



Grimoldby Primary School

Special Educational Needs & Disability Policy

Date Approved: December 2025

Date for Review: December 2026

“Every Teacher is a Teacher of every child, including those with Special Educational Needs or Disabilities.”

This policy complies with the statutory requirement laid out in the SEND code of Practice 0-25 (2014) with reference to the following guidance documents:

Special Educational Needs and Disability Regulations 2014

Equality Act 2010

The Children and Families Act 2014

This policy links to our other policies including:

Accessibility Plan

Intimate Care Policy

Behaviour Policy

Equality Policy

Supporting Pupils with Medical Conditions

Safeguarding and Child Protection Policy

Special Educational Needs and Disabilities Coordinator: Mrs Sophie Waters

Special Educational Needs and Disabilities Governor: Mr Andy Craven

Family Support Worker: Mrs Caroline Jaines

1) Our fundamental principles are that

- i) A child with special educational needs or disability should have their needs met.
- ii) The special educational needs of children will normally be met in mainstream schools or settings.
- iii) The views of the child should be sought and taken into account.
- iv) Parents have a vital role to play in supporting their child's education.
- v) Children with special educational needs should be offered full access to a broad, balanced and relevant education.

2) Aims

At Grimoldby Primary School we aim:

- a) To provide a whole school response to special educational needs within the overall ethos of the school.
- b) To identify any difficulty as early and as thoroughly as possible, thereby building and maintaining pupils' self-esteem.
- c) To provide an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum so that all pupils are provided with the opportunities to thrive and fulfil their aspirations.
- d) To provide all children with a curriculum that will enhance self-esteem and confidence. All children are encouraged to develop a positive attitude to themselves, their learning and to others.
- e) To encourage parental co-operation and involvement and to keep parents informed at every stage.
- f) To put the child at the centre of all decision making and improvement.
- g) To provide a positive and active approach from all the school staff to ensure that children feel valued.

4.) SEND Information Report

Our school website contains a SEND information Report which displays all the current support available to children at our school. It explains how the SEND process works, how the school can support families and their children, and how to work with the school to support the child. There is also a link directing you to Lincolnshire's Local Authority website to show what support is available within the county to support families and their children.

5) Definition of Special Educational Needs and Disability

- a. The Special Educational Needs and Disability Code of Practice (0-25 years) 2015 states that:
 - i. "A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her."
- b. A child of compulsory school age has a learning difficulty or disability if he or she:
 - i. Has a significantly greater difficulty in learning than the majority of others of the same age; or
 - ii. Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in schools within the area of the LA.
- c. Many children and young people who have SEND 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".
- d. This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.
- e. Schools must also have regard to statutory guidance re supporting pupils with medical conditions (DfE 2014) See "Grimoldby Primary School Supporting Pupils with Medical Conditions Policy"
- f. A child must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he or she will be taught

5) Role of the Class Teacher

Class Teachers are responsible for the progress and development of every pupil in their class, including those with SEND. Class Teachers will work closely with any additional adults to assess, plan, do and review support and intervention for each pupil with SEND in their class. Class teachers will also:

- g. Be accountable for attainment, progress and outcomes
- h. Differentiate within the classroom and adapt teaching to respond to the strengths and needs of all children.
- i. Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how to best overcome these;
- j. Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
- k. Identify children who are experiencing difficulty and if necessary seek advice from the SENDCo.
- l. Inform parents of areas of concern, completing a "Cause for Concern". This should be recorded electronically on CPOMS tagging the categories SEND, Cause for concern.
- m. Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them;
- n. Manage classes effectively, using approaches which are appropriate to pupils needs in order to involve and motivate them.

6) Role of the SENDCo

- a. The SEND Co-ordinator, with the support of the Headteacher and colleagues, seeks to develop effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of children's needs, by monitoring the standards of pupils' achievements.
- b. The responsibilities include:
 - i. Overseeing the day-to-day operation of the school's SEND policy
 - ii. Co-ordinating provision for children with special educational needs and ensure those that are likely to teach, support or supervise them are aware of their needs
 - iii. Advising on the graduated approach to providing SEN support
 - iv. Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
 - v. Working with Teaching Assistants who deliver interventions for pupils with SEND
 - vi. Overseeing records of all children with special educational needs
 - vii. Liaising with parents of children with special educational needs
 - viii. Contributing to or organising the in-service training of staff
 - ix. Being a key point of contact with external agencies, especially the local authority and its support services
 - x. Support and advising teaching staff in the writing of suitable IPPs and attend reviews as a when required
 - xi. Monitor the "Assess, plan, do, review" cycle and report upon progress of children with special educational needs or disabilities
 - xii. Report to governors

- xiii. To apply to LA when a formal assessment may be necessary

7) Role of the Headteacher

- a. To work with the SENDCO to determine the strategic development of the SEND policy and provision in the school
- b. To monitor teaching arrangements made for SEND children and the work of teaching assistants supporting SEND children

8) Role of the Governors

The governing body must:

- a. Nominate a governor with specific responsibility for Special Educational Needs
- b. Do its best to ensure that the necessary provision is made for any pupil who has special educational needs
- c. To ensure that the Headteacher or the appropriate governor – has been informed when the LA determine that a child has special educational needs and requires provision through an Education and Health Care Plan
- d. Ensure that teachers in the school are aware of the importance of identifying and providing for, those pupils who have special educational needs
- e. Ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical
- f. Have regard to the SEND Code of Practice when carrying out its duties toward all pupils with special educational needs
- g. Ensure that parents are notified of a decision by the school that SEN provision is being made for their child

9) Role of the Parents

- a. The school will have regard to the Special Educational Needs Code of Practice when carrying out its duties toward all pupils with special educational needs and ensure that parents are notified of a decision by the school that SEND provision is being made for their child.
- b. Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. The school recognises that 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 children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education. Developing good relationships with parents is seen as crucial to success. Parents can contact the SENDCo directly when necessary and are fully encouraged to do so. Parents are encouraged to give their support at home whenever possible with the emphasis on raising self-esteem and building a positive attitude.

10) Role of the Child

- a. Children are encouraged, in a very simplified way, to be part of the decision making and encouraged to share their aspirations. Where appropriate the child should be part of the review cycle or their voice included. The emphasis is on success and this is supported within the school's overall ethos and attitude.

11) Safeguarding

Grimoldby Primary School recognises that evidence shows pupils with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.

Grimoldby Primary School recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers can include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.
- A different cognitive understanding and being unable to understand the difference between fact or fiction in online content.

The headteacher and governors will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using physical intervention and reasonable force in response to risks presented by incidents involving pupils with SEND, staff will have due regard for the procedures outlined in the school's Physical Intervention Policy.

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes in behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENDCO.

School staff will be particularly alert to the potential need for early help for pupils with SEND and additional needs.

The governors and headteacher will ensure that pupils with SEND are taught about how to keep themselves and others safe including online. The school will ensure that teaching of safeguarding is tailored to the specific needs and vulnerabilities of pupils with SEND.

Any reports of abuse involving pupils with SEND will involve close liaison between the DSL and the SENDCO.

12) Complaints procedure

Parents or guardians wishing to make a complaint may contact the Head Teacher who will enlist the support of senior colleagues and the SEND Governor, where appropriate, to investigate and resolve problems. In the event of a formal complaint parents are advised to contact the Head Teacher or a governor if they prefer.

See Complaints policy for more information.

13) Admission Arrangements

At Grimoldby Primary School we aim to admit all children to the school and to integrate them fully into the life of the school ensuring that they have access to a broad and balanced curriculum.

14) Broad areas of need

Children Identified as having Special Educational Needs will be identified as belonging to one or more of the following broad areas of need:

a. **Communication and interaction**

- i. Children and young people with speech, language and communication needs (SLCN) 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. 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.
- ii. Children and young people with ASD, 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.

b. **Cognition and learning**

- i. Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. 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.
- ii. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

c. **Social, emotional and mental health difficulties**

- i. Children and young people 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 as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- ii. We follow processes set out in our "Behaviour Policy" and "Positive Handling Policy" to support children and young people, so it does not adversely affect other pupils.

d. **Sensory and/or physical needs**

- i. Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health
- ii. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

15) Graduated Approach

The SEND Code of Practice recommends a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

Assess: Once a child is identified as needing SEND support the class teacher, working with the SENDCO, should carry out a clear analysis of the pupil's needs.

Plan: The teacher and SENDCO will agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, along with a clear date of review. Individual Provision Plans will be put in place and a clear date for review agreed.

Do: The class teacher will remain responsible for working with the child. The SENDCO may support the class teacher in the further assessment of the child's particular strengths and weaknesses and advising on the effective implementation of support.

Review: The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. The support will be revised in light of the pupil's progress and development in consultation with the pupil and parents.

16) Identification and Assessment

- e. Class teachers use observation, assessment and informed evaluation to identify concerns about a child. These concerns are highlighted through planning showing a differentiated curriculum. All concerns are recorded on CPOMS along with the actions that have been taken.
- f. The school will assess each child's current levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during the child's pre-school years or at their previous school.
- g. If the child already has an identified special need this information will be transferred from the Early Years setting or previous school and the child's class teacher will use this information to write a provision plan, this will follow the assess, plan, do, review cycle.
 - i. It will:
 - 1. Provide starting points for the development of an appropriate curriculum
 - 2. Identify and focus attention on action to support the child within the class
 - 3. Use the assessment processes to identify any learning difficulties
 - 4. Ensure ongoing observation and assessment provide regular feedback about the child's achievements and experiences. This should form the basis for planning the next steps of the child's learning.
 - ii. This will take place at a review meeting with parents held three times a year.
- h. The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. When there is uncertainty about an individual child teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs.

17) Individual Provision Plans

- i. Strategies employed to enable the child to progress will be recorded within an Individual Provision Plan (IPP). This follows the "Assess, plan, do, review" cycle. The IPP will include information about:
 - i. The current assessment information

- ii. The teaching strategies to be used
 - iii. The provision to be put in place which will include short term targets.
 - iv. When the plan is to be reviewed
 - v. Outcomes (to be recorded when IPP is reviewed).
- j. The IPP will only record that which is additional to, or different from the differentiated curriculum and will be discussed with the child and the parents. The IPP will be reviewed at least termly and parents' views on their child's progress will be sought.

18) External services

- a. A request for support from external services is likely to follow a decision taken by the SENDCo and colleagues, in consultation with parents. External support services will usually see the child so that they can advise teachers on new IPPs and accompanying strategies, provide more specialist assessments to inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.
- b. The triggers for external services support will be that, despite receiving individualised support the child:
- i. Continues to make little or no progress in specific areas over a long period
 - ii. Continues working substantially below that expected of children of a similar age
 - iii. Continues to have difficulty in developing literacy and mathematics skills
 - iv. Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an IPP that addresses behaviour management.
 - v. Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
 - vi. Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- c. When school seeks the help of external support services, those services may need to see the child's records, including IPPs in order to establish which strategies and interventions have already been employed. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The resulting IPP for the child will set out fresh strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the IPP continues to be the responsibility of the class teacher.

19) Educational Health Care Plans

- a. School request for an Educational Health Care Plan
- i. Where a request for a statutory assessment is made by the school to the LA, the child will have demonstrated significant cause for concern. The LA will need information about the child's progress over time, and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements in place. This information may include:
- 1. Individual provision plans for the pupil
 - 2. Records of regular reviews and their outcomes
 - 3. The pupil's health including the child's medical history where relevant
 - 4. Attainment in literacy and mathematics
 - 5. Educational and other assessments, for example from a specialist teacher
 - 6. Views of the parents and of the child
 - 7. Involvement of other professionals such as health or social services.

b. **Statutory Assessment of Special Educational Needs/Educational Health Care Plan**

- i. Statutory assessment involves consideration by the LA, working co-operatively with parents, the child's school and, as appropriate, other agencies, as to whether a statutory assessment of the child's special educational needs is necessary. A child will be brought to the LA's attention as possibly requiring an assessment through a request by the child's school, from a parent or a referral by another agency. Where the evidence presented to the LA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LA will consider the case for a statutory assessment of the child's special educational needs. The LA may decide that the degree of the pupils' learning difficulties and the nature of the provision necessary to meet the child's special educational needs is such to require the LA to determine the child's special educational needs provision through an Education and Health Care Plan.
- ii. All children with an Education and Health Care Plan will have short term targets set for them that have been established after consultation with parents and child and will include targets identified in the an Education and Health Care Plan. These targets will be set out in an IPP and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the IPP will continue to be the responsibility of the class teacher.

c. **Annual review of an Education and Health Care Plan**

- i. All Education and Health Care Plans must be reviewed at least annually with the parents, the pupil, the LA, the SENDCo, the class teacher and professionals involved to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the Education and Health Care Plan. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved.