additional to or different from what is normally provided within the class

Our School Objectives:

- To identify the barriers to children making progress
- To put in place provision which enables children to progress academically, socially and emotionally
- To ensure all staff have access to training and advice to support high quality and adaptive teaching
- To recognise and value children's views when making provision to meet their needs
- To encourage all children to be involved and contribute to all aspects of school life
- To work in partnership with parents to meet the needs of their children
- To work with outside support agencies to support the need of individual children
- To work with the SEND Governor and Governing Body to enable them to fulfil their statutory role

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Roles and Responsibilities:

The SEND Governor will:

- Work with the Head teacher and SENCo to determine the strategic development of the SEND policy and provision in the school
- Help raise awareness of SEND issues at governing board meetings

The SEND Governor is Mrs Christine McDonald who can be contacted via the school on 01206 843683

The Head Teacher will:

- Be responsible for day to day management of the school, including the provision for children with SEND
- Be responsible for the deployment of the school's delegated budget
- Be responsible for appointing staff to support children with SEND

SEND Coordinator (SENCo) will:

- Ensure the guidance provided in the SEND Code of Practice 2014 and SEND regulations 2014 are implemented across the school
- Identify children with SEND through observation and diagnostic assessment
- Determine when children are put on and removed from the SEND register
- Coordinate the graduated approach to providing SEND support
- Monitor whole school provision through provision mapping, learning walks, observations and working with children
- Provide professional guidance to colleagues on a day to day basis and through CPD training
- Support staff with the implementation of additional strategies and individual and group interventions
- Have regular contact with parents/carers regarding the needs of their child, support in place and progress
- Liaise with external agencies and share advice and recommendations with school staff and parents/carers
- Liaise with preschools and secondary schools regarding transition between settings
- Work with the Head teacher to ensure the SEND budget is allocated in the best possible way for the children with SEND on roll.

The SENCo is Mrs Toni Copp who can be contacted on 01206 843683, via Studybugs, Class Dojo or the school email address admin@friarsgrove.essex.sch.uk

Class teachers will:

- Provide high quality and adaptive teaching which meets the needs of all children
- Use regular assessment to identify individual needs
- Share any concerns with parents/carers and SENCo
- Ensure provision is in place as outlined on class provision maps

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- Work closely with learning support assistants to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Liaise with the SENCo regarding progress, development and future provision
- Liaise with the SENCo when writing termly one plans which identify learning outcomes, assessments, interventions and additional classroom strategies
- Review one plans on a termly basis to identify progress and the next steps in collaboration with parents

Learning Support Assistants will:

- Support children under the guidance of the class teacher during lessons
- Lead intervention groups under the guidance and direction of the class teacher and SENCo
- Assess children before and after individual and group interventions so progress can be measured
- Keep up to date records for individual and group interventions
- Feedback to the class teacher and SENCo on individual and group interventions

Identification of Special Educational Needs:

At Friar's Grove Primary School we recognise the importance of early identification of SEND. The purpose of identification is to enable school to take the necessary action and ensure the appropriate support is in place.

Children's special educational needs are identified through:

- Concerns raised by staff, parent/carer, child
- Classroom observations
- Teacher assessments which shows limited progress is being made despite high quality and adaptive teaching
- SENCo assessments which focus on specific areas of difficulty
- Outside agency observations and assessments
- Information from previous providers (preschools, transfers)

The SEND Code of Practice (2014) identifies four areas of need:

Communication and Interaction – children have difficulty communicating with others. They may have difficulty saying what they want to, understanding what is being said to them or they may have difficulty understanding the social rules of communication. This includes children with Autistic Spectrum Disorders, including Asperger syndrome.

Cognition and learning – children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), through to profound and multiple learning difficulties (PMLD). This area includes specific learning difficulties (SpLD) such as specific literacy difficulties, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties – children may experience a wide range of social and emotional difficulties, such as becoming withdrawn and isolated, as well as expressing their emotions through challenging and disruptive behaviours. This area includes children who may have

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disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or physical needs - children may require special educational provision because they have a disability which needs specialist support and/or equipment in order to access school life and learning. This includes children who have a vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI).

Managing the Needs of Children on the SEND Register

At Friar's Grove Primary School we follow the graduated approach described in the SEND Code of Practice (2014) in order to assess, plan, do and review the needs of our children.

Assess

The Class Teacher and SENCo use diagnostic assessment, observation and their knowledge of the child to identify whether the child's needs require them to be placed on the SEND register. Where we identify that a child has SEND we are committed to work in partnership with parents/carers to establish the support the child needs.

Plan

Once a child has been identified as having SEND, provision is planned to remove barriers to learning and support the child to make progress. Planned provision may take the form of adjustments within the classroom or individualised provision, which could be 1:1 or in a small group.

Do

Planned provision takes place. We offer a range of interventions, run by learning support assistants who have received specific training. Interventions include but are not limited to Daily reading, Targeted phonics, Number Stacks, Nelly reading and spelling, Precision Teaching, Gym Trail, Wellcomm Speech and Language and Colourful Semantics. Interventions such as Thrive, Talk Time, Sand Play, Circle of Friends and Zones of Regulation support children's social and emotional needs.

Teachers are responsible and accountable for the progress and development of all children in their class, including where children access support from learning support assistants or specialist staff.

Review

The effectiveness of provision is reviewed every term. The SENCo and/or class teacher will meet with parents/carers of children with one plans and Education, Health and Care plans to review the outcome of planned provision. The review will determine to what extent outcomes are being met and next steps in provision. Children are encouraged to contribute their views informally with staff outside of the meeting. If children would like to attend one plan meetings to share their views in person then they are very welcome to do so.

Support for Social and Emotional Development

At Friar's Grove Primary School we recognise the importance of supporting children's social and emotional development. We provide support in the following ways:

- Being a Thrive school – Thrive is a specific way of working with all children that helps to develop their social and emotional well-being, enabling them to engage with life and

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learning. It supports them in becoming more self-assured, capable and adaptable. All children in school are assessed to see if they would benefit from Thrive support.

- Responding to parent/carer, staff and child concerns about children's welfare and offering support through Talk Time, Sand Play and Circle of Friends
- Having a zero tolerance approach to bullying and discrimination.
- Referring children for counselling through Child First and CAMHS
- Encouraging all children to participate in all areas of school life through joining in extracurricular activities.
- Have a focus on mental health and wellbeing in the PSHE curriculum.

Support for Children with Medical Conditions

At Friar's Grove Primary School we provide training to staff to support the medical needs of children and regularly share and update information relating to medical needs with all relevant staff.

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.

Outside Agencies

For some children it is necessary to seek advice from outside agencies. Referrals are discussed with parents/carers and consent must be given. Parents/carers are invited to meet professionals from outside agencies and professionals are asked to provide written reports following any visits made in school.

We work with the following outside agencies:

- Paediatrics
- School Nurses
- Speech and Language Therapy
- Occupational Therapy
- Educational Psychology Service
- Family Support
- EWMHS (Emotional Wellbeing Mental Health Service)
- Specialist Teacher Team (Speech and Language, Visual Impairment, Hearing Impairment, Physical Neurological Impairment)
- SEND Inclusion Partners

Evaluating the Effectiveness of SEND Provision

We evaluate the effectiveness of provision for children with SEND by:

- Regular assessment
- Reviewing progress at one plan meetings
- Reviewing the impact of interventions
- Monitoring by the SENCo
- Holding annual reviews for children with EHCP's

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- Teaching and Learning Conference with the Head teacher, Deputy Head teacher/SENCo and Class Teacher

Expertise and Training of Staff

Mrs Copp (Deputy Head teacher/SENCo) holds the National SENCo Award and regularly attends SENCo network meetings to keep up to date with local and national updates in SEND.

Staff are involved in continued professional development in order to support and improve teaching and provision for children with SEND. The training needs of staff are identified and planned for through close consideration of the needs of the children in the class.

Our SEND Information Report is available on the school website www.friarsgroveprimaryschool.com

Our admissions arrangements can be found on the school website www.friarsgroveprimaryschool.com

Parents/carers can access additional information from the Essex Local Offer which can be found on the Local Offer website www.essexlocaloffer.org.uk

Complaints

Wherever possible, the school works in partnership with parents/carers to ensure a collaborative approach to meeting children's needs. If parents/carers have a concern, they should in the first instance discuss this with the child's class teacher or SENCo. If the issue still cannot be resolved, parents/carers should discuss their concern with the Head Teacher. Please refer to the Complaints Policy for more details.

Links with other Policies and Documents

This policy links to our policies on:

- Accessibility Plan (within our Equality, Information and Objectives Plan)
- Behaviour policy
- Intimate care policy
- Medical conditions policy
- Physical intervention policy
- SEND information report