Grove Primary School

Special Educational Needs and Disability Policy

Sept 2025

Responsibility:

Agreed on:

Signed:

To be reviewed: Sept 2026

Our Ethos/ Vision

At Grove Primary School and Nursery, we are committed to giving all our children every opportunity to achieve their best. The achievement, attitude and well-being of every child matters and inclusion is the responsibility of everyone within our school. Every teacher is a teacher of every pupil, including those with special educational needs and disabilities. We respect the unique contribution which every individual can make to our school community.

Definition of SEN and Disability (SEND)

At our school, we use the definition for SEND from the SEN Code of Practice (2014). This states:

SEN: *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 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.'***

Key Roles and Responsibilities

Special Needs Coordinator (SENDCo) – Mrs S Smith
SPPSSenco@metacademies.org.uk

Governor with responsibility for SEN – Mrs D White

The governing body should, in co-operation with the Headteacher, determine the school's general policy and provision for children with SEND, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work.

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. The Headteacher should keep the governing body fully informed and work closely with the school SENDCo.

All teaching staff and non-teaching staff should be involved in the development of the school's SEND policy and be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEND.

The SENDCo, working closely with the Headteacher, senior management team and fellow teachers, should be closely involved in the strategic development of the SEND policy and provision. The SENDCo has responsibility for the day-to-day operation of the school's SEND policy and for coordinating provision for pupils with SEND, particularly through Wave 1 and Wave 2.

Aims

At Grove Primary School and Nursery, we are committed to providing inclusive teaching for all pupils, regardless of their individual needs. Our goal is to ensure every child makes the best possible progress and feels like a valued member of our school community. We hold high expectations for all pupils with SEND, aiming for them to meet or exceed targets based on their age and starting points. We use our best endeavours to provide the support they need, while ensuring they have access to a broad and balanced curriculum. By working in close partnership with families, we strive to help pupils become confident, resilient individuals who are well-prepared for the next phase of their education.

Objectives

- To ensure a clear process for identifying, assessing, planning, providing and reviewing for SEND pupils with the pupils and their parents/carers at the centre.
- To develop effective whole school provision management of support for pupils with special educational needs and disabilities.
- To deliver training and support for all staff working with pupils with SEND in order to develop our practice within the guidance set out in the Code of Practice, July 2014.
- To raise the aspirations of and expectations for all pupils with SEND.
- To ensure that every child has his or her individual needs recognised and addressed through Quality First Teaching and effective additional support.
- To ensure that all pupils have equal access to a broad, balanced curriculum which is adapted to meet individual needs and abilities.

Identification of Needs

The identification of SEND is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEND. The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil.

The Code of Practice refers to four broad areas of need:

Communication and Interaction - these children have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children with Autistic Spectrum Disorders (ASD), including Asperger syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning - children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health - children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or Physical Needs- some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

Identification, Assessment and Implementation

The main responsibility for the assessment of children remains with the class teacher. However, the views of others who work alongside the child may be sought when a teacher is reviewing the provision for an individual child. These indications may come from parents who express concerns related to their child's academic progress, from medical reports gained from a local GP, or opinions on a child's progress sought from either the Headteacher or the school's SENDCo. It is, however, the teacher's responsibility to collate the information received and either make adjustments and adaptations to support the child or refer the child's need to the SENDCo for possible inclusion on the SEND register.

A range of formal and informal assessments exist to support a teacher assessment.

(i) On admission

- Consultation with parents prior to the child attending school
- Child's previous history including pre-school education
- Baseline Assessment and parent interviews
- Medical reports within first year of entry
- Teacher observations and records
- End of year report by class teacher and the start of the Individual pupil profile that will record a child's progress through both Key Stages

(ii) Subsequent

- SAT results at both Key Stage 1 and Key Stage 2
- Use of non-statutory SATs at Years 3, 4 & 5
- Assessment of progress using the attainment level descriptors from the National Curriculum
- Ongoing teacher assessment alongside the development of pupil

profiles
- End of year reports to parents and the resultant parents' consultation evening
- Advisory discussion with outside agencies and support services for formal referrals.

(iii) *On Transfer*
- On transfer the school will access records from the previous school which should contain all the information stated above.

Governor's Monitoring Role

Governors will monitor the policy through access to two major sources of information. They should monitor the tracking procedures of the school and thereby ensure that children on the SEND register are making appropriate progress. They should also have access to the numbers of children on the various stages of the SEND register and should monitor and track major trends within these. All policies written by the school take due care and attention to the needs of the SEND children and parents within the school community

Parental Concerns

The school has an "open door" policy to parents, and it is the expectation that most issues will be dealt with by the class teacher. Where parents remain concerned about their child's progress, they should engage the SENDCo . If they still feel the issue needs further resolution, then they should inform the governing body through the SEND Governor and the Chair of Governors. If the issue remains unresolved at this level, then the parents should pursue this as a complaint against the school and should use the general complaints procedure.

A Graduated Approach to SEND Support

How the school decides whether to make special educational provision

A process of on-going teacher assessments and pupil progress meetings with the leadership team identifies those pupils making less than expected progress given their age and individual circumstances. The school's first response is high quality targeted teaching by the class teacher. Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENDCo.

In deciding whether to make special educational provision, the teacher and SENDCo will consider all the information gathered from within the school about the pupil's progress, alongside the views of parents/carers and pupil. During this stage extra teaching or interventions may be put in place as a pupil's response to such support can help to identify their particular needs.

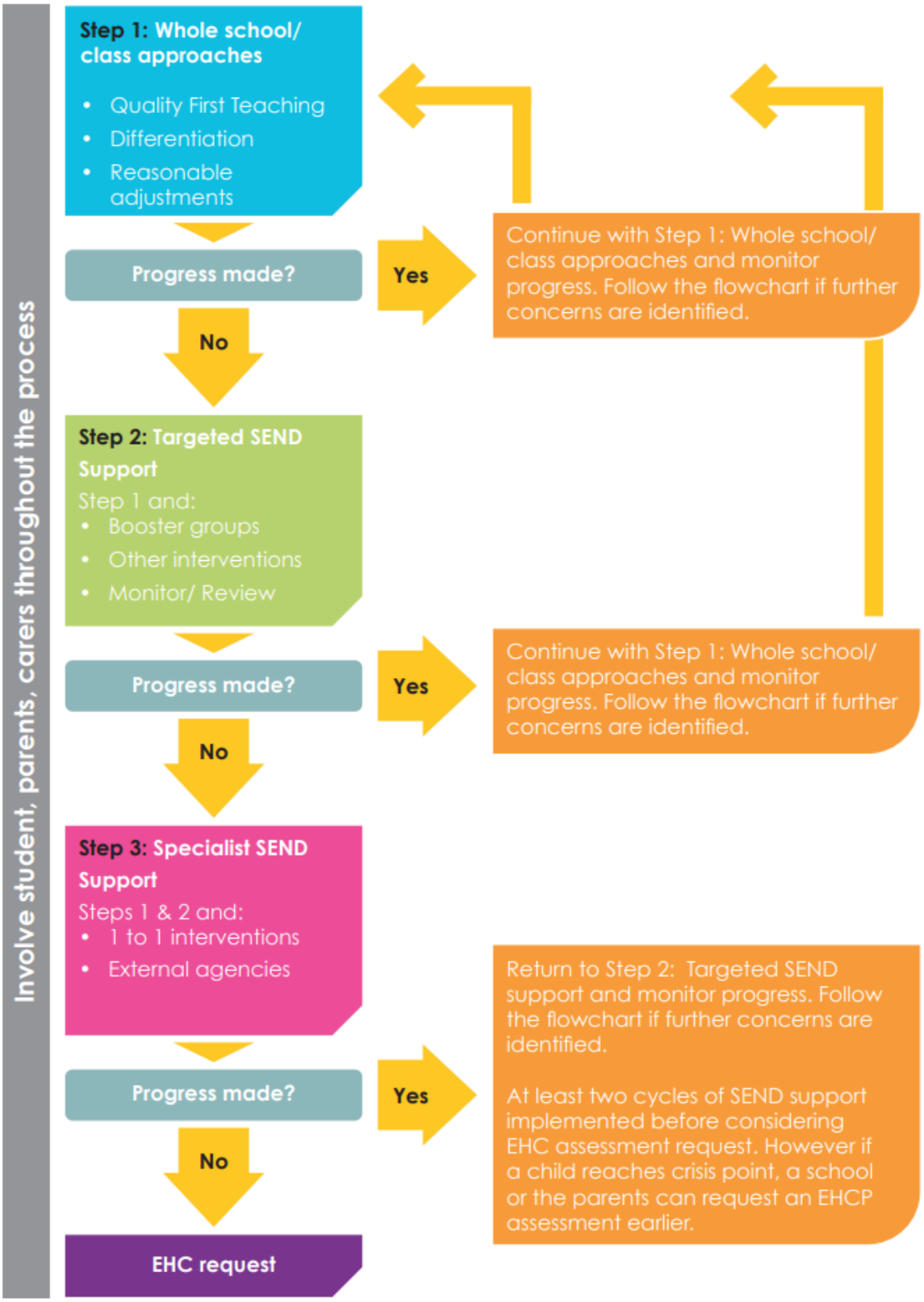
Care is taken when identifying and assessing SEND for children whose first language is not English.

Where pupils have higher levels of need, and with parental permission, the school may to seek advice from external agencies. These agencies include:

- Educational Psychology Service (EPS)
- Complex Communication Needs Team (CCN)
- Learning Support Team (LST)
- Speech and Language Therapy Service
- Behaviour Support Team (BST)
- Autism Outreach Team
- Physical/Sensory Support Service
- Educational Welfare Officer
- Worcestershire Children's Services- Children, Families and Communities
- School Nurse/Paediatric health team
- Child and Adolescent Mental Health Services (CAMHS)
- Perryfields Outreach

If the support needed can be provided by adapting the school's core offer, then a child might not be considered SEND or placed on the SEND register. If, however, the support required is *different from or additional to* what is ordinarily offered by the school, the child will be placed on the SEND register at SEN Support**.** The school will then seek to remove barriers to learning and put effective special educational provision in place.

This begins a cycle of *assess, plan, do, review* with the child/young person at the centre of the process. An individual learning plan may be created which outlines the provision in place. This plan is intended to be a working document which is regularly updated as more is understood about the child's SEN, including their response to interventions.


Involve student, parents, carers throughout the process
Step 1: Whole school/ class approaches
Quality First Teaching
Differentiation
Reasonable adjustments
Progress made?
Yes
Continue with Step 1: Whole school/ class approaches and monitor progress. Follow the flowchart if further concerns are identified.
No
Step 2: Targeted SEND Support
Step 1 and:
Booster groups
Other interventions
Monitor/ Review
Progress made?
Yes
Continue with Step 1: Whole school/ class approaches and monitor progress. Follow the flowchart if further concerns are identified.
No
Step 3: Specialist SEND Support
Steps 1 & 2 and:
1 to 1 interventions
External agencies
Progress made?
Yes
Return to Step 2: Targeted SEND support and monitor progress. Follow the flowchart if further concerns are identified.
At least two cycles of SEND support implemented before considering EHC assessment request. However if a child reaches crisis point, a school or the parents can request an EHCP assessment earlier.
No
EHC request

The four-part cycle:

Assess: We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experiences of parents/carers and the pupils. In some cases, we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.

Plan: Where SEN Support is required the teacher and SENDCo will put together a Learning Plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language and with parents/carers. All staff who work with the pupils will be made aware of the plan.

Do: The class teacher is responsible for working with the pupil. She/he will also liaise closely with TAs or specialists who provide support set out in the plan and monitor the progress being made. The SENDCo will provide support, guidance and advice for the teacher.

Review: The plan including the impact of the support and interventions will be reviewed each term by the teacher, SENDCo, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEN Support.

This four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress is known as the graduated approach. It draws on more detailed approaches and more specialist expertise in successive cycles.

The SEND Graduated Response | Worcestershire County Council

Parents/carers and pupil involvement in the process

We believe in a person-centred approach to information gathering and the cycle of *assess, plan, do, review*. Parental SEND meetings are planned throughout the year. Targets are shared with pupils and successes are celebrated. An invitation will be sent to the parents of pupils with an EHC Plan to attend their child's annual review

SEND Provision

SEND support can take many forms. This could include:

- an individual learning plan
- interventions- small group/one to one
- extra help from a teacher or a teaching assistant
- making or changing materials, resources or equipment
- supporting a child to take part in class activities
- making sure that a child has understood things by encouraging them to ask questions or using pre-teaching
- supporting and developing SEMH needs

Managing the needs of Pupils on the SEND Register

Each pupil with SEND is an individual and their plan is tailored to meet their particular needs. Learning Plans are reviewed three times across an academic year. Decisions regarding the level of support provided are needs led, working within the constraints of the school budget.

The class teacher is responsible for:

- the progress and development of all pupils including those with SEND
- ensuring the plan is implemented in the classroom
- regular liaison with parents and the SENDCo
- effective deployment of additional adults
- Identifying and planning the provision they are making for pupils with SEND
- Supporting the SENDCo in the writing and reviewing of targets for pupils with SEND

Teaching Assistants are responsible for:

- ensuring that day to day provision is in place for the pupils they support
- implementing agreed strategies and advice from specialists.
- record keeping
- resourcing
- maintaining specialist equipment
- regular communication with class teacher and SENDCo

The SENDCo is responsible for:

- the SEND policy and its implementation
- coordinating support for children with SEND
- updating the SEND register and maintaining individual pupil records
- monitoring the quality of provision and impact of interventions
- attending network meetings and updating staff
- referrals to and liaison with outside agencies
- line managing TAs with responsibility for SEND
- liaising with and advising staff
- maintaining regular liaison with parents/carers
- coordinating annual reviews
- supporting staff in identifying pupils with SEND.
- mapping provision throughout the school
- maintaining links and information sharing with receiving schools

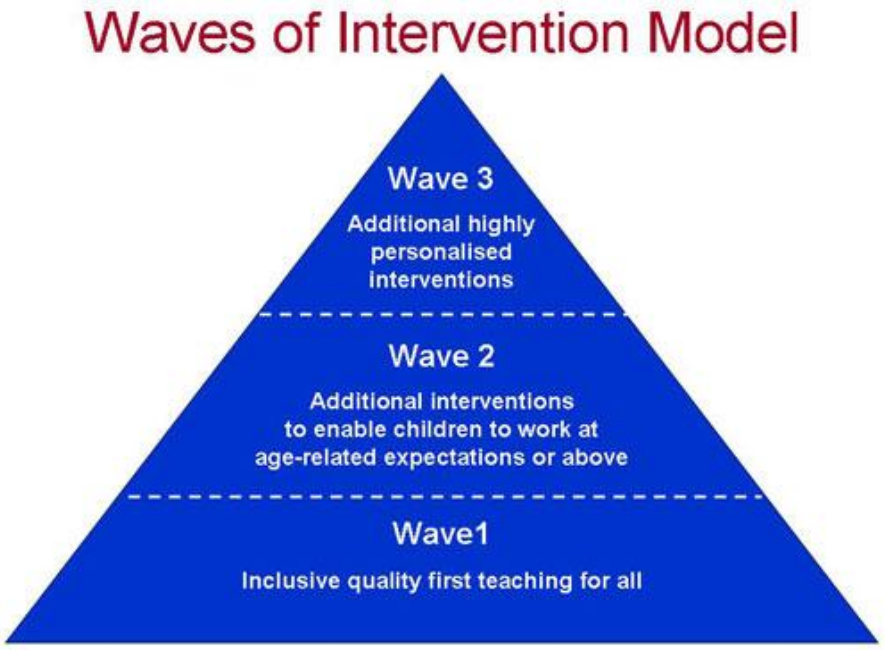
Criteria for removing pupils from the SEND Register

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEND register. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

Waves of Support:

A Graduated approach to SEND Support:

A Graduated Response is adopted for pupils identified as having SEND. A level and type of support is provided to enable the student to achieve adequate progress. Provision is identified and managed by the SENDCo but will be planned and delivered by teaching and learning support staff. The Assess – Plan – Do – Review cycle is employed here as instructed in the SEN Code of Practice 2014. There are three levels of support. Wave 1 is what every child can expect from the school. Wave 2 is extra help targeted at particular difficulties. It includes short-term 1:1 or small group interventions. Wave 3 is for pupils who have very specific and/or long-term needs.



Wave 1 – High-Quality Inclusive Teaching for All

Wave 1 represents what should be available to all pupils: the effective inclusion of every child through high-quality, everyday personalised and adaptive teaching. This includes:

- *Clearly defined lesson objectives that are shared with pupils and revisited at the end of the lesson.*
- *Explicit teaching of new vocabulary.*
- *Engaging, interactive teaching styles that cater to a range of learning preferences—visual, auditory, and kinaesthetic.*
- *In-lesson adaptations to teaching and tasks based on learners' needs.*

These approaches are designed to reduce, from the outset, the number of pupils who may require additional support with learning or behaviour.

Wave 2 – Targeted Interventions – Tracked (for at least 2 terms)

Wave 2 provides targeted catch-up support for pupils who are not making expected progress despite high-quality Wave 1 teaching. These interventions are time-limited and focused, aiming to 'put children back on course' by addressing specific gaps in learning.

Wave 3 – Personalised, Intensive Support – Individual Learning Plan

Wave 3 is for pupils who require individualised and more intensive intervention, typically when Wave 2 support has not led to sufficient progress. This level of support is highly tailored to the pupil's specific needs and may involve external agency input or specialist provision.

It is also noted that pupils do not need to remain on the SEND register if they have made adequate progress and no longer meet the criteria for identification. Likewise pupils do not need to be on the SEND register to receive Wave 1 or 2 provisions. It is likely however for pupils receiving Wave 3 provision.

Requesting an Educational, Health and Care (EHC) needs assessment

EHCNA request - EHCP

If a pupil does not make expected progress despite receiving support through:

- **Wave 1**: High-quality, inclusive teaching
- **Wave 2**: Targeted group interventions
- **Wave 3**: Personalised, intensive support

A small number of pupils, whose needs are complex and long term, may require a greater level of support than that provided at SEND Support from the school's own resources. For these pupils, 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 (EHC) plan being provided. This brings together the child's health and social care needs as well as their special educational needs.
SEND school provision and Education Health Care Plans (EHCP) | Worcestershire County Council

Arrangements for partnership with parents

We recognise the importance of working in partnership with parents. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of pupils with Special Educational Needs and Disability will be treated as partners and supported to play an active and valued role in their child's education.

We will always tell parents when their child is receiving help for their Special Educational Needs and Disability and will involve them fully in planning and reviewing any SEND provision.

A child's class teacher will work closely with parents at all stages in his/her education

and if parents have concerns their first port of call should be the class teacher.

Parents will receive their child's ILP. They are able to view their child's targets and have the opportunity to feedback on the targets set. Parental consultation appointments will be offered with the SENDCo throughout the year. The SENDCo is also available to make appointments as and when needed. Throughout the year there are 2 Parents' Evenings and there is an end of year annual report to parents from the child's class teacher.

Parents of any pupil identified with SEND may contact the Welcome to SENDIASS Herefordshire and Worcestershire | Worcestershire County Council (SENDIASS)

Pupil participation

Pupils and young people with Special Educational Needs and Disability often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in the decision-making processes, including the setting and evaluation of targets. We are committed to developing more person-centred ways of working to make it easier for our SEND pupils to express their views (if appropriate).

Training and development

Training needs are identified in response to the needs of pupils currently on the SEND register. An ongoing programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEND.

- The Special Educational Needs Coordinator engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEND.
- The school also seeks advice and guidance from local special schools to review, evaluate and develop provision for pupils who have the most complex needs.
- We regularly self-evaluate our Inclusion and SEND strengths and areas for development. Priorities are identified and built into School Improvement Plan.
- The school has a commitment to staff development in the area of SEND, to ensure that all staff effectively meet the needs of pupils.
- In-house or external training is arranged as priorities in the School Improvement Plan.

Reviewing the SEND Policy
The SEND policy is reviewed annually by the governing body.
Date of next review: September 2026

Complaints
We urge parents/carers with any concerns regarding the SEND policy or the provision made for their child at Great Malvern Primary School to speak to us as soon as possible. In the first instance, please speak to the class teacher or the SENDCo. If parents/carers feel their child's needs are still not being met they should make an appointment to see the head teacher.
If concerns are still unresolved parents may wish to contact Welcome to SENDIASS Herefordshire and Worcestershire | Worcestershire County Council or engage with the School complaints procedures.

How the policy was put together
This policy was created in consultation with stakeholders, including the SEND Governor, staff, representative parents and pupils with SEND. The policy reflects the statutory guidance set out in the Special Educational Needs and Disability code of practice 0-25 years (July 2014).

Compliance
This policy complies with the statutory requirement laid out in the SEND Code of Practice 0–25 (July 2014) and has been written with reference to the following related guidance and documents:
Equality Act 2010: advice for schools DfE 2014
School SEN Information Report
The National Curriculum in England Key Stage 1/2 framework document Dec 2014
School Safeguarding Policy
School Accessibility Plan
Teachers Standards 2012

APPENDIX 1: Key Documentation

The following documents have informed this guidance which parents may find helpful:

Special educational needs and disability code of practice: 0-25 years
https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Special educational needs and disability: a guide for parents and carers
https://www.gov.uk/government/publications/send-guide-for-parents-and-carers

Supporting pupils at school with medical conditions
https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3

Keeping children safe in education
https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

SEND Local Offer | Worcestershire County Council

Welcome to SENDIASS Herefordshire and Worcestershire | Worcestershire County Council