The Greville Primary School

Special Educational Needs and Disabilities

(SEND) Policy

Last update: November 2025

Governors' Committee Responsible	Learning and Teaching
Next Review date	November 2027
Status	Statutory

Reviewed and updated November 2026

The Greville Primary School

Special Educational Needs and Disability Policy

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MISSION STATEMENT FOR THE GREVILLE

We support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life. We provide an exciting, creative and effective learning environment, recognising and responding to individual learning styles. We aim to help each child experience success and to reach their full potential by providing the highest standard of education and care.

Our School adopts a 'whole school approach' to special educational needs. All staff work to ensure inclusion of all pupils through personalised, tailored support; reasonable adjustments and scaffolded learning. The school is committed to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes.

1. INCLUSION STATEMENT

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. This policy recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for High Quality Teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND

Aims and Objectives of this Policy

To reach high levels of achievement for all

To ensure the identification of all pupils requiring SEND provision as early as possible in their school career

To meet individual needs through a wide range of provision, including that which is recognised as being Ordinarily Available Provision (OAP)

To attain high levels of achievement, enjoyment and participation from pupils, parent and carers

To outline how we implement the OAP; ensuring robust resourcing, planning and delivery to cater to the needs of pupils recognised as having a Special Educational Need or Disability (SEND) to provide curriculum access for all

To continue to build upon existing collaborative relationships; working towards inclusion in partnership with other agencies and schools

To achieve a level of staff expertise to meet pupil need

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

2. ADMISSION ARRANGEMENTS

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the Equality Act (2010), we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. (Please see school's Admissions Policy).

3. MANAGEMENT OF SEND WITHIN SCHOOL

The governing body has delegated the responsibility for the day to day implementation of the policy to the SENDCOs who has Qualified Teacher Status and has the mandatory post graduate certificate in SEND (National Acreditation for Specialist Educational Needs). The management of the administrative side of SEND is supported by two part-time learning assistants that work under the SENCo.

All school staff have a responsibility for pupils with SEND in their class, firstly to ensure High Quality Teaching; including carefully considered scaffolding, adaptations and personalisation to meet need and maximise outcomes. Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education, Health and Care Plan, (EHCP). A positive and sensitive attitude is shown towards all pupils by adults in school. Staff responsibilities are identified in individual job descriptions.

The SENDCO is responsible for:

Leading on SEND best practice, giving advice and support

Overseeing the day-day operation of this policy

Co-ordinating provision for children with special educational needs including coordination and submission of EHCPNAs

Overseeing the records on all children with SEND

Liaising with parents of children with SEND (in conjunction with class teachers)

Contributing to the in-service training of staff

Liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies

The SENDCO is responsible for reporting to the governor with responsibility for SEND on the day-to-day management of SEND policy. Termly meetings will take place.

4. IDENTIFICATION AND ASSESSMENT

There are four areas of need as stated in the SEND Code of Practice, 2015

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

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· **Communication and Interaction**
Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all areas of the different aspects of speech, language or social communication at different times of their lives.

· **Cognition and learning**
Support for learning difficulties may be required when children and young people 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), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

· **Social Emotional and Mental Health**
Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

· **Sensory and/or Physical**
Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers

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

- Disability
- Attendance and punctuality ·
- Health and welfare

- English as an additional language (EAL)
- Being in receipt of the Pupil Premium. (PP)
- Being a Looked After Child and Previously Looked after Child. (LAC and PLAC)
- Being a child of a service woman/man

The SENDCO works closely with the rest of the senior leadership team, using class teacher and parent observations and whole school tracking data as an early identification indicator.

We use a number of additional indicators of special educational needs

- The analysis of data, including entry profiles at Foundation Stage baseline and end of FS data, SATs, reading ages, annual and termly pupil assessments
- The use of our local authority SEND criteria (The Graduated Response, SEND Profiles of Need)
- The following up of teacher concerns
- The following up parental concerns
- The tracking of individual pupil progress over time
- Information from previous schools on transfer
- Information from other services

The SENDCO maintains a list of pupils identified through the procedures listed; this is called the SEND Register. This list is reviewed each term when a detailed analysis of the list takes place. For some pupils a more in depth individual assessment may be undertaken by the school or other educational or health professionals

5. CURRICULUM ACCESS AND PROVISION

In order to meet the learning needs of all pupils, teachers differentiate, scaffold and adapt work. They work to meet individual learning needs and to mark work and plan homework effectively.

Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. As much as possible, this provision is delivered in class to promote the feeling of inclusion and belonging for pupils. The provision for pupils is related specifically to their needs.

The range of provision may include:

- Scaffolding of a learning task using resources; visual or verbal prompts
- In class support for small groups with a Learning Assistant (LA)
- Small group research backed intervention withdrawal with LA, CT, or intervention teacher
- 1:1 input or personalised curriculum
- Further differentiation of resources
- Interventions
- Provision of alternative learning materials/ special equipment
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective Teaching and Learning strategies

- Access to Specialist Teaching and Educational Psychology Service or other support services for advice on strategies, equipment, or staff training

6. MONITORING PUPIL PROGRESS

Progress is the crucial factor in determining the need for additional support. Effective progress is that which:

- Narrows the SEND attainment gap between pupil and peers
- Prevents the attainment gap widening
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour
- Shows improvement in pupil's attendance

7. RECORD KEEPING

The school will record the steps taken to meet pupils' individual needs. The SENDCO will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile may include:

- Information from parents
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health/social services
- Information from other agencies e.g. SALT, OT etc.

8. Outcomes and SCHOOL SUPPORT ARRANGEMENTS

All pupils on our SEND register will have a personalised SEN Support Plan (SSP) setting out desired outcomes and provision made that is additional to and different from the usual classroom provision.

For pupils with an EHCP, provision will meet the recommendations on the plan.

For pupils at School SEND Support, their SSP will contain information on:

- Ordinarily Available Provision and resources they require to access the learning
- Outcomes (Targets)
- Provision planned for in collaboration with the SENDCo and/or external specialists
- Termly Review

The SEN Support Plan will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three - five individual targets that closely match the pupil's needs.

8.1 REVIEWING A SCHOOL SUPPORT PLAN

School Support Plans will be reviewed termly.

9. CODE OF PRACTICE GRADUATED RESPONSE

The graduated approach, also known as 'SEND Support' is a way of helping to identify the needs of children and young people with Special Educational Needs and Disabilities (SEND). It provides the most effective support to help them learn and progress. This is a 'staged' approach and follows a four-part cycle (assess, plan, do and review), known as the **graduated approach**.

(See The Greville SEND Graduated Response Plan).

9.1 REQUEST FOR STATUTORY ASSESSMENT

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within SEND Support, the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- Records from past interventions
- Current and past SEN Support Plans
- National Curriculum levels.
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the pupil
- Social Care/Educational Welfare Service reports
- Any other involvement by professionals

Education, Care and Health Plans

An EHCP will normally be issued where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are

- Matched to the longer-term objectives set in the EHCP
- Established through parental/pupil consultation
- Set out in a Support Plan
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

Reviews of an EHCP

EHCPs must be reviewed annually. The LA will inform the headteacher at the beginning of each school term of the pupils requiring reviews. The SENDCO will organise these reviews and invite:

- The pupil's parent
- The pupil if appropriate
- The relevant teacher
- Any outside agency professionals involved with the child

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives on the EHCP
- Review the provision made to meet the pupil's need as identified in the EHCP
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- If appropriate to set new objectives for the coming year

At Key Stage Phase Transitions Reviews, receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school.

Within the time limits set out in the Code, the SENDCO will complete the Annual Review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease the EHCP.

10. PARTNERSHIP WITH PARENTS/CARERS

The school aims to work in partnership with parents and carers.

We do this through:

- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Making parents and carers feel welcome
- Ensuring all parents and carers have appropriate communication aids and access arrangements
- Providing all information in an accessible way
- 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
- Instilling confidence that the school will listen and act appropriately
- 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 targets for the child

If a parent/carer has a SEND issue to discuss, we request they speak to the class teacher in the first instance, who will liaise with their Year Group Leader and the SENDCo on the best course of action.

11. INVOLVEMENT OF PUPILS

Where appropriate all pupils are involved in monitoring and reviewing their progress.

We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning which are recorded in a One-page Profile.

12. PROVISION

The school has the following special facilities:

Wheelchair access;

Disabled toilets with hand rails;

The classrooms are: carpeted (excluding cloakroom and practical areas), have rubber soled tables and chairs, high frequency lighting and acoustic ceiling tiles giving improved acoustic conditions for all pupils, and in particular, for hearing-impaired pupils.

Blinds and curtains in classrooms to reduce glare. (Important for lip-reading)

Ramps to outside doors to allow for wheelchair access.

Individual adaptations have been and will be made for specific pupils e.g. standing desks, chair supports and individual work stations.

The school has a separate accessibility policy.

13. LINKS WITH EDUCATION SUPPORT SERVICES

We aim to maintain useful contact with support services in Children and Young People's Services. For pupils on our SEND Support list any one or more of the following agencies may be involved:

Effective working links are maintained with:

Physical and Sensory Support Service (PSS)

Speech and Language Therapy Service (SALT)

Mindworks Surrey (Previously CAMHs)

STIPs Team (Specialist Team for Inclusive Practice)

EP Service (Educational Psychologist)

Woodlands School outreach service (Autism Outreach Service)

Occupational Therapy (NHS)

Physiotherapy (NHS)

Music Therapy

East Surrey Domestic Abuse Service (ESDAS)

Providing Support for children with Down Syndrome (PSDS)

Virtual School (LAC AND PLAC-Looked after and Previously Looked after Child)

14. INSET

In order to maintain and develop the quality of our provision, staff undertake appropriate training and further professional development. Recent courses and in-service training opportunities undertaken are detailed in the Headteacher's report to governors each term.

15. RESOURCES

The provision for SEND is funded through the main revenue budget for the school and the Mainstream Inclusion Fund. Funds are deployed to implement the SEND policy

16. COMPLAINTS

In the first instance, parents/carers are encouraged to talk to their child's class teacher. Every teacher's email is available on the school website, a face to face meeting can then be arranged quickly to resolve the issue. If the matter cannot be resolved at this stage, the year group leader, SENDCO, assistant head or headteacher may become involved and a meeting convened so as to discuss the nature of the complaint and look for a resolution. The SEND governor can also be approached.

In the case of an unresolved complaint the LA may be involved. Please see the school's Complaints Procedure available on the school's website.

17. REVIEW OF THE SEND POLICY

This policy was developed through consultation with staff, parents, carers and pupils. The school considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Development Plan.

Committee/Date	FGB Approval	Reviewed/Updated
L & T Committee Nov 26	November 26	