



WEST GRANTHAM

Church of England Primary Academy

SEND POLICY

Policy	SEND Policy
Approved by	Local Governing Body
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Review cycle	Annual

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.
2026	22.05.26	NS	Full Policy Review Pg3- Legal Framework, Pg4- addition of information in aims, Pg5- addition of information in Admissions, Pg6-7 addition of EYFS section, Pg7- SENDCO details updated, Pg8- Safeguarding section added, Pg9- Transition section added, Pg10- EHCP needs and assessment section added, Pg10&11- Reviewing EHC section added, Pg12- Monitoring and Review section added

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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.

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Health and Care Act 2022
- DfE 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE 'Supporting pupils at school with medical conditions'
- DfE 'Working Together to Safeguard Children 2023'
- DfE 'Mental health and wellbeing provision in schools'
- DfE 'School Admissions Code'
- DfE 'Keeping children safe in education 2025'
- Equality and Human Rights Commission (EHRC) 'Reasonable adjustments for disabled pupils'

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Data Protection Policy
- Records Management Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Supporting Pupils with Medical Conditions Policy
- Child Protection and Safeguarding Policy
- Suspension and Exclusion Policy
- Behaviour and Relationships Policy

- Complaints Procedures Policy
- Accessibility Policy

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.
- To ensure there is high-quality provision to meet the needs of pupils with SEND, with specific focus on inclusive practice and removing barriers to learning.

- To Promote disability equality and equality of opportunity, fulfilling its duties under the Equality Act 2010 towards individual disabled pupils.
- Make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled pupils are not at a substantial disadvantage compared with their peers.
- To inform parents when school are making special educational provision for their child.

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.

Arrangements for the fair admissions of pupils with SEND are outlined in the Admissions Policy and will be published on the school website.

The school may challenge a decision to name the school in an EHC plan if the school considers that such a placement would be unsuitable based on the child's age, ability, aptitude or SEND; or it would be incompatible with the efficient education of other children or the efficient use of resources. The school will consider whether any reasonable adjustments can be made to provide a placement in line with SEND code of practice (2015) paragraph 9.79.

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 student's 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.

Early Years Pupils

All early years providers are required to have arrangements in place to identify and support children with SEND and to promote equality of opportunity for children in their care. These requirements are set out in the EYFS framework.

The school will ensure all staff who work with young children are alert to emerging difficulties and respond early.

The school will:

- Ensure that staff listen and understand when parents express concerns about their child's development, as well as listening to any concerns raised by children themselves.
- Monitor and review the progress and development of all children throughout the early years.
- Use its best endeavours to make sure that a child with SEND gets the support they need.
- Ensure that children with SEND engage in the activities of school alongside children who do not have SEND.
- Designate a teacher to be the SENCO.
- Provide information for parents on how it supports children with SEND.
- Prepare a report on the:
 - Implementation of SEND policy and procedures.
 - Arrangements for the admission of children with SEND.
 - Steps being taken to prevent children with SEND from being treated less favourably than others.
 - Facilities provided to enable access to the school for children with SEND
 - Accessibility plan showing how it plans to improve access over time.
- Inform parents when the school makes special educational provision for their child.
- Follow a graduated approach to assessing, planning, implementing, and reviewing provision and progress – the 'assess, plan, do, review' cycle.

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 (Natalie Headland) who is responsible for the strategic co-ordination of SEND provision. Mrs Headland is undertaking the National Professional Qualification for SEND Co-ordination and is also a member of the Leadership Team.

Mrs Headland can be contacted via email: nheadland@wgpa.snmatt.org.uk or by phone 01476 563963.

The 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
- 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
- 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.

Parent/Carer responsibilities:

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.

Safeguarding

The school recognises that evidence shows pupils with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.

The school recognises that there are additional barriers to recognising abuse and neglect in this group

of pupils. These barriers can include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.
- A different cognitive understanding and being unable to understand the difference between fact or fiction in online content.

The headteacher and governing board will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using physical intervention and reasonable force in response to risks presented by incidents involving pupils with SEND, staff will have due regard for the procedures outlined in the school's Physical Intervention Policy.

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENCO.

School staff will be particularly alert to the potential need for early help for pupils with SEND and additional needs.

The governing board and headteacher will ensure that pupils with SEND are taught about how to keep themselves and others safe including online. The school will ensure that teaching of safeguarding is tailored to the specific needs and vulnerabilities of pupils with SEND.

Any reports of abuse involving pupils with SEND will involve close liaison between the DSL and the SENCO.

Transition

The school is aware of the importance of planning and preparing for the transitions between phases of education and preparation for adult life.

Where pupils have EHC plans, these will be reviewed and amended in sufficient time prior to a pupil moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new setting.

EHC needs assessments and plans

The school recognises that, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a pupil, some pupils may not make expected levels of progress. In these cases, the school will consult with parents and consider requesting an EHC needs assessment. The purpose of an EHC plan is to make special educational provision to meet the SEND of the pupil, to secure the best possible outcomes for them across education, health and social care and prepare them for adulthood.

As part of the EHC needs assessment, the school will meet its duty by:

- Responding to any request for information as part of the EHC needs assessment process within six weeks from the date of the request, unless special exemptions apply as outlined in the SEND code of practice.
- Providing the LA with any school-specific information and evidence about the pupil's profile and educational progress.
- Gathering any advice received from relevant professionals regarding their education, health and care needs, desired outcomes, and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes

If, following the assessment, the LA decides not to issue an EHC plan, the school will be provided with written feedback collected during the EHC needs. It will use this information to contribute to the graduated approach and inform how the outcomes sought for the pupil can be achieved through further special educational provision made by the school and its partners.

Where the LA decides to issue an EHC plan, it must consult the prospective school by sending a copy of the draft plan and consider their comments before deciding whether to name it in the pupil's EHC plan. The school will meet its duty to provide views on a draft EHC plan within 15 days.

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

Reviewing EHC plans

The school will ensure that teachers monitor and review the pupil's progress during the year and conduct a formal review of the EHC plan at least annually.

The school will:

- Cooperate with the LA and relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting, such as representatives from the LA SEN, social care and health services.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Lead the review of the EHC plan to create the greatest confidence amongst pupils and their parents.
- Prepare and send a report of the meeting to everyone invited within two weeks of the meeting, setting out any recommendations and amendments to the EHC plan.
- Clarify to the parents and pupil that they have the right to appeal the decisions made regarding the EHC plan.
- Where possible for LAC, combine the annual review with one of the reviews in their care plan, in particular the personal education plan (PEP) element.
- Where necessary, provide support from an advocate to ensure the pupil's views are heard and acknowledged.
- Where necessary, facilitate support from an advocate to ensure the parent's views are heard and acknowledged.
- Review each pupil's EHC plan to ensure that it includes the statutory sections outlined in the 'Special educational needs and disability code of practice: 0 to 25 years', labelled separately from one another.

If a pupil's needs significantly change, the school will request a re-assessment of an EHC plan at least six months after an initial assessment. Thereafter, the governing board or headteacher will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary.

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/Extended Communication and Language Impairment Provision for Students (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

Monitoring and review

The policy is reviewed on an annual basis by the headteacher in conjunction with the governing board; any changes made to this policy will be communicated to all members of staff, parents of pupils with SEND, and relevant stakeholders. All members of staff are required to familiarise themselves with this policy as part of their induction programme.

The next scheduled review date for this policy is July 2027