GRANBY

PRIMARY SCHOOL

Special Educational Needs and Disability Policy

Approved by	Full Governing Body
Date	Autumn 2026
Next review due	Autumn 2027

The aims of SEND within Granby Primary School are based on the values derived from the Local Authority's 'Best Endeavours and Reasonable Adjustments' (BERA) document alongside government legislation -

- The Children and Families Act 2014
- The SEND Code of Practice, September 2014; this (Special Educational Needs and Disability) covers children from 0-25, through to adulthood and is there to support those who may have additional needs.

More details about the SEND Code of Practice can be found on the Department for Education's website:

SEND_Code_of_Practice_January_2015.pdf (publishing.service.gov.uk)

Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014.

A child or you person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of others 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 others of the same age in mainstream schools or mainstream post-16 institutions. A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Mission statement

'Ready. Respectful. Safe.' – The Granby Way'

At Granby Primary School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed.

We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010.

Together we take pride in making a positive contribution to our school and the wider community.

Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

Objectives

· Staff members seek to identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.

· Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.

· Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENCo and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.

· Work with parents/carers to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.

· Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. Some of these services include Special Needs Teaching Service (SNTS), Educational Psychology Service, Speech and Language Therapy, Children and Adolescent Mental Health Service CAMHS, Early Help etc.

· Create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays and sports teams.

Responsibility for the coordination of SEND provision

· The person responsible for overseeing the provision for children with SEND is Dale Cross (Head teacher)

· The person co-ordinating the day-to-day provision of education for pupils with SEND is Karen Carr [SENCo and Deputy Head teacher]

Arrangements for coordinating SEND provision

The SENCo will hold details of all SEND records for individual pupils.

All staff can access:

· The Granby Primary School SEND Policy;

· A copy of the full SEND Register.

· Guidance on identification of SEND in the Code of Practice

· Information on individual pupils' special educational needs, including pupil profiles, targets set and copies of provision maps.

· Practical advice, teaching strategies, and information about types of special educational needs and disabilities

· Information available through the Leicester City SEND Local Offer

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEND provision.

Admission arrangements

Please refer to the information contained in our school prospectus.

The admission arrangements for all pupils are in accordance with National Legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

Specialist SEND provision

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEND provision and training from SEND services where necessary.

Facilities for pupils with SEND

The school complies with all relevant accessibility requirements; please see the school accessibility plan for more details.

Identification of pupils needs

Identification - see definition of Special Educational Needs at start of policy.

A Graduated Approach:

Quality First Teaching

a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.

b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

d) The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.

e) Through (b) and (d) it can be determined which level of provision the child will need going forward.

f) If a pupil has recently been removed from the SEND register, they may also fall into this category as continued monitoring will be necessary.

g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

SEND Support

Where it is determined that a pupil does have SEND, parents will be advised of this and the decision will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

· Assess

· Plan

· Do

· Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. A 'Pupil passport' will be completed for individuals, outlining targets and areas of need.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

School contract

For those pupils who require additional support to SEND support, a school contract may be drawn up between school and parents. This outlines the level of support, targets and identifies those involved in the care of the child. Termly reviews are held by all involved in the care of the child.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

· Parents

· Teachers

· SENCo

· Social Care

· Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or 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.

Education, Health and Care Plans [EHC Plan]

a. Following Statutory Assessment, an EHC Plan will be provided by Leicester City County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and,

where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCo will consult with the child's parents for other flexible arrangements to be made. Granby have a Support Base (Squirrels), the SENCo will liaise with parents and external agencies when placing children within this setting.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided in school. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.

We set appropriate individual targets that motivate pupils to do their best, and celebrate achievements at all levels.

Inclusion of pupils with SEND

The Head teacher and SENCo oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. The school will seek advice, as appropriate, around individual pupils, from external support services.

Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through parents evening meetings.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. SEND provision and interventions are recorded on provision maps, which are updated when the intervention is changed. These are updated by the class teacher and are monitored by the SENCo and Deputy Head teacher. These reflect information passed on by the SENCo at the beginning of an academic

year and are adapted following assessments. These interventions are monitored and evaluated Termly. This helps to identify whether provision is effective.

Links to external agencies

The school continues to build strong working relationships and links with external agencies in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCo who will then inform the child's parents.

Working in partnerships with parents

Granby Primary School believes that a close working relationship with parents is vital in order to ensure

a) early and accurate identification and assessment of SEND leading to appropriate intervention and provision

b) continuing social and academic progress of children with SEND

c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCo may also signpost parents of pupils with SEND to the Local Authority Parent Partnership service (SENDIASS) where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND Governor (Glenys Mulvany) may be contacted at any time in relation to SEND matters.

Links with other schools

The school works in partnership with the other schools in Leicester City. This enables the schools to share advice, training and development activities and expertise.

Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and

additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our Child Protection and Safeguarding policy. Further information can be found on the NSPCC website https://learning.nspcc.org.uk/safeguarding-child-protection-schools/safeguarding-children-with-special-educational-needs-and-disabilities-send

Dyslexia Friendly

In June 2019, June 2022 and November 2025 Granby achieved the Dyslexia Friendly Kite-Mark. With support from the British Dyslexia Association and the Learning Team at the local authority we have devised a comprehensive action plan that identifies what we need to do to continue to be a Dyslexia friendly school. The SENCo leads our school focus on this area, there is a continuing focus on the following:

Leadership and Management

The Quality of Learning

Creating a climate for Learning

Partnerships with parents/carers/governors

Further information on how we support children with dyslexia or dyslexic tendencies, can be found in our Dyslexia Friendly Policy.