Greatham Primary School
Special Educational Needs Policy 2026-2027

This policy works within the guidelines of the Code of Practice (January 2015), the Local Education Authority Guidelines, our school Special Educational Needs and/or Disabilities Information Report and other relevant school policies.

The Special Educational Needs and Disability co-ordinator (SENDCo) is Miss Sarah Trussler and the named governor is Mrs Sue Godby.

Miss Trussler can be contacted via the school administration office.

AIMS

Our overarching aim is to create an atmosphere of encouragement, acceptance, respect for achievements and sensitivity to individual needs, in which all pupils can thrive. We pay attention to these specific areas:

- preparing our children for life in modern Britain
- identifying, at an early age, individuals who need extra help and attention;
- enabling each pupil to reach his or her full potential, both curricular and extra-curricular;
- enabling each pupil to partake in, and contribute fully, to school life;
- endeavouring to meet the individual needs of each child;
- developing a feeling of self-esteem within the individual;
- fostering an atmosphere in our school which will promote a happiness, sensitivity and security to ensure the most effective learning for all children;
- providing for children's individual needs by supporting them in various ways: whole class, small groups and individual;
- monitoring closely those with SEND by review and assessment, to enable us to recognise, celebrate and record achievements;
- providing access to and progression within the curriculum;
- working with parents and other agencies to provide support and opportunities for those children with SEND;
- using a variety of teaching strategies, which include different learning styles, to facilitate meaningful and effective learning for all children;
- assisting all staff in the delivery of educational entitlement and ensuring all staff are aware of a child's individual needs;
- ensuring access to a range of resources to support staff in their teaching of children with SEND; and
- including the voice of the child in monitoring and reviewing Personal Learning Plans.

OBJECTIVES

- Identify and provide for pupils who have special educational needs and additional needs.
- Work within the guidance provided in the SEND Code of Practice, 2015.
- Operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs.
- Provide a Special Educational Needs/Disability Co-ordinator (SENDCo).
- Provide support and advice for all staff working with special educational needs pupils.

ROLES AND RESPONSIBILITIES

Provision for pupils with SEND is a matter for the school as a whole. The board of governors, in consultation with the Head teacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs. It maintains a general overview and has an appointed representative who takes particular interest in this aspect of the school.

Governors will ensure that:

- the necessary provision is made for any pupil with SEND;
- all staff are aware of the need to identify and provide for pupils with SEND;
- pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils;
- they have regard to the requirements of the Code of Practice for Special Educational Needs/Disabilities (2015);
- parents are notified if the school decides to make SEND provision for their child;
- they are fully informed about SEND issues; and
- they set up appropriate staffing and funding arrangements, and oversee the school's work for SEND.

The **Head Teacher** is responsible for:

- the management of all aspects of the school's work, including provision for pupils with special educational needs;
- keeping the governing body informed about SEND issues;
- working closely with the SENDCo;
- the deployment of all special educational needs personnel within the school; and
- monitoring and reporting to governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as a whole.

The **special educational needs co-ordinator** (SENDCo) is responsible for:

- overseeing the day to day operation of the school's SEND policy;
- co-ordinating the provision for pupils with special educational needs;
- ensuring that an agreed, consistent approach is adopted;
- liaising with and advising other school staff;
- helping staff to identify pupils with special educational needs;
- carrying out assessments and observations of pupils with specific learning problems;
- supporting class teachers in devising strategies, drawing up Personal Learning Plans (PLPs);
- supporting staff to set targets appropriate to the needs of the pupils , and advising on appropriate resources and materials for use with pupils with special educational needs;
- monitoring and evaluating the effective use of materials and personnel in the classroom;
- liaising closely with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process;
- liaising with outside agencies, arranging meetings and providing a link between agencies, class teachers and parents;
- maintaining the school's SEND register and records;

- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information;
- contributing to the in-service training of staff
- liaising with the SENDCos in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other; and
- taking part in county SEND moderation.

Class teachers are responsible for:

- providing high quality inclusive teaching for all children;
- implementing the schools Ordinarily Available Provision (OAP)* to ensure reasonable adjustments and adaptive teaching are used to remove and reduce barriers to learning;
- assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENDCo, parents and pupil);
- regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum;
- retaining responsibility for the child, including working with the child on a daily basis;
- making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND; and
- directly liaising with parents of children with SEND.

**Ordinarily Available Provision (OAP)*
OAP refers to the inclusive support, strategies, adaptations and reasonable adjustments that are expected to be available in all Hampshire mainstream schools for children and young people with SEND.

At our school, OAP forms the foundation of our graduated approach to meeting pupils' needs. High Quality Inclusive Teaching, supported by appropriate adaptations and reasonable adjustments, is the first response to emerging or identified SEND. Children do not need a diagnosis to access OAP.

Ordinarily Available Provision may include:
- *adaptive teaching responsive to individual need;*
- *clear routines and predictable classroom structures;*
- *visual supports and scaffolds;*
- *pre-teaching and overlearning of key concepts and vocabulary;*
- *flexible grouping arrangements;*
- *adapted resources and recording methods;*
- *support for communication and language development;*
- *sensory and environmental adaptations;*
- *support for emotional regulation and well-being;*
- *use of assistive technology where appropriate;*
- *regular assessment and monitoring of progress.*

Learning Support Assistants should:

- be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND;
- use the school's procedure for giving feedback to teachers about pupils' progress;
- work as part of a team with the SENDCo and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class; and

- play an important role in implementing Personal Learning Plans and monitoring progress.

IDENTIFICATION, ASSESSMENT AND REVIEW

The Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is delivered through the graduated approach of Assess, Plan, Do, Review, ensuring that provision is matched to additional needs through High Quality Inclusive Teaching, Ordinarily Available Provision, targeted support and specialist intervention.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from learning support assistants. High quality inclusive teaching, varied for individual pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for a lack of High Quality Inclusive Teaching.

Class teachers, supported by the Senior Leadership Team, make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances.

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
- widens the attainment gap

The first response to such progress should be High Quality Inclusive Teaching targeted at their areas of weakness and inclusive of Ordinarily Available Provision. All pupils are entitled to HQIT. Universal provision is available for every child and includes the range of strategies, adaptations and reasonable adjustments that support participation, progress and well-being.

Where universal support does not elicit adequate progress, targeted support and specialist support may be required:

Targetted Support

Some pupils may require sustained and personalised support to achieve expected outcomes and make progress. This support is additional to universal provision for a time-limited or longer-term period. Targetted support is informed by assessment and may include:

- small group interventions;
- targeted literacy and numeracy programmes;
- social communication support;
- emotional well-being interventions;
- personalised strategies identified through the Assess/ Plan/ Do/ Review process.

Specialist / Enhanced Support

A small number of pupils may require more specialised provision and advice from external agencies. This may involve:

- Educational Psychology

- Specialist Teacher Advisory Services
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Child and Adolescent Mental Health Services (CaMHS)
- Mental Health Support Team (MHST)
- Health and social care professionals

At all stages, support is delivered through the graduated approach (assess, plan, do, review). The stages of this process are as follows:

Assess
The class teacher and SENDCo will gather information from assessment data, observations, pupil voice, parent/carer views and, where appropriate, external professionals to identify strengths, barriers to learning and outcomes where required,

Plan
Desired outcomes, support strategies, adjustments and review dates are agreed collaboratively with parents/ carers and pupils. Provision is recorded and shared with relevant staff.

Do
The agreed provision is implemented. Class teachers remain responsible for the progress and attainment of all pupils in their class, including where interventions are delivered by support staff.

Review
Progress towards outcomes is reviewed regularly with pupils and parents/carers. The effectiveness of provision is evaluated and adjustments are made as necessary to ensure continued progress and participation.

PUPIL VOICE and CO-PRODUCTION

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DECISION TO GO ON THE SEN REGISTER

The decision to go onto the SEN register is made by the SENDCo in conjunction with relevant school staff. The criteria for this decision is:
The child is working 2 or more years below the age related expectation.

A child will be categorised as having one or more of the four areas of need identified in the new Code of Practice (January 2015):

Communication and Interaction - this includes children with speech and language delay, impairments or disorders, hearing impairment, and those who demonstrate features within the autistic spectrum.

Cognition and Learning - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.

Social, mental and Emotional Health - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.

Sensory and/or Physical Needs - this includes children with sensory, multisensory and physical difficulties.

It should be noted that:

- *Behavioural difficulties do not necessarily mean that a child or young person has SEND and should not automatically lead to a pupil being registered as having SEND.*
- *Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEND.*
- *Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND.*
- *Identifying and assessing SEND for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEND.*

Where needs remain significant, despite relevant and purposeful action through SEND support, the school and parents may consider requesting an education and health care plan (EHCP).

EDUCATION, CARE AND HEALTH NEEDS ASSESSMENTS

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment.
Where a pupil has an Education and Health Care plan, the local authority, in cooperation with the school, must review that plan as a minimum every twelve months.

MANAGING PUPILS NEEDS ON THE SEND REGISTER

All children on the SEND Register will have a personal learning plan (PLP) or an individual behaviour plan (IBP). Class teachers are responsible for evidencing progress according to the outcomes described in the plan.

Class teachers are responsible for maintaining and updating PLPs. These are then shared with everyone involved with the child. The SENDCo reviews all records provided by class teachers to ensure consistency across the school and appropriateness and quality of outcomes.

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

- monitoring of classroom practice by the Head teacher, SENDCo and curriculum leaders
- analysis of pupil tracking data
- monitoring of procedures and practice by the SEND governor
- Local Authority moderation process and OFSTED inspection arrangements

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions must 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 and/or disabilities (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 (2015) is followed. The school has a policy for Supporting Pupils at School with Medical Conditions.

CRITERIA FOR EXITING THE SEN REGISTER/RECORD

If it is felt that children are making progress which is sustainable then they may be taken off of the SEND register. If this is the case then the SENDCo will discuss this with the class teacher and all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will continue to be monitored through the schools monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be followed.

STORING AND MANAGING INFORMATION

Documents relating to pupils on the SEND register will be stored with their Pupil File in fireproof cabinets in the school office; these cabinets are locked overnight. SEND records will be passed on to a child's next setting when he or she leaves the school. The school has a Confidentiality Policy which applies to all written pupil records.

TRAINING AND RESOURCES

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.
All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils.
Staff training needs will be discussed at this stage and both teaching and support staff will be made aware of training opportunities that relate to working with child with SEND.
The school's SENDCo regularly attends SENDCo network meetings in order to keep up to date with local and national updates in SEND.

COMPLAINTS

The school has a complaints procedure which applies to complaints about SEND provision.

RELATED POLICIES

· Accessibility plan
· Anti-bullying policy
· Behaviour policy
· Complaints procedure
· Confidentiality policy
· Data Protection policy
· Managing Medical Conditions in School policy

REVIEWING THE POLICY

This policy will be reviewed by governors on an annual basis.

March 2015

Reviewed October 2016
Reviewed November 2017
Reviewed 0ctober 2018
Reviewed October 2019
Reviewed October 2020
Reviewed October 2021
Reviewed August 2022
Reviewed August 2023
Reviewed October 2024
Reviewed October 2025
Reviewed October 2026
Next review October 2027