



SEND Policy

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Introduction

At Guildford Grove, we are committed to giving our pupils every opportunity to reach their full potential. We have high aspirations and expectations for all.

The SEND Code of Practice (2015) states that children with special educational needs or should have full access to a broad, balanced and relevant education. We seek, wherever possible, to remove barriers to learning and participation that may prevent children with special educational needs and disabilities (SEND) from fully accessing the curriculum.

This policy recognises the shared responsibilities of the Governing Body, Senior Leadership Team, SENCO and other staff relating to the fulfilment of statutory responsibilities and on the quality and effectiveness of the arrangements for SEND.

Aims

At Guildford Grove all pupils, regardless of their particular needs, are provided with Ordinarily Available Inclusive Provision (OAIP) that enables them to make the best possible progress and to feel that they are a valued member of the wider school community. We expect all pupils with SEND to meet or exceed the high expectations that we set for them. We will use our best endeavours to provide an inclusive environment and ethos and secure support for pupils who require it, so that they can participate fully in all that Guildford Grove Primary School offers.

Objectives

Guildford Grove objectives for SEND:

- There is equal access to the curriculum and equality of opportunity in all aspects of school life for children with SEND.
- Ordinarily Available Inclusive Provision is in place for all children, including adaptive teaching and targeted support.
- Identification of a children's needs takes place at the earliest stage.
- Progress is monitored through continuing observation and assessment.
- Clear and informative records track the child's provision and progress throughout the school.
- Children's views are sought in relation to their own needs and how they should be met.
- Parents are informed at an early stage and are involved in the programme of support.

Definition of Special Educational Needs and Disabilities

A Special Educational Need (SEND) is defined as where a child's learning difficulty or disability calls for special educational provision. This provision will be different from or additional to that ordinarily available to pupils of the same age.

The SEND Code of Practice (DFE, 2015) outlines the following broad areas of SEND:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical impairment

SEND and Safeguarding

The school recognises that children with SEND may be more vulnerable to safeguarding concerns. Staff follow the procedures set out in the school's Safeguarding and Child Protection Policy. The SENCO works closely with the Designated Safeguarding Lead to ensure appropriate support and protection is in place for pupils with SEND.

See Guildford Grove Safeguarding and Child Protection Policy.

Medical conditions

Pupils with medical conditions will be supported in accordance with the school's Supporting Pupils with Medical Conditions Policy.

Identification of Special Educational Needs

The principle of early identification and intervention underpins our approach to supporting those with SEND. Children's progress, mental health and wellbeing and behaviour are closely observed and monitored and appropriate screening and assessment tools are used to identify potential SEND.

When children have been identified as having a potential SEND, parents will be informed and appropriate support will be put in place.

Provision

High Quality Adaptive Teaching underpins all SEND provision. Class teachers are responsible for the teaching of all children, including those with additional and SEND. Teachers adapt the learning for all pupils to ensure that each pupil is given the best opportunity to access learning and to reach their potential. They make adaptations to the classroom environment when needed. Additional interventions such as phonics catch up and language support may be put in place.

When a pupil is identified as having SEND, teachers will devise an individualised Learning Plan to address the child's needs and further targeted intervention is put in place as required. Specialist expertise may be consulted if, as a school, we feel that our interventions are not having sufficient impact for the child.

Learning Plans will be reviewed and updated termly. The SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised. This is known as the Graduated Approach (assess, plan, do and review).

Throughout this process, our SENCo works in close partnership with parents and carers.

Graduated Response for SEND

The graduated response for SEND (Special Educational Needs and Disabilities) is a four-part cycle of Assess – Plan – Do – Review, used by schools to provide increasingly tailored support to remove barriers to learning. It moves from OAIP to specialised, individual interventions for learners with identified needs.

For further details see appendix - Graduated Response for SEND

- **Assess:** We ensure we regularly assess all pupils' needs so that each pupil's progress and development is carefully tracked and compared to their peers and national expectations. We listen to the views of parents/carers and the pupil. In some cases, we will draw on the assessments and guidance from other education professionals e.g. Specialist Teaching Team for Behaviour and Learning, Physical and Sensory Support Service, Educational Psychology, Occupational Therapy Service, Speech and language Therapy and Specialist School Outreach Services. We also liaise with professionals from Health and Children's Services where appropriate.
- **Plan:** Where SEND Support is required the teacher and SENCo will devise a plan outlining the adjustments, interventions and support which will be put in place for the pupil, as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets will be shared with parents, and their involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All staff who work with the pupil will be made aware of the plan.
- **Do:** The class teacher is responsible for working with the pupil daily. They will work closely with the learning support assistants or specialist staff who provide the support set out in the plan and will monitor the progress being made. The SENCo will provide support, guidance and advice for the teacher.
- **Review:** Reviews of a pupil's progress will be made regularly, dependent on their individual targets. The review process will evaluate the impact and quality of the support and interventions. The class teacher, in conjunction with the SENCo, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments.

Monitoring and Evaluation of SEND Provision

The quality of provision for pupils with SEND is monitored through:

- analysis of pupil progress data
- review of Learning Plans
- monitoring and learning walks
- pupil and parent voice
- reports to the governing body.

Educational and Health Care Plan (EHCP)

A very small number of children with complex and significant needs will require a co-ordinated multi-agency approach and a high level of support and intervention. These children require a statutory assessment of their needs, carried out by the local authority. A statutory assessment involves a process of information gathering leading to a statutory document; an Educational Health care Plan.

The purpose of an EHC Plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. (SEND Code of Practice, 2015, DFE)

The parents of any child who is referred for a statutory assessment will be involved in making the referral and will be informed of the progress of the referral.

Provision for a child with an EHC Plan is, by definition, unique and individualised. A child with needs at this level is likely to be known to multiple agencies and these other professionals will contribute to supporting the child and be invited to attend person centred annual reviews.

Children with an EHC Plan will have a detailed Learning Plan outlining goals, actions and provision.

Progress toward Learning Plan targets will be reviewed during reviewed termly and during the person-centred annual review.

Partnership with Parents

Guildford Grove School firmly believes in developing a strong partnership with parents/carers to enable children with SEND to achieve their potential. We recognise that parents have a unique overview of the child's needs and how best to support them and that this gives them a key role in the partnership.

We encourage parents to make an active contribution to their child's education. Parents consultations and additional meetings are offered to parents to ensure that lines of communication between school and home remain open.

The targets for children with SEND are reviewed termly and are recorded on the pupil's Learning Plan. Parents are invited to meet with the SENCo and are informed of these targets.

Parents of children with an EHCP will be invited to the annual review where their ideas will be shared along with professionals working with the child. The EHCP outcomes will be reviewed and evaluated. Future outcomes will be jointly written and agreed between all parties.

The SEND team offers half termly information session for parents, including visiting speakers and facilitates a monthly cafe to support parents and carers of children with SEND.

Admissions

The school caters for the admission of pupils with special educational needs and disabilities through liaison with the local authority and the parents.

The SENCo is notified by the schools' admission team when a special educational need or disability is known.

At Guildford Grove School we wish to provide the right support from the first day that a child starts in school. The SENCo liaises with local pre-school settings for admissions at the beginning of the school year, to identify any children coming to the school with identified SEND. Where possible, visits to the pre-school will be arranged to ensure information is shared before the pupil starts in school.

In year admissions of pupils with identified SEND will include similarly close liaison between both schools, the SENCos and the schools' admission team. Parents will be encouraged to bring the child for a visit to the school before they start.

The SENCO will exchange information and documentation with previous settings when a pupil moves on to a new setting.

Transition Arrangements

At Guildford Grove we plan for all pupils joining and leaving our school and we have enhanced arrangements for pupils with additional or special educational needs. Pupils are supported to understand and manage transitions and predictable changes in their lives. Staff at Guildford Grove will liaise closely with the receiving school. This will include passing on information about the child's educational history, completing relevant transfer documents, and taking part in the Surrey ASPIRE programme for year 6 SEND pupils.

Roles and Responsibilities

Each class teacher is responsible for:

- Planning and delivering high-quality teaching that is adapted to meet the needs of all pupils, including those with SEND, through a graduated approach.
- Monitoring the progress and development of every pupil in their class, including identifying pupils who may require additional support.
- Implementing and reviewing the agreed provision for pupils with SEND, including any individual learning plans or targeted interventions.
- Working closely with teaching assistants and specialist staff to plan and evaluate the impact of support and interventions, ensuring they are effectively linked to classroom learning.
- Working with the SENCo to review each pupil's progress and development and to determine whether adjustments to provision are required.
- Ensuring that they follow this SEND Policy and the school's Graduated Response procedures.
- Maintaining clear communication with parents and carers, including:
 - sharing outcomes and reviewing progress towards them
 - discussing strategies and support to help the pupil achieve these outcomes
 - listening to parents'/carers' views and agreeing aspirations for the pupil.
- Ensuring pupils' views are sought and taken into account, where appropriate, when planning support and reviewing progress.

SENCo

The SENCo is responsible for:

- Informing parents when it is identified that their child may have SEND and liaising with them about the pupil's needs and the provision being made.
- Working with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision across the school.
- Having day-to-day responsibility for the operation of this policy and coordinating the specific provision made to support pupils with SEND, including those with Education, Health and Care Plans (EHCPs).
- Providing professional guidance and support to colleagues and working collaboratively with staff, parents and external agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advising staff on the graduated approach to SEND support, including appropriate teaching strategies, adaptations and interventions.
- Acting as the main point of contact for external agencies, including the local authority and specialist support services, and coordinating the involvement of these services where appropriate.

- Liaising with potential next providers of education to ensure that pupils and their parents/carers are informed about options and that effective transition arrangements are in place.
- Ensuring that when a pupil moves to another school or setting, all relevant information about the pupil's SEND and the provision in place is shared with the receiving setting in a timely manner.
- Working with the headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010, including making reasonable adjustments and ensuring appropriate access arrangements.
- Ensuring that the school maintains accurate and up-to-date records of all pupils with SEND.
- Working with the headteacher to identify staff training needs related to SEND and contributing to the planning of continuing professional development.
- Monitoring and evaluating the effectiveness of SEND provision across the school, including reviewing the impact of interventions and ensuring that support is used effectively.
- Contributing to the development and review of the SEND Information Report and updating this policy as required.
- Analysing data and identifying patterns in the identification and progress of pupils with SEND, both within the school and in comparison with national data, to support improvements in teaching and provision.

Deputy Headteacher for Inclusion

The Deputy Headteacher for Inclusion will:

- Provide strategic leadership for inclusion across the school, ensuring a supportive and aspirational environment for all pupils, particularly those who are vulnerable or have additional needs.
- Lead and oversee the work of the SEND team, the Lighthouse specialist centre team and the safeguarding team, ensuring effective collaboration to support pupils' learning, wellbeing and safety.
- Work with the SENCo and SEND link governor to support the strategic development of the school's SEND policy and provision.
- Maintain strategic oversight of SEND provision across the school, including monitoring the progress and outcomes of pupils with SEND.
- Work with the SENCo and governing body to ensure the school meets its responsibilities under the Equality Act 2010, including making reasonable adjustments and appropriate access arrangements.
- Monitor the use of the school's notional SEND budget, including any additional funding allocated by the local authority to support individual pupils.
- Ensure that the SENCo has sufficient time and resources to carry out their role effectively.
- Maintain an overview of the needs of pupils on the SEND register and ensure that appropriate provision is in place.
- Work with the SENCo to identify staff training needs related to SEND and inclusion, incorporating these into the school's continuing professional development programme.
- Work with the SENCo to monitor and evaluate the effectiveness of SEND provision, including the impact of interventions and support.
- Analyse SEND and inclusion data with the SENCo and teaching staff to identify patterns in identification, provision and outcomes, using this information to inform whole-school improvement and strengthen the quality of teaching.

SEND Governor

The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings.

- Monitor the quality and effectiveness of SEND provision within the school and report back to the governing board.
- Work with the SENCo and Senior Leadership Team to support the strategic development of SEND provision and the SEND policy.
- Provide appropriate challenge and support to school leaders to ensure that pupils with SEND are effectively supported and make good progress.
- Ensure the governing board is kept informed about SEND provision, developments and outcomes for pupils with SEND.

Parents / Carers

Parents and carers are encouraged to inform the school if they have any concerns about their child's progress, development or wellbeing.

Parents or carers of pupils on the SEND register will be given opportunities to share information and express their views about their child's needs and the support provided. They will be involved in discussions and decisions about the provision made for their child.

Parents and carers will:

- Be invited to termly meetings to review the provision in place for their child and discuss progress towards agreed outcomes.
- Be asked to share information about the impact of support outside school and any changes in their child's needs.
- Be given opportunities to raise concerns and discuss their aspirations for their child with school staff.
- Be invited to attend the annual review meeting if their child has an Education, Health and Care Plan (EHCP).

The school will take into account the views of parents and carers when making decisions about the support and provision for their child.

Parent/Carer concerns

If parents or carers have concerns about SEND provision they should first speak to the class teacher or SENCO. If concerns remain unresolved, parents should follow the school's complaints policy, available on the school website. Parents may also seek advice from SEND Advice Surrey that provides impartial, confidential and free support to empower parents, children and young people.

www.sendadvice.surrey.org.uk

The Pupil

Pupils will be given opportunities, where appropriate, to share their views about their SEND and the support they receive. They will be encouraged to take part in discussions and decisions about their learning and the provision made for them.

This may include pupils:

- Explaining their strengths, interests and any areas where they find learning more difficult
- Contributing to the setting and reviewing of targets or outcomes
- Attending review meetings, where appropriate

- Giving feedback on the support and interventions they receive

The views of the pupil will be taken into account when planning, reviewing and evaluating support, whenever possible.

Staff Training and Professional Development

The school is committed to ensuring that all staff have the knowledge and skills needed to effectively support pupils with SEND. The SENCo, in collaboration with the Deputy Headteacher for Inclusion and Senior Leadership Team, identifies training needs and supports the professional development of staff. Training may include whole-school training, targeted professional development, and guidance from external specialists such as educational psychologists, speech and language therapists and specialist teachers. Staff are supported to develop their understanding of inclusive practice, adaptive teaching and the graduated approach to SEND support. This ensures that pupils with SEND receive high-quality adaptive teaching and appropriate targeted support and interventions to enable them to make good progress.

Staff working within the Lighthouse specialist provision receive additional training and support from Teachers of the Deaf and other relevant professionals to ensure that pupils with hearing impairment receive appropriate specialist support and access to learning.

The Lighthouse: Additional Information

Guildford Grove also hosts the Lighthouse Specialist Unit for Deaf Children, for those children identification of their needs has often happened before reaching school age. Please see the section at the end of this document for specific information regarding the identification, provision and admissions procedures for deaf children within the Lighthouse Unit.

Provision

The Lighthouse is a specialist provision for up to 15 children who are deaf. More information about the provision and what is offered at The Lighthouse can be found on our website, visit [The Lighthouse - Guildford Grove](#) for more information.

Identification of Special Educational Needs

A child's deafness is often identified through the newborn hearing screening process, although for some children their deafness is identified or presents later than this. Either way, for most of the children in the Lighthouse, deafness is identified before starting school. As such, families already have contact with an Advisory Teacher of the Deaf (ToD) who will have already started the EHCP process.

Admissions

Lighthouse Criteria for admission:

- Primary need must be deafness that has led to a communication and language delay or to the child being a BSL or SSE user.

- As the Lighthouse is currently Surrey's only primary provision offering a Total Communication approach, deaf children who require BSL or SSE to communicate and access education are prioritised over deaf children who communicate through spoken English (oral/aural approach).
- Deaf children placed at the Lighthouse must have an EHCP or join the Lighthouse on a one-year assessment placement basis, during which time an EHCP assessment request is made by the school.
- Deaf children resident in Surrey have priority over deaf children from neighbouring local authorities. Placement of deaf children from outside Surrey can be considered in consultation with Surrey County Council.
- Deaf children with additional needs, are considered for placement at The Lighthouse with the agreement of Surrey County Council. This happens when professional assessment concludes that a mainstream school placement with specialist centre support is in the best interests of the child and does not have a detrimental impact on their deaf and hearing peers in the school.

Lighthouse Admissions Procedure

Places for The Lighthouse are allocated by the Surrey SEN Team. Your allocated EHCP Coordination Officer will be able to support you through this process, if you do not have contact details for this person you can contact the L-SPA Team on 0300 200 1015, or tassh@surreycc.gov.uk.

We welcome families to The Lighthouse to have a look around and talk to our Teachers of the Deaf. If you would like a Lighthouse tour, please book in through the school's reception.

The Lighthouse - Roles and Responsibilities

Teacher of the Deaf

Teachers of the Deaf are responsible for:

- Supporting the progress and development of pupils within the Lighthouse provision through high-quality teaching and specialist strategies to support deaf learners.
- Working closely with teaching assistants and specialist staff to plan and evaluate the impact of support and interventions, ensuring these are effectively linked to classroom learning.
- Working with the Lighthouse Lead Teacher of the Deaf to review each pupil's progress and development and determine any necessary adjustments to provision.
- Contributing to person-centred review processes, including providing reports and attending review meetings where appropriate.
- Working closely with class teachers to ensure that appropriate strategies, resources and support are in place during whole-class teaching to enable pupils to access learning.
- Acting as a point of contact for external agencies involved with pupils within the Lighthouse provision.
- Liaising with future education providers to ensure that pupils and their parents/carers are informed about options and that effective transition arrangements are in place.

Guidance

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (January 2015) and has been written with reference to the Equality Act 2010.

Links with relevant policies

This policy should be read in conjunction with the following school policies and documents: Safeguarding and Child Protection Policy, Accessibility Plan, Equality Policy, Behaviour Policy, Anti-Bullying Policy, Teaching and Learning Policy, Assessment Policy, Supporting Pupils with Medical Conditions Policy, Complaints Policy, and the school's SEND Information Report.

The Local Offer and Useful Websites

The Local Offer is a guide to the services in Surrey that are available for children and young people with special educational needs and disabilities (SEND) aged from birth to Surrey's local offer can be accessed here:

<https://www.surreylocaloffer.org.uk/>

The SEND Code of Practice

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Mindworks

<https://www.mindworks-surrey.org/>



Graduated Approach for Special Educational Needs and Disabilities

Initial Concerns	Assess
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These may be raised when:

- Ongoing assessment and tracking shows less than expected progress despite Quality First Teaching.
- Staff are concerned about a child’s emotional well-being or behaviour.
- Parents/carers are concerned about their child.
- External agencies contact the school eg paediatrician, social care.

Initial Concerns	Plan and Do
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Following discussion between Class Teacher (CT) and SENCO, if needed:

- CT and SENCO create an Initial Concerns form on EduKey.
- CT meets with parents/carer to discuss concerns and agree actions **for school** (incl interventions if needed) **and for home**.
- CT sets a review date with parents (6-8 weeks maximum).
- CT completes the Initial Concerns form including parent views and agreed actions.
- CT plans and delivers the agreed plan.
- SENCO adds the child onto the Monitor list/Bromcom
- When required, SENCO may observe the child, look at books, and offer support/guidance for CT
- When required SENCO initiates any necessary SEND assessments.

In some cases, a child’s needs may require support at SEND Support immediately, and this decision will be made in consultation with parents and the child is placed on the SEND Register (see below).

Initial Concerns	Review 1 (after 6-8 weeks)
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- CT meets with SENCO to discuss
- CT meets with the parent/carer to review the child’s progress.
- CT completes a “review” of the plan on Edukey.

<p>Good progress made towards agreed targets</p>	<p>Close Initial Concern</p> <p>CT monitor closely for continued progress.</p>
<p>Some progress made</p>	<p>Repeat a second cycle of the Initial Concern process</p> <ul style="list-style-type: none"> • Consider alterations to interventions/support to further meet identified needs. • Consider possible reasons that are not SEND related and address these.
<p>Less than expected progress made and SEND need identified</p>	<p>SEND Support</p> <ul style="list-style-type: none"> • SENCO decides to move the child onto SEND Support (and sends out letter to inform parents/carers).

SEND Support Assess

After the above process has been followed:

- SENCO initiates further observations and assessments of the child's needs and offers advice to the CT.
- SENCO to involve outside agencies for further assessment of needs when appropriate.

SEND Support Plan and Do

- CT creates a new Learning Plan on EduKey.
- CT/SENCO identify key areas of need, targets and strategies for support, including adapted QFT strategies.
- SENCO works with CT and TAs to ensure that advice from external agencies is understood, and support is put in place effectively.
- SENCO facilitates training and support for CT and TAs to help them to effectively meet the child's specific needs.
- SENCO and Subject Leaders identify additional interventions as required.
- SENCO and SLT monitor progress and support CT/TAs to deliver effective provision.

SEND Support Review (termly)

- CT reviews the Learning Plan on Edukey.
- CT reviews and updates Learning Plans to reflect new advice from external agencies.
- SENCO invites the parent/carer to meet termly to discuss the review and ongoing support.
- Parent/carer will be invited to further meetings eg with external agencies as required.

CT creates new Learning Plan and repeats Assess, Plan, Do, Review cycle as above.

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<p>Removal from SEND Register</p> <p>A child will be removed from the SEND register when:</p> <ul style="list-style-type: none"> • Intervention has had desired outcome and identified needs have resolved. • The gap between the child and their peers has closed sufficiently. • SEND Support is no longer required. <p>Parents will be informed and the CT/SENCO/SLT will continue to monitor the child to ensure continued success.</p>	<p>SEND Support</p> <p>Child remains on SEND support when:</p> <ul style="list-style-type: none"> - SEND needs persist and tailored support is required - identified needs can continue to be met and progress can be made with this level of support. <p>Support is adapted as required in light of ongoing assessments and observations as part of the Graduated Response cycle above.</p> <p>The majority of children with SEND can be effectively supported at this level.</p>	<p>Education Health Care Plan (EHCP)</p> <p>An EHC Assessment Request may be considered when:</p> <ul style="list-style-type: none"> • the child is repeatedly unable to make progress towards targets despite adjustments to their support, including advice from external agencies • the child has complex needs that require further assessment and support • reviews demonstrate that the school is unable to meet the child's needs at SEND Support

EHCP

The Assess, Plan, Do, Review approach continues as above.

CT/SENCO/TAs plan and deliver the provision that is outlined in the EHCP. Parents are invited to meet with the SENCO termly, and to attend an annual review of the plan.