

# SEND Policy



## Thorn Grove Primary School

Together we nurture curious, respectful, aspirational individuals

Approved by Governing Body on:	15 May 2025
<i>L.Vose</i> Headteacher	<i>T.Buckley</i> Chair of Governors
Next review due by:	May 2026

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# Rationale

At Thorn Grove Primary School we aim to create an environment where all pupils will have full opportunities to develop their intellectual, social, physical, moral and aesthetic qualities in accordance with their age, aptitude and ability.

## Aims and Objectives

### Aims:

We are committed to promoting inclusion, and aim to provide excellence for all individuals and groups of learners, including those with diverse and complex needs. Safeguarding the interests of all pupils and ensuring they achieve their full potential is key. All children have the opportunity to join their peers in every aspect of school life. We aim to pay particular attention to the provision for and achievement of different groups within the school. Additional resources and support are made available where appropriate.

At Thorn Grove Primary School, we aim to ensure that children with Special Educational Needs and Disabilities (SEND) receive their entitlement to a broad, balanced education that meets the requirements of the National Curriculum and enables them to become lifelong learners and responsible citizens.

As a school community, we adhere to the statutory and legal responsibilities with regard to SEND. We are guided by the SEND Code of Practice (2015), The Children's and Families Act (2014:part 3), the Equality Act (2010) and the Human Rights Act of 1998.

We are confident that all our teachers and support staff identify their responsibilities in supporting children with SEND and endorse the idea that 'every teacher is a teacher of SEND'.

### Objectives:

- To enable early identification of pupils with SEND and initiate support.
- To systematically and continuously assess, monitor, record and regularly review the progress of each individual and provide an appropriate action plan.
- To integrate pupils with SEND (including pupils with Educational Health and Care plans) where appropriate.
- To adopt research-based adaptive teaching methods in our classrooms to meet the learning needs of all our children, not just those with SEND
- To develop a consistency of approach by ensuring that all staff are aware of pupils' specific needs and the planning, teaching and learning strategies used in school.
- To encourage and develop pupils' confidence and self-esteem.

- To work in partnership with parents/carers through discussions and practical help at appropriate stages through effective co-production. (See Appendix 1)
- To engage with additional agencies and expert specialists to assist us where appropriate.
- To ensure a consistency of approach throughout all key stages especially during transition.
- To support children in achieving the Stockport Outcomes (See Appendix 2)

## Criteria for Identification of Special Educational Needs and Disabilities

Special Educational Needs are identified initially when a child meets the following criteria:

- Has significantly greater difficulty in learning than the majority of children the same age in the school.
- Has a specific learning difficulty and is experiencing problems with certain areas of the curriculum.
- Has a disability or sensory impairment which prevents or hinders her/him from making use of the usual educational facilities.
- Has emotional and/or behavioural difficulties.
- Has talents which require an enriched and extended curriculum.

## Role of the SENDCo/Leadership

The SENDCo (in conjunction with the Headteacher) should be responsible for:

- The day to day operation of the school's SEND policy.
- Ensure compliance to statutory policy for issues relating to SEND and education including key policy
- Being a member of the senior leadership team with a focus on improving the inclusive nature of our school and the wider curriculum
- Being an integral part of pupil progress review meetings
- Leading/coordinating provision for children with SEND including evaluation of the appropriateness of resources, the curriculum and targeted interventions.

- Maintaining the school's SEND register and overseeing the records on all pupils with SEND.
- Map and monitor whole school provision based on SEND 4 Areas of Need and the Stockport Entitlement Framework
- Produce effective and manageable administrative methods to track pupil progress and reviews
- Liaising with parents, outside agencies and other key stage coordinators.
- Contributing to the in-service training of the staff and inviting experts in SEND to contribute.
- Organising, centralising and updating resources.
- Preparing EHCP needs assessment reports and review paperwork as needed
- Liaising with the local authority on EHCP consultations for prospective admissions
- Ensuring teachers are kept up to date with methods and resources used in school.
- Informing the Governing Body of any developments and changes in the SEND provision.
- Organising and managing the work of the school's teaching assistants (TAs) and any additional SEND teachers considering the needs of the pupils and budgetary implications.

The time and attention which the SENDCo is able to devote to the responsibilities of the role will depend upon the circumstances of the school and can be reviewed dependent on the numbers of children identified as SEND and dependent on the complexities of the needs across the school.

## Role of Class teacher

It is primarily the responsibility of the class teacher to oversee the provision of special education for children at monitoring, SEND Support (SS) and in conjunction with the SENDCo, those who receive an Educational Health and Care plan (EHCP).

When assessing a child there is some core background information the teacher needs to know:

- Relevant information from home.
- Relevant information from other teachers.

Further background information is gathered by:

- Conducting learning observations of the child.
- Working with the child individually and within a group.

When assessing a child's individual needs:

- Be familiar with the 4 areas of need for SEND and use school frameworks for evaluation of needs
- Refer to the SEND Code of Practice and Stockport Entitlement Framework to assess the appropriate teaching and learning models in place and reflect on their effectiveness
- Consider adjustments and adaptations that can be made in the classroom to enable a child to be more successful
- Start from what the child can do/strengths.
- Use relevant and targeted support including pre and post learning opportunities
- Adapt the learning environment if necessary
- Know exactly what information/which questions you want answered and carefully consider the language you use.
- Use appropriate approaches to source the assessment enabling accessibility for a child.

Planning:

- Having identified concerns, teachers should plan appropriate, differentiated learning opportunities with challenge. Specific targets must be considered as part of an Assess Plan Do Review (APDR) cycle reflecting the child's stage on the register.
- The class teacher should involve the TA in the planning where appropriate, with day to day support and reviewing of the child's work.
- The class teacher should ensure that the TA is familiar with all school policies and procedures relating to SEND.

Administration of SEND:

- One Page Profiles are produced for children who are being monitored. These are reviewed at least termly but can be amended at any point to reflect the changing profile of a child
- SEND Support Plans are produced for children who are identified as requiring a higher level of provision beyond 'reasonable adjustments. These plans include SMART targets that are co produced with the child and their parents. Targets are reviewed termly by the class teacher.
- Educational, Health Care Plan (EHCPs) are produced following a needs assessment process for children who require a complex level of intervention or measures to enable progress. Stockport EHCP team allocate a team to coordinate and review these plans and any appropriate funding that relates to them.

## Role of the Teaching Assistant

TAs are highly skilled members of the school team. Their expertise is key when supporting pupils with SEND in their learning.

It is essential that:

- The class teacher should involve the TA in the planning, day to day support and reviewing of the child's work.
- The class teacher should ensure that the TA is familiar with all school policies and procedures relating to SEND, particularly:
  - Behaviour – use of rewards and sanctions.
  - Development of self-esteem and confidence building.
  - Expectations and presentation of work.
  - Giving children full ownership of their work.

As well as supporting the pupil within the classroom, the TA may work with the pupil individually or in a group, on a programme of activities planned by the class teacher or an outside agency. The support assistant should work with children in a way which positively encourages independent learning.

Support assistants will be invited to attend any Continuous Professional Development (CPD), staff meetings and reviews designated for Special Needs.

## Role of the Governors

The Governing Body must:

- Ensure the necessary provision is made for any pupil who has Special Educational Needs and/or a Disability.
- Ensure that Special Educational Needs of pupils are made known to all who are likely to teach him/her.
- Ensure that all teachers in the school are familiar with the SEND policy and are aware of the importance of identifying and providing an appropriate curriculum and support for those pupils identified as having Special Educational Needs.
- Ensure that pupils with SEND join in the activities of the school with their peers in the spirit of inclusion, so far as is reasonably practical for all concerned.
- Monitor progress of SEND pupils over time.

- Consider and monitor implications on the budget of SEND provision.
- Have regard to the Code of Practice (2015) when carrying out their duties toward all pupils with SEND.

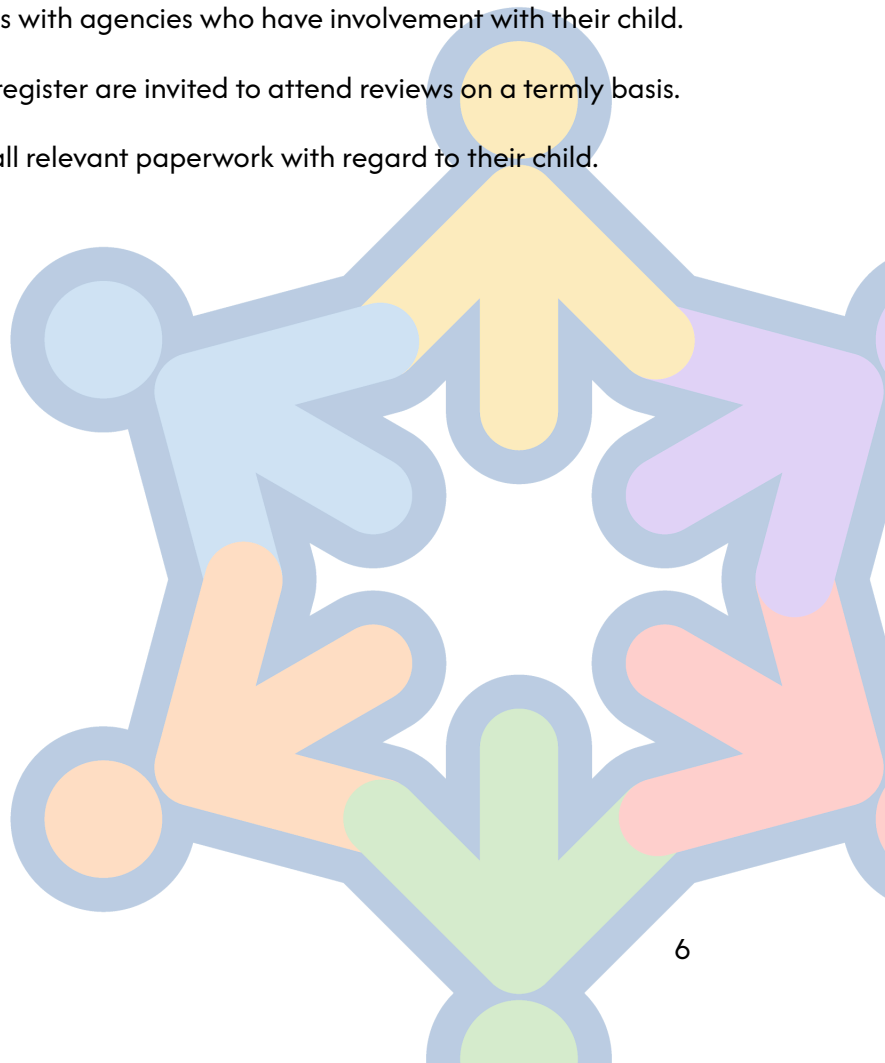
## Role of the Parents/Carers

Parents will be kept informed and encouraged to be involved at all stages of their child's education. We firmly base our practice on the premise of co-production.

At Thorn Grove Primary School, teachers are available most of the time for informal discussions after school. It is important that parents and carers feel welcome to come into school to discuss any worries they may have, as they often have valuable information to contribute. Staff will inform the SENDCo of any parental concerns.

Parents/Carers will be involved at all stages:

- Initially when concerns first arise, parents/carers will be asked to share their views and contribute towards future action.
- Parents will be informed about the Parent Partnership Service when their child's needs are first identified, should they need it.
- Class teachers inform parents/carers of their child's stage on the register.
- Parents/carers are informed when reviews take place, are provided with copies of any reports beforehand and discuss new APDR plans afterwards.
- Parents are involved in discussions with agencies who have involvement with their child.
- Parents with pupils on the SEND register are invited to attend reviews on a termly basis.
- Parents/carers receive copies of all relevant paperwork with regard to their child.





# Identification, Assessment, Record Keeping and Review

Should a child not be making appropriate progress according to expectations within school from tracking information and relevant data, s/he may initially be brought to the attention of the Headteacher/SENDCo through Pupil Progress Meetings and subsequently 'monitored'.

Pupil Progress is given very careful consideration at SEND review meetings. Depending on progress, a pupil may move to SEND Support or be removed from the register and become a 'monitor' child.

## SEND Support

### Identification:

Triggers for intervention through SEND Support may be concerns of the teachers and parents. It is unlikely, though not impossible, that additional agencies will offer support at this stage. This is underpinned by evidence about a child who, despite receiving differentiated learning opportunities:

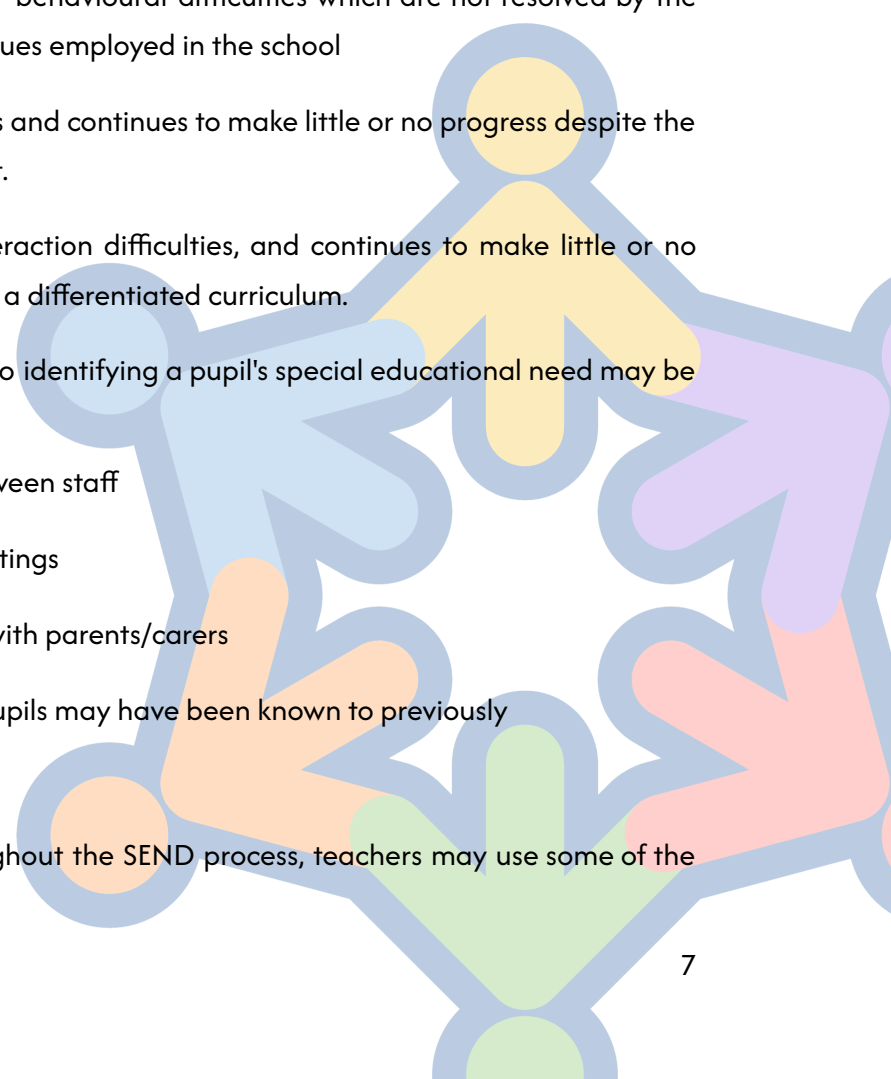
- Makes little or no progress, even when teaching approaches are targeted towards a child's identified areas of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not resolved by the behaviour management techniques employed in the school
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

Gathering of information with respect to identifying a pupil's special educational need may be via:

- Liaison/information sharing between staff
- Liaison with pre-school/other settings
- Information sharing/gathering with parents/carers
- Liaison with external agencies pupils may have been known to previously

### Assessment of Needs:

In order to assess a child's needs throughout the SEND process, teachers may use some of the following:



- Professional judgement and teacher knowledge
- Reflection on the Entitlement Framework and the inclusive nature of the teaching and learning offer in the particular age group
- Early Years Foundation Stage (EYFS) outcomes reviewed
- One page profiling
- Liaison with parents/carers
- Speech and Language assessments
- Phonics assessments
- Classroom observations with monitors on learning behaviours
- Advice from the Stockport Inclusion team
- Pupil Progress Meetings with classteacher, Headteacher and SENDCo to discuss progress of all individuals
- SMART targets in place and reviewed
- Ongoing National Curriculum Assessment and Standard Assessment Tests (SATs)

#### **Referral in School/Process for Action:**

Upon referral to the SENDCo, an assessment of the pupil is undertaken by the class teacher/SENDCo to identify the nature and severity of the need. Discussion takes place with parents/carers to gather appropriate/relevant information with regard to the child.

#### **SEND Support Plan:**

Considering the collated information, the SENDCo and the class teacher discuss the child's needs with the parents/carers and, where appropriate, co-produce a Support Plan. This contains details of the graduated response in a 3 termly cycle, but also evidences their strengths and needs. These will be based on the outcomes for the child. Should concerns be related to a child's behaviour outcomes for assess learning/behaviour will be indicated on the plan. There is a statutory requirement to evaluate documentation termly.

#### **Review/Evaluation:**

The class teachers consider the progress of each individual every term. Information is collated and assessments completed before meetings take place. Having considered all outcomes, another APDR cycle may be formulated at SEND Support or the pupil may be discussed as to whether they need further support. Under usual circumstances a child will have been at SEND Support for at least 2 terms before referrals to outside agencies sought. It may also be appropriate to move the child back to being 'monitored'.

## SEND Support but with concerns as to progress made

### Identification:

Triggers for referrals to be made to outside agencies may be that, despite receiving an individualised programme and/or concentrated support under School Support, the child:

- Continues to make little or no progress in specific areas over a long period (usually 2 cycles at SEND Support).
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematics skills.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class or group, despite having an individualised behaviour management programme.
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

The gathering of information in respect of the pupil's continuing special educational needs may be via:

- Information gathered from Support Plan reviews.
- Discussion with staff and parents/carers.
- Liaison with outside agencies.

### Assessment of Needs:

Class teachers use the same processes to make assessments as listed under SEND Support. If more formal assessment is required the SENDCo and other agencies such as Stockport Inclusion Team, or advice from an Educational Psychologist (EP). Where needs are deemed to be more complex or require additional support from a range of agencies an 'Early Help Assessment' (EHA) may be appropriate.

### Process for Action and Review:

The SENDCo works in partnership with class teachers and other agencies gathering information about pupil needs as an ongoing process. Progress is formally reviewed at review meetings. Class teachers consult with parents/carers as appropriate prior to the meetings and an action plan identifying targets and provision is formulated on the SEND Support Plan.

### **Support Plan:**

From the collated information, the SENDCo and class teacher discuss the child's needs and consult with the parents/carers. Recommendations from additional agencies are considered.

A SEND Support plan is issued. Outcomes, clear strategies and appropriate support to be provided will be indicated on the APDR cycle.

### **Review/Evaluation:**

When possible, parents/carers and staff and outside agencies attend SEND reviews with all relevant information gathered and assessments completed. The current Support Plan is evaluated and pupil progress is considered. The next Support Plan at SEND Support is formulated or it is collectively agreed to move back to monitoring. Outcomes are discussed with parents/carers and Support Plans are signed.

## **Statutory Assessment and the formulation of an Educational Health Care Plan**

### **Identification:**

Should a request for statutory assessment be made with regard to a pupil, the SENDCo works in partnership with a number of other appropriate agencies.

Information is collated using the Statutory Assessment Procedure from Stockport LA.

This may include:

- An overview/provision map of the school's actions for the pupil on SEND Support and the total annual spend for the pupil in support given.
- SEND Support plans for the pupil.
- Records of regular reviews and outcomes.
- The pupil's health, including the child's medical history (where relevant).
- National Curriculum levels/Use of the Engagement Model
- Attainment in English and mathematics.
- Educational and other assessments, for example from an advisory specialist support teacher or an Educational Psychologist.
- Views of the parents/carers of the child.
- Involvement reports from other professionals.
- Any involvement by Social Services or Education Welfare Service.

### **Process for Action, Record-Keeping and Review:**

Following the compilation of the documents highlighted above, the SENDCo can make an application for a needs assessment to the local authority. This process requests the local authority to engage in assessment by key services, including Educational Psychology and the Inclusion Service to decide if, in line with the COP, 2015 that an Educational Health Care plan (EHCP) may be required to meet the complex needs of a child.

On receipt of an Educational Health Care Plan from the LA, the SENDCo will formulate an action plan of support/provision with external services, that may include occupational therapy, speech therapy, SEMH support or medical professionals and class teacher, TA and parents/carers.

### **Assess Plan Do Review cycle:**

From collated information and the advice of external agencies, an Assess Plan Do Review cycle is amended by the class teacher and SENDCo. The support to be provided is indicated along with targets. This cycle is shared with the parents/carers and amended to address additional ideas they have.

### **Annual/Interim and End of Year Review:**

The SENDCo gathers information from teachers, parents and other agencies prior to either an interim or Annual review. At an Annual Review pupil progress is discussed and it is recommended to:

- i) Maintain the EHCP continuing all support
- ii) Request an amendment to the EHCP
- iii) Request ceasing the EHCP and revert back to SEND Support

The school aims to include pupils with special needs into all the activities of the school as far as it is appropriate. However, there may be occasions or periods of time when it is appropriate to withdraw a pupil to deliver special intensive programmes or therapy. Parents will always be involved in discussion and decision making with regard to such situations. The pupil's welfare will be the major factor considered.

## **Disapplication from Standard Assessment Tests (SATs)**

Occasionally it is not appropriate to administer SATs to a pupil with SEND during Year 2. It may be necessary to disapply the child from National Curriculum assessments. Such a decision is taken by the Headteacher in discussion with parents/carers, considering all information available. It must be carefully recorded for governors and LA, and Department for Education information.

## Professional Agencies commonly involved in supporting pupils with SEND

A range of professional agencies are involved in providing advice and support for pupils with SEND. Parents/carers are always aware should school be requesting support from any additional agency:

- **Stockport Inclusion Service - Bramhall Neighbourhood**

We have access to a lead Inclusion professional, a Cognition and Learning teacher, a Social, Emotional and Mental Health teacher who support school through training, individual and small group work with children and in advice on inclusive practices that can be embedded across school

- **The Education Psychologist (EP)**

Visits the school for half a day each term, although school has the option to buyback additional visits. The focus of the EP is to undertake meetings with parents/carers, observe a pupils behaviour and assess learning. They then write a report which can be used to support applications for an EHCP.

- **Speech and Language Therapists (SaLT)**

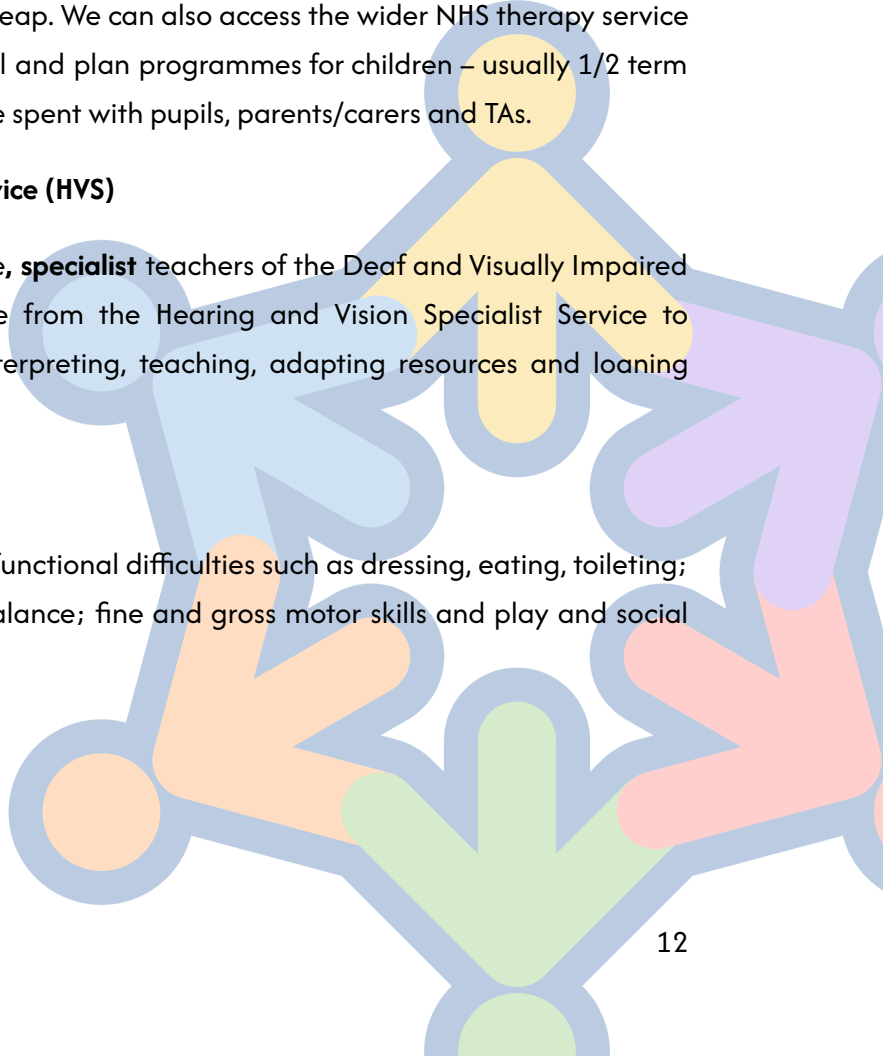
Thorn Grove buys into the Speech Leap SaLT service and we currently receive half a day support per week from Speech Leap. We can also access the wider NHS therapy service who will book time to visit school and plan programmes for children – usually 1/2 term at time. Time during visits may be spent with pupils, parents/carers and TAs.

- **Hearing and Vision Specialist Service (HVS)**

Based in Thorn Grove's Deafbase, **specialist** teachers of the Deaf and Visually Impaired and specialist TAs are available from the Hearing and Vision Specialist Service to support their pupils through interpreting, teaching, adapting resources and loaning materials.

- **Occupational Therapist (OT)**

The OT may support pupils with functional difficulties such as dressing, eating, toileting; sensory skills such as touch or balance; fine and gross motor skills and play and social skills



- **Physiotherapy**

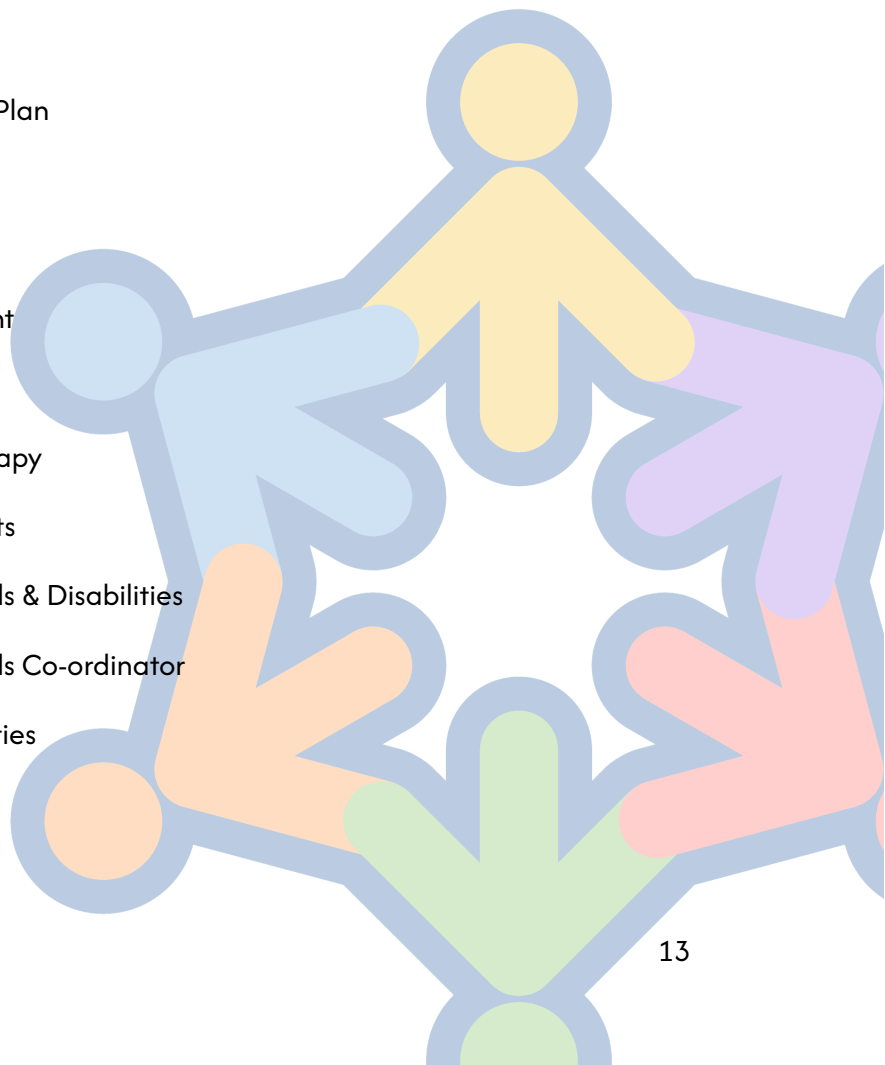
The physiotherapist assesses and manages children with movement disorders or disabilities. The therapist supports the child enabling them to reach their potential by providing physical intervention, programmes of support and guidance.

- **School Nurses**

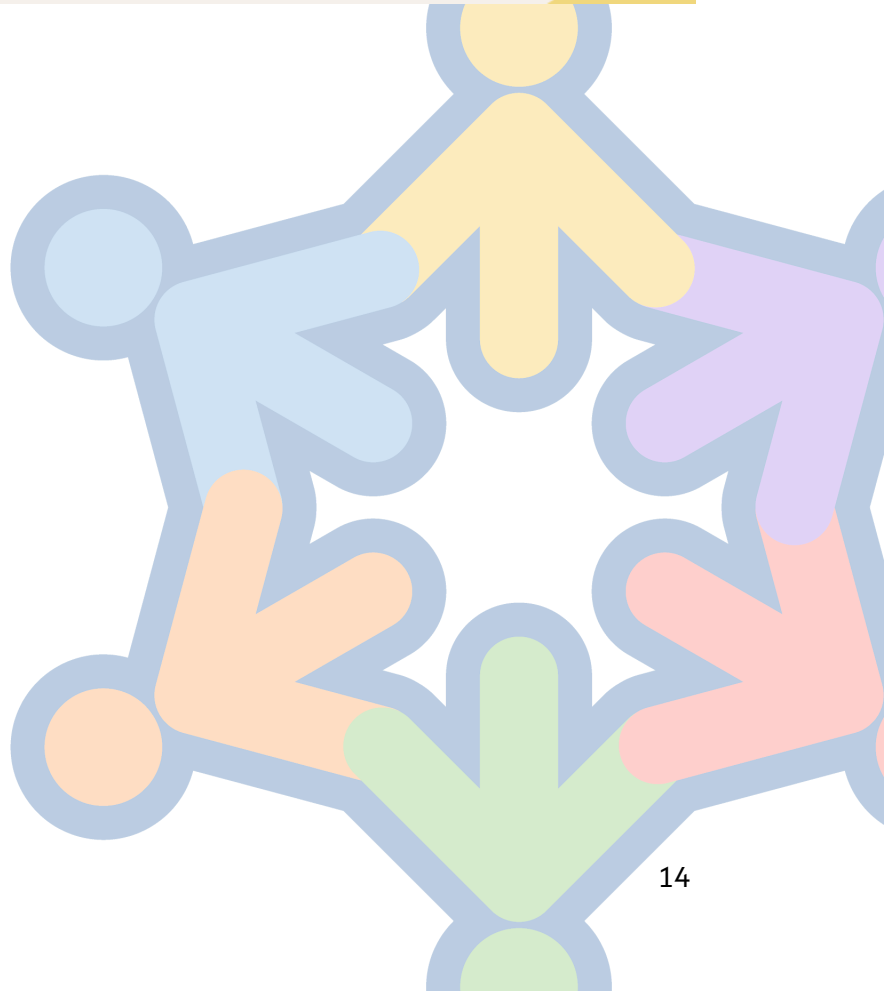
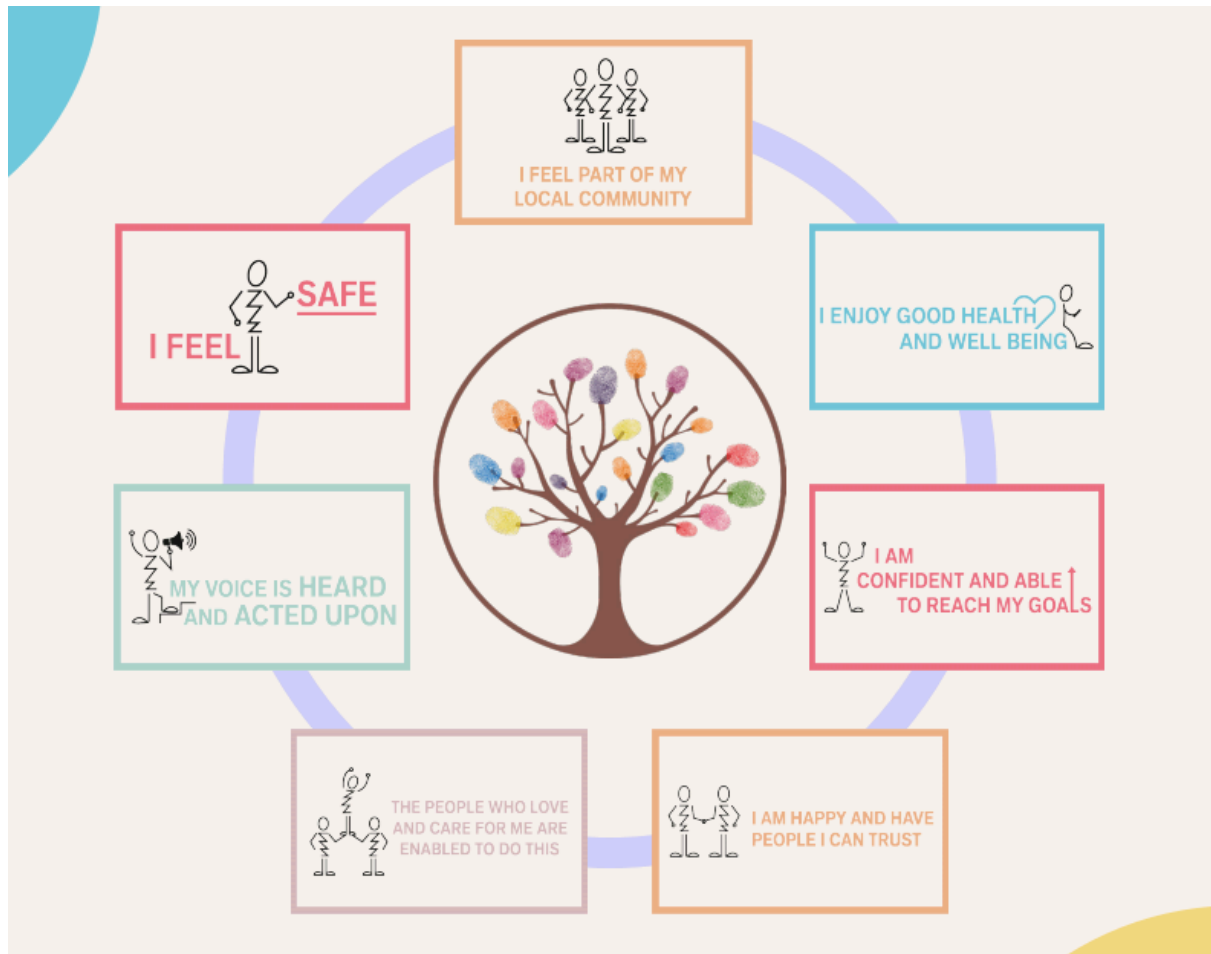
School nurses can be contacted through school, clinics or health centres. The team provides general support as well as completing health checks (height/weight/vision screening). They also provide training with regard to specific medical conditions such as asthma/diabetes.

## Glossary

<b>AD</b>	Attention Deficit
<b>ADHD</b>	Attention Deficit Hyperactivity Disorder
<b>ASC</b>	Autistic Spectrum Condition
<b>CAMHS</b>	Child and Adolescent Mental Health Service
<b>EAL</b>	English as an Additional Language
<b>EP</b>	Educational Psychologist
<b>EHCP</b>	Educational Health Care Plan
<b>LAC</b>	Looked After Child
<b>LA</b>	Local Authority
<b>LSA</b>	Learning Support Assistant
<b>OT</b>	Occupational Therapy
<b>SALT</b>	Speech & Language Therapy
<b>SATs</b>	Standard Assessment Tests
<b>SEND</b>	Special Educational Needs & Disabilities
<b>SENDCo</b>	Special Educational Needs Co-ordinator
<b>SpLD</b>	Specific Learning Difficulties
<b>TA</b>	Teaching Assistant



## Appendix 1 -The Outcomes Framework





## Appendix 2 - Co-production

# Stockport Co-production Charter

The charter has been co-produced with families, children, young people and health, care and education colleagues.

The co-production charter is about the way we will all work together to create a culture where we will all:



To find out more about the charter visit:  
[www.sensupportstockport.uk](http://www.sensupportstockport.uk)



**PACTS**  
Parents and Carers Together  
Stockport

To give feedback please email:  
[SEND-IP@stockport.gov.uk](mailto:SEND-IP@stockport.gov.uk)



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