Grove Street Primary and Nursery School

Grove Street Primary School

MINDS | LEARNING | FUTURES

Every child deserves a Champion

SEND Policy

Date of Policy Implementation	Implemented September 2024, updated July 2026		
Headteacher Signature	Lisa Walsh	Chair of Governors Signature	Nicky Cornford

Contents:

1. Introduction
2. Objectives
3. How provision is coordinated within the school
4. Admission arrangements
5. Provision that the school specialises in
6. Facilities for children with special educational needs
7. Allocation of resources to pupils with special educational needs
8. Identification of children with special educational needs: Early identification and The Graduated Approach
9. Access to a broad and balanced curriculum for children on the SEN register
10. Social inclusion
11. How the governing body evaluate success
12. Treatment of complaints
13. Training
14. Working with outside agencies
15. Parents
16. Home Learning
17. Support for emotional needs
18. Terminology

1. Introduction

The information within this policy document has been updated in line with the most recent SEND Code of Practice 2014. At Grove Street Primary School, we are committed to providing an environment that is inclusive, supportive and ambitious with high expectations for all children. Most importantly, where every child has a champion and feels valued with a sense of belonging.

2. Objectives

2.1 We are committed to meeting a wide range of Special Educational, Medical and Physical needs within a mainstream setting.

2.2 Our aim at Grove Street is to deliver a broad, balanced and relevant education, both within the classroom and beyond it, with equal access for all children.

2.3 We want to help each and every child to achieve their full potential, both within the curriculum and holistically.

2.4 We aim to identify children's individual difficulties as early as possible in order to best meet their needs.

2.5 We aim to work in close partnership with parents and carers to provide the best care and education for every child.

2.6 We aim to work in collaboration with a wide range of outside agencies, to ensure the most appropriate provision is made for every child, including health and social care professionals.

2.7 We aim to create children who are independent learners.

2.8 We aim to maintain high levels of expertise in both teaching and support staff with relevant continuous training to provide high-quality adaptive teaching.

2.9 We are committed to seeking the views of the children and parents.

This policy details how these objectives are applied to the day to day provision for children with Special Educational Needs and/or disabilities at Grove Street.

The Inclusion Lead is Lisa Walsh, supported by the Special Educational Needs and Disabilities Coordinator (SENDCO) Sian Campbell, and Deputy SENDCO is Michaela Wilson. They are responsible for coordinating the day to day provision for children with Special Educational Needs, as well as writing and reviewing this policy document. They can be contacted on 0151 645 2170. The named governor for Special Educational Needs is Nicky Cornford. They can be contacted via the school office. Senior Leaders are supported with a wider inclusion team of Phase SENDCO's including Lisa McCarthy (EY Specialist Base), Stephanie Graham (EYFS), Alison McConnell (EYFS & Nurture), Jessica Henwood (KS1/KS2 Specialist Base).

3. How provision is coordinated within the school

3.1 At Grove Street we believe that good provision for children with Special Educational Needs can best be provided when people work collaboratively, with a consistent and shared aim. It is the SENDCOs' role therefore to work closely with senior leaders, class teachers, support assistants, parents, outside agencies and the children themselves to promote this.

3.2 The SENDCO is responsible for:

- the day to day implementation of this policy.
- liaising with, advising and supporting other teachers and classroom assistants.
- maintaining the school's SEN register. (including information being shared with the Local Authority (LA), keeping them up to date.
- developing effective working relationships and communication with parents.
- liaising with external agencies such as Educational Psychologists, Speech and Language Therapy, Occupational Therapy and Local Authority SEND and Inclusion teams.
- organising in-service training.
- co-ordinating the transfer of SEND records to other schools.
- reporting to governors when necessary and keeping SEND Governor informed.
- keeping the Headteacher informed.
- ensuring the Code of Practice is being followed.
- monitoring the progress of the children with SEND
- arranging alternative provision for children when necessary
- Coordinates reviews of support plans and Education, Health and Care Plans (EHCP's)

3.3 The Head Teacher/ Inclusion Lead is responsible for:

- Has overall responsibility for the provision and progress of pupils with SEND.
- Works closely with the SENDCO and Governing Body to allocate SEND funding and resources efficiently.

3.4 The governing body has elected a representative who is responsible for overseeing the SEN provision at Grove Street. The SEN Governor meets with the SENDCO and Inclusion Lead to discuss and review practice. The SENDCO reports to the governing body termly.

3.5 Class Teachers are responsible for:

"Every teacher is a teacher of SEND" - *SEND Code of Practice, 2014*

- Retain key responsibility for the progress, development, and well-being of all pupils in their class, including those receiving additional support.
- Provide high quality, adaptively taught lessons (Ordinarily Available Provision)
- Implement individual pupil targets and work closely with support staff.
- Communicate regularly with parents/ carers regarding progress.
- Communicate regularly with SENDCO with regards to pupil progress.

4. Admission Arrangements

Admission is the responsibility of the Local Authority. Arrangements are the same for all children regardless of their Special Educational Needs or Disability.

5. Provision that the school specialises in

5.1 Grove Street is a mainstream school with a commitment to meeting the individual needs of all children, whatever their area of special educational need. On site are Local Authority Specialist Bases for children with a primary need of ASC/Social Communication difficulties. Places for the Specialist Bases are for children with EHCPs (Education Health and Care Plans) and are allocated by the Local Authority.

5.2 As part of our population we have children who have:

- Communication and Interaction needs: e.g. Speech, Language and Communication

Needs (SLCN), Autism Spectrum Condition (ASC).
- Cognition and Learning needs: e.g. Specific Learning Difficulties (SpLD), such as Dyslexia or Dyscalculia, Moderate Learning Difficulties (MLD).
- Social, Emotional and Mental Health needs (SEMH): e.g. Attention Deficit Hyperactivity Disorder (ADHD), anxiety, trauma, or emotional regulation difficulties.
- Sensory and/ or Physical needs: e.g. Hearing Impairment (HI), Visual Impairment (VI), Physical Disability (PD), or sensory processing differences.

5.3 Training and links with outside agencies in the above areas have been established and are actively sought in order to best meet the needs of every child.

6. Facilities for children with special educational needs

6.1 At Grove Street, we are committed to the inclusion of children who have special educational needs and/or a disability. This means that we regularly review our facilities to see how they can be improved. The current facilities include:

- Ramps to some external doors
- A lift from the ground to the first floor of the main building.
- A number of accessible toilets which have hand rails.
- A ground floor medical room with toilet and shower area.
- An Evac Chair to support the safe evacuation of those with physical disabilities
- Adapted environments and quiet spaces
- Low arousal spaces
- Sensory rooms
- Sensory circuit spaces
- Flexible seating

7. Allocation of resources to children with special educational needs

7.1 Children with significant needs may have an Education Health and Care Plan (EHCP) or may access Targeted Support and may receive additional funding from the Local Authority. This is in addition to the funding allocated from the school's own budget (Element 1 and 2 funding). It is for the school to decide how this funding can best be 'spent' so as to maximise the benefit for the individual child. However, the parents' views on what the child needs and the child's own views must be taken into account. The school SENDCo would liaise with parents and any outside professionals involved, before making an application to the Local Authority for additional funding (Element 3 funding).

7.2 Resources allocated to children at 'School Support' comes from the main school budget – element 2 funding. How the money is spent is decided by the Headteacher in consultation with SLT/SENDCo and Staff. However, the views of the parents and the child themselves would always be taken into account.

Money is used for:

- Buying in specialist teacher time.
- Buying in weekly support from a Speech and Language Therapist
- Time for SENDCo to meet with parents and/or outside agencies and to carry out assessments or observations on children.
- Classroom assistant time to support children on SEN register
- Classroom resources to support specific children
- Small cohort sizes with two teachers for each year group and higher ratios of adults.
- Specialist resources linked to children's Individual Plans.
- Rapid groups to target our SEN children.
- Specific interventions including RMT and support from the Therapeutic Team.

7.3 Provision Map

- We use Edukey Provision Map software to map, monitor and evaluate special educational needs provision, track costs and create individual learning plans and one-page profiles for children with SEND.

7.4 Inclusion Funding

- Our school Inclusion Strategy details how this is spent each year.
- https://www.grovestreetprimaryschool.co.uk/page/send-inclusion/167646

8. Identification of children with special educational needs: Early Identification and The Graduated Approach

8.1 At Grove Street, we are committed to the early identification of children with special educational needs. Early and timely identification of additional needs is vital for securing positive outcomes. Prompt intervention prevents frustration and stops initial difficulties from compounding over time.

8.2 The Graduated Approach: We follow a continuous cycle of Assess, Plan, Do, Review to

identify and support pupils with SEND.

Universal - High-quality teaching: All children receive high-quality, adaptive teaching tailored to their individual needs. If a child is not making expected progress, the class teacher adjusts strategies, resources, or task structures within normal classroom practice and reasonable adjustments.

Targeted - SEN support: If progress continues to be a concern after adaptive strategies have been implemented, the teacher may consult with the SENDCo and parents to gather evidence and the child will be added to the SEND register, receiving structured, targeted intervention.

Targeted Plus - SEN support: Intensive mainstream support utilising external specialist advice via experts at hand offer, outreach teams, or other external professionals such as Education Psychologists and Occupational Therapy.

Specialist: School or parents apply for an Education, Health and Care Needs Assessment (EHCNA). If issued, an Education, Health and Care Plan (EHCP) outlines a statutory specialist provision.

8.3 Children are identified under the headings of needs given by the code of practice. These are:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical

8.4 Children may be identified in a range of ways. These include:

• identification by the class teacher; through lack of academic progress, concerns raised about changes in a child's behaviour or emotional well-being or a lack of social, emotional or communication progress.
• children whose parents have expressed concerns about their child's progress.
• children transferred from another school, where they have been identified as having special educational needs.
• children whose needs become apparent during whole school pupil progress meetings with senior leaders, that focus on individual children holistically.

8.5 Screening of children includes:

- Speech and language assessment (Communication and Language Screening and other screening via our Speech and Language Therapist)
- Early Years Foundation Stage Assessments including Wellcomm and NELI.
- NFER reading test
- NFER non-verbal/verbal reasoning test
- RWI Phonics Assessments every 6 weeks
- Spelling Shed assessments
- FFT - KS2 Reading Fluency assessment
- Maths Whizz assessments
- IDL assessments
- Reading & spelling of high frequency words/keywords
- Y2 SAT Results
- Formal phonics screening during year 1.

More specific screening includes;

- ADHD/ADD observation of behaviours
- Dyslexia and dyscalculia screening tests
- Connors rating scales
- Observation Profiles to observe ASC/Social and communication Difficulties
- Assessments carried out by specialist Dyslexia Teacher.

Children are regularly assessed throughout the year using both informal methods and formal evaluations in core subjects. Individual progress for all children, including those with SEND, is rigorously tracked each term using online monitoring systems and reviewed during dedicated termly progress meetings.

8.6 Specific targets may be written by the class teacher in collaboration with the SENDCO setting specific outcomes which focus on the child's specific needs. These will be reviewed on a termly basis. Children may also have a Child Centred Profile (CCP), that focuses on how best to support them and is easily accessible for a variety of staff members to utilise.

8.7 Annual Reviews – during each school year each child with an EHCP or Targeted Support with additional funding will have their progress reviewed. This is organised by the SENDCO and all relevant parties invited to attend a review meeting. Completed paperwork will be sent to the Local Authority where amendments may be agreed and finalised, before sent out to parents. Upon request from parents, copies can be made of paperwork completed.

8.8 Recording and reporting of children's achievements happen formally through parents'

evenings and a written report in the summer term; as well as following termly pupil progress meetings, when outcomes are evaluated and are shared with parents. Parents/carers are invited to discuss their child's progress with the class teacher and/or SENDCo, if requested. However, at Grove Street we are committed to regular positive feedback delivered informally both to the child and/or their parents/carers by the child's class teacher/teaching assistant or SENDCo as appropriate. Parents/carers and children are encouraged to share their own views on progress.

9 Access to a broad and balanced curriculum for children on the SEN register

9.1 We feel that it is fundamental that all children are able to access a broad and balanced curriculum.

9.2 The key to this is an open entry, high ceiling approach where activities are adapted to meet the needs and encourage the access of all pupils. It is the responsibility of all class teachers to adapt all areas of the curriculum so that every child can participate, regardless of their Special Educational Needs or Disability.

9.3 Currently, the key methods for children to access the broad and balanced curriculum are;

- through an adapted curriculum
- through additional support (from the class teacher or teaching assistant).
- through specific resources to help children access the curriculum.
- by providing reasonable adjustments to support individual children's needs.
- via the implementation of support and advice from outside agencies/professionals on how to best support and include children.

10 Social Inclusion

10.1 Whilst inclusive, whole class teaching alongside peers is our standard practice, provision may be adapted when necessary. Where a child requires specialised intervention, high-intensity support, or a reduced-distraction environment, targeted small-group or individual support may be more appropriate.

11 How the governing body evaluates success

11.1 The governing body regularly reviews the number of children on the SEN register and are given termly feedback from the SENDCo

11.2 The designated SEND governor maintains regular contact with the SENDCo to review strategy, provision, and emerging priorities. As part of their oversight role, they conduct school visits to observe SEND support in practice and monitor pupil engagement.

12 Treatment of Complaints

12.1 Complaints regarding special educational provision will be handled by the headteacher in line with the school complaints procedures.

12.2 Parents at any time can contact the Parent Partnership/WIRED or PSS about all issues relating to SEND.

13 Training

13.1 At Grove Street, we believe high-quality training is essential to outstanding special educational needs and disabilities (SEND) provision. We actively ensure our knowledge and practice remain up to date. Our training provision includes:

- **Whole staff training:** Regular professional development sessions covering core SEND legislation, adaptive teaching strategies and inclusive classroom practice.
- **Specialist qualifications:** Supporting our Special Educational Needs Coordinator and key staff to complete advanced SEND qualifications and external certifications. All inclusion team members are studying for the NPQSENCO, as well as the development of a Speech and Language team studying to specialise in this area. SENCO is a SEND Graduate working in collaboration with Educational Psychologists in the Local Authority to improve inclusive practice across schools.
- **Targeted interventions:** Specific training and coaching for teachers and support staff on delivering evidence based interventions for speech and language, sensory needs, cognition and learning and social emotional and mental health.
- **Collaborative learning and Coaching:** Peer observations, internal knowledge-sharing, and working alongside external specialists such as educational psychologists and

speech and language therapists.

- **Continuous Professional Development:** The SENDCo regularly attends Local Authority courses, cluster networks and briefing updates to keep the school informed of regional and national developments. This includes a half termly SENCO Connect to access up to date information with the Local Authority and other school professionals.
- **Specialist and Medical Training:** Healthcare professionals and guest speakers provide specialist training on specific medical and neurodiverse needs, including diabetes care, ASC, ADHD etc.
- **Multi-Agency Advice:** Staff consult regularly with visiting specialists and LA SEND and Inclusion teams, to tailor strategies for pupils with specific needs such as training from CYMPHS.

14 Working with outside agencies

14.1 This is a highly valued part of the role of the Special Needs and Disabilities Co-ordinator.

14.2 At Grove Street we are proud of the well-established links that we have with a wide range of outside agencies. Not only do they offer expertise in a range of areas, but also by working closely with them, help us to extend our own knowledge and skills. We have worked closely with the following agencies, many of whom work regularly within our school:

- Educational Psychologist - Link EP drop ins & Locality Cluster Consultations
- LA SEND Team
- LA Inclusion Team
- Specialist Dyslexia Teacher
- Speech and Language Therapists
- Hearing Support – on request
- Vision Support – on request
- ASC Team – on request
- Physiotherapists –allocated by health according to a child's specific needs
- Occupational Therapists – allocated by health according to a child's specific needs
- Child Health – community paediatricians – to attend school-based meetings
- CYPMHS service
- School Nurse
- Specialist nurses (asthma, allergies, epilepsy, incontinence, diabetes, diabetes nurses) – on request for training, HCP meetings or advice
- Social Care team – for advice or to attend meetings

- Alternative Provisions
- Outreach from Special Schools such as Hayfield.

14.3 Referrals to outside professionals occur with parents' consent – unless a child is deemed to be 'at risk'.
Referrals to a health care professional can be made through our school SENDCo via our school nurse or directly with our school nurse.

15 Parents

The most recent SEND Code of Practice places the views of parents and children at the heart of decisions made within school.

15.1 At Grove Street we believe that successful practice in SEND involves a clear partnership between school and parents. Where this is the case, it is clear that children make the most progress.

We actively foster strong, collaborative partnerships with families through:

- **Open and transparent communication:** Keeping parents consistently informed about their child's progress, strengths, and challenges through both structured reviews and informal discussions.
- **An accessible open-door policy:** Recognising that navigating SEND support can be challenging, we offer a welcoming environment and aim to arrange meetings at the earliest possible opportunity.
- **Valuing parental expertise:** Recognising parents as experts on their own children, we actively invite their insights, ideas, and updates on any home developments that may impact learning.
- **Collaborative plan reviews:** Sharing support plans or person centred plans directly with parents, ensuring target strategies are fully discussed while maintaining a strong emphasis on engaging, enjoyable learning.
- **Supportive home-school partnerships:** Encouraging parents to support learning at home at their own pace, free from pressure.
- **Parents workshops:** Providing dedicated training and information sessions for families throughout the academic year, as well as keeping them informed of how they can access Local Authority support on the SENDLO website.

16 Home Learning

Home learning can be a difficult area for children on the SEN register and can be a concern

for parents. Parents who have concerns regarding home learning tasks can speak in the first instance to the class teacher. It may be that home learning can be differentiated to a more suitable level or that an adult could spend a little more time explaining tasks to the child/parent.

17 Support for emotional needs

At Grove Street, the mental health, wellbeing, and self esteem of every child are paramount. Staff carefully consider the emotional health, confidence and self worth of pupils on the SEND register to ensure they feel supported, valued and included.

We support our children's emotional wellbeing by:

- **Promoting an inclusive culture:** Ensuring further support is a normal part of practice and an outstanding classroom offer means that no stigma is attached to those receiving help.
- **Providing targeted interventions:** Offering tailored individual and small groups at focusing on self-esteem, social skills, confidence building, and emotional regulation with a specific Therapeutic Team to support this.
- **Offering direct pastoral care:** Providing children and families with direct access to personalised support from our Inclusion and Therapeutic Team.
- **Encouraging full participation:** Actively supporting children on the SEND register to take part in a wide variety of extra curricular activities and school life. This is carefully monitored through Children's University.
- **Celebrating neurodiversity:** Whilst dedicated awareness weeks or days across school to advocate for positive mental health, wellbeing and neurodiversity inclusion are a part of our practice. We recognise most importantly the importance of promoting an inclusive culture every day.

18. Terminology

HCP	Health Care Plan
EHCP	Education, Health and Care Plan
SEND	Special Educational Needs and Disabilities
SENDCo	Special Educational Needs and Disabilities Co-ordinator
CCP	Child Centred Profile
CYPMHS	Children and Young People's Mental Health Services

ELSA	Emotional Literacy Support Assistant
LA	Local Authority