Grange Primary School

SEND Policy
September 2025

Belong   *Believe*   *Achieve*

Contents

1. Aims and objectives

All Southwark maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and or Disabilities being met in a mainstream setting wherever possible, where families want this to happen. The Governing Bodies of all maintained schools and academy school proprietors have a legal duty to publish an Information Report on their website about the implementation of the Governors' or the proprietors' policy for students with SEND. The information published will be updated annually. The Information Report also applies to all learners who are looked after by the local authority and have SEND. The information here details the offer at Grange Primary School and ways in which parents, children and young people may access the support required. There is a glossary of abbreviations we have used at the end of this report.

2. Vision and values

Grange Primary School is an inclusive school that values every child. Staff are committed and dedicated to constantly improving the learning experiences of all our pupils. There is a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and enable them to feel that they are a valued member of the wider community.

The range of support deployed will be tailored to the individual need, following thorough assessment by internal or external agencies. It is designed to promote pupils working towards becoming independent, courageous, resilient and ambitious learners striving to achieve in a well-planned curriculum delivered by a dedicated staff team.

3. Legislation and guidance

This is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

> Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND

> The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care

(EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report

> The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities

> The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it

> The Governance Handbook, which sets out governors' responsibilities for pupils with SEND

> The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Intent

Grange believes that pupils with SEND, like all pupils, should know more, remember more & be able to do more. Our school's Mission Statement states the school's aim to provide every child with the best education. This *may look different for each pupil as we all think differently, we come at things in different ways; we have different strengths and weaknesses. That is what is so special about the Grange school family – we are all the same and equal, but different. We celebrate our diversity.*

At Grange we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5. Definitions

5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

> A significantly greater difficulty in learning than most others of the same age, or

> A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

A person has a special educational need (SEND) if they have learning difficulty or disability that make it difficult for them to learn or take part in one or more aspects of education. They will require special educational provision that is different to or additional to that normally available to children of the same age. For some children this may be a temporary difficulty which can be addressed by a short intervention, while for others it may be a longer-term need that may require long term support.

What is a Disability?

The Equality Act 2010 gives the following definition of disability:
A person has a disability if-
    (a) The person has a physical or mental impairment, and
    (b) The impairment has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

This definition of disability includes children with long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but there is a significant overlap between disability and SEN. A child may therefore be covered by both the SEN and disability legislation.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas as identified within the SEND Code of Practice 2014. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

AREA OF NEED	
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

6. Roles and responsibilities

6.1 The SENCO

The SENCO is David Bucknall

He will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school

- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans

- Ensure that parents/carers are fully involved in their child's learning and decision making regarding their SEND by:

- Involving in supporting their child's learning and access

- Kept informed about the range and level of support offered to their child

- Including in reviewing how their child is doing

- Consulting about planning successful movement (transition) to a new class or school

- 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 on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

- Be the point of contact for external agencies, especially the local authority (LA) and its support services

- Liaise with potential next providers of education 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 SEN up to date

- Identify and collate information for Education, Health and Care Plans when needed.

- Is a member of the school's Safeguarding Team

- Trained Mental Health Lead for the school

- Completes regular audits of the school to identify strengths and areas of development for providing for our most vulnerable learners. Ensuring that the school's SEN non-negotiables **(Appendix D)** are shared with staff and are being met consistently across the school.

6.2 The SEN governor

The SEN governor will:

- Identify and collate information for Education, Health and Care Plans when needed.

- Make sure that Grange Primary School has an up to date SEND Report.

- Make sure that Grange Primary School has appropriate provision and has made necessary adaptations to meet the needs of all children at school.

- Ensure that the school's SEN funding is appropriately spent.

- Make sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities.

- Undertake visits to understand and monitor the support given to children with SEND and to ensure that every child achieves his/her potential.

6.3 The headteacher

The headteacher is Miss Rebecca Benjamins

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school

- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

- Line Managing the SENCo and developing the school's SEND Information Report.

- Ensuring this SEND Information Report is adhered to.

- Ensuring that the Administration of Medicine policy is adhered to and that the medical needs of children are met

- Monitoring and organising provision for children who are Looked After

6.4 Class teachers

Each class teacher is responsible for:

- Making sure that all children have access to quality first teaching with a broad and balanced curriculum that is differentiated to meet your child's individual needs.

- Monitoring the progress of children and identifying, planning and delivering any additional support your child may need.

- Creating Individual Provision Maps for children with an EHC Plan (Education, Health and Care Plan) or SEN Support plans for children with high levels of

need where an EHCP might not yet be in place together with the SENCo. These are shared with and reviewed with parents at least once each term.

- Ensuring that all members of staff working with different children are aware of their individual needs and/or conditions and what support best works for them in order for them to make progress. This may involve the use of additional adult, specialist support staff and individually planned work and resources.

- Ensuring they adhere to Grange Primary School's SEND Information Report and SEND Policy and that this is fully reflected in their teaching.

- Differentiates in planning and provision for children; and their full range of unique abilities

- Has a role in the initial information gathering when we are identifying and assessing if a child has a Special Educational Need

- Regularly communicates through a range of methods (e.g. informally at morning drop off and afternoon pick---up, phone calls, meetings, communication books, etc.) with parents/carers

- Works with other members of school staff and external professionals where necessary to make the best provision for children with SEND   Applying the school's SEND Information Report.

- Line managing additional TA support that is available within every class.

- Following any recommendations made by the SENCo or external

6.5 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are

- Contributing to setting targets or outcomes

- Attending review meetings

- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support (implementation)

All children and young people are entitled to an appropriate education; one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to achieve their best, become confident individuals living fulfilling lives, and make a successful transition into the next phase of their lives.

We believe that every teacher is a teacher of every child, including those with special educational needs and the disadvantaged.

The worth of each child compels us to strive to fulfil their potential, with special consideration given to those who are disadvantaged. Therefore, we aim to:
- Develop the curriculum to extend the needs and interests of *all* children
- Build curiosity and excitement about the world we live in through rich first-hand experiences and visits
- Nurture the aspirations and hopes of *all* children so they can achieve highly
- Cultivate children's wider interests through high quality extra-curricular opportunities. Provide quality first teaching for *all*
- Ensure that *all* children make good or better progress with regular reviews of progress made
- Facilitate high quality training for staff to equip them with the skills to implement within the classroom to ensure that *all* children flourish

8.1 What do ALL learners receive at Grange Primary School?

At Grange Primary School we believe in participation for all. We value Quality First Teaching (high-quality) for ALL learners and monitor the quality of teaching and learning in the school. We use a range of methods to ensure the standard of this including regular lesson observations, work scrutiny. All teaching and support staff attend weekly training as well as attending relevant courses to support the needs of the children in our school and continually support our staff's professional development.

The class teacher will ensure the following for all children:
- Provide Quality First Teaching
- Have the highest expectations for all children
- Ensure a differentiated curriculum to meet all children's needs
- Offer a broad and balanced curriculum
- Provide a range of resources and teaching strategies to support all learning needs
- Ensure that individual strategies/resources are in place for children with specific needs

- Provide a safe and trusted place for children to bring any concerns and worries that are then addressed according to the school's ethos and policies
- Ensure that reasonable adjustments are made so that all activities planned for including trips and enrichment opportunities, are fully accessible to all.

8.2 Quality First Teaching (QFT)

"The effective inclusion of all pupils in high-quality everyday personalised teaching. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explain new vocabulary; use lively, interactive teaching styles and make maximum use of visual and kinaesthetic as well as auditory/verbal learning."

Features of Quality First Teaching:
- Well-planned teaching sequence,
- Robust assessment of children's learning at outset and throughout the lesson to secure good progress,
- Taking soundings and adjusting the teaching to meet the needs of pupils,
- Sharp learning objectives with planned differentiated outcomes,
- High demand of pupil involvement – developing peer experts, paired and group tasks, collaborative working,
- Teacher questioning, modeling and explaining,
- Well-judged teaching strategies, visual and kinaesthetic, auditory and verbal,
- Pupils beginning to take responsibility for own learning – through working independently,
- Encouragement and authentic praise to engage and motivate,
- Up to date marking, with helpful next step comments – and opportunities for pupils to respond.

8.3 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment when they start at the school using base line assessments. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline

- Fails to match or better their previous rate of progress

- Fails to close the attainment gap between them and their peers

- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO through an internal referral form (**Appendix A**) which will lead to an initial discussion about whether this lack of progress may be due to a special educational need. The SENCo will conduct in-class observations and feedback to all relevant stakeholders. Where necessary, staff will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN

- They are known to external agencies

- They have an education, health and care plan (EHCP)

Then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

The following diagram illustrates our procedures when identifying children with SEN.

Identification of support for pupils with SEN at Grange

Needs identified and referral made by stakeholder. Information collected and

Higher level of concern
- SENCo observes and child added to SEN Register (K code)
- Discussion with parents over next steps
- Child is given an Assess, Plan, Do, Review cycle

Low level concern teacher continues to adapt quality first teaching and intervention(s) if needed

Review and progress made with no further concern

Review and further support needed

Child's progress is monitored termly using the Assess, Plan, Do, Review cycle

Quality first teaching is adapted and the child accesses interventions

Next steps discussed between Grange and key stakeholders including parents/carers this could involve external agencies including: EP, SALT, Behaviour support, Occupational Therapist or others

Support from agencies is implemented

School is able to provide additional support

Additional support is required which is beyond the delegated school budget. With consent from parents an EHCP needs assessment is requested from Southwark

Needs assessment is granted

Request is rejected but support is still needed

Child is given an EHCP (E-code) and additional support implemented and reviewed annually. Pupil Passport issued and discussed termly between parents/carers and SENCo

8.4 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

8.5 The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, Scholar Pack, and will be made accessible to staff in a school-based support plan (using an assess, plan, do review cycle appendix 2).

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

8.6 Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K. These pupils will have individual Learning Targets outlined through the school's Assess, Plan, Do and Review template **(see Appendix B).** These are updated termly by staff and shared with stakeholders.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E. These pupils will have their targets and interventions outlined in a more detailed pupil passport **(Appendix C)** which will be shared with parents/carers on a regular basis and revieiewd termly by the teacher/SENCo. Children with an EHCP plan may be entitled to some extra funding. This is allocated through a banding system. This money is then used to support with intervention or extra support for the pupil.

The table below indicates how our support evolves depending on the need of the child:

Area of Difficulty	All pupils where appropriate **Wave 1 Universal**	Some pupils- additional support not met by wave 1 **Wave 2 Targeted**	A few pupils – additional support not met by wave 1 &2 **Wave 3 Intensive, Individual or specialist support**
Cognition and Learning (C&L)	*Quality First Teaching with adaptive teaching in every lesson *TA support in class: to support the children's independent learning – task planners, small group support, discussions *Focused group work with class teacher *Differentiated curriculum planning, activities, delivery and outcome *Collaborative approaches to learning e.g. group/paired work. *Resources to support independence in class – Clear Learning questions & success criterias, writing frames, word banks, key vocabulary, picture dictionaries, dictionaries, thesauruses and concrete resources in maths such as: 100 squares, numicon, number lines, diene cubes, word and phonics mats etc.	*1:1 reading with TA or adult *Nessy – online literacy intervention programme (TA led) * Times Tables Rocks Stars and Mathleticsmaths intervention (TA led) *Booster classes (before or after school) in preparation for Y2 and Y6 SATs *Arithmetic sessions held weekly by class TA in KS2 *Colourful Semantics to help children with structure of sentences *Additional Phonics/ Phonological Awareness groups using Little Wandle *1:1 support (in specific areas eg. spelling/phonics/reading) *Increasing teaching adapation (personalised learning programme) *Access to specialised equipment (eg laptop for writing)	Flexible and reduced timetables Individualised teaching adaption 1:1 or 1:2 and small group support from TA High level of support in class Task planners to list steps to complete *Dyslexia friendly coloured screens to assist with writing Advice / intervention from external agencies eg. Educational Psychologist and SALT

		*Access to dyslexia friendly books	Individual workstations for children to work at when needed
	*Creative curriculum with multi-sensory approaches to teaching and learning		
	*Whole school handwriting scheme (Letter Join).		
	*Peer and Self-Assessment		
	* Use metacognitive questions to help child identify patterns and reflect on learning process		
	*Give opportunities for repetition, retrieval, reinforcement and over-learning to support with working memory		
	*Concrete, Pictorial and Abstract manipulatives used throughout lessons		
	*Use graphic organisers, mind mapping and writing frames		
	* Effective marking delivering feedback, next steps and pupil response to marking		
	*Regular and on-going assessments to ensure work set is appropriate level of challenge		
	*Regular staff training on teaching and learning.		
	*Increased visual aids/ modelling etc including Inprint word banks (visual wordbanks)		
	*Visual timetables		
	*Access to ICT		

Communication and Interaction (CL)	*Differentiated curriculum planning, activities, delivery and outcome e.g. Modified/simplified teacher language, key vocabulary	*Modified tasks to take account of further difficulties; further differentiation	Individual speech and language assessment and targets set and a part-time Speech and language therapist working at the school 1 day a week (Unlocking Language)
	*TA support in class to support children's independent learning e.g. – writing frames, break tasks down into steps, understanding of tasks, reminders or learning questions and success criteria's to facilitate group discussion and participation	*Makaton to support communication through nonverbal techniques *Targeted speech and language programme e.g:	Individual support from TA to achieve S&L therapist set objectives
	*Use of visual aids / modelling etc including visual wordbanks using Communication InPrint	• Therapeutic Writing • Speech Bubbles writing through drama • Lego Therapy • Attention Bucket (EYFS)	Targeted 1:1 support in class
	*Talk partners *Small group work and discussions	*Specific teaching of social skills / social skills group * Support for transition between tasks e.g. now and next boards / individual visual timetable	Individualised differentiation and timetable
	*Whole school approach to phonics (Using Little WAndle) *Word mats to support the development of vocabulary	*TA pre-teaching of vocabulary in intervention groups	Staff trained and skilled in teaching and supporting children with speech and language needs
	*time to process information *Structured school and class routines, reinforced by visual timetables in class. Preparation for routine change and transition times	* use of task planners to help children identify what to do next and when *Visual prompts on TAs to help with communication	External specialist support and guidance e.g. Educational Psychologist, Speech and language therapist, Autism Support Team
	*Stem sentences to support answering questions		
	* Model language, giving lots of examples of how word or sentence structure should be used		
	* Recast – repeat back what child said, correcting errors in speech sounds or grammar		
	* Expand – repeat back what child said, adding in extra word or phrase		
	* Give prompts and scaffolds such as sentence starters for speaking		

	Give limited choice of responses, e.g. "Would you like ____ or ____?" * Provide alternative communication methods, e.g. pointing to pictures / cards from selection* *Staff training from ASD outreach.* *Staff training from Speech and Language Therapist* *Whole school and class opportunities for speaking and listening e.g class assemblies, show and tell, head boy and girl speeches* *Use of ICT to support development of vocabulary* *Now and Next boards*		

Social, Mental and Emotional Health (SEMH)	*Whole school behaviour and anti-bullying policy.*
	
	Whole school and class rules set with clear expectations.
	
	Zones of Regulation used throughout the whole school
	
	PSHE leader who co-ordinates whole school events (e.g anti-bullying) and provision and progress of PSHCE curriculum (Jigsaw).
	
	Appropriate differentiation of the curriculum to ensure that children are motivated to learn and minimise emotional, social and behavioural difficulties.
	
	Class reward and sanctions system including use of Dojos
	
	Themed assemblies to promote the values of the school
	
	Regular celebration of children's achievements –
		* Speech Bubbles for those children with difficulty speaking and SEMH issues in KS1
		
		*Therapeutic Writing for those in KS2 with SEMH where writing can take place in the form of drama
		
		* Zones of Regulation support through 1:1 mentoring with Wellbeing Officers
		
		*Access to resources such as fidget toys, Wobble cushions etc
		
		*Access to safe spaces e.g. the library
		
		*Access to emotional literacy support through an ELSA
		
		*TA led small groups as needed e.g.
		
		    • Zones of regulation
		    • Social Skills
		*Social stories
		
		*Transition Groups (Y6)
		
		*Behaviour chart & targets with reporting daily to SLT
			Flexible and reduced timetables
			
			Individualised adaptive teaching
			
			Individual workstations for children to work at when needed
			
			1:1 support for break and lunchtimes
			
			A highly modified learning environment
			
			Involvement of CAMHS and other mental health services
			
			1:1 Ta support
			
			Advice/Intervention by external agencies

	both in class and whole school. to raise self-esteem *Child protection systems and safeguarding* *Lunchtime and playtime rules, routines and activities set up.* *Quiet spaces e.g. library, quiet area of playground.* *Children have roles and responsibilities e.g. school councillors, head girl & boy. Eco-committee* *Pupils given opportunities to give opinions and listened to e.g. pupil voice questionnaires* *Well-trained staff who are aware of mental and emotional health including 2 staff members who are mental health first aid.*	*Access to Sensory Room to help regulate emotions in a safe space	including Educational Psychologist / Speech and Language Therapist / Autism support team Referral and Support from Summerhouse Behavioural Support Service Individualised use of zones of regulation supported by 1:1 TA throughout the day
Sensory and/or Physical (SP)	*Flexible teaching arrangements –e.g. seating & resources.* * *Experiments in class, use of artefacts, moving around classroom to act out events and role-play, use of other physical resources related to topics taught.* *Music lessons and music used in class to enhance learning.* *Staff aware of implications of physical impairment.* *Extra time to complete tasks and differentiated tasks set.* *Use of outdoor space.* *Use of quiet rooms (intervention room, the house, the library)* *Use of ICT and visuals or class interactive technology.*	*Modified tasks to consider difficulties; further differentiation *Access to the school's Sensory Room to discover and explore the child's sensors *Occupational Therapy resource pack *Medical support through school nurse, CPD training etc *Care plans / risk assessments *Sensory diet – activities built into a child's timetable e.g. • Additional fine motor skills activities and sessions • Sensory box use of equipment • Sensory circuits • Movement and brain breaks outside of the classroom (TA led) *Access to equipment eg. fidget toys, pencil grips,	Individualised intimate care plan Training for staff where appropriate for physical disabilities Specialist equipment for VI, HI, PD Advice/Intervention by external agencies including Educational Psychologist / Speech and Language Therapist / Autism support team Referral for support and guidance from Occupational Therapist Physiotherapy Services support and plans followed in school

		wobble cushion, overlays, ear defenders	TA support during PE/ Outdoor learning / Break times etc

8.7 Evaluating the effectiveness of SEN provision (impact)

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- Your child's progress is continually monitored by the class teacher.

- Your child's progress is reviewed formally every term, through assessment weeks and pupil progress meetings as well as at half-termly review points. Children with an EHC plan are also reviewed at termly Individual Provision Map meetings that are shared with parents. Age-related standards of attainment are given in reading, writing, maths and science in accordance with the National Curriculum. This is shared as well as progress in other areas, as appropriate, such as attendance, engagement in learning and social and emotional development with key stakeholders either at parent meetings o through termly reports.

- If your child is in Key Stage 1 or 2, but has not yet met age-related expectations against the standards of the National Curriculum, a more sensitive assessment tool (Branch Maps) is used which shows their attainment in more detail and will also show smaller but significant steps of progress.

- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are more formally assessed. The school's strategy for doing this is SATs tests.

- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all key stakeholders, including parents involved with the child's education.

- There are a range of ways to keep you informed, which may include: -

  - Home/school learning diary
  - Home/school contact book
  - Letters/certificates sent home
  - Additional meetings as required
  - Annual Reviews
  - Termly reports and parents' meetings

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, including by using provision maps
- Reviewing data internally
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

9. Expertise and training of staff

The SENCO's job is to support the class teacher and support staff in planning for children with SEND. As a school:

- Has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND.
- This may include whole school training on SEND issues or to support identified groups of learners in school, such as children with ASD, dyslexia etc.
- The school delivers whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with a SEND.
- Individual teachers and support staff attend training courses run by the school during INSET days, and through outside agencies that are relevant to the needs of specific children in their class e.g. from the ASD Outreach service or medical /health training to support staff in implementing care plans.
- Individual training can be arranged for an identified staff member linked with the needs of a child with special educational needs and/or disabilities or identified through the school's performance management process.
- SENCO provides additional training to teaching staff to support them to train and support staff in the delivery of Quality First Teaching for all learners with SEND. This might include access to more specialised training on certain areas of SEN or a focus on pedagogies, approaches and resources for children with SEND. SENCOs also access wide ranging peer support as well as regular meetings with the Safeguarding team and Wellbeing Officer and Speech and Language Therapist.
- SENCo attends termly meetings with Southwark SEN Hub which provides an opportunity to share ideas and expertise across the network.

10. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists using Unlocking Language
- Specialist teachers or support services such as Southwark SEN PE
- Educational psychologists
- Occupational therapists to physiotherapists
- General practitioners or paediatricians
- School nurses
- Southwark Autism Outreach Team
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services including Ground work team

The Local Authority's offer includes:

Each local authority is producing its own local offer, depending on which borough you live in
you will be able to find out more information by via that authority's website. If you live in Southwark, that would be at http://www.localoffer.southwark.gov.uk/

Additionally, you can access impartial advice on SEND and other issues from the Southwark Information Advice and Support Team on 0207 525 3104. This service was formerly known as Parent Partnership.
http://www.localoffer.southwark.gov.uk/information---advice---and---support/

Also you can access support from the National Charity 'Contact a Family'
http://www.cafamily.org.uk/

Information on where to find further support
GENERAL SUPPORT
Southwark Local Offer:
For further information about support and services for pupils and their families please visit the Southwark's Local Offer at the following website:
www.localoffer.southwark.gov.uk

Southwarks' Information Advice and Support (SIAS) team (formerly called Parent Partnership) can provide support with understanding and accessing services available within the Local Offer. Please find more information at the following website address:
Southwark Information Advice and Support Team (SIAS) - Southwark Council
You can email them at: sias@southwark.gov.uk or Tel: 0207 525 3104

AUTISM
National Autistic Society is the leading UK charity for people with autism and Asperger syndrome and their families. They provide information, support, pioneering services and run a number of campaigns to raise awareness.
Website: http://www.autism.org.uk/

National Autistic Society Southwark Branch offer a support group which runs twice a month in quiet pubs in two different locations in the borough. It aims to provide emotional support in a friendly and supportive environment and to give information about local services.
Please see website for details of forthcoming meetings Pamela Douglas (Branch Officer)
Email: southwark@nas.org.uk
Tel: 07747 768536

Resources for Autism provide a range of support services for both children/young people and their families including autism specific home/community support for all

ages and autism specific parent/carer groups. They also offer autism specific play and youth clubs and holiday play schemes for children and young people aged 8-19 years old.
Website: www.resourcesforautism.org.uk
Email: admin@resourcesforautism.org.uk
Tel: 020 8458 3259

ADHD
ADDISS The National Attention Deficit Disorder Information and Support Service
provide information and resources about Attention Deficit Hyperactivity Disorder to parents, sufferers, teachers or health professionals.
Website: http://www.addiss.co.uk/about.htm
Tel: 020 8952 2800

The ADHD Foundation supports achievement, educational attainment, mental health and employability. The Foundation works in partnership with those living with ADHD, enabling them understand and manage ADHD. Website: http://www.adhdfoundation.org.uk/ Telephone: 0151 237 2661

ALL DISABILITIES
Contact a Family is a UK-wide charity providing advice, information and support to the Parents of all disabled children, no matter what their disability or health condition. They enable Parent's to get in contact with other families, both on a local and national basis. The Southwark branch produces the **Grapevine Newsletter** outlining events and information for parents. Services include: drop in service at Sunshine House and selected children centres; phone advice 5 days per week between 9.00 am and 5.00pm; Helpline advice on specialist topics: education, welfare and benefits, housing; casework support to individual families; DLA workshops at Sunshine House; family-focused social events; coffee mornings and afternoons. For more information regarding Contact a family generally please see Website: http://www.cafamily.org.uk/ Helpline: 0808 808 3555
Details of the Southwark branch are as follows: **Cambridge House, 1 Addington Square, London SE5 0HF**, Email: southwark.office@cafamily.org.uk Tel: 020 7358 7799

KIDS: Is a charity that works with children and young people from birth to the age of 25 who are disabled; those who may have 'a physical, sensory or mental impairment (including mental health issues) which in creates barriers which hinder their full and equal participation in society.' Their work is also with the individuals who are affected by this situation (such as families and young carers).
KIDS London: 7-9 Elliott's Place, London N1 8HX
Website: www.kids.org.uk
Tel: 020 7359 3635

KIDS London SEND Mediation Service is an independent disagreement resolution service that provides mediation meetings for parents of children with Special

Educational Needs and their local education authority or the child's school when there is some kind of disagreement surrounding how best to meet those needs. Mediation is an informal, voluntary process where parties in disagreement meet together with an independent mediator. Website: http://www.kids.org.uk/Event/SEND-mediation-service   Telephone: 0207 359 3635

National Network of Parent Carer forums: this is a Parent Carer's forum run by parents who have children with a disability.
Website: http://www.nnpcf.org.uk/
Scope is a charity that provides free, independent and impartial information and support on the issues that matter to disabled people and their families.
Website: http://www.scope.org.uk/
Email: helpline@scope.org.uk
Tel: (call free on: 0808 800 3333)

DYSLEXIA
The Dyslexia – SPLD trust is a collaboration of voluntary and community organisation with funding from the Department of Education to provide reliable information for parents, teachers and the wider sector. It can provide specific information and guidance on how to support children and young people with Dyslexia.
Website: http://www.thedyslexia-spldtrust.org.uk
Email: info@thedyslexia-spldtrust.org.uk
Tel: 01344 381564

Dyslexia Action is a charity that provides services and support for people of all ages. The website includes information for parents and carers, including a reading list for reluctant readers. Local centres in the UK provide assessment and tutor facilities. All Dyslexia Action Centres offer free half hour consultations as well as assessments, screening, tuition and consultancy.
Website: http://www.dyslexiaaction.org.uk

Calibre Audio Library is a charity that believes that having poor sight or other reading difficulties, such as dyslexia, should not act as barriers to the pleasures of reading. The lend audio books to members aged 5+. There is a joining fee of £20 for young members.
Website: http://www.calibre.org.uk
Tel: 01296 432339
Post: Calibre Audio Library, Aylesbury, Bucks, HP22 5XQ

DYSPRAXIA/DEVELOPMENT COORDINATION DISORDER (DCD)
Dyspraxia Foundation can help to find sources of support. It publishes a range of leaflets, booklets and books on aspects the condition.
Website: http://www.dyspraxiafoundation.org.uk
Tel: 01462 454986

HEARING IMPAIRMENT

The National Deaf Children's Society (NDCS) is a charity dedicated to creating a world without barriers for deaf children and young people. They can provide online factsheets, booklets and DVDs. You can become a member of the NDCS and receive family support via the helpline.

Website: www.ndcs.org.uk
Email: helpline@ndcs.org.uk
Telephone: 0808 8008880

MENTAL HEALTH

Young Minds is the UK's leading charity committed to improving the emotional wellbeing and mental health of children and young people. They provide information and support for anyone worried about a child or young person's behaviour and mental health, including information regarding symptoms, diagnosis and treatment of common mental health and behaviour concerns, especially for parents and carers. Website: http://www.youngminds.org.uk Parent helpline: 0808 802 5544

SPEECH AND LANGUAGE

I can provide a range of information services, help and advice for parents about speech, language and communication. It includes a free call-back service with a speech and language therapist, Talking Point a website dedicated to speech and language issues and an assessment service.

Website: http://www.ican.org.uk/
Email: help@ican.org.uk
Tel: 020 7843 2544 - to arrange to speak to a Speech and language therapist.

VISUAL IMPAIRMENT

Royal London Society for the Blind (RLSB) supports blind young people & kids to live life without limits. Website: www.rlsb.org.uk
Email: enquiries@rlsb.org.uk
Telephone: 01732 592500

11. Admission and accessibility arrangements

- We take all applications on an individual basis.
- Each child and their needs are considered on an individual basis.
- Reasonable adjustments will be made, wherever possible, if required, e.g. disabled access.
- Careful consideration is given to the most suitable class, with consideration being given to the current cohort and the support required.
- New children arriving mid-year have identified buddies within the classroom.
- Contact is made with the previous school as well as visits carried out where possible to ensure comprehensive handover of information.

11.2 Accessibility arrangements

For accessibility arrangements, please refer to the school's accessibility policy, which can be found on the school's website.

12. Complaints about SEND provision

We operate an open-door policy where you are able to speak to your child's class teacher at an appropriate time. If you would like to speak with them in depth, feel free to arrange an appropriate time to meet with them or contact the school office to arrange an appointment.

Email: office@grange.southwark.sch.uk

- If you have any concerns, we recommend you speak to your child's class teacher initially.
- Further discussion can be held between yourself, your child's class teacher and the school SENCO to discuss your concerns.
- If you are not happy with support put into place for your child, you can contact the Headteacher. If you are still dissatisfied after you have contacted the Headteacher, you can contact the school SEND Governor.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

13. Monitoring and evaluation arrangements

13.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term

- How early pupils are identified as having SEND

- Pupils' progress and attainment once they have been identified as having SEND

- Whether pupils with SEND feel safe, valued and included in the school community

- Comments and feedback from pupils and their parents

13.2 Monitoring the policy

This policy and information report will be reviewed by [David Bucknall/SENCO] **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

14. Links with other policies and documents

This policy links to the following documents:

- SEN information report

- The local offer

- Accessibility plan

- Behaviour policy

- Equality information and objectives

- Supporting pupils with medical conditions policy

- Attendance policy

- Safeguarding / child protection policy

- Complaints policy

Appendix A Internal referral form

Grange Primary School
Webb Street, London SE1 4RP
Grow with Grange.

Internal Referral Form
Record of Concern/Monitoring Stage

Name of Pupil			
DoB			
Class		Year Group	
Date of Referral			

Please tick (or place an X) for each statement below

Area of Concern	No concern	Some concern	Significant concern
Reading			
Spelling			
Number concepts			
Presentation			
Organisation of thoughts			
Sequencing			
Following instructions			
Spatial skills			
Short-term auditory memory/visual memory			
Independent learning			
Working in groups			
Concentration and attention			
Confidence			
Verbal participation			
Self-esteem/Motivation			
Social communication			
Leaving seat or designated space			
Work refusal			
Respect towards adults			
Friendships/Respects towards peers			
Homework			

What have you already done to support this pupil?

Appendix B: Assess, Plan, Do, Review Cycle template

<table>
<tr><td colspan="3">Grange Primary School
Grow with Grange.</td><td colspan="2">Individual Support Plan- K Code</td><td colspan="2">Southwark Council</td></tr>
<tr><td colspan="2">Child's Name:
Click or tap here to enter text.</td><td colspan="2">Date of Birth:
Click or tap here to enter text.</td><td colspan="3">Date Plan Started:
Click or tap here to enter text.</td></tr>
</table>

Baseline Assessment

Child/Young Person's Voice	Parent/Carer's Voice	Any diagnoses
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item. Choose an item. Choose an item.

Cognition and Learning		Communication and Interaction	
Strengths	Needs	Strengths	Needs
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Social, Emotional and Mental Health		Physical and Sensory Needs	
Strengths	Needs	Strengths	Needs
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Cycles of Support   Cycle Choose an item.   From: Date   To: Date

Assess: the need (and current attainment if appropriate)	Plan: SMART target	Do: How will this be achieved?	Review
Example: Writing – Y3D (two years below ARE)	X will be able to use accurate punctuation in her writing, including direct speech, with less than 4 errors per A4 page.	TA support in all English lessons, daily, 1 hour, 1:3 Precision teaching with TA, daily, 10 minutes, 1:1	Choose an item.
Cognition and Learning Assess the need	SMART target	Name of intervention, frequency, length, run by whom	Choose an item.
Speech and Language Assess the need	SMART target	Name of intervention, frequency, length, run by whom	Choose an item.
Social, Emotional and Mental Health Assess the need	SMART target	Name of intervention, frequency, length, run by whom	Choose an item.
Sensory and Physical Assess the need	SMART target	Name of intervention, frequency, length, run by whom	Choose an item.
Area of Concern – Click here to enter text Assess the need	SMART target	Name of intervention, frequency, length, run by whom	Choose an item.

TAC meeting   Date Click or tap here to enter text.   Attendees: Click or tap here to enter text.

Progress
Areas for development (including any new specialist advice)

Appendix C: Individual Provision Map for children with an EHCP template

Grange Primary School
Webb Street, London SE1 4RP
Grow with Grange.

Individual Support Plan - EHCP

Southwark Council

Child's Name and year group:	Date of Birth:	Date of EHCP/last review:
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

What's important to me…
-

What people like and admire about me…

Likes and dislikes…
I like:
-
I dislike:
-

How best to support me…
-

- **My parents/Carers** say:

Cycles of Support

Cycle Choose an item. **From:** Date **To:** Date

Attainment	English/Writing:	Reading:	Maths:
Long Term Target from EHCP	SMART target	How will this be achieved?	Outcome
Example: X will make progress in her literacy in both her actual ability and in developing strategies to access the curriculum despite her literacy needs.	X will be able to use accurate punctuation in her writing, including direct speech, with less than 4 errors per A4 page.	TA support in all English lessons, daily, 1 hour, 1:3 Precision teaching with TA, daily, 10 minutes, 1:1	Choose an item.
C&L:	SMART target	Name of intervention, frequency, length, run by whom	Choose an item.
S&L:	SMART target	Name of intervention, frequency, length, run by whom	Choose an item.
SEMH:	SMART target	Name of intervention, frequency, length, run by whom	Choose an item.
S&D:	SMART target	Name of intervention, frequency, length, run by whom	Choose an item.
Click or tap here to enter text.	SMART target	Name of intervention, frequency, length, run by whom	Choose an item.

Any diagnoses			
Choose an item. Choose an item. Choose an item.			
Cognition and Learning		**Communication and Interaction**	
Strengths	Needs	Strengths	Needs
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Social, Emotional and Mental Health		**Physical and Sensory Needs**	
Strengths	Needs	Strengths	Needs
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

TAC meeting

Date Click or tap here to enter text. **Attendees:** Click or tap here to enter text.

Progress
Areas for development (including any new specialist advice)

Appendix D: SEN non-negotiables

Grange Primary School
Webb Street, London SE1 4RP
Grow with Grange.

SEN Non-Negotiable Check List

Provision

⇒ All staff will read key documents (including **school policy**) and be familiar with the statutory requirements for supporting SEN children

⇒ EHCP children and SEN support children will work with <u>all staff</u> throughout the week and be encouraged to work <u>independently.</u> When supporting children, we use the **learning journey** model

⇒ Teachers must maintain a **class SEN folder**, Class TAs an **intervention folder** and SEN TAs an **EHCP folder**

⇒ EHCP children will have an **EHCP Assess, Plan, Do, Review (APDR) form** which will be reviewed regularly and updated termly by the class teacher and TA. These children will also have visible targets. This will be shared with stakeholders. These will be kept in the TA EHCP folder

⇒ **SEN support children** will have an **SEN Support APDR form** which will be reviewed termly by the class teacher and shared with stakeholders. These will be kept in the class SEN folder

⇒ Staff can use the school's **Waves of Support** document for suggestions on how to support children within their provision. Teachers are encouraged to use this document to **adapt** their teaching and ensure they consistently use **quality first teaching** for <u>all</u> their pupils.

⇒ Staff must provide children with regular feedback to pupils on their progress

⇒ Class Teachers will **timetable interventions** for children in their class by referring to and updating the **school's provision map**. Class teachers will make at least termly assessments of all pupils (including those with SEN) in their class

Resources

⇒ All staff will wear the **uniform visual lanyards** to support our children

⇒ All classes must have a **visual timetable** updated daily and use of **visual word banks** in every lesson

⇒ Class staff are responsible for using other resources such as: **Now and Next boards, Communication boards** and others (these can be found on the shared drive). Resources like **ear defenders, wobble cushions and fidget toys** can be found in the SENCo's office.

⇒ Staff are responsible for ensuring that the **Sensory Room** is left tidy and turned off after use.

⇒ The SENCo will work with **external agencies** and share reports with stakeholders

⇒ Staff should ensure they adapt their communication to support all learners. Staff are encouraged to **break down instructions, simplify language, use visuals and Makaton** to support

Behaviour

⇒ Individual **behaviour charts/reward systems** must be used consistently throughout the school

⇒ Some children will have an **individual behaviour plan**, staff should use strategies within this and adapt it when necessary. Certain pupils behaviours will be monitored using **ABC charts** and/or the **emotional monitoring form** which will be completed by school staff and reviewed by the SENCo.

⇒ Some identified pupils will benefit from being provided with **social stories, Zones of Regulation, movement breaks, sensory circuits, comic strip conversations, fidget toys and access to the sensory room.** All of these must be used consistently and with high expectations