

The Grove Primary School



SEND Policy

2026

United Nations Convention on the rights of the Child 1989

‘Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matter affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child.’

Articles 12 and 13

**Special Educational Needs and Disability Code of Practice: 0-25yrs
January 2015**

The new code says that schools must:

‘Use their best endeavours to make sure that a child with SEN gets the support they need- this means doing everything they can to meet the children and young people’s SEN.’

(SEND Code of Practice sections 6.2)

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Vision Statement

At The Grove we strive to provide an inclusive environment where all children are happy, healthy and safe and can achieve their full social and intellectual potential through access to a broad and balanced curriculum. We believe that every teacher is a teacher of Special Educational Needs and Disabilities (SEND), that the principle of inclusion extends to society as a whole and is the responsibility of all pupils, parents, staff, governors and the wider community.

Through our best endeavours we seek to deliver the most appropriate provision for any pupil who requires support which is 'additional to and different from that made generally for others of the same age,' as outlined in the SEND Code of Practice 2015.

This policy complies with the statutory guidance Special Educational Needs Code of Practice (0-25) 2015 and has been written with reference to the following guidance and documents:

Equality Act 2010

Children's and Families Act 2014

Ofsted SEN review 2010.

The school's Special Educational Needs coordinator (SENCo) is Kathryn Hardy.

The school's SENCo Support Assistants are Helen Starkswood and Sophie Stanier.

The Governor responsible for SEND is Sophie Harley-McKeown

Our Aims

- To value the rich contribution that difference and diversity makes to our school. In recognising and responding to the diverse needs of children, we will use a range of flexible responses to meet such needs and accommodate their diversity.
- To encourage those with special educational needs to become independent and take responsibility within the school.
- To ensure that parents are informed of their child's special needs and provision and that communication is clear and informative.
- To ensure the view of the child (according to their age and understanding) and parents are sought and valued.
- To monitor the progress of children regularly and keep records of the actions taken.
- To identify and provide for all children's learning and physical needs as early as possible, using a range of strategies.
- To deliver planned and organised support for all children who are experiencing a learning difficulty or have a disability.
- To work in close partnership with governors, staff, parents, children and outside specialists to create and maintain the best possible provision for all children who have been identified as having a special educational need in accordance with the Code of Practice (2015).

Everyone in the school community - governors, staff, pupils and parents - has a positive and active part to play in achieving these aims.

What are special educational needs?

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

- A learning difficulty or disability resulting in a significantly greater difficulty in learning than the majority of other children of the same age.
- A physical disability which prevents or hinders them for making use of educational facilities which are generally provided for children of the same age within a mainstream school.

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. Health care provision or social care provision which educates or trains a child is to be treated as special educational provision (Code of Practice 2015).

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

Special educational needs and provision can be considered as falling under four broad areas as outlined in the SEND Code of Practice (2015).

- Cognition and Learning
- Communication and Interaction
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Cognition and learning

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation in place. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as Dyslexia, Dyscalculia and Dyspraxia.

Communication and Interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty communicating their wants and needs, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all of the different aspects of speech, language or social communication at different times of their lives. Children with Autism, including Asperger's 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.

Social, emotional and mental health difficulties

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated or displaying challenging and disruptive behaviour. These behaviours can occasionally reflect underlying mental health difficulties such as anxiety or depression. Disorders which may be diagnosed include: Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD) or Attachment Disorder (AD). Please refer to 'The Grove Mental Health and Emotional Wellbeing Policy' for further details of identification and support for SEMH needs.

Sensory and/or physical needs

Some children require special educational provision because they have a disability which prevents or impedes them from accessing the educational facilities generally provided. These difficulties can be age related and may change over time. 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. Children with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

A Graduated Approach to SEND Support

The graduated response to providing support for children with SEND is an approach which is recommended by the Code of Practice (2015) under the Education Act (1993) and has been adopted by Cambridgeshire Local Authority. This is an outline of those graduated response steps:

- High Quality Teaching within the classroom, including differentiation
- SEND support
- Statutory Assessment
- Education, Health and Care Plan (EHCP)

High Quality Teaching

For a child this would mean:

- That the teacher has the highest possible expectations for all the pupils in their class.
- That all teaching builds on what the child already knows, can do and can understand.
- The teacher will have carefully checked on the child's progress and will have decided that the child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.
- That different ways of teaching are in place, so that the child is fully involved in learning in class. This may involve using more practical resources to support learning.
- That specific strategies as identified through the in-class support (which may be suggested by the SENCo) are in place to support the child to learn.
- The child's teacher will discuss all children's progress at termly pupil progress meetings with the Senior Leadership Team (SLT) and consider next steps to support their learning.
- An Initial Cause for Concern is completed if there are ongoing concerns about a child's progress, which may have been raised by parents/carers.
- Using the Assess-Plan-Do Review cycle, school will monitor the child's progress and speak to parents on a regular basis about that progress and any further steps of support which may be needed.
- All additional provision is recorded on the school's termly provision map co-ordinated by the SENCo.

SEND Support

If the initial and appropriate differentiation has not led to adequate progress, then the graduated response will include:

- The SENCo advising the class teacher, who remains responsible for planning and recording within the classroom setting regarding an appropriate intervention or strategies that will support the child's learning.

- The SENCo collating any relevant information from parents and staff about the child's needs.
- Following discussion with and consent of parents/carers the child will be placed on the SEND register.
- The school following the cycle of Assess, Plan, Do, Review which enables provision to be refined and revised as necessary. The cycle will enable clear identification of those interventions which are most effective in support the child to achieve good progress and outcomes.

The cycle is as follows:

Assess –*This involves clearly analysing the pupil's needs using a mixture of teacher assessments, experience, knowledge of the child and/or specific and detailed assessments directed by the SENCo.*

Plan –*An Additional Support Plan (ASP) will be written by the class teacher and clear SMART targets will be set. The plan will be shared by the class teacher with parents/carers and the child.*

Do– *The class teacher remains responsible for working with the child on a day-to-day basis and ensuring that they are provided with opportunities to work towards their targets. The SENCo will direct the running of any specific interventions. The SENCo will assist in training and supporting staff as necessary. The support will be carefully monitored.*

Review – *A review of the ASP will take place at a meeting between the SENCo and class teacher, termly or sooner if required. The review will evaluate the intervention and support provided and the child's progress towards their targets. The outcomes will be shared with parents and the child. A new plan will be devised to work on the child's next steps.*

- Active encouragement of parental and pupil participation to ensure that everyone is working together to meet the needs of the child.
- In consultation with parents/carers, the SENCo requesting the advice/assessment of outside specialists if the child's needs meet the threshold for accessing their services.

'Schools should involve specialists if your child continues to make little progress or work at substantially lower levels than expected.'

SEND Code of Practice 6.72 and 6.73

- The creating of Care Plans for individual children who have complex or multiple medical needs. This will be done in consultation with parents/carers and outside specialists where appropriate.
- The SENCo considering whether the pupil meets the criteria to justify an application for Statutory Assessment.

Statutory Assessment

- An Education, Health and Care Plan Needs Assessment (EHCPNA) Request will be considered if the child has not made sufficient progress following implementation of the provision at SEND Support or has significant needs which provide an ongoing barrier to learning, as outlined above.
- The request will be made in consultation with and with input from parents/carers.
- The SENCo will complete the request form and gather any relevant supporting documents to be included with the request. These may include ASPs, costed provision map, end of term school reports, school assessments, professionals' reports, individual risk management plans, risk assessments, parent statement, Early Help Assessments and Team Around the Family Minutes.
- The SENCo will submit the relevant documents, along with the request form, to the Statutory Assessment Team.

Education, Health and Care Plan (EHCP)

- On receipt of the EHCPNA Request, the assessment process will begin and take 20 weeks until an EHCP may be issued.
- The Local Authority panel will review all the information provided and consider the need for an EHCP.
- If appropriate, an EHCP will be drawn up, in consultation with parents/carers and school.
- An Annual Review (AR) of the plan will take place between parents/carers, the SENCo, the class teacher and any relevant professionals who are working with the child. The child's progress will be discussed, along with any amendments and/or additional assessments which may be required.
- The SENCo will direct and complete the preparation of the AR paperwork, lead the AR meeting, complete the final paperwork and submit it to the Statutory Assessment Team.

The roles and responsibilities in our SEND provision

Head teacher

It is the head teacher's responsibility:

- For management of the SEND policy.
- For assessment and provision for pupils with special educational needs.
- For keeping the governors informed of SEND within the school.
- To manage any complaints about provision for or treatment of pupils and staff with SEND.

Governors

The Governors of The Grove School are responsible for entrusting the Head teacher to monitor Safeguarding and Child Protection procedures.

The governors should ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the SEND policy and all the other statutory policies as defined by DfE. This includes:

- Ensuring the school fulfils its statutory duties to pupils with special educational needs.
- Securing appropriate resources.
- Having due regard to the SEND Code of Practice (2015).
- Ensuring that the SEND policy is published on the school web site.
- Ensuring that a qualified teacher is the designated SENCo.
- Ensuring that suitable arrangements have been made for children who have medical conditions.
- Dealing with any complaints in a way that is consistent with the school complaints procedure.
- Participating in appropriate training.

Special Educational Needs Co-ordinator (SENCo)

The SENCo is responsible for co-ordinating the provision of special educational needs and/or disability throughout the school. This will include:

- Overseeing the day-to-day operation of the school's SEND Policy.
- Co-ordinating provision for children with SEND.
- Ensuring the school keeps up to date records for all pupils with SEND.
- Advising on the graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupil's needs effectively.
- Liaising with parents of pupils with SEND.
- Liaising with other educational settings and professionals working with pupils with SEND.
- Being a key point of contact for external agencies who work with pupils with SEND.
- Directing the work of the SENCo Support Assistants.
- Working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) regarding reasonable adjustments and access arrangements.
- The current SENCo is also the Deputy Head Teacher and is responsible for overseeing provision for Pupil Premium pupils and Children in Care.

SENCo Support Assistants (SSA)

The SSAs are responsible for assisting and supporting the SENCo in the assessment of provision of support for pupils with special educational needs and/or disability throughout the school. SSAs will be directed by the SENCo. The role will include:

- Working closely with school staff to identify pupils who need additional support.
- Assisting with maintaining efficient systems for assessing, reviewing and recording the progress and inclusion of pupils with additional needs.
- Developing others' understanding of pupils' additional learning needs and the importance of raising achievement and celebrating inclusion among all pupils.
- Identifying and modelling the most effective teaching approaches and learning activities for pupils with additional needs.
- Assisting in maintaining a provision map for pupils who require additional support.
- Teaching small groups or individual pupils, as directed by the SENCo.
- Supporting initiatives to improve standards in literacy (including phonics) and numeracy, as well as access to the wider curriculum.
- Preparing and carrying out assessments for pupils with additional needs.
- Analysing assessment data to inform decision making around provision of relevant support.
- Assisting with intervention strategies and the development of additional teaching methods for pupils not making progress.

The Class Teacher

Teachers are responsible and accountable for the progress and development of all pupils in their class, including pupils who access support from teaching assistants and /or specialised staff. High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have special educational needs. Teachers should have high aspirations for every pupil. ASPs with clear targets for progress should be set and reviewed on a regular basis. Their role will include:

- Early identification of any SEND concerns through observation, regular assessment and discussion with parents.
- Being the first point of contact for parents.
- Following The Grove graduated approach to SEND to ensure that a pupil's needs are addressed promptly and effectively.

- Having a thorough knowledge of the needs of pupils with SEND and being aware of any accompanying paperwork which details their needs eg EHCPs, SEND Service records of involvement, Community Paediatric reports.
- Implementing advice provided by specialist agencies to support pupils with SEND.
- Preparing relevant paperwork, with support from the SENCo, and attending meetings with external agencies to discuss the needs and progress of pupils with SEND eg EHCP Annual Reviews, SEND Service consultations
- Liaising regularly with the SENCo and SSAs to ensure that appropriate support is in place.
- Planning what each pupil should learn and teaching pupils at all levels of response.
- Formulating Additional Support Plans (ASP) with reference to specific, measurable targets which are regularly reviewed, and ensuring that they are implemented on a day-to-day basis.
- Regularly sharing ASPs and progress made towards targets with parents and pupils.
- Involving pupils, as appropriate, in the planning of their education.
- Assessing and recording progress of pupils.

Teaching assistants

Teaching assistants are responsible for assisting the class teachers in providing support for all pupils within their class, including those with SEND. In some cases, they may be assigned to work with a specific pupil, depending on the level of need. This will be decided by the SENCo and Headteacher. TAs will be line managed by the SENCo. Their role will include:

- Supporting pupils with SEND in a variety of ways as directed by the class teacher and/or SENCo.
- Raising initial concerns about a pupil with the class teacher.
- Assisting in gathering information about the SEND needs of a pupil in their class through observation and/or assessment.
- Implementing ASPs, as directed by the class teacher.
- Regularly discussing progress of SEND pupils with the class teacher.
- Attending regular training sessions to further develop knowledge and skills in the area of SEND provision.

Pupils

“Children, who are capable of forming views, have the right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matter affecting them.”

UN Convention on the rights of the Child 1989

We believe that all children with special educational needs have a unique knowledge of their own needs and their views about what would help them. Whenever possible the pupils will be consulted, and their views will be considered when decisions are being made about their education. This will be done by:

- Having their wishes and opinions about their own needs regularly sought, carefully considered and valued.
- Being fully involved from the start of the process.
- Having assessment processes clearly and sensitively explained.
- Being helped to make informed choices and decisions.
- Being involved in the setting and reviewing of their targets.
- Having their views sought and honestly recorded as part of the annual review process and at other times, as appropriate.
- Having their successes celebrated and their efforts recognised.
- Encouraging and enabling them to become confident, effective pupils.
- Treating them with respect.

Parents

Offer a unique insight on their child and any circumstances that might influence their academic and social progress. They will be consulted with throughout their child's SEND journey, to best meet the needs of their child. They will be encouraged to seek further relevant advice and support and provided with the means to do this. They will have any assessment process clearly and sensitively explained to them.

Children with significant SEND needs

At The Grove we recognise that the mainstream model of primary education does not always allow all children to reach their full potential. This could be for a number of reasons: the class environment is too overwhelming, there are significant gaps in their learning/early development, or they have identified needs which require considerable adult support. To address this, we have created a special learning environment called The Aviary (not running over autumn 2025 due to staffing constraints) and developed The Grove Alternative Curriculum.

The Grove Alternative Curriculum

The Grove Alternative Curriculum (TGAC) has been devised to meet the needs of children with a high level of complex and varied SEMH and/or SEND needs, who are unable to manage within a mainstream classroom for a variety of reasons. These children may already have a medical diagnosis, for example ADHD, or have been identified as having significant developmental trauma due to a range of ACEs.

The aim of TGAC is to allow the child the time, space and support to enable them to repair their

- self-confidence
- self-regulation
- belief of self as a learner
- and/or to meet their specific developmental needs

so that they are able to return to the classroom and be successful.

As a highly individualised curriculum, TGAC is delivered largely outside of the child's mainstream class.

Please refer to 'TGAC Rationale' for further details.

Supporting Children with Medical Needs

See school policy – Supporting Children with Medical Conditions

Mr Roy Kingsford (Site Manager and Health and Safety Lead) and Mrs Kathryn Hardy (SENCo/DHT) have the day to day responsibility for managing the school's provision for meeting the medical needs of pupils.

At The Grove school we recognise that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and PE. Some children with medical conditions may also have disabilities and where this is the case the school will comply with its duties under the Equality Act (2010).

Continuing Professional Development and allocation of resources

We aim to keep all school staff up to date with relevant training and developments in relation to the needs of pupils with SEND. Relevant SEND focused external training opportunities are made available to all teaching staff and support staff where appropriate.

The SENCo will be involved in the provision of training for teaching and non-teaching staff. They will form links with LA, Mental Health Support Team and other schools to devise and share training opportunities.

The SENCo will regularly attend SEND briefings and training courses and will disseminate relevant information to SLT and other staff, as appropriate.

The Governors will allocate funds to meet the needs of pupils with special educational needs.

The Governors require the Head teacher and the SENCo to ensure the optimum use is made of resources. It is expected that every opportunity will be taken to use equipment and staff time for the benefit of other pupils providing there is no disadvantage to the pupil to whom they are normally allocated. Regular feedback on SEND provision will be shared with the SEND governor. The SENCo will report back regularly to the full governing body.

Admissions and Transitions

The admissions arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010.

The currently agreed Admissions Policy of the Governors makes no distinction regarding pupils with special educational needs. Within the admissions policy, the aim of the school is to meet the needs of the child of any parent who wishes to register at the school. In the case of pupils with an Education, Health Care Plan, the SENCo will work closely with the Statutory Assessment Team Casework Officer in coming to a decision about the most appropriate provision for the pupil. No pupil can be refused admission solely on the grounds that they have special educational needs. The school has a duty to admit any pupil whose EHCP names this school specifically, unless there are strong and specific reasons why it is unable to do so.

The SENCo will work closely with the SENCo of feeder pre-schools in coming to a decision about the most appropriate provision for pupils with special educational needs. The SENCo will also liaise with the Educational Psychologist, medical agencies and the Early Years Team as necessary.

The SENCo will liaise with SEND teams from secondary schools to ensure that all relevant information and paperwork is shared prior to transition into Year 7. Additional transition visits and/or support sessions will be provided for SEND pupils to ensure their transition from The Grove to their new secondary school is as smooth as possible. This will be provided by Grove staff and/or Blue Smile and/or Mental Health Support Team.

Transition support in preparation for a move from one class to the next will be provided for children with SEND during the summer term. This will be delivered by staff who are currently working with those children.

Accessibility Plan

Please refer to The Grove School's Accessibility Plan.

Complaints

If parents have any complaint about the special educational provision for their child, they need to speak to their child's class teacher in the first instance. If parents are not satisfied at

this stage that the matter has been resolved, they need to take their complaint to the Head teacher. If parents speak to a governor at this stage, the governor will, in the first instance, refer the matter to the Head teacher. The Head teacher will investigate and then contact parents in accordance with the school's agreed complaint procedure. If the Head teacher has not resolved the matter to the parent's satisfaction, it will be referred to the Chair of Governors. Again, the school's agreed complaints procedure would be followed. This can be found on the school website.

Bullying

Please refer to The Grove School policy on 'Anti-Bullying.'

Monitoring and Evaluation of Success

The SENCo regularly monitors the attainment and progress of pupils with SEND at The Grove and outcomes are discussed with the Headteacher and with class teachers at Pupil Review Meetings. A report to Governors is provided termly.

The governors will evaluate the success of this policy by enquiring how effectively pupils with special educational needs participate in the school curriculum and community and more specifically how much progress is made by all children with Special Educational Needs or Disabilities.

Signed on behalf of the Governing body:

Head teacher
Miss Ellie Shaw

SEN Governor
Sophie Harley-McKeown

SENCo
Mrs Kathryn Hardy

Date: December 2025

Date plan to be reviewed: December 2026