



Grange View C.E. First School
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We aim to SPARKLE!

Our Christian Vision is that- Everyone sparkles.

Grange view welcomes everyone to flourish and thrive. We are lifelong learners that strive to achieve our God given potential.

So don't hide your light! Let it shine brightly before others.

Matthew 5:16 The Passion Translation of the bible

Our Ethos

The children are living a Christian life where they aim to sparkle, thinking about our core Christian Values; Love, Friendship, Trust, Forgiveness, Respect and Wisdom

Our Aims

- To provide a stimulating and secure environment, inclusive of children from all faiths and cultures.
- To provide an engaging, meaningful and relevant curriculum that equips all learners with the necessary skills for their educational journey.
- To value all individuals and support them to reach full potential and create an atmosphere of equal opportunity where expectations are high.
- To grow caring citizens who value the world we live in and celebrate moments of awe and wonder.
- To offer opportunities for collective reflections and inspire spiritual development that shape daily lives.
- To help the children to form values which will allow them to make moral choices throughout their lives, not just during their school years.
- To work in partnership between home, school, church and the wider community.



Grange View C.E First School

SEND Policy

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Keeping Children Safe in Education.
- Working Together to Safeguard Children.
- Teachers Standards 2012

The SEND Code of Practice (2014)

The main changes from the SEND Code of Practice (2001) are as follows:

- Now covers 0-25 year olds and includes guidance relating to disabled children and young people as well as those with SEND
- Focuses on the participation of parents, children and young people (CYP) in decision making
- Focuses on high aspirations and improving outcomes for children
- Gives guidance on joint planning and commissioning, to ensure close co-operation between education, health and social care.
- Gives guidance on publishing Local Offer for support
- Gives guidance for education on a graduated approach to identifying and supporting CYP with single Special Educational Needs & Disability (SEND)
- School support - replacing School Action and School Action Plus
- For children with more complex needs a coordinated assessment process and the new 0-25 Education, Health and Care plan (EHC plan) replace Statements and Learning Difficulty Assessments (LDAs)
- There is a greater focus on support that enables those with SEND to succeed in their education and make a successful transition to adulthood
- Behaviour is no longer regarded as an area of need but a symptom of SEND.

Guiding Principles

School Aims

- To promote the growth of Christian values, including relationships based on respect, consideration and forgiveness.
- To provide an exciting and stimulating environment where children feel happy, secure and valued; and have enthusiasm for learning.
- To nurture lively and enquiring minds by encouraging children's natural curiosity and imagination.

- To deliver a broad, balanced curriculum to help children fulfil their own potential by acquiring relevant knowledge, skills and practical abilities.
- To develop children's confidence, independence and emotional intelligence so that they can understand the world in which they live and make a positive contribution to society.
- To establish effective partnerships between home, school, church and the community that are fundamental to the well-being of the children and the success of the school.
- To support the professional development of staff and governors so that our vision can be achieved.

Grange View CE First School provides an inclusive, broad and balanced curriculum for all children, including those with SEND. The National Curriculum is our starting point for planning that meets with specific needs of individuals and groups of children. When planning, teachers set differentiated learning challenges and respond to children's diverse learning needs. There may be a minority of children with particular learning and assessment requirements that could create barriers to learning and progress. These requirements are likely to arise as a consequence of a child having SEND. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Children may have special education needs either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with SEND needs takes account of the learning needs of the child.

Aims and Objectives

The aims and objectives of this policy are:

- To create an environment that meets the SEND needs of each child;
- To ensure that the SEND needs of children are identified, assessed and provided for;
- To make clear the expectations of all partners in the process;
- To identify the roles and responsibilities of staff in providing for children's special educational needs;
- To enable all children to have full access to all elements of the school curriculum and school life;
- To enable children in the school to work towards promoting a positive self-image and self-worth;
- To regularly review and evaluate children's progress and to work in partnership with parents and children throughout the process.

To ensure this we will:

- identify and provide for pupils who have SEND
- work within the guidance provide in the SEND Code of Practice, 2014
- operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
- provide a SEND Co-ordinator(SENCo) who will work with the SEND Inclusion Policy
- provide support and advice for all staff working with special educational needs pupils

Inclusion

All pupils at Grange View CE First School are equally valued, regardless of whether they have special educational needs. They are included into every aspect of school such as playtimes, times of worship, sharing meal times, recreation times, school clubs and visits. Grange View CE First School strives to be an inclusive school, engendering a sense of community and belonging through its: Inclusive Christian ethos;

Broad and balanced curriculum for all children;

Systems for early identification of barriers to learning and participation;

High expectations and suitable targets for all.

Definition of SEND

The Special Education and Disability Code of Practice: 0-25 years (2014) states:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 Institutions.

The definition of disability in the Equality Act (2010) states children with '...a physical or mental impairment which has a long-term (more than 12 months) and substantial adverse effect on their ability to carry out normal day-to-day activities'. This includes children with sensory impairments as well as long term health conditions such as asthma, diabetes, epilepsy and cancer.

It also states that schools must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage when compared with their peers.

This SEND policy details how Grange View CE First School will do its best to ensure that the necessary provision is made for any pupil who has special education needs and those needs are made known to all who are likely to teach them. The school will strive to ensure that teachers are able to identify and provide for pupils who have special educational needs to allow them to join in the activities of the school. The school will have regard to the Special Educational Needs Code of Practice when carrying out duties toward all pupils with special educational needs and disabilities and will ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

Partnership with parents plays a key role in enabling children with special educational needs to achieve their full potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents will be treated as partners and supported to play an active and valued role in their children's education.

Children with SEND needs often have a unique knowledge of their own needs and their views about what sort of help they would like are ascertained. They will be encouraged to participate in the decision making processes and contribute to the assessment of their needs, the review and the transition processes.

Broad Areas of Need

There are 4 broad areas of need:

- Communication & Interaction
- Cognition & Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

These broad areas of need provide an overview of more specific types of SEND. Most children and young people with SEND do not fall into a specific category and can have needs that cut across all of these areas and their needs may change over time.

The following types of SEND are set out in the SEND Code of Practice:

Communication and Interaction Speech, language and Communication Needs (SLCN) – a learner may have difficulty in communicating with others –perhaps difficulties with knowing what they want to say, understanding what is being said to them, or not understanding or using social rules of communication.

Autism Spectrum Disorder (ASD) –including Asperger’s Syndrome and Autism –learners may have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination and this can impact on how they relate to others. The Autistic Spectrum is often described as comprising a triad of impairments:

1. Social interactions
2. Verbal and non-verbal communication
3. Repetitive behaviour

Cognition and Learning

Support for these learning difficulties may be required when learners learn at a slower pace than their peers, even with appropriate differentiation.

MLD – Moderate learning difficulties

SLD - Severe learning difficulties

PMLD – profound and multiple learning difficulties - learners are more likely to have severe and complex learning difficulties as well as a physical disability and/or sensory impairment.

SpLD – specific learning difficulties –affecting one or more aspects of learning – this includes dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Health Difficulties

Learners may experience a wide range of social and emotional difficulties. These may include:

1. Becoming withdrawn or isolated
2. Disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder
3. Displays challenging, disruptive or disturbing behaviour reflecting underlying mental health difficulties such as:
 - Anxiety
 - Depression
 - Self-harming
 - Substance misuse
 - Eating disorder
 - Medically unexplained physical symptoms

Sensory or Physical needs

Some learners require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Such difficulties can be age related and fluctuate over time.

VI – Vision impairment

HI – Hearing impairment

MSI –Multi-sensory impairment

PD – Physical disability –learners may require additional ongoing support and equipment to access the opportunities available to their peers.

Admissions

Grange View CE First School will ensure it meets its duties under the Schools Admissions Code of Practice by:

- Not refusing admission for a child that has named the school in their EHC plan.
- Adopting fair practices and arrangements in accordance with the Schools Admission Code for the admission of children without an EHC plan.
- Considering applications from parents of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child on the grounds that they do not have an EHC plan.

Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the whole school. All teachers are teachers of children with special educational needs and teaching such children is, therefore, a whole school responsibility.

At the heart of each class is a continuous cycle of assessment and planning which takes account of the wide range of abilities, aptitudes and interests of the children. The majority of children will learn and progress within these arrangements, but those children whose attainment falls significantly outside the expected range may have special educational needs.

Early identification is vital and the school uses a graduated response to children’s special educational needs as outlined in the Code of Practice. The class teacher makes an initial identification and informs the SENCo and parents at the earliest opportunity to share concerns and enlist their active support and participation.

See Appendix 1

SEND Support

Where a child is identified as having SEND we work in partnership with parents to establish the support the child needs. Once a child’s needs have been discussed by relevant parties they are recorded and decisions made about the desired outcomes, including the expected progress and attainment for that child. The views and wishes of the child and their parents or carers are central to these discussions.

An Intervention & Support Plan is written, which is reviewed termly. Parents or carers are invited to discuss this plan, their child’s progress and the support and targets. Class teachers and the SENCo are available for further discussions by appointment through the school office.

We adopt a graduated approach with four stages of action: Assess, plan, do and review.

- **Assess** - in identifying a child as needing SEND support the teacher, working with the SENCo, the child [if appropriate] and the child’s parents or carers, carries out an analysis of the child’s needs.

- **Plan** - where it is decided to provide additional support all those concerned agree on the desired outcomes and interventions and support are planned and recorded.
- **Do** - the teacher remains responsible for working with the child on a daily basis and oversees the implementation of the interventions or support agreed.
- **Review** - the effectiveness, impact and quality of the interventions or support is reviewed by the teacher and SENCo. This should feedback into the analysis of the child's needs. They revise the support in the light of the child's progress and development and decide on any changes needed. Parents or carers should have clear information enabling them to be involved in planning the next steps.

Our School's Graduated Approach to SEND

Level 1

Quality First Teaching [QFT] Children receive inclusive quality first teaching [QFT] which may include the provision of differentiated classwork. Some children at this level may be on a monitoring list, their progress being carefully tracked and reviewed.

Level 2

Additional School Intervention Continued or increased concern may lead to children receiving additional targeted interventions to accelerate their progress to age-related expectations. These may include group or 1:1 teaching. The SENCo will work closely with any support staff to plan and assess the impact of the support and interventions and to link them to classroom teaching.

Level 3

High Need Where a child continues to make less than expected progress, despite interventions, they will receive highly personalized interventions to accelerate their progress and enable them to achieve their potential. When appropriate, specialist outside agencies support this and work with school staff to select effective teaching approaches, equipment, strategies and interventions in order to support the child's progress. If support is not impacting on the child's progress and this is still of significant concern, the school, after consultation with parents and other professionals, will request an Education, Health and Care Needs Assessment from the Local Authority. Parents can also request an EHC Needs Assessment.

The school will meet its duty to respond to any request for information relating to a statutory assessment, to the local authority, within 6 weeks of receipt.

If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the local authority, regarding how the pupil's outcomes can be met through the schools existing provision.

Our Local Offer provides further information about the agencies we work with – this is also available on the school website. Once a child's needs have been discussed with all of the people involved they are recorded and decisions made about the desired

Education, Health and Care (EHC) plans

Grange View First School will meet its duty to respond to the local authority within 15 days, if it is named on a pupil's EHC plan.

- The school will admit any child that names the school in an EHC plan.
- The school will ensure that all those teaching or working with a child named in an EHC plan, are aware of the pupil's needs and that arrangements are in place in to meet them.

- The school will request a re-assessment of an EHC plan at least 6 months following an initial assessment, if a pupil's need significantly change.

Reviewing an EHC plan

Grange View CE First School will:

- Co-operate to ensure an annual review meeting takes place, including convening the meeting on behalf of the local authority if requested.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited.
- Send any advice and information gathered to all those invited at least two weeks prior to the annual review meeting.
- Co-operate with the local authority during annual reviews.
- Prepare and send a report of the meeting to everyone invited within 2 weeks of the meeting.

Monitoring and Evaluation

The SENCo monitors the movement of children within the SEND system in school and the differentiation of work by class teachers for children with special educational needs. The SENCo is involved in supporting teachers involved in drawing up Intervention Plans for children and reviews the work of the school in this area. The SENCo liaises with support staff who work with children who have special educational needs, in order to monitor pupil progress. The SENCo liaises with staff at the end of each academic year to ascertain which pupils are not making expected progress.

The Role of the Special Educational Needs Coordinator (SENCo)

The SENCo at Grange View CE First School is Headteacher Mrs Louise Laskey and her responsibilities include:

- Managing the day to day operation of the SEND policy;
- Coordinating the provision for children with special educational needs;
- Liaising with and advising colleagues;
- Overseeing the records of all children with special educational needs;
- Liaising with parents of children with special educational needs;
- Contributing to the in-service training of staff;
- Managing the school-based assessment and completing the documentation required by outside agencies and the LEA;
- Managing a range of resources, human and material, to enable appropriate provision for children with special educational needs;
- Liaising with middle school SEND Departments to ensure the effective transfer of pupils' SEND records.

Resources

The Headteacher is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.

The Headteacher informs the Governing Body of how the funding allocated to support special educational needs has been employed.

The Headteacher will confer with any other teaching staff to determine the level of SEND budgetary resources, including funding directly related to EHCPs.

The school provides for:

- Additional learning support
- Non-contact time for the SENCo
- Material resources
- Assessments by the specialist teaching service
- Courses for staff

Access to the Curriculum

All pupils have an equal access to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities, experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and success criteria, are differentiated appropriately and assessed to inform the next stage of learning.

Intervention Plans, which employ a small-steps approach, feature in the provision that we make in the school. By breaking down existing levels of attainment into finely graded steps and targets we ensure that children experience success.

At Grange View CE First School we support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. In order to maximise the learning of pupils with special educational needs, we may ask children to work in small groups, or on a one-to-one basis, outside the classroom with LSAs.

Children identified as not making expected progress by their teachers will be given additional support using one or more of the programs outlined in Appendix 1.

The Role of the Governing Body

The named governor responsible for SEND is Janet Bewick. The Governing Body does its best to secure the necessary provision for any pupil identified as having special educational needs. The Governors ensure, through Headteacher delegation, that all teachers are aware of the importance of providing for these children.

The monitoring criteria include:

- The maintenance of accurate, up to date records by the SENCo and other staff;
- Evidence from monitoring classroom practice by the SENCo
- Analysis of pupil tracking data and test results;
- Value added data for pupils on the school's SEND register;
- Evidence from OFSTED inspection reports;
- Governors' annual report to parents
- School Development Plan

Partnership with Parents



At all stages of the special needs process, the school keeps parents fully informed and involved. We have regular meetings to share the progress of the children with parents and take account of their wishes, feelings and knowledge at all stages. We encourage parents to make an active contribution to their child's education.

We work with SEND Support Services as appropriate and have clear procedures for involving support services. Such contacts are made through the Headteacher or SENCo and discussions involve parents whenever possible.

The school prospectus contains a special educational needs statement and parents may request to see this policy.

If a parent has a complaint they can refer to the Headteacher who will follow the school's complaint procedure.

Partnership with Pupils

Children's views matter to us. Whenever appropriate, from an early age, children are encouraged to be actively involved in setting targets for their Intervention Plans and reviewing their performance. For their annual review children with EHCPs are asked more formally about their views, their learning, their targets and the support or interventions they are given.

Staff Development

The school is committed to providing INSET and staff development and SEND is a regular part of this.

Data and record keeping

Grange View CE First School will:

- Include details of SEND outcomes, teaching strategies and the involvement of specialists, as part of its standard system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- Record details or additional or different SEND provision on a provision map.

Confidentiality

Grange View CE First School will not disclose any EHC plan without the consent of the pupil's parents with the exception of disclosure:

- To the SEND Tribunal when parents appeals and to the Secretary of State if a complaint is made under the Education Act 1996.
- On the order of any court for the purpose of any criminal proceedings. For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and local authorities.
- To the principal (or equivalent position) of the institution at which the pupil is intending to transfer to.

Related Policies

This policy should be read in conjunction with other school policies such as:

- Admissions Policy
- Behaviour for Learning Policy
- Health & Safety Policy
- Looked After Children Policy
- Safeguarding Policy
- Child Protection Policy
- Equality Policy
- Accessibility Policy

One-to-One tuition

One-to-one tuition is available to some children who have been unable to make the expected progress in whole class or small group settings. These children receive support working on a skill they have failed to secure or a previous misconception which is hampering their progress.

Behaviour support

Behaviour support is given to all children with a need as part of everyday classroom practice at Grange View CE First School. Further support is sometimes requested and delivered by a specialised behaviour support teacher from Northumberland County Behaviour Support Team.

Read, Write Inc.

Trained LSAs will deliver this phonics programme to a small group or give 1:1 tuition to children who require additional focussed support outside of the regular phonics session.

Numericon

Mathematics intervention. It is delivered by trained teaching assistants to small groups of children who have fallen behind at mathematics.

Talk Boost

A targeted and evidence-based intervention, provided by a trained LSA, which supports language delayed children to make significant progress with their language and communication skills.

CLEVER FINGERS

Fine Motor Skills programme.

Date: January 2023

Signed: _____

R Griffin. Chair of Governors Review: January 2025

The governors at Grange View CE First School believe that everyone has a right to learn, to be respected and to be safe. We are intent on providing a caring, safe, happy and healthy environment for all our pupils, guided by the teachings of Jesus in delivering our Christian values and vision. We seek to enable all to flourish and achieve their full potential where both British and Christian values of care, kindness and respect are at the heart of all we do. The governors in all decision making work collectively and collaboratively to enable everyone to 'SPARKLE'.



Appendix 1

Identification of Children with Special Educational Needs (updated 2015)

1. Ongoing pupil progress discussions focusing on attainment and progress data highlight children not making good progress. Personal and social development (including behaviour) is also considered at this meeting. Good progress can mean progress which:
 - Closes the attainment gap between the child and their peers
 - Prevents the attainment gap growing wider
 - Matches or betters the child's previous rate of progress
 - Ensures access to the full curriculum
 - Demonstrates an improvement in self-help, social or personal skills
 - Demonstrates improvements in the child's behaviour

All children receive quality first teaching where learning opportunities are differentiated to meet the needs of all children (Level 1 SEND support). Where this is not enough and children are not making good progress the class teacher will create a focused intervention group for a particular area of need.

2. These focused interventions (Level 2 SEND support) are recorded on 'Half Termly Intervention Plans' by class teachers and teaching assistants involved with the target group. These interventions are regularly evaluated through Key Stage meetings. The SENCo will monitor the impact that these Interventions are having on the child's progress and attainment.

3. If a teacher still has a concern about a child and they are not making good progress with Level 2 SEND support they should speak to the parents at the first opportunity. If a child's class teacher, in consultation with parents, concludes that a child may need further support to help their progress, the teacher should seek the help of the SENCo. The class teacher should fill in an 'SEND referral form' and give this to the SENCo. The teacher and SENCo will then consider the teacher's reasons for concern alongside any information about the child already available to the school.

4. The triggers for seeking help from the SENCo could be the teacher's or others' concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum

5. The SENCo will then decide whether the child should be placed on the SEN Register and will arrange to meet parents with the class teacher to discuss the implications of this.

6. Using the information that has been gathered the SENCo will decide whether a referral to an outside agency (Level 3 SEND support) may be needed (see Local Offer for a list of outside agencies). Parents will be involved in this and any evidence that they have from home used to support a referral.

7. The SENCo should take the lead in the further assessment of the child's particular strengths and weaknesses; planning future support for the child in discussion with colleagues, parents and outside agencies; and monitoring and subsequently reviewing the action taken.

8. The child's class teacher should remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents should always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

