



Special Educational Needs Disability and Inclusion Policy

Audience	All Greswold staff Supply and temporary staff Governors Parents
Co-ordinated by	Kathryn Sullivan and Kerrie Murphy (SENDCos), Anna Woodcock (Deputy Headteacher) Russ Jones and Vicki Powell (Inclusion teachers)
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To be reviewed by	SENDCos, Inclusion lead, Inclusion teachers
Associated Governing Body Committee	Inclusion

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School vision statement

To provide an inclusive learning community where every child really does matter

Aims and Expectations

Our school aims to embed the principles of BRICKS:

- Belonging
- Respect
- Independence
- Curiosity

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- Kindness
- Success

School aims

- To provide a high standard of education in a stimulating, varied environment in which children can learn effectively;
- To create a caring atmosphere in which children are taught good citizenship, are happy and encouraged to act independently and foster self-discipline;
- To encourage the children to co-operate with, understand and care for others from all backgrounds and abilities, thus children are guided into responsibility not only for their own development but also that of the whole school family;
- To ensure that every child, whatever their ability, has the right and opportunity to attend our school with appropriate resources and support wherever possible, and to have access to a broad and balanced curriculum;
- To create, maintain and develop a physical and emotional atmosphere where children are stimulated to develop powers of observation and lively enquiring minds;
- To develop an understanding of decision-making and the need for rules, maintaining a continuous effort to improve standards for the general good and success of all.

1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND), Pupil Premium (PP) and Looked After Children (LAC).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

3. Definitions

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2015). This states:-

*"SEN: A child or young person has special educational needs if he or she has a learning difficulty or a disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from**, that made generally for others of the same age in a mainstream setting in England. Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '**...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**.' This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy and cancer.*

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

4. Roles and responsibilities

4.1 The SENDCos: Mrs Kathryn Sullivan and Miss Kerrie Murphy

The SENDCo's will:

- Work with the Headteacher, Inclusion Lead and SEND governor to determine the strategic development of the SEND and Inclusion policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND and Inclusion policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively alongside the school's business manager.
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND Governor: Ms Kamilla Woodburn

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCo's to determine the strategic development of the SEND and Inclusion policy and provision in the school

4.3 The Headteacher: Mrs Karen Scott

The headteacher will:

- Work with the SENDCos and SEND governor to determine the strategic development of the SEND and Inclusion policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

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4.4 The Inclusion Lead (Deputy Headteacher): Mrs Anna Woodcock

The Inclusion Lead will:

- Work with the Headteacher, Governors, SENDCos and Class teachers to determine the strategic development for pupils receiving Pupil Premium and Looked After Children in conjunction with the Designated Safeguard Lead.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that Pupil Premium and Looked After pupils receive appropriate support and high-quality teaching

4.5 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class through the use of quality first teaching approaches
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCos to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND and Inclusion policy

4.6 Teaching assistants and learning support assistants

- Receive training alongside class teachers to support pupils with SEND
- Work closely with the class teacher to support Looked After Children and those on the Pupil Premium register
- Collaborate with teachers to monitor progress
- In some cases, provide one to one support for pupils who require a high level of tailored support as per their EHCP.

5. SEND information

5.1 The kinds of SEND that are provided for:

All pupils with SEND are welcomed at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the needs of pupils at this school.

If necessary, the school may apply for an EHCP for a pupil who requires support above the local offer. See appendix 2 for the EHCP application process.

For children with an Education, Health and Care Plan (EHCP), parents have the right to request a particular school and the Local Authority must comply with that preference and name of the school or college in the Education, Health and Care Plan unless:

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- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our school in a child's EHCP, the Local Authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the Local Authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autism, speech and language difficulties
- Cognition and learning, for example, dyslexia, dysgraphia, dyspraxia, dyscalculia, global delay, moderate learning difficulties, down's syndrome
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), anxiety, trauma and bereavement
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. Teachers are also able to identify any concerns they have to the SENDCos (Mrs Sullivan EYFS and KS1, Miss Murphy KS2), showing clear evidence of strategies which have been used and their impact. The school follows the graduated approach when determining support a child may require. See appendix 1. Throughout each term, there will be regular monitoring of children who have been identified as having SEND.

Parents should initially contact their child's class teacher with any concerns. Class teachers can be contacted through the school office:

Tel: 0121 705 4738

Email: s25office@greswold.solihull.sch.uk

5.3 Consulting and involving pupils and parents

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We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- everyone develops a good understanding of the pupil's areas of strength and difficulty
- we take into account the parents' concerns
- everyone understands the agreed outcomes sought for the child
- the child's needs are at the heart of decision making and everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record on the section labelled 'meetings log' on provision map and parents can ask for access to these. ~~given to their parents.~~

We will formally notify parents when it is decided that a pupil will receive SEND support.

Attainments towards the identified outcomes will be shared with parents termly through SEN support review meetings and also through the school reporting system and Parents Evenings.

Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher and the SENDCo, at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success.

Parents are encouraged to support their child's learning at home. The school website includes links to websites and resources that we have found useful in supporting parents to help their child learn at home. The class teacher or SENDCo may also suggest additional ways of supporting learning at home. The website can be accessed here: <https://www.greswold.solihull.sch.uk/special-educational-needs-and-disabilities/>

The school organises a number of parent workshops. These are advertised on the school website and aim to provide useful opportunities for parents to understand more about how to support their child's learning. The school can also recommend a number of external parental workshops dependant on parental requirements.

If parents have ideas on support that they would like to have access to in order to further support their child's learning, they may contact the SENDCo via the office email address or by leaving a message on provision map.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

1. **Assess:** Data on the pupil held by the school will be collated by the class teacher in order to make an accurate assessment of the pupil's needs.
2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil, will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENDCo.
3. **Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include relevant academic and developmental targets that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.

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4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

The class teacher will work with the SENDCo to 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 and behaviour
- 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, if relevant

The assessment will be reviewed termly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required through access to the pupil's 'SEN Support Passport'. We will review the effectiveness of the support and interventions and their impact on the pupil's progress termly taking into account the views of the pupil, parents and everyone involved with the pupil's education.

5.5 Supporting pupils moving between phases

A number of strategies are in place to enable effective pupils' transition. These include:

On entry

- A planned induction programme is delivered in the Summer term to support transition for pupils starting school in September.
- Parents/carers of children starting in Nursery or Reception are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENDCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transitioning from another setting, the previous school records will be requested immediately.

In school transition

- All pupils have transition sessions with their new class teacher in their new classroom in July each academic year.
- Some pupils need more specific support to transition to a new year group and this will be agreed with parents. This may include extra visits to the new teacher and/or classroom, photographs of key areas and other information.
- A transition document will be available on our website for all families to access.

Transition to the next school

- The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND.

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- The annual review in Y5 for pupils with an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENDCos of both schools will communicate via email or meeting to discuss the needs of pupils with SEND to ensure a smooth transition.
- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying the school that their child has been enrolled at another school.

5.6 Our approach to teaching pupils with SEND

At Greswold School we believe in an inclusive approach to teaching pupils with SEND, and we work hard to reduce, and where possible remove, the barriers to learning for our pupils enabling them to access learning and achieve their potential. This is achieved by ensuring the health and well-being of all pupils as well as supporting them to make academic progress. We work in partnership with parents and carers, other schools, the local community and external support services and providers.

Teachers are responsible and accountable for the progress and development of all the pupils in their class, including those with SEND. Teachers work with the SENDCos to deliver a graduated approach for pupils with SEND. High quality teaching is our first step and teaching and learning is adapted appropriately for individuals and groups to ensure that all pupils make progress from their starting points.

We use personalised teaching and learning approaches; access to technology across the curriculum; flexible learning pathways and out of hours learning activities; support for emotional well-being; flexible timetables; assessment systems that engage pupils in having a say about their progress and additional provision.

Our specific aims and aspirations for pupils with special needs are:

- To create an environment that meets the needs of each pupil, focuses on inclusive practice and removes barriers to learning;
- To ensure that the special educational needs of our pupils are identified, assessed and they have access to high quality provision;
- To make clear the expectations of all partners in the process;
- To identify the roles and responsibilities of staff in providing for pupil's special educational needs;
- To enable all pupils to have full access to all elements of the school curriculum.
- To involve pupils with SEND and their parents/carers in discussions and decisions about their support.

We will also provide the following interventions as appropriate:

- Nessy Reading and Spelling
- Precision teaching
- Super Sonic Phonic Friends
- Toe-by-Toe
- Colourful Semantics
- Numicon Breaking Barriers
- SNIP Literacy
- Write from the Start
- Small group support planned by class teachers and delivered by TAs.
- Nurture Group Support
- Be Confident

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- Peer listeners
- Superskills
- Emotional Literacy
- Individual reading support
- Small group Phonics support
- Language Link
- BEAM (Balance Education and Movement)
- Doodle learning

Additionally, advice and support is requested from external specialists, and pupils may be provided with specialised equipment or resources.

5.7 Adaptations to the curriculum and learning environment

When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be adapted by the class teacher to reduce barriers to learning and enable the pupil to access the curriculum more easily. These adaptations may include strategies suggested by the SENDCO and/or external specialists.

For example:

- Adapting the content of the lesson or the teaching style
- Adapting group sizes e.g. small group support, 1:1 support
- Adapting our resources and staffing to meet the needs of pupils effectively
- The use of ICT to enable access to the curriculum or to enable recording
- The use of visual aids such as visual timetables, task boards, visual reminders
- The use of coloured overlays, larger font, adapted worksheets, reducing the need to refer to the whiteboard, coloured paper or exercise books
- The use of adaptations to support physical barriers such as sloping boards, easy pens and pencils, chunky tools, adaptive scissors etc
- The use of aids for concentration such as fiddle objects, stress objects, wobble cushions, wobble boards, foot rests, weighted lap/shoulder cushions etc
- Building in access to sensory and/or movement breaks
- Providing access to safe spaces/ low stimulation areas
- Adapting teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Providing access to quiet areas for completing tasks

5.8 Additional support for learning

- In Nursery there is a class teacher and two teaching assistants for each session that the children attend. In Reception each class has a class teacher and a full-time teaching assistant. Our TAs deliver interventions such as Language Link (Understanding of Language), BEAM, small group phonics sessions and fine motor interventions.
- In Key Stage 1, each class has a full-time class teacher and a part time teaching assistant, working through the mornings. Our TAs deliver small group interventions based on the needs of the children, such as Language Link, BEAM, handwriting, phonics, Numicon.
- We have a number of teaching assistants across Key Stage 2 who are trained to deliver interventions such as Numicon, Supersonic Phonic Friends, Precision teaching, handwriting, reading comprehension and Catch-up groups.

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- Teaching assistants may support pupils on a 1:1/group basis for short periods of time when the class teacher has assessed the pupil's needs and planned for a block of support.
- Teaching assistants may support pupils in small groups for a planned block of intervention based on their needs as assessed by the class teacher.
- Pupils with EHC Plans in EYFS may be supported through our intervention group in the Hive. The length of the session in the Hive will vary depending on the needs of the pupil and has the aim of supporting the pupils to re-join their main class as soon as possible.
- Pupils with EHC Plans in Key Stage 1 may be supported through our intervention group in the Den. The length of the session in the Den will vary depending on the needs of the pupil and has the aim of supporting the pupils to re-join their main class as soon as possible.
- Pupils with Social, Emotional and Mental Health difficulties may be supported by our Learning Mentors in a variety of ways (See 5.13)
- Pupils with EHC Plans in Key Stage 2 may be supported through our intervention group in the Nest. The length of the session in the Nest will vary depending on the needs of the pupil and has the aim of supporting the pupils to re-join their main class as soon as possible.

5.9 Expertise and training of staff

- Senior leaders are committed to providing all staff with appropriate CPD to carry out their roles and responsibilities to the highest standards. As a result, staff regularly receive training sessions on a range of needs. In the last few academic years, staff have received training in specific learning difficulties including dyslexia, classroom strategies for working with pupils with SEND, attachment difficulties, anxiety, social, emotional and mental health difficulties, working memory difficulties, autism, picture exchange communication strategies (PECS), Makaton, Down Syndrome, declarative language, Nurture UK, communication and language, dyscalculia, de-escalation and equality, diversity and inclusivity.
- Our Learning Mentors and Teaching Assistants are highly experienced in supporting a variety of pupil's needs, and regularly receive appropriate training. Recent training includes dyslexia, dyscalculia, ADHD, attention autism, colourful semantics and literacy/numeracy difficulties.
- In addition, the school has regular visits from health professionals, SEND specialist teachers, the Sensory/Physical/Hearing impairment team, the Social, Emotional and Mental Health (SEMH) team, an Educational Psychologist and the Autism team who provide advice to staff and children to support the success and progress of individual pupils.

5.10 Securing equipment and facilities

Schools are required to meet the additional needs of pupils with SEND, and the national expectation is that they will do that from within their normal school budget. For pupils with an EHCP the government have determined that schools must contribute the first £6,000 and LAs will provide additional funding by means of a top-up.

To help schools understand the funding they receive that could reasonably be associated with meeting school statutory responsibilities for SEND, each school has a "notional SEN budget". This is made up from a proportion of funds allocated to the school within their fixed budget and includes an element of the Age Weighted Pupil Unit and elements of the various measures of deprivation funding. The notional SEN budget is not a separate funding factor for schools, it is an assessment of what proportion of each school funding factor may reasonably be attributed to being available to meet SEND.

For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation. This funding is then

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used to provide the equipment and facilities to support pupils with special educational needs and disabilities. The range of support offered is identified according to need as identified in these areas:-

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

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term through a review meeting with parents (and the pupil if in Year 5 or 6) and the class teacher, which may involve the SENDCo
- Reviewing the impact of interventions after six or twelve weeks (depending on the intervention)
- Individual discussions with pupils
- Using SEND assessment sheets to measure progress
- Holding annual reviews for pupils with EHC plans
- Monitoring of teaching and learning, adaptations to the curriculum, interventions and/or adjustments

The quality of classroom teaching provided to all pupils is monitored through several processes that include:

- Classroom observations/learning walks by the senior leadership team, the SENDCos, external verifiers
- Ongoing assessment of progress made by pupils with SEND
- Work sampling and scrutiny of planning to ensure effective matching of work to pupil need
- Teacher meetings with the SENDCos to provide advice and guidance on meeting the needs of pupils with SEND
- Pupil and parent feedback on the quality and effectiveness of interventions provided
- Attendance and behaviour records

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. Risk assessments are carried out and procedures are put in place to enable all pupils to participate in all school activities.

All pupils are encouraged to go on our residential visits. Adjustments are made as appropriate and necessary to ensure that all pupils can access the activities on these visits.

All pupils are encouraged to take part in sports days, school productions, project days and other special activity days.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

Adjustments that are made to ensure pupils with SEND are included:

- Providing additional adult support for residential and day visits
- Allowing parents to accompany pupils on visits where appropriate

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- Adapting activities to ensure a pupil's needs are met
- Providing a safe space for specific pupils to have a break on days where routines are different
- Working with parents, pupils and external agencies to ensure the correct equipment and adaptations are provided for specific pupils

Our Accessibility Plan is available on the school website

5.13 Support for improving emotional and social development

At Greswold School the Social, Emotional and Mental Health of our pupils is very important to us. We have a designated classroom called 'The Nest' in Key Stage 2 which is used for Nurture support. Based in 'The Nest' we have our Inclusion teacher, who is also lead for Social, Emotional and Mental Health, and two Learning Mentors who provide support for many SEND pupils. Emotional support is provided in the following ways:

- 'The Nest' is open for pupils to enter school for a 'soft start' in the morning if needed. This removes the anxiety of entering the noisy playground before school and allows pupils to view their visual timetable for the day. It also allows pupils to talk about how they are feeling and offload what has happened before school.
- The Inclusion Teachers and Learning Mentors 'check in' with specific pupils throughout the day.
- Groups and individuals come to 'The Nest' to receive support with their tasks or to work in a quiet supportive environment e.g. spelling groups, homework groups (or individuals), reading support, Maths support, assessment tasks/tests.
- Pupils have movement or sensory breaks throughout designated spaces in school.
- We have a Nest table in the upper-school hall where some pupils choose to eat their lunch. This includes pupils with SEND, Pupil Premium or other vulnerable pupils.
- BEAM groups take place each morning in the upper school hall.
- Emotional Literacy and Superskills groups are run by the Learning Mentors and an Inclusion teacher weekly

An evaluated Personal and Social Development (PSD) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.

Our school has an Anti-Bullying Policy which can be viewed on our website.

Our school has gained Enhanced Healthy School status which evidences the work undertaken within the school to support pupils' well-being and mental health.

Our school has completed the Nurture UK award. The 6 principles of Nurture can be identified on our website under the Special Educational Needs section and in our handbook.

For information about pupils with medical needs please refer to the Medicines in Schools Policy on the school website

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5.14 Working with other agencies

Action relating to SEN support will follow an **assess, plan, do** and **review** model:

As a result of the review process, we may decide to involve outside agencies for specialist support. We work with the following agencies to provide support for pupils with SEND:

- Solihull Specialist Inclusion Support Service (SISS) Autism team, Sensory and Physical, Hearing Impairment team, Social, Emotional and Mental Health team (SEMH)
- SENTAA (Special Educational Needs Teaching Assessment and Advice)
- Solihull Community Educational Psychologist Service
- Paediatric Speech and Language Therapy
- Paediatric Occupational Therapy
- Community Paediatricians
- School nurse
- Specialist Assessment Service (ADHD or Autism referral)
- Ordinary Magic Play Therapy Service
- SOLAR (CAMHS)
- Illuminate (Educational Psychology)
- SEEN & HEARD (Speech and Language)

The school will involve external agencies as appropriate for advice on meeting the needs of pupils with SEND and in further supporting families.

For a very small percentage of pupils, whose needs are significant and complex and the SEN support required to meet their needs cannot be provided from within the school's own resources, a request will be made to the Local Authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being created.

5.15 Complaints about SEND provision

If parents wish to discuss their child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs, they are advised to speak to the child's class teacher in the first instance. Following this, should they wish to speak to non-class-based staff, they can contact the following.

- The SENDCos: Mrs Kathryn Sullivan (EYFS & KS1) Miss Kerrie Murphy (KS2)
- The Inclusion Lead: Mrs Anna Woodcock
- The Head teacher: Mrs Karen Scott
- The School Governor with responsibility for SEND: Ms Kamilla Woodburn-Minot

All of the above may be contacted via the school office.

Telephone: 0121 705 4738 Email: 25office@greswold.solihull.sch.uk

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions

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- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEND

- **Solihull SENDIAS** (Special Educational Needs and Disability Information, Advice and Support Service) supports children and young people with SEND and their parents/carers.
Website www.solihull-sendias.org.uk
Contact: Email: solihullsendias@family-action.org.uk
Telephone: 0121 516 5173
- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may refer to the Local Authority Complaints Procedure located here: <http://socialsolihull.org.uk/localoffer/ehc-plans/send-complaints-process/>
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authority's decision about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here <https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>
- More information can be found on **Solihull's Local Offer** <https://socialsolihull.org.uk/localoffer/>
- Additional support can also be found on our SEND Information on our website.

5.17 The local authority local offer

Our local authority's local offer is published here: <https://socialsolihull.org.uk/localoffer/>

6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCos, Inclusion Lead and Inclusion Teachers every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Anti-bullying
- Behaviour
- Supporting pupils with medical conditions
- Medicines in school
- RRSHE Policy
- Pupil Premium Statement and Plan
- SEMH Policy
- Attendance Policy

8. Pupil Premium Statement and Plan

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See Pupil Premium Statement for more details.

9. Looked After Children

The governing body of Greswold Primary School is committed to providing quality education for all its pupils, based on equality of opportunity, access and outcomes. The school recognises that, nationally, there is considerable educational underachievement of children in residential and foster care, when compared with their peers, and is committed to safeguard and promote the education of Looked after Children.

The pupil premium grant for pupils recorded in the school census and alternative provision census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as a residence order) amounts to £2570. These pupils are collectively referred to as post-LAC in these conditions of grant.

The Designated Teacher for Looked after Children: Mrs Jane Glover

- is an advocate for Looked After Children;
- when a child is new to the school, ensures a smooth and welcome induction for the child and carer, and notes any specific requirements, including care status;
- ensures that a Personal Education Plan(PEP) is completed, as soon as possible. This should be prepared with the child and the carer, in liaison with the social worker and other relevant support workers/agencies, and be linked to the Care Plan meetings, within 28 days, 3 months and 6 months and, at least, every 6 months.
- keeps PEPs and other records up to date, particularly in time to inform review meetings;
- if necessary, adapts certain policies and procedures to take into account the needs of a Looked after Child;
- co-ordinates support for the child in the school and liaise with other professionals and carers as necessary;
- ensures staff receive relevant information and training and act as an advisor to staff and governors;
- ensures confidentiality for individual children and only share personal information on a need to know basis;
- provides written information to assist planning/review meetings and ensures attendance as far as possible;
- ensures that the child and carer(s) receive early notification of meetings, parents evenings and other events and that communication remains regular and positive.
- encourages Looked After Children to participate in extra-curricular activities and out of hours learning, where feasible;
- ensures speedy transfer of information between individuals and other relevant agencies and to a new school if and when the child transfers;
- seeks urgent meetings with relevant parties where the child is experiencing difficulties and/or is in danger of being excluded.

LAC reviews, involving the school, will take place up until an adoption order has been granted. However, Pupil Premium Plus funding will continue for LAC until pupils are 16 years old.

Special Needs and Inclusion Policy

Appendix 1:

Graduated approach

