



# WEST GRANTHAM

Church of England Primary Academy

## SEND POLICY

<b>Policy</b>	SEND Policy
<b>Approved by</b>	Local Governing Body
<b>Date</b>	July 2025
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VERSION CONTROL			
VERSION	DATE	AUTHOR	CHANGES
2023	11.10.22	ED	Whole Update
2024	31.10.23	ED	P3 change of term from differentiated to adapted, P4 change of term from differentiated to adapted, P5 removal of T Weston as assistant SENCo, P6 removal of weekly drop-in session for staff with SENCo, P7 addition of MHST Mental Health Support Team in Links with External Agencies.
2025	16.06.25	ED	Roles and Responsibilities updated. SEND Journey Flow Diagram to be accompanied with the policy.

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## Statement

This policy outlines The West Grantham Church of England Primary Academy's Special Educational Needs and Disability provision and should be read alongside the academy's Behaviour and Relationships Policy, Child Protection and Safeguarding Policy and Equality and Diversity Strategy.

We recognise that many pupils will have additional needs at some time during their life within The West Grantham Church of England Primary Academy. In implementing this policy, we believe that pupils will be helped to overcome their difficulties. Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together. At The West Grantham Church of England Primary Academy we are committed to inclusion in all aspects of academy life and each teacher is a teacher of every child in the academy, including those with additional needs.

## Definitions

### Special Educational Needs and Disability (SEND)

A child has additional educational needs if they have a learning difficulty or need which calls for special educational provision to be made for them. The SEND Code of Practice (2014)

0-25 says a young person or child has a learning difficulty if he or she: “has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.” In addition, special educational provision is defined in the SEND Code of Practice (2014) 0-25 as being: “provision that is different from or additional to that normally available to pupils or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school.”

## Disability – Equality Act 2010

The Equality Act came into force in October 2010 and brings together all existing anti-discrimination legislation such as the Race Relations Act 1970 and the Disability Discrimination Act 1995. It identifies several ‘protected characteristics’ previously protected under separate equality legislation; race, religion or beliefs, gender, age, disability, sexual orientation, marriage/civil partnership and maternity. Under the Equality Act 2010 a child with a disability is defined as those with: “a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities”. Long term is qualified as meaning one year or more and substantial is defined as being more than minor or trivial. This definition can include sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and those with SEND.

## Aims

- To ensure that all pupils have access to a broad and balanced curriculum.
- To provide high quality teaching, adapted for the needs and abilities of the individual.
- To ensure the rapid identification of all pupils requiring SEND provision as early as possible in their Academy journey to help support not only their academic progression but their mental and physical wellbeing too.
- To ensure that SEND pupils take as full a part as possible in all Academy activities.
- To ensure that parents of SEND pupils are kept fully informed of their child’s progress and attainment.
- To ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision.

## Admissions

The West Grantham Church of England Primary Academy refers to the Equality Act 2010 which prohibits schools from discriminating against disabled children and young people in respect of admissions due to a reason related to their disability.

## Facilities for Pupils with SEND

The West Grantham Church of England Primary Academy has a dedicated team of support staff working within the SEND team offering dyslexia intervention, physiotherapy, social stories support

and precision teaching and intervention plus pastoral support and help for SEND students. The academy also uses a range of specialist software and hardware to support the needs of the students plus assistance and support, where appropriate, during SATs examinations and other assessments.

The SENCo will identify areas of student need and make the required allocation of staffing and resources. The headteacher and the governing body ensure that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in this policy.

## Identification, Assessment and Provision

At West Grantham CE Primary Academy we have a whole academy approach to SEND policy and practice. Pupils identified as having SEND are, as far as practicable, fully integrated into mainstream classes. The Academy recognises that high quality teaching, adapted for individual students is the first step in responding to pupils with SEND. Every effort is made to ensure that they have full access to our bespoke novel based curriculum and are integrated into all aspects of life at the school.

The SEND Code of Practice (2014) 0-25 recognises four main areas of need. These are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs.

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENCo will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEND can be identified. Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEND provision. If a student is identified as having a SEND, then under the SEND Code of (Practice (2014) they will fall into the single category of SEN SUPPORT. There can also be a monitoring list for students who do not receive 'additional to and different from support' but whose needs are monitored by the SENCo. Students who have once been on the SEND roll may not always be on the roll – it is a fluid register that reflects the progress and changing landscape of a students' needs. Students with a higher level of need will have the support of an Education Health Care Plan (EHC Plan). These will provide a multi-agency, holistic approach to the young person's needs and outcomes covering them from the age of 0-25 years.

For the majority of SEND pupils their needs will be met within a mainstream environment. However, some pupils may need an EHC Needs Assessment when parents/carers/outside agencies and educational establishments work together to make this request. The SENCo is responsible for any referral agreed at a review meeting and the local authority will then be duty bound to consider the request and will look at the provision made by the academy in the mainstream setting. The local authority will need to see that the academy has made every effort possible to support the student and will determine if the student needs additional resources.

### Early Identification

Early Identification of pupils with SEND is a priority and a variety of strategies are used:

- Screening/diagnostic tests
- Teacher reports or observations
- Records from previous schools or nursery settings
- Information from parents/carers

## SEND provision and intervention

A graduated approach to provision will then take place for a student identified with SEND. This will involve the implementation of a four-part cycle of Assess, Plan, Do and Review which fits in with the academy's cycle of assessment. Information about useful strategies to use with each student will become part of the student profile and parents will be consulted at every stage of the process and kept updated about their child's progress.

## English as an Additional Language and SEND

Particular care will be needed with SEND pupils whose first language is not English. Teachers will clearly follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from additional educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required.

## Monitoring Pupil Progress

Progress is the crucial factor in determining the need for additional support. Progress can be identified as that which narrows the attainment gap between pupil and peers and prevents the attainment gap widening. Teaching SEND pupils is a whole academy responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching and assessing, taking into account the differences in pupils' abilities, aptitude and interests. Some pupils may need increased levels of provision and support.

## EHC Plans

EHC Plans must be reviewed annually. These reviews must include all appropriate outside agencies as well as parents and pupils. This review allows the provision for the pupil to be evaluated and changes to be made if necessary to reflect increasing or decreasing needs.

## Roles and Responsibilities

The SENCo plays a crucial role in the Academy's SEND provision. This involves working with the Headteacher and the Governing Body.

In line with the SEND Code of Practice (2014) 0-25 all teachers are responsible for the progress and development of every pupil in their class; including those who require extra support from teaching assistants or specialist staff. The first step in supporting all pupils, including those with SEND, is high quality teaching for individual pupils. The West Grantham Church of England Primary Academy has a SENCo (Emma Drury) who is responsible for the strategic co-ordination of SEND provision. Mrs Drury holds the National Professional Qualification for SEND Co-ordination (NASENCo AWARD) and is also a member of the Senior Leadership Team.

Mrs Drury can be contacted via email: [EDrury@wgpa.snmat.org.uk](mailto:EDrury@wgpa.snmat.org.uk) or by phone 01476 563963.

SENCo's responsibilities include:

- Ensuring the school complies with legislation and that the policy and its related strategies are implemented
- Co-ordinating the strategic provision for pupils with SEND
- Reporting to governors and SLT on SEND data

- Quality assuring SEND provision
- Assessing the impact of SEND provision
- Producing a whole school map of SEND provision
- Analysing the funding breakdown and impact of SEND provision
- Organising SEND CPD
- Providing a strategic overview of SEND pupil progress
- Responding to EHCP consultations
- Liaising with and giving advice to fellow teachers
- Managing teaching assistants
- Overseeing pupil's records
- Liaising with parents/carers and children
- Offers training opportunities for staff
- Liaising with outside agencies
- Organising and chairing annual reviews for EHCPs

Miss Smith is the assistant SENCo and she is currently studying to gain her NPQSEND qualification.

Assistant SENCo is responsible for the following areas:

- Making 'Health Checks' on SEND planning, targets, intervention planning and delivery
- Individual Healthcare Plans
- Transition arrangements
- SEND admin including the co-ordination of referral documents
- B-Squared lead
- Initial concerns forms; observations and monitoring

School Staff are responsible for:

- **Quality First Teaching:** Ensuring high-quality teaching that is adapted and personalised to meet the needs of all pupils, including those with SEND
- **Identification and Assessment:** Recognising and assessing pupils who may have SEND, often in collaboration with the SENCo (Special Educational Needs Coordinator)
- **Planning and Reviewing:** Developing and implementing support plans, and regularly reviewing the progress of pupils with SEND
- **Setting High Expectations:** Maintaining high expectations for every pupil, regardless of their prior attainment
- **Inclusive Practices:** Ensuring that pupils with SEND are included in all school activities as far as reasonably practical
- **Collaboration:** Working closely with parents, carers, and other professionals to support the pupil's needs. Parents should raise any SEND concerns with teachers in the first instance following our flow chart.

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEND pupils and staff. Ongoing SEND training also forms an integral part of The West Grantham Church of England Primary Academy's programme of professional development.

## Parents/Carers

The West Grantham Church of England Primary Academy firmly believes in developing a strong partnership with parents/carers and that this will enable children with SEND to achieve their potential. The academy is aware that parents/carers have key information about pupils and we encourage them to share as much information to help staff as possible. In line with the SEND Code of Practice (2014) 0-25 parents are kept up to date with their child's progress through data reports, written reports, parents' evenings and provision reviews. SEND pupils are actively encouraged to take part in the process. West Grantham Church of England Primary Academy's SEND department encourages parents/carers to contact the class teacher in the first instance about any issue which concerns them. Please refer to the attached Flowchart detailing the SEND journey following the Graduated Response. Any concerns raised by parents will be monitored and referred to the SEND department using the SEND internal referral form and parents will be involved in that process.

## Complaints Procedure

The West Grantham Church of England Primary Academy complaints procedure is outlined in the Academy's complaints policy. The SEND Code of Practice (2014) outlines additional measures the LEA must set up for preventing and resolving disagreements. These will be explained to parent if required.

## Links with External Agencies

The West Grantham Church of England Primary Academy recognises the important contributions that external support services make in assisting to identify, assess and support SEND pupils. These agencies include:

- Educational psychologists
- Speech Therapists/ECLIPs
- Hearing Impaired Service
- Visual Impaired Service
- Social Services
- Community Police
- Child and Adolescent Mental Health Service (CAMHS)
- Healthy Minds
- BOSS (Behaviour Outreach Support Service)
- Working Together Team (WTT)
- Specialist Teaching Team
- Mental Health Support Team (MHST)

## Compliance

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

- Equality Act 2010: Advice for Schools DfE Feb 2013
- SEND Code of Practice 2014 0-25
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance to supporting pupils with medical conditions 2015
- Keeping Children Safe in Education 2022