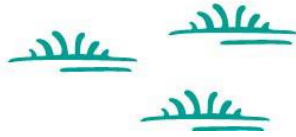


Gorringe Park Primary School



Believe, Achieve, Succeed

Our vision is

Our school **inspires** our children **to achieve**
in a safe and fun environment
so that they can take their next steps in life **with confidence**.

Special Educational Needs Policy

Policy Review

Date Agreed: December 2025

Next Review Date: December 2026

Signed by Chair of Governors:
(Signed original stored in Headteacher's office)

Dated:

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1. INTRODUCTION

This policy reflects the school's vision statement and values 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 (2014)
- Statutory Guidance on Supporting Pupils at school with medical conditions (April 2014)
- The National Curriculum for England
- Accessibility Plan
- Teachers Standards (2013)

This policy should be read in conjunction with our **Gorringe Park Primary School Local Offer**, which can be found on our website.

The Governing Body and the staff aim to ensure that all pupils, including those as identified as having special educational needs and disabilities (SEND), are motivated and encouraged to develop physically, socially, intellectually, spiritually, morally, culturally and emotionally by providing a broad and balanced curriculum which is accessible to them and which incorporates the Foundation Stage or National Curriculum. We have high expectations and aspirations for all our children and believe that every teacher is a teacher of every child, including those with SEN. We aim to ensure that all children achieve the best possible educational and other outcomes.

At Gorringe Park Primary School, we strive to provide support and remove barriers to learning to enable all pupils to achieve equitably and participate fully at school. In order to do this, many steps are taken to support pupils in their learning. We maintain a primary focus on high quality classroom teaching in order that all children achieve at least at age-expected levels. However, for some children, there will be occasions when additional support is needed to help them move forward with their learning.

2. THE AIMS AND OBJECTIVES OF SEN PROVISION AT GORRINGE PARK PRIMARY SCHOOL

- To provide a Special Educational Needs Coordinator (SENCO) who will work in line with the SEN policy
- To ensure the SEND (2014) and Disability Acts and relevant Codes of Practice and guidance are implemented effectively across the school.
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
- To identify and assess children with SEN as early as possible ensuring there is careful monitoring, assessment and provision made for pupils throughout their schooling to maximise their outcomes.
- To ensure these children are given appropriate support to allow them full access to the National Curriculum and all school activities.

- To provide a broad, balanced and suitably differentiated curriculum relevant to pupil needs, through all staff sharing responsibility for SEN.
- To involve the children and their parents in developing a partnership with the school to ensure that decisions are made together.
- To provide support and advice for all staff working with pupils who have special educational needs
- To promote self-worth, confidence and enthusiasm, giving every child the entitlement to a sense of achievement and by encouraging independent learning at all age levels.
- To address needs, with a focus on outcomes and aspirations, through the graduated approach as set out in the SEND: Code of Practice 2014.
- To ensure that understanding of SEN is reflected in school policies, schemes of work, planning and record keeping.
- To develop the existing skills of staff in the identification, assessment of and provision for pupils with SEN and to provide training and support for all staff.
- To regularly review the progress of children with SEN.

3. IDENTIFYING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

The 2014 Code of Practice says:

“A child or young person has special educational needs if he or she has a learning difficulty or 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 in a mainstream setting in England.”

The Code of Practice also states that children should only be identified as having SEN if they do not make adequate progress academically, emotionally or socially, once they have received high quality teaching and intervention programmes and all teachers are responsible and accountable for the progress and development of the children in their class.

Children will have needs and requirements which may fall into at least one of the four areas set out below and many children will have inter-related needs. The areas of need are:

- Communication and interaction
- Cognition and learning, including specific learning difficulties such as dyspraxia and dyslexia
- Social, Emotional and mental health difficulties
- Sensory and/or physical needs

The purpose of identification of need is so that we can plan suitable intervention and support for the child. We will consider the needs of the whole child, not just their special educational needs.

Other factors may impact upon progress and attainment, yet are not considered to be a Special Educational Needs, are:

- Disability – the Code of Practice outlines the “reasonable adjustment” duty for all settings and school provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a looked after child
- Being a child of a serviceman/woman
- Behaviour – it is important for the school to recognise that behaviour is not an acceptable way of describing SEND and that the behaviour is the result of another need of the child.

The school will assess each child’s current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child’s other school experience.

4. A GRADUATED APPROACH TO SEN SUPPORT

High quality teaching, tailored to individual pupils, is the first step in responding to pupils who have, or may have SEN know that additional intervention and support cannot compensate for teaching of the highest quality.

At Gorrington Park Primary School, we scrutinise progress and development of all children closely. We know that pupils need extra help if:

- Limited/no progress is being made (and usually the child is falling behind age-expected attainment)
- Concerns are raised by parents/carers, teachers or the child themselves
- There is a significant change in the pupil’s social and emotional well-being, behaviour or achievement.

This tracking is done through observation, formative and summative assessment, specific assessments to ascertain strengths and difficulties, monitoring progress and attainment and outside agency reports and advice.

If a child is thought to have a SEN the class teacher, together with the SENCO will consider all the information gathered about a child’s progress and attainment.

Once a child has been identified as having a SEN, the class teacher will invite the parents to a meeting in order to:

- Formally let them know that their child is being placed at SEN Support level on the Schools SEN Register.
- Discuss any assessments that may have been completed.
- Agree a plan and provision. This will be recorded on an Individual SEN Support Plan which will identify the provision that will be made and the outcomes that are expected as a result of this provision.

The SENCO will meet with class teachers termly to discuss additional needs concerns, to support with the review of SEN Support plans and help with target setting where appropriate.

This is part of our graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice. Depending upon their age and ability, the child may be invited to attend all or part of the meeting. Thereafter, parents (and where appropriate the child) will be invited to meet termly to review progress made, set targets and agree provision for the next term. Targets arising from the meetings and reviews will be used to inform and support whole class approaches to inclusion such as differentiation.

If necessary, the SENCO can contact support services at any time if it is felt that these are needed in order to support a child's progress.

The school is able to call on the following services:

- Learning, Behaviour and Language Support Service
- Speech Therapy
- Occupational Therapy
- Community Paediatrician or School Nurse
- Educational Psychologist
- CAMHS (Child and Adolescent Mental Health Service)

Access to these services is sometimes limited to those who meet a set of specific criteria. From time to time it may also be necessary to make referrals to or enquiries with the GP, health visitor or community paediatrics. The School SENCO may ask parents to contribute towards either a single agency referral or a CASA.

Identification and Assessment Arrangements, Monitoring and Review Procedures

The school's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing and who may have additional needs.

Monitoring will take the form of:

- Termly pupil questionnaires
- Discussions with staff
- Learning walks

- Scrutinising lesson planning for those with SEN and those with individualised curriculums
- The SENCO, together with the Head teacher and senior leadership team, monitors the quality and effectiveness of provision for pupils with SEN and disabilities through classroom observation.

Based on the school's observation assessment data and following discussion between the class teacher, SENCO and parents/carers, the child may be recorded as needing either:

- Differentiated curriculum support within the class
- Additional support through Special Educational Needs Support

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

5. MANAGING PUPILS NEEDS ON THE SEN REGISTER

In order to make progress, a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies. Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Monitoring of progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making expected progress at this level of intervention. The impact of specific intervention is evaluated more regularly.

Where a period of differentiated curriculum support has not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, provision at the SEN Support level may need to be made. This means that the class teacher devises interventions additional to or different from those provided as part of the school's usual differentiated curriculum:

When a child is deemed to have special educational needs:

- SEN support plans are written by the teachers, in collaboration with the parents, pupils and SENCO, three times a year
- The SENCO provides advice and feeds into these discussions
- This support plan will outline the desired outcomes for the child and the support in place to help them reach these
- If involved, the advice from outside professionals should be included in the support plan
- For children who have a Statement or Education, Health and Care Plan (EHC Plan), parents will be invited to attend an annual review (twice yearly for children in Early Years Foundation Stage). Representatives from the outside agencies working with the child will also be invited to attend.

Termly pupil progress meetings will monitor the attainment and progress of individual children and look at any interventions that have been or need to be delivered.

Phase leaders coordinate the interventions that are being delivered in their phase group and record these onto provision maps which are updated every term. These will include the intervention being delivered, which children are included within it, who is delivering it, the frequency, duration of sessions and the number of weeks it will run for. They also work with their team to measure its impact.

As part of the review process, the SENCO and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions/support. In consultation with parents, we may then commission support and advice from external services. We work closely with these services and implement recommendations and advice into the planning, monitoring and reviewing of the child's progress.

Following targeted support, if a child has significant and long term needs and continues to demonstrate significant cause for concern, the school will make a request to the Local Authority for an Education, Health and Care Plan (EHC plan) to be put in place in order to support the child in achieving the best possible outcomes. The EHC plan will record the suggested provision that will need to be put in place in order to support the child to achieve their desired outcomes.

6. CRITERIA FOR EXITING THE SEN REGISTER

If a child has made sufficient progress and no longer needs support, the decision will be made in consultation with the child and their parents/carers that they can be removed from the SEN register. Their needs will then be met through usual classroom differentiation. We will continue to monitor their progress closely.

7. SUPPORTING PUPILS AND FAMILIES

Partnership with parents plays a key role in enabling children with SEN to achieve their potential. Parents and carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs. Parents and carers are seen as integral to the successful development of their child within school and their participation is actively encouraged at all levels. Parents are:

- invited to attend parents evenings and open evenings
- invited to termly SEN meetings to review past plans and contribute to their child's new SEN support plan
- encouraged to respond to SEN support plans
- invited to attend Annual Reviews (for children with EHC plans and statements).

Children often have a unique knowledge of their own needs and what help they benefit from. Even though some of our children are very young, we will involve them wherever possible in the assessment, planning and review process.

8. 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 case the school will comply with its duties under the Equality Act 2010.

Some children with medical conditions may also have SEN and may have an Education, Health and Care Plan which brings together their health and social care needs, as well as their special educational provision and the SEND code of practice is followed.

Full details of the arrangements in place in school to support pupils with medical conditions can be found in the school's "Supporting pupils with Medical Needs" policy.

9. MONITORING AND EVALUATION OF SEND

There are termly meetings between impact team leaders and class teachers to review attainment and progress. Those children that are progressing slowly and/or are below age related expectations will be brought to the attention of the SENCO who will meet with the class teacher to discuss next steps.

In addition, the SENCO:

- Monitors the movement of children within the SEN system in school.
- Is involved in supporting teachers involved in drawing up SEN Support Plans for children.
- Holds regular meeting with the Head teacher to review the work of the school in this area.
- Provides staff and governors with regular summaries of the impact of the policy on the practice of the school.
- Meets with the named governor with responsibility for special needs.
- Provides an annual report to the governing body on SEN.

10. TRAINING AND RESOURCES

Our SENCO attends Local Authority training and termly meetings with fellow SENCOs from across the borough. Information and ideas are regularly shared to ensure best practice. We believe that our staff are our most valuable resource. We are committed to providing relevant training and development for all staff, teaching and support. In order to meet these needs, we make full use of advisors and consultants, colleagues in mainstream and special schools, members of the multi-professional team and our own in-house expertise. All staff are asked to identify training needs as part of the appraisal cycle. Newly qualified teachers are provided with SEN training as part of their induction.

All support staff have ongoing training provided by the SENCO and the LEA in accordance to the needs of the children attending our school.

11. ROLES AND RESPONSIBILITIES

Role of SEN Governor

The SEN Governor's role is to liaise with the SENCO and offer support as appropriate. Governors ask questions to quality assure the school's SEN provision.

SEN Teaching Assistants

We have a number of Learning Support Assistants who support individual children. Their line manager is the SENCO. All other Teaching Assistants work in classes to support teaching and learning of children both with and without SEN across the whole school.

Safeguarding

The Deputy Head Teacher is the designated safeguarding lead. In their absence, the Headteacher and two members of the safeguarding team take on the role of safeguarding lead.

Pupil Premium Grant (PPG)/Look after child (LAC) funding

The member of staff responsible for managing PPG/LAC funding is School Business Manager.

Medical Needs

The responsibilities for providing for pupils with medical needs overall resides with the Head Teacher, but is detailed in the Supporting pupils with Medical Needs policy.

12. STORING AND MANAGING INFORMATION

Full details of how documents and information are stored and managed can be found in the school's "Data Protection Policy."

13. REVIEWING THE POLICY

This policy will be reviewed every 2 years by the Governing Body.

14. ACCESSIBILITY

All children will be provided with access to a broad and balanced curriculum within the school with regard to their intellectual, physical, social and emotional ability.

15. DEALING WITH COMPLAINTS

Arrangements for considering complaints by parents about special educational provision will follow the same procedure for complaints as set out in the "Complaints Procedure" which is on the school website.

16. BULLYING

Please see our Anti bullying Policy on the school website.

Should you wish to contact the school SEN team please call the school office on 0208 648 1451 and ask to speak to the Inclusion Manager or email office@Gorringepark.merton.sch.uk.

The following links may be useful for future reference;

Please refer to the Merton SEN jargon buster if there is any unfamiliar terminology within this document

Gorringe Park Primary School SEN information report, 2022:

The SEN code Of Practice:

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