Grafton Primary School

Special Educational Needs Policy

Review October 2026
Next review October 2027

Our SENDCo is:

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SPECIAL EDUCATIONAL NEEDS POLICY

This policy complies with the statutory requirement laid out in the January 2015 SEND Code of Practice 0-25 and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools, DfE (Feb. 2013)
- SEND Code of Practice 0-25 (January 2015)
- Statutory Guidance on Supporting pupils with medical conditions (Apr. 2014)
- The National Curriculum in England: Framework for key stages 1-4 (Dec 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)

This policy was created by the school's SENCo with the SEN Governors and in liaison with the Senior Leadership team, all staff and parents – specifically those of pupils with SEND.

Our philosophy

Being a fully inclusive school Grafton is proud to welcome diversity in educational needs. We believe that including children with special educational needs makes our school a rich and special place to be. We celebrate individual differences and recognise that actively and positively working with children with special educational needs gives them and their peer group the best possible start in life.

At Grafton all teachers are teachers of children with special educational needs. Provision for SEN is a whole staff responsibility and all children are entitled to have access to the same curriculum and to all of the experiences and activities provided by the school. The key to meeting the needs of all children lies in the teacher's knowledge of each child's skills and abilities and the teacher's ability to match this knowledge to finding ways of providing appropriate access to the curriculum for every child. It is the intention to meet children's special educational needs through a carefully planned, well-balanced and broad curriculum, which reflects differentiation and need, referring to specialists as the need arises. The school ensures early identification and provision that is personalised and specific to the children's needs; on-going monitoring and assessment ensures that provision is modified accordingly. All children with SEND are afforded the same rights as other children in terms of their admission to our school.

Our aims

- To promote inclusion, equal opportunities and access for all of our children whatever their need
- To raise the aspirations and expectations for all pupils with SEN
- To ensure that current resources are employed to provide a range of support that is able to match children's individual needs as far as possible

- To establish clear structures and school procedures based upon the 2015 SEND Code of Practice along with a system of record keeping mechanisms to monitor and evaluate
- To provide early identification and assessment procedures that lead to appropriate planned provision across the whole school
- To inform and consult with parents about SEN in the school, and to support and work in close partnership with those parents who have children with SEN
- To identify and plan a program for training and support for all staff working with children who are identified as having SEN. In addition to maintain a clear structure of on-going support and training for the whole school's teaching and non-teaching staff
- To provide cohesive provision for our children and families which enhances their social and emotional well-being through the use of Team around the School meetings and the CAF (Common Assessment Framework - improving work with outside agencies)

What is a special educational need and the importance of identification

This policy accepts the definition of SEN as set out in the 2015 SEND Code of Practice. Children have **Special Educational Needs (SEN)** if they have learning, social, emotional difficulties or disabilities that make it harder for them to learn than most children of the same age. The 2015 SEND Code of Practice describes the four broad categories of need. These four broad areas give an overview of the range of needs that will be planned for. These categories are:

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

Children with SEN may have significant difficulties with:

- A lot of the work in school
- Reading, writing, number work or understanding information
- Expressing themselves or understanding what others are saying
- Regulating emotions, forming and maintaining friendships
- Organising themselves
- Sensory processing or physical tasks

Many children will have special needs of some kind at some time during their education. Pupils with SEN require *additional or different* teaching and learning. Every child, regardless of their needs, has access to the mainstream curriculum wherever possible and all staff at Grafton work hard to ensure that the special and personalised curriculum required by learners with SEN is consistently provided so that pupils achieve their potential.

The purpose of identification is to identify what action staff need to take, not to fit a pupil in to a category. At Grafton we always consider pupils as individuals and

consider the needs of the whole child. We recognise the importance of early identification and ensure that appropriate provision is in place as soon as possible.

At Grafton we are aware that there are other factors that impact on a pupils' progress and attainment and ensure that these are not confused with SEN. For example:

- Disability (the CoP outlines the'reasonable adjustment' duty for all settings and schools provided under the current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked after Child
- Being a child of a service man/woman

We assess each pupil's skills and levels of attainment when they first come to the school. This builds on the information from the child's previous early years provider or school where appropriate, and provides us with information we need to monitor their progress. It also ensures that we discover any areas of difficulty early on. Where children already have their SEN diagnosed or identified we will work closely with the family and our partners to make sure we know as much as possible about the child before they start at the school.

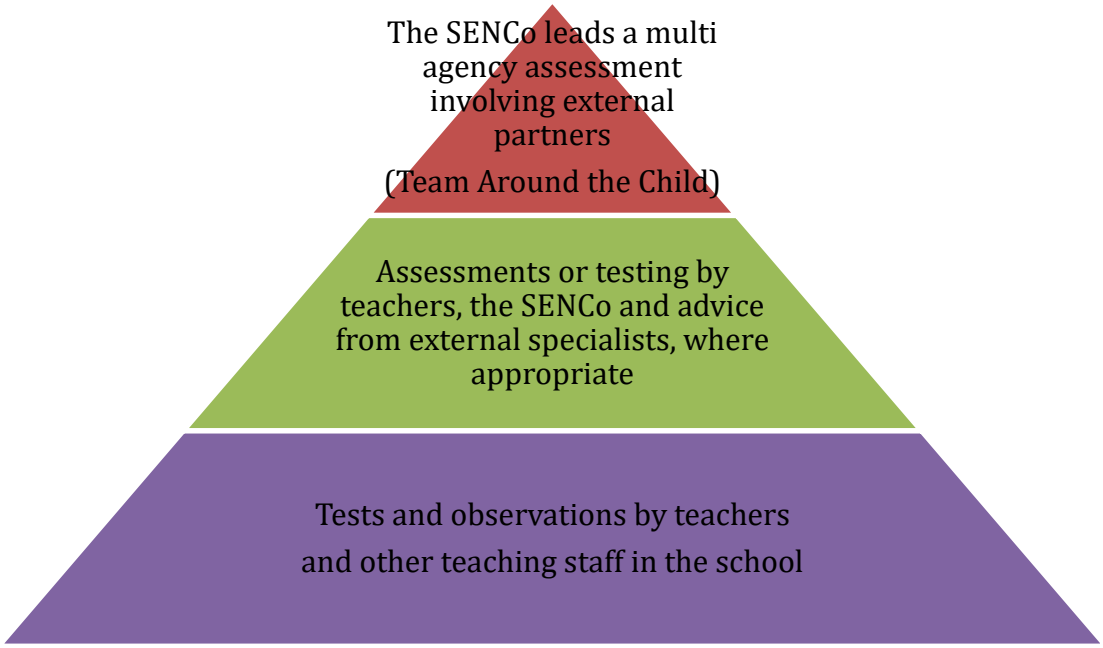
Teachers are supported by the Senior Leadership Team to regularly assess pupils' progress. This helps us to see any pupils whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers

Where assessments show that a child is not making adequate progress, our first response is to make sure there is high quality teaching in place. Making high quality teaching normally available to the whole class is likely to mean that fewer pupils will require additional support.

If their progress continues to be slower than expected the teacher will work with the family and the SENCo to carry out a clear analysis of the child's needs and identify if they need additional support. There can be many reasons why a child doesn't make the progress expected of them – perhaps there has been a significant change in family circumstances such as a new baby, a move of home, or the death of a relative. Or perhaps because they have a special educational need.

The school uses a range of different assessment tools and systems to help identify and assess pupils with SEN. The tools and assessments gradually draw upon more frequent reviews and more specialist expertise to understanding SEN and match interventions to the SEN of pupils. They are summarised in the diagram below:



When considering if a child needs SEN Support the school takes into account:

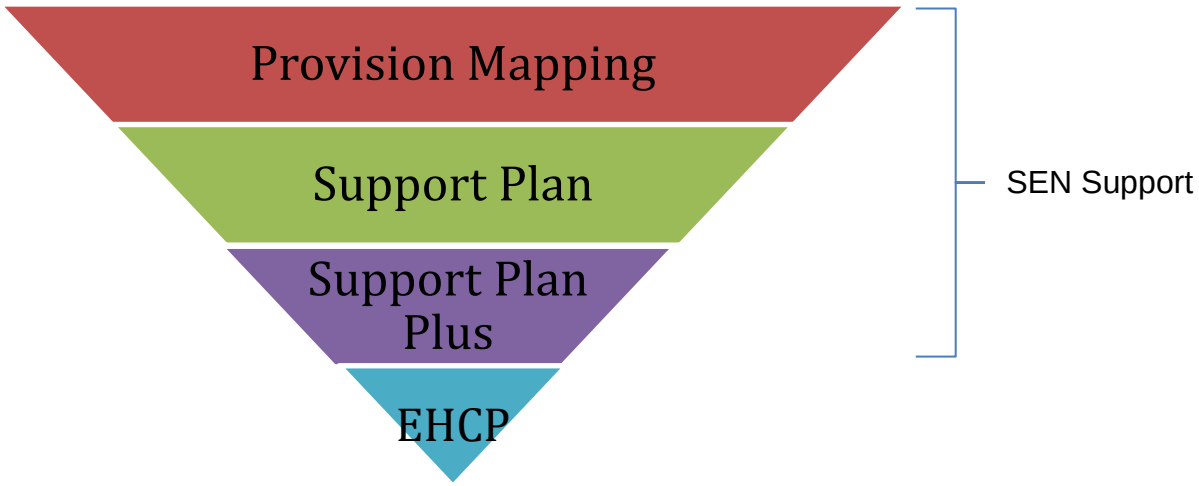
- the pupil's previous progress and attainment
- the teacher's assessment and experience of the pupil
- the pupil's development in comparison to their peers and national data
- the views and experience of parents
- the pupil's own views
- advice from external support services, where appropriate

Providing a Graduated Response: SEN Support

Most of our pupils with SEN have their needs met as part of high quality teaching. This may include teachers adapting what they do and having different approaches to meet different learning styles, personalised learning arrangements for different pupils, and a range of interventions normally provided by the school.

If a pupil is identified as having special educational needs their teacher and SENCo will consider everything they know about the pupil to determine the support that they need and whether it can be provided by adapting the school's core offer or whether something different or additional is required.

Where provision for SEN is needed, we work with pupils and their families to plan what to do. This usually includes writing a plan of action using one of the SEN planning tools summarised below. The plan will be outcome focused and also stipulates review arrangements.



Provision Mapping
A document that is used by the class teacher to capture targeted and specialist interventions that will be 'additional to' and 'different from' the usual differentiated curriculum.

Support Plan
A one-page profile and action plan listing the goals and provision to meet the SEN – created and reviewed by the team around the child.

Support Plan Plus
A document containing a one-page profile and a detailed action plan listing the goals and provision to meet the SEN - created and reviewed by the team around the child. This is the same support plan that can be used as part of the EHCP.

Statements of Special Educational Needs
Historically statements were issued by the Local Authority and set out the special educational needs of a pupil, the provision the school must make for the pupil and any additional resources being given to the school by the Local Authority to meet those needs. From September 2014 statements were phased out and replaced by Education, Health and Care Plans; some statements may have been converted to SEN Support: Support Plan Plus.

Education, Health and Care Plan (EHCP)
Where the school has done everything it can to identify, assess and meet the SEN of the child and they are still not making the expected progress, the school or parents may consider requesting an Education, Health and Care assessment. The process for requesting an EHCP assessment in Islington can be found on the Council's Local Offer website: http://www.islington.gov.uk/localoffer
Education, Health and Care Plans are issued by the Local Authority where necessary and are used by the school to plan SEN provision for children with severe and complex needs. The EHCP includes:

- a detailed profile of the child, their strengths and aspirations for the future
- any education, health and care needs they have

- the goals or outcomes for the pupil agreed by the family and professionals for the next phase of their education
- any education, health and social care provision in place to meet their needs

The EHCP includes a detailed annual support plan/action plan. This plan sets out the goals for the pupil for the next year, and the activities that everyone supporting the child will put in place to support them.

Interventions and provisions available for pupils with SEN include:

- Specialist literacy support
- Additional literacy support i.e. Reading Recovery, Catch Up Literacy
- Additional numeracy support i.e. Keep Up Maths, Catch Up Numeracy
- Individual psychotherapy
- Family Therapy
- Counselling
- Participation in a nurture group
- Participation in a social skills group
- Participation in a Speech, Language and Communication group
- Autistic Spectrum Condition programmes
- Visual perception programme
- Physiotherapy programmes
- Occupational Therapy programmes
- Provision of different/additional learning materials
- Group support
- One-to-one tuition

We provide additional support for pupils with SEND to be able to access exams, when needed.

Supporting pupils at school with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the cases the school will comply with its duties under the Equality Act 2010.

Some pupils may also have SEN and may have a statement of EHCP which brings together health and social care needs, as well and their special educational provision and the SEND Code of Practice (2015) is followed.

We are able to support the administration of medication, as long as it is recommended by health professionals (please ask in the school office for our policy 'Managing medical conditions')

Roles and responsibilities

Special Educational Needs Co-ordinator

The SEN Co-ordinator is responsible for:

- The day to day operation of the SEN Policy in consultation and with advice from the school's management
- Whole school INSET and staff development in the area of SEN
- Managing the on-going support, supervision and training of the school's SEN support staff and TAs
- Planning with, liaising and advising colleagues as appropriate
- Working in partnership with staff and parents
- With the school's management team, co-ordinating out-of-class provision for children with SEN
- Monitoring and evaluating the impact of out-of-class provision
- Managing outcomes from Pupil Review
- Developing effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of children's needs, by monitoring the quality of teaching and standards of children's achievements, and by setting targets for improvement
- Collaborating with subject coordinators so that the learning for all children is given equal priority, and available resources are used to maximum effect
- Taking the lead in the assessment of the SEN child's particular strengths and weaknesses; planning future support for the child in discussion with colleagues; and monitoring and subsequently reviewing the action taken
- Observing and monitoring progress of children with SEN
- Monitoring whole school planning to ensure that children with SEN are provided for and that children are given access to a relevant, appropriate and wide curriculum
- Carrying out / organising specialist assessments
- The organisation and provision of SEN resources and materials, within the school's current SEN budget
- Maintaining the school's SEN and disability register and overseeing records on all children with SEN
- Monitoring the implementation of SEN Support
- Jointly planning learning programmes for children with EHCPs and organising Statutory Annual Reviews
- Informing parents and acquiring consent when any outside agencies are needed to work with and support their child
- Establishing effective procedures and programmes for parental involvement and information sharing
- Liaising with specialists from external agencies i.e. Educational Psychologist, Child and Adolescent Mental Health Services, Medical services, Outreach teams, Educational Welfare, etc.
- Ensuring that integrated working with services occurs so that provision is seamless

- Ensuring that all support, advice and intervention is done in consultation with the Head (and management where appropriate or necessary)

Class Teachers

The class teachers are responsible for:

- Ensuring that planning is flexible in order to recognise the needs of all children as individuals and to ensure progression, relevance and differentiation
- Providing a special and personal education for children with SEN that is additional to or different from that offered as differentiated teaching provided for the class
- Effective deployment of all adults in the classroom
- Monitoring and assessing children with SEN
- Setting suitable learning challenges and goals for children with SEN
- Responding to children's diverse needs
- Overcoming potential barriers to learning and assessment for individuals and groups of children with SEN
- Liaising with the SENCo and specialists to optimise provision for children with SEN
- Preparing and presenting for Pupil Review
- Working in partnership with parents
- Applying learning from training
- Ensuring that children with SEN progress and achieve
- Being open to new ways of working and adapting their teaching and learning in order to respond to the needs of their children

Subject Co-ordinators

The subject co-ordinators are responsible for:

- Ensuring that class teachers have the knowledge, skills and resources available to effectively meet the needs of children with SEN within their co-ordinated subject through observation and monitoring of planning
- Liaising with the SENCo to ensure that the teaching and learning for children with SEN within their co-ordinated subject is effective

Support Staff

The SEN support staff are responsible for:

- Responding to children's diverse needs
- Supporting children with SEN to work towards and achieve specific targets
- Following the recommendations and advice from class teacher, SENCo and specialists
- Implementing the planning of teaching colleagues
- Maintaining realistic but high expectations of the child's progress
- Supporting the child to achieve independence, where appropriate
- Attending and contributing to review meetings with parents, teacher, specialists and SENCo

- Liaising with the class teacher, SENCo and specialists to optimise provision for children with SEN
- If leading a group for children with SEN the adult will contribute to detailed plans and records of children's progress
- Applying learning from training

Teaching Assistants

The teaching assistants are responsible for:

- Responding to children's diverse needs
- Supporting children with SEN to work towards and achieve specific targets
- Following the recommendations and advice from class teacher, SENCo and specialists
- Maintaining realistic but high expectations of the child's progress
- Supporting the child to achieve independence, where appropriate
- Applying learning from training

Specialists

We have a range of internal specialists, They are responsible for:

- Providing specialist support to identified children
- Attending and contributing to review meetings with parents, class teacher and SENCo
- Attend or prepare reports for Pupil Review
- Liaising with and providing specialist advice and recommendations for the class teacher and SENCo to optimise provision for children with SEN
- Providing written reports of individual children's targets and progress

Parents Guardians and Carers

Grafton recognises the importance of working in partnership with parents in order to offer quality provision in the area of SEN. The school aims to respond effectively to parental concerns regarding their child's individual needs and act appropriately. The SEN team is committed to improving effective mechanisms for parental involvement and the sharing of information.

We aim to

- Share and discuss with parents when needs are first identified by the class teacher
- Consult with parents to plan an effective, achievable and need Support Plan for children identified as in need of additional support
- Develop home/school programmes for children if the need arises
- Inform parents and acquire their views when the school is considering contacting outside agencies for further advice and support
- Respond to any concerns raised by parents and arrange meetings with the Head teacher, SENCo and class teacher to discuss these

- Advise parents as to the appropriate agencies if they want to seek further advice and support themselves

Further information regarding the Local Authority's Local Offer for children and young people aged 0-25 with special educational needs and disabilities can be found at:

http://www.islington.gov.uk/localoffer

For the school's SEN Information Report please see our school website: http://www.graftonschool.co.uk

Other useful local agencies for help and advice include:

The Family Information Service
Gives free impartial information, advice and guidance about services for children, young people and families.
020 7527 5959
fis@islington.gov.uk
http://www.islington.gov.uk/fis

The Parent Carer Support Service, based at Centre 404
Offers a range of services to assist the parents/carers of children with SEND. These include: help with resolving disagreements, information and advice, direct support, help with personal budgets and form filling, and access to social groups and other activities and local networks.
020 7697 1336
http://www.centre404.org.uk/

Multi-agency working

Regular liaison is maintained with the following external agencies:

- Educational Psychology Service
- Outreach Support Services i.e. Support from our local Special schools: Richard Cloudesley, Samuel Rhodes and The Bridge School
- Child and Adolescent Mental Health service (CAMHS)
- Education Welfare Service
- Health Service i.e. School nurse, Speech and Language Therapists, Occupational Therapists, Physiotherapists, etc.
- Alternative Education Provision i.e. Pupil Referral Units
- Families First

Transition and transfer

We recognise that our children with SEN can be particularly vulnerable during transition between key stages and year groups and transfer between primary and secondary school. To support the transition process procedures are put in to place to ensure that future class teachers, SEN support staff and teaching assistants are appropriately prepared for the children with SEN that they will work with; this includes: effective handover of records, partnership work with parents, liaising with teachers and specialists that are working with the child, observations and meeting the child before the transfer or transition. A personalised transfer / transition

program is created for children with an EHCP and other particularly vulnerable children.

Children's voice

Grafton recognises the importance of and values the child's voice. We understand that we can learn much about how to better support a child and meet their needs by communicating with and listening to the child's point of view. Therefore we ensure that at every opportunity the child's views are sought after and acted upon. The child's views are acquired using methods appropriate to the needs and age of the child; for example, through informal conversations, with pictures / symbols, makaton, questionnaires, different medium; e.g. puppets, sand-play.

We work hard to create a culture within the school that values all pupils, allows them to feel a sense of belonging and makes it possible to talk about issues in a non-stigmatising way. We have clear policies on behaviour and bullying that set out the responsibilities of everyone in the school.

Accessibility

Grafton Primary School consists of a three-storey building with additional mezzanine floors and a separate one-storey 2+ Centre, Art room and Sports Hall. All floors in the main building are accessible via a lift and two separate flights of stairs. The School Office, Nursery, Reception and two Year 1 Classrooms are located on the ground floor. There are three disabled toilets, one with a shower. There are also disabled parking facilities.

The school's accessibility policy can eb found on the school website.

Equal Opportunities Statement

All children, regardless of their age, gender, religion, race or culture have access to SEN provision if they are identified as having SEN.

Complaints

We are committed to providing excellent services to all our children and their parents and we believe the best way to do this is to listen to your views. We encourage parents to contact us about their concerns and not to wait for the next formal opportunity to meet. So if you have something to tell us, whether good or bad, please contact the class teacher or SEN and Inclusion Manager.
If you have a complaint about SEN provision, please tell us promptly by contacting the following people in this order:

1. The class teacher
2. The SENDCo
3. The head teacher – using the main school number
4. The governing body by completing a form on our complaints policy.

Further information about our complaints procedure can be found on our website. We realise that parents may need someone to help them approach us if things aren't going well; if you need support to raise a concern or make a complaint this you may want to contact Centre 404's Parent Carer Support Service, an independent

organisation that provides a disagreement resolution service. You can contact them on 020 7697 1336, or by email to Lydia Hodges at LydiaH@centre404.org.uk
As a matter of last resort parents can also make a formal complaint to Ofsted: guidance for parents can be found here: https://www.gov.uk/complain-about-school

Further information on local support for families of pupils with SEN can be found in the Local Offer.

Policy Authority

The Head Teacher (Andrew Turnock), the SENCo (Kate Murray) and the SEN are the named people responsible for the co-ordination and the delivery of this policy. It will be reviewed annually.