



Grange Farm Primary School

Special Educational Needs and Disability/Inclusion Policy

Adopted by Grange Farm Primary School Governing Body
26th March 2025

To be reviewed by Governors Autumn 2026

Definitions

In this policy, 'special educational needs and disabilities' (SEND) refers to a learning difficulty that requires special educational provision. Special educational provision is defined as provision that is different from and/or additional to what would ordinarily be available to pupils of the same age.

The SEND Code of Practice (DfE, 2014) says children have a learning difficulty if they:

- a. have a significantly greater difficulty in learning than the majority of children of the same age; or
- b. have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority; and
- c. are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

The SEND Code of Practice (DfE 2014) describes four broad categories of need:

- Communication and interaction - this includes children with speech and language delay, hearing impairment, and those who demonstrate features within the autistic spectrum.
- Cognition and Learning - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia or dyspraxia.
- Social, Emotional and Mental Health - this includes children who may be withdrawn or isolated, disruptive, hyperactive or lack concentration.
- Sensory and/or Physical Needs - this includes children with sensory, multisensory and physical difficulties.

At Grange Farm we recognise that providing for and teaching children with SEND is a whole school responsibility requiring a whole school response. This policy has been written to inform and guide all members of our school community in our collective endeavour to remove barriers to learning and help all children achieve their potential.

Ethos

We want all children at Grange Farm to play full and active roles within their class, year group and wider school community. To enable them to do this we respect and make provision for children who:

- have speech, language and communication needs - this includes differences in the processing of information.
- are experiencing social, emotional and mental health difficulties - this includes children who have experienced trauma or who have attachment disorders.
- have physical and/or health needs that impact upon their school experience - this includes visual and hearing impairments.

Through our robust PSHE curriculum, we explicitly teach children about the ways in which we as human beings differ from one another; this includes opportunities for children to reflect upon their own areas of strength and need so that they can better understand themselves and show empathy for one another.

At Grange Farm Primary School, we believe in offering the best possible provision for pupils of all abilities. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement. The purpose of this policy is to help to ensure that we recognise and support the needs of those children in our school who have been identified as SEND according to national guidelines.

Aims

To comply with the SEN Code of Practice at Grange Farm, our Special Educational Needs Policy has been written and implemented to ensure that:

- There is a system in place for pupils to have any special educational needs identified, assessed, monitored and supported as required.
- Pupils with special educational needs reach their full potential through exposure to a broad and balanced curriculum and an appropriate level of challenge within each subject.
- All teachers are provided with the support, expertise and resources to identify, assess and provide for pupils with special educational needs.
- Information pertaining to procedures and provision is transparent and easily accessible.
- All pupils and their caregivers are actively involved in reviewing progress and making decisions.
- An appropriate proportion of the school's resources will be allocated to providing for pupils with special educational needs.

Intentions

To promote early identification and assessment of children with special educational needs and disabilities by:

- Recording and monitoring the progress of all pupils through formative and summative assessments.
- Senior leaders holding termly pupil progress meetings with each year group to identify groups and individuals who may need further support.
- The SENCo being available to observe and work with children and to meet with teachers and parents as often as required.
- Accessing and working collaboratively with specialist external agencies.

To ensure that children with SEND are able to achieve their full potential by:

- Providing an inclusive environment through carefully planned universal provision.
- Supporting the inclusion of children with more significant needs through carefully planned targeted and personalised provision.
- Making sure that children with SEND access a broad and balanced curriculum.
- The SENCo providing and/or seeking out on-going support and advice for teaching and supporting staff.

To work collaboratively and effectively with parents and carers by:

- Providing an environment which fosters close partnership with parents/carers.
- Allowing parents to arrange in advance additional meetings with their child's class teacher and/or the SENCo.
- Class teachers sharing children's successes as well as their challenges on a regular informal basis.
- Staff listening to and resolving parent/carer queries, concerns and complaints in a calm, courteous and professional manner.
- Parents/carers conducting themselves in a calm, courteous and professional manner when bringing queries, concerns and complaints to the attention of staff.

To regularly and rigorously review SEND provision by:

- Ensuring all children receiving SEN support through an EHCP have a suitably detailed Individual Provision Map (IPM) that is reviewed on a termly basis.

- Ensuring all children receiving SEN support (without an EHCP) have a suitably detailed Individual Provision Map (IPM) that is reviewed on a termly basis.
- Reviewing (after a minimum of 8 weeks but before a maximum of 20 weeks) the effectiveness of small group/1:1 teaching and small group/1:1 interventions.
- Adapting small group and 1:1 teaching/interventions where expected progress has not been made.
- The SENCo being an active and visible presence throughout the school.

To keep secure, detailed and organised records for all children on the SEN register by:

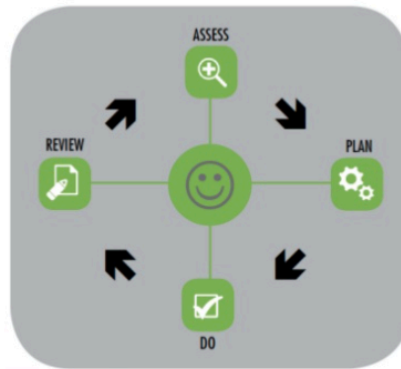
- Using Google Drive (GD) and/or CPOMS to securely hold information pertaining to children's SEND.
- Ensuring each child has their own individual folder on GD and that documents are organised by academic year within the child's folder.
- Not printing and keeping unnecessary paper copies of documents. Where documents need to be printed, it is the responsibility of the person who printed them to keep and store them in line with GDPR guidelines until they can be shredded.
- Ensuring all paper correspondence received is scanned, stored electronically (GD and/CPOMS) and then shredded.
- Ensuring new versions of documents reviewed on a termly/annual basis are organised into the appropriate folders on GD.
- Facilitating the transfer of information when children move schools (either to a new primary school or when they move on to high school).

The Graduated Approach

The Graduated Approach is a cyclical process of support to achieve the following:

- Accurately identification of a child's strengths and needs
- Remove barriers to learning
- Providing targeted and/or personalised support to meet children's needs.

When a potential need has been identified, SEND support, via the graduated approach, should stem from a four-part cycle:



Assess:

When we assess a child, we identify their strengths and needs; these then help to inform any additional support required for that child. The more clearly we understand a child's strengths and needs, the more accurately we can identify and anticipate barriers to their learning. If provision turns out to be ineffective, we will always return to this part of the cycle.

In identifying a child as needing SEND support, the class teacher, SENCo and/or Speech and Language Therapist (SaLT) will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. After assessment, if it is decided that the pupil has a special educational need, they will be placed on the SEND register.

Plan

Once we have an accurate picture of a child's needs, the next stage is to plan how we can meet these needs and remove current (and potential future) barriers to the child's success. The following are areas which may need to be planned:

- Reasonable adjustments to universal provision
- Targeted support within or alongside universal provision
- Targeted interventions that are additional to the main lesson*
- Personalised, bespoke provision instead of or additional to the main lesson*

At this stage, an IPM will be written to record the findings of the assessment and to list the provision that will be put in place to meet the child's needs (intervention records will be hyperlinked to the relevant sections of the IPM). To ensure planning is well informed, when writing an IPM, teachers have access to a range of Quick Guides and Mind Maps which provide useful information about different types of needs.

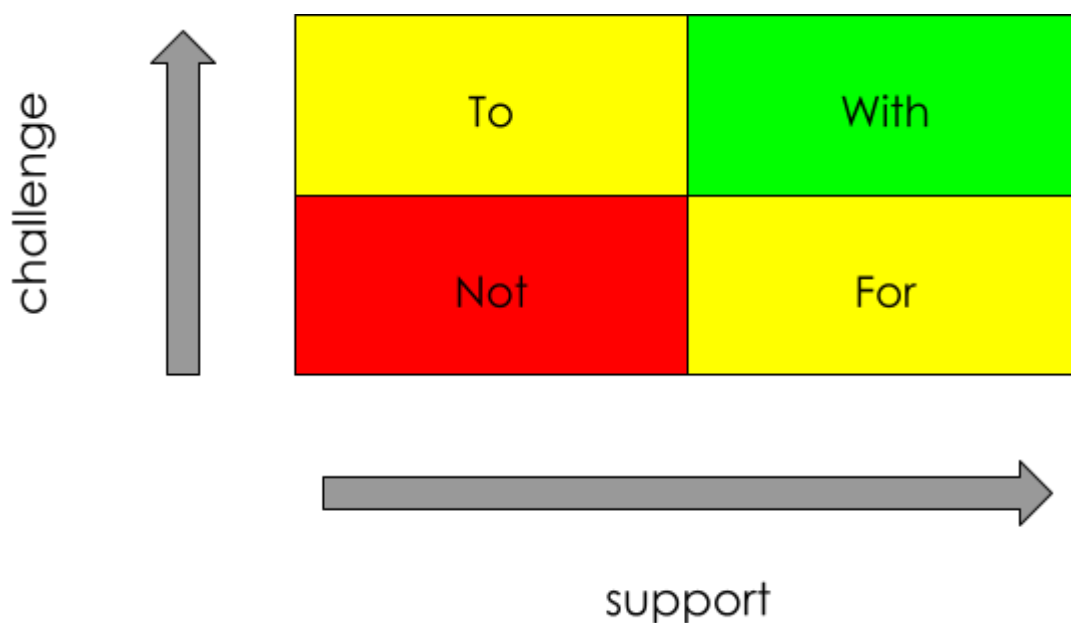
*If support takes the form of targeted interventions, or any type of personalised/bespoke provision, this will be recorded on an 'Additional Support Record'. As part of this, a set of no more than three SMART targets will be decided upon as part of the planning process.

Do

Irrespective of who is delivering additional support, the class teacher maintains day-to-day responsibility for the learning and progress of the child in question.

Teachers must therefore ensure that:

- The child still accesses quality first teaching.
- The additional support is taking place as specified on the IPM.
- There is regular communication with the person delivering additional support.
- They maintain high expectations for the child by maintaining the appropriate balance of support and challenge (with box)



- If the child's provision is not the appropriate balance of support and challenge, alert and liaise with the SENCo to ensure this is redressed.
- Parents are kept informed regarding their child's SEN provision.

Reviews

IPMs

HT1 - Initial review and edit of the child's IPM from the previous academic year.

HT2 - Parents Evening where IPM is shared and any comment parents have can be recorded.

HT3 - Midyear review and edit of the child's IPM.

HT4 - Parents Evening where IPM is shared and any comments parents have can be recorded.

HT5 - Final review and edit of the child's IPM with the SENDCo as part of the end of year SEND review. The SENDCo will then write a new IPM with the most up to date information in advance of the transition.

PBSPs/PPs/IPRAs

Risk Assessments, Behaviour Support Plans and Pupil Passports can be updated as regularly as required, but as a minimum, these will be updated annually as part of the SEND review in HT6 (irrespective of whether the child is on the SEND register).

The Graduated Approach for SEMH

Additional support is not limited to learning and cognition. At Grange Farm we recognise the potential and actual impacts of social, emotional and mental health difficulties upon both a child's overall wellbeing and their academic progress. We also recognise that children's SEMH needs can have a wider impact in the classroom and on the playground. To meet children's SEMH needs and look after the wellbeing of the whole school community, the following is in place:

Assess

- A curious approach to behaviour, staff are trained to look for and question a child's sensory and/or attachment needs to try and find the root cause of behaviour.
- Ongoing observations from classroom staff to find out if there are any potential triggers or patterns that might help us understand the behaviour.
- Informal and formal discussions with parents to compare how a child is presenting at home and school.

Plan/Do

- Before moving to require SEN support, class teachers and support staff will work together to alleviate stressors and support the child with current classroom resources.

- If after review this is unsuccessful, the teacher will seek our support from the Inclusion Team and/or SENCo. They will come and 'check-in' with the child regularly and where appropriate, schedule some nurture time away from the classroom (this can be preventative or as part of a reward system).
- If after review this is also unsuccessful, the child will likely be added to the SEN register and a formal meeting will be held with the child's parents to plan next steps together. At this stage, an IPM and PBSP will be written to ensure we have taken account of the child's strengths as well as ensuring we have a clear and accurate picture of their underlying needs. This will be shared with all key staff.

Review/Assess

- Twice weekly inclusion meetings with the Headteacher, Deputy Headteacher, SENCo and Inclusion Team.
- Weekly behaviour analysis meetings with the Senior Leadership Team and SENCo where class teachers are invited as required.
- Data from CPOMs (tracking system used for behavioural incidents) is interrogated.
- Where an IPM is in place, this will be reviewed termly for children receiving specific behavioural support or annually for children who are just being monitored.

The Graduated Approach for Medical and Physical Needs

Assess/Plan

If a child has medical and/or physical needs, the SENDCo will liaise as and when necessary, with parents, outside agencies and staff to ensure we have a complete understanding of the child's needs. If required, we will also seek input from parents and professionals to write a healthcare plan and to organise relevant training.

Do

Staff will adhere to healthcare plans and the provision outlined on IPMs (for children who have them). Class teachers must ensure children with medical or physical needs are fully included in all aspects of school life; they are responsible for bringing any matters of concern to the attention of the SENDCo.

Review

For children with healthcare plans, the SENDCo will write to parents annually (HT5) to ask whether or not there have been any changes to their child's medical/physical needs. If there have been no changes, the healthcare plan will remain in place as it is; if there are changes to make, the parent will be invited to meet with the SENDCo to edit or rewrite the healthcare plan. Reviews can happen as often as required (whenever a child's needs change and their healthcare plan needs updating).

For children with IPMs for physical needs – these will be reviewed in the same way other IPMs are reviewed.

Impact on progress not considered SEN:

We also recognise what is not a special educational need but may impact on progress and attainment. These are:-

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation - these alone do not constitute SEN)
- Attendance and punctuality
- Health and welfare
- Having English as an additional language
- Being in receipt of Pupil Premium Grant
- Being a Child Looked After
- Being a child of a serviceman/woman.

As a result of the above, some pupils may not have a short-term need for additional support/catch-up. These children will not automatically be placed on the SEND register.

Funding and Allocation of Resources

Support staff and resources for children with SEND are allocated from the school's annual budget. This is set within the **Notional Inclusion Budget** allocation. This is decided and allocated by the Local Authority based upon a funding formula. This formula considers the number of children on the SEND register and the types of SEND the children have; a set number of £6000 blocks are then allocated to the school.

In the past, if it was deemed necessary, the school could apply for **Funding For Inclusion (FFI)** to meet the needs of individual children (similarly, **SENDIF** was an additional fund that could be requested for children with SEND in the Early Years).

Recently, the Leeds local authority decided to transition from the **FFI** system, over to the system used by other local authorities whereby additional funding can only be made available through the EHCP process. As we gradually transition over to this system, we will continue to receive **FFI** funding for the children who are already in receipt of it.

Our current notional and FFI budgets will contribute to us providing the following vital support over the course of the next academic year:

- Employment of a Speech and Language Therapist (two days a week).
- Place 2 Be who offer the following services: 1-1 play therapy, Place 2 Talk counselling, Place 2 Think (supporting teachers to support the children) and parenting support programmes.
- Mindmate began working with the school in the 2023-2024 academic year and continue to do so. They do some direct work with children to support their SEMH needs but also provide support and instruction to school staff so we can also provide appropriate support.
- NEST. This is a nurture space run by members of the Inclusion Team who provide additional support across school.
- The HUB. This play-based provision is in place to support several children across the school. Some of these children cannot yet access the mainstream classroom/subject specific learning, whereas others access the HUB for just a small portion of each day (to support their social, emotional and speech development).
- Additional LSAs to specifically support children with SEN.

EHC plans

If we are not able to fully meet a child's needs despite best efforts and having utilised additional funding from our notional budget, we may (with parental agreement) request a statutory assessment for an EHCP. Parents are also able to make a request for this statutory assessment independently of school; we do however recommend arranging a meeting with the SENDCo prior to doing this. It is worth bearing in mind that if your child is making academic progress (even if this is slow) and does not require a high level of additional support around SEMH or physical/health needs in school, it is unlikely that the local authority will move forward with agreeing to an assessment. This is because it is expected that most additional needs are met through utilisation of the school's notional budget.

At school we will recommend applying for an EHC needs assessment in the following circumstances:

- A child has lifelong difficulties (e.g. physical or health needs).
- A child has significant learning difficulties. This is where a child is over two years behind in more than one aspect of their learning and (even with SEN support) the gap is continuing to widen. To evidence this, the school needs to show at least two cycles of the graduated approach in school and we are usually expected to have sought an external professional opinion (e.g. from a SaLT or Educational Psychologist).
- A child has significant SEMH difficulties. We deem SEMH needs to be significant when these prevent a child from: making academic progress, making friendships and being a part of the school community. SEMH needs may look like: persistent and significant disruptive behaviour in class, persistent and significant difficulties on the playground, persistent and significant verbal and physical aggression and dangerous behaviour such as climbing or absconding.
- A child is completely reliant upon 1-1 support to access mainstream schooling, make academic progress and/or be kept safe.

The application for an Education, Health and Care Plan combines information from a variety of sources including (as a minimum) parents, teachers and the school SENDCo. If any other professionals have been involved (speech and language therapists, social workers, educational psychologists and/or other health professionals), they will also be contacted. A decision will be made by a group of professionals from education, health and social care as to whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Where a pupil has an EHC Plan, it must be reviewed by school and the local authority every twelve months as a minimum. Early reviews can be requested if a child's needs change before an annual review. For more information about EHC Plans, please get in touch with the SENDCo.

Roles and responsibilities

Governors: The governing body, in cooperation with the Headteacher, agrees the school's general policy and provision for children with special educational needs, related to appropriate funding and staffing arrangements. The designated governor for children with special educational needs is Michelle Whittaker.

Headteacher: The Headteacher (Neil Winn) has responsibility for the overall management of all aspects of the school's work, including provision for special educational needs. The governing body is advised by the Headteacher after consultation with the Special Educational Needs and Disabilities Coordinator (SENCo).

SENCo: The SENCo, Sam Bourke, has responsibility for:

- Maintaining a register of special educational needs.
- Enabling early identification of children with SEND, through meeting with class teachers, monitoring data and observing children.
- Co-ordinating the management of provision for children with SEND.
- Monitoring the progress of children with SEND through planned discussions with teachers. At Grange Farm, when a child is working two or more years behind their peers in one or more core subjects (reading, writing and mathematics), we use an alternative tracking system to capture the smaller steps of progress being made by these children. In Early Years and Year 1 we use the SENIT Development Journal (SENIT DJ) and from Years 2-6 we use B Squared Progression Steps. These tracking systems are updated at least termly and are used in conjunction with a child's Individual Provision Map (IPM)
- Contacting and liaising with outside agencies as and when necessary, and informing all those involved with the child if action is taken.
- Requesting additional 'high needs top up' funding - FFI (funding for inclusion) or SENDIF for children in the Early Years.
- Requesting assessment for an Education, Health and Care plan from the local authority and obtaining the necessary funding.
- Holding annual reviews for children with an EHCP
- Ensuring IPMa and other documents are reviewed as required.
- Holding termly ISAR (Inclusion and SEND Action Record) reviews for children in the Early Years receiving EYFFI (Early Years funding).
- Organising and attending meetings with parents from informal chats to structured review meetings.
- Following the LEA (Local Education Authority) procedure for recording the progress of pupils with special educational needs.
- Monitoring and evaluating the special educational needs provision, reporting annually to the governing body (via the named governor for SEND).

Class teachers: Class teachers have the responsibility for all children in their class, including those with special educational needs. When teaching children with special educational needs, teachers often undertake some or all the following additional responsibilities:

- Writing and reviewing IPMs
- Tracking progress on alternative systems such as B squared or SENITDJ
- Helping the Inclusion Team/SENDCo in writing and reviewing additional documents such as Pupil Behaviour Support Plans
- Contributing to requests for information from external agencies
- Liaising with external agencies
- Collaborating closely with and supporting Teaching/Support Assistants in their year group.
- Attending additional meetings with the SENDCo, parents and/or external agencies
- Teachers of children in Early Years will need to be aware of targets set out in their ISARs (Inclusion and SEND Action Record) and contribute to termly reviews.
- Teachers of children with EHCPs will need to be aware of targets set out in their Plans, ensure their provision matches what is outlined within the EHCP and contribute to EHCP reviews.

Learning support assistant (LSA): At Grange Farm we have the following types of LSAs:

- LSAs providing bespoke 1-1 support for children with a high level of need (this is done in conjunction and collaboration with the child's teacher and the SENCo).
- LSAs who regularly provide targeted small group support and interventions (planned for by the class teacher and/or SENCo) but also support more generally in classrooms.
- LSAs who specialise in Autism, Visual Impairment, Trauma and Attachment and Inclusion.
- LSA responsibilities are dictated by the classroom teacher and/or SENDCo. The impact of work they do with small groups and/or individual children will be reviewed as often as required.

Counsellors: Staff from both Place2Be and The Beck (Cluster) are responsible for effective and regular liaison with the SENCo, Inclusion and Pastoral teams and

feedback on how they are supporting children with SEMH needs. They may also suggest and support us with pursuing further additional support.

Outside agencies: Professionals from external agencies, such as Educational Psychologists or the Speech and Language Therapists, will have a responsibility to liaise and co-operate with the school to ensure that their area of expertise can be utilised to the benefit of the pupil. They may also be required to contribute to funding and EHC requests.

Others: Parents, the pupils themselves and other members of the school community, all play a part in the effective implementation of the child's education programme.

Safeguarding:

At Grange Farm Primary School we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by or invited to deliver services at Grange Farm Primary School. We recognise our responsibility to safeguard and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying.

At Grange Farm Primary School, we aim to treat everyone equally. We understand equality to mean treating everyone with equal dignity and worth valuing their characteristics such as their age, disability, gender, ethnicity, religion or belief, sexual orientation and socio-economic circumstances.

We further understand that people have different needs, situations and goals and therefore achieving equality requires the removal of discriminatory barriers that limit what people, especially children and young people, can do and can be.

Complaints procedure:

Complaints related to a child's SEND provision will be dealt with sensitively and considerately. Verbal complaints can often be addressed by the class teacher, the SENCo and/or the Headteacher. More serious complaints should be addressed in writing to the Headteacher. After this, should a parent/carer still have concerns, the matter should be taken up by the governing body via the chair of governors (Mrs Julie Davis) or the SEND governor.

Success criteria:

The success of the policy is reflected in the identification, assessment, provision and inclusion of those pupils with special educational needs. Evidence for such success will be reflected across several areas. These include, but are not limited to:

1. Attainment data.
2. Pupil voice
3. Parent voice
4. Staff voice
5. Collaborative working with external agencies
6. An increase in the number of children being issued EHCPs
7. Adherence to statutory SEND record keeping

Sam Bourke
(September 2025)

To be reviewed:
(September 2026)