



SEND Policy

Mission Grove Primary School

This Policy has been written for and adopted by the Governing Body of Mission Grove Primary School.

VISION STATEMENT

*Everyone Aims High
Everyone is included
Creativity is valued*

VALUES

Respect, Inclusion, Lifelong learning, High Aspirations, Resilience, Communication.



Approved by Governing Body

Date: 8.10.2025

SEND POLICY

Contents:

Mission Statement

Aims

Objectives

What is a special educational need?

Roles and Responsibilities

How Will Pupils with SEN be Identified?

How Will Pupils with SEN be Supported?

Support for Parents and Families

Managing the Needs of Pupils on the SEN Register

Supporting Pupils at School with Medical Conditions

Exiting the SEN Register

Training

Accessibility

Dealing with Complaints

Reviewing the Policy

Mission Statement:

What is the school's vision and how does this relate to pupils with special educational needs and disabilities?

Mission Grove Primary School is a large school with approximately 860 pupils on role. The staff and Governing Body are committed to providing a high quality curriculum and learning environment for all pupils. We aim to provide a curriculum that is broad and balanced, enriching and empowering. We are mindful of the need to create learning environments that can stimulate and support pupils with a wide spectrum of needs. We are a fully inclusive school committed to adaptive teaching and the fostering of neurodiverse classrooms. We aim to meet the needs of all pupils regardless of gender, ethnicity, culture, religion, social circumstances, ability and disability. We acknowledge that children have different educational and behavioural needs, which are either life-long or temporary, and that they require different strategies to support learning as well as their social and emotional well-being. Consequently, *all* teachers are considered to be teachers of children with SEND.

This policy, therefore, complies with the following statutes, guidance, policies and reports:

- SEND Code of Practice (2014)
- The Equality Act (2010)
- Supporting Pupils at School with Medical Conditions (2014)
- Teachers Standards 2012
- Mission Grove Safeguarding Policy
- Ofsted Inspection Framework (updated 14th July 2023)
- Ofsted SEN Review 2010 "A Statement is not enough"

More details about the SEND Code of Practice (2014) can be found on the government website at: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>.

School policies can be found on our website.

Aims:

What do we want to achieve for our pupils? How can we be sure that we focus on outcomes and not just on hours of provision and support? How can we raise aspirations and expectations equally among all pupils?

With the above questions in mind, our aims are:

- to support the individual needs of each child by promoting self-esteem and inclusion in a secure environment that maximises learning for all
- to establish the responsibility of *all staff* as providers for children with special educational needs
- to use a variety of teaching strategies and resources to facilitate meaningful and effective learning for all children
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- to monitor, review and assess those with SEND in order to maximise progress
- to map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention are leading to good learning outcomes
- to include the voice of the child in establishing inclusive provision
- to establish an inclusive role for parents and carers by requesting, monitoring and responding to their views in order to foster a sense of confidence and partnership

- to ensure that pupils with medical conditions can be fully included in all school activities by ensuring consultation with health and social care professionals
- through reasonable adjustments, enable all children to have full access to all elements of the school curriculum
- to work productively with the Local Education Authority and other agencies, to ensure a multi-professional approach to meeting the needs of all vulnerable learners

Objectives:

How do we set about achieving our aims?

To reach our aims, the school aspires:

- to identify pupils with special needs early and provide appropriate and effective interventions to address these needs
- to operate a whole school approach to the management and provision of support for special educational needs through the delivery of High Quality Teaching supported by the Governing Body, the Head Teacher, the Senior Leadership Team, the Inclusion Manager and subject Coordinators
- to provide support, advice and relevant training opportunities for all staff working with special educational needs pupils
- to work within the guidance outlined in the SEND Code of Practice (2014)
- to provide an Inclusion Manager to co-ordinate the assessment, planning, provision and reviews for children with special educational needs

What is a Special Educational Need?

Which pupils are considered to have special educational needs? Which factors might impact on progress but should **not** in themselves be considered a special educational need?

The SEND Code of Practice (2014), identifies four areas of need that may require provision that is ‘additional to and different from’ that provided by a differentiated curriculum. The areas are:

- **Communication and Interaction** - this includes children with speech and language delay, impairments or disorders, those with hearing impairment, or who demonstrate behaviours within the autistic spectrum.
- **Cognition and Learning** - this includes children who demonstrate features of moderate, severe or profound learning difficulties, or specific learning difficulties such as dyslexia, dyscalculia or dyspraxia.
- **Social, mental and Emotional Health** - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration in a way that significantly disrupts and slows their rate of learning.
- **Sensory and /or Physical Needs** - this includes children with sight and hearing impairments and those with physical difficulties.

This definition of special educational needs (SEN) has been taken from section 20 of the Children and Families Act 2014.

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

a) *have a significantly greater difficulty in learning than the majority of others of the same age;*

or

b) *have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

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

Other factors may also impact on attainment and progress. Whilst they do not in themselves constitute special educational needs, the staff is mindful of the potential impact of these factors and accept the need to respond sensitively and appropriately as required. Such factors include:

- Disability - the SEND Code of Practice 2014 outlines the “reasonable adjustment“ duty for all settings and schools provided under current Disability Equality legislation although these alone do not constitute SEN
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Homelessness/inappropriate housing
- Family mental health difficulties

Roles and Responsibilities:

Who are the people responsible for ensuring that the needs of children with SEN are met? How does the school know which children need additional support? How do we know if interventions have been effective?

All staff at Mission Grove have a responsibility for maximising achievement and opportunity for vulnerable learners.

The Head Teacher

The Head Teacher, Miss Kate Jennings, is responsible for the management of all aspects of the school’s work, including provision for pupils with special educational needs. This will include:

- keeping the Governing Body informed about SEND issues
- working closely with the Inclusion Manager
- deployment of all special educational needs personnel within the school
- monitoring and reporting to governors about the implementation of the schools’ SEND policy and the effects of inclusion policies on the school as a whole

The Governors

The Governing Body is responsible for ensuring that a SEND policy is in place and that its implementation is effective. The SEND Governor, Ms. Galina Krasteva also has a statutory role to play in evaluating SEND provision by:

- ensuring a high standard of provision for pupils with SEND
- ensuring that pupils with SEND are fully included in school activities
- being fully involved in developing and subsequently reviewing the SEND policy

The Inclusion Manager

The Inclusion Manager, Mr Ben Darling, works with the Head Teacher and the Governing Body as the co-ordinator for the assessment, planning, implementation and reviewing of interventions for children with special educational needs. He has a Master of Arts degree in Leadership and is completing the National Award for SENDCOs.

The Inclusion Manager, in his SENDCo role, liaises with all staff at all levels across the school to ensure appropriate guidance, support, resources and opportunities are brought together to support all individuals and groups. The Inclusion Manager is available to meet with teachers and Parents and Carers, and to liaise with external agencies to support pupils with SEND. Other responsibilities include:

- helping Learning Support Assistants with the implementation of interventions, resources and in setting up links with external professionals
- demonstrating and training in the delivery of specific interventions such as the use of Precision Teaching
- Contributing to Year Group Leader meetings
- carrying out assessments and observations of pupils with specific learning problems
- referring to, and co-ordinating the visits of external professionals including the Speech and Language Therapists, Educational Psychologist, the school nurse, Flourish Outreach Advisors, Early Help Support Workers, Social Workers and NHS professionals
- helping to set targets appropriate to the needs of the pupils
- liaising closely with Parents so that they are aware of the strategies that are being used and are involved as partners in the process
- maintaining the school's SEND register and records
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information. This includes information from teacher assessments, SATs, Insights, Accelerated Maths and Accelerated Reading. It also includes data from external professionals such as the Speech and Language Therapist.
- liaising with the SENDCOs in receiving secondary schools and/or other primary schools to help provide a smooth transition from one setting to another
- writing letters to Local Authorities and Housing Associations in support of housing for families based temporarily in hotels or homes a considerable distance from school

Class Teachers

All teachers are teachers of children with special educational needs.

This is achieved by:

- tracking and reviewing pupil progress on a regular basis so as to identify pupils who are underachieving
- providing adapted teaching and learning opportunities
- setting suitable learning challenge
- taking responsibility for progress of all children in the class
- ensuring effective deployment of resources such as teaching assistants to maximise outcomes
- ensuring that there is adequate opportunity for pupils with special educational needs to work on agreed targets
- analysing attainment to ensure that all pupils continue to make progress across all areas of learning and ensuring that there is parity between different groups e.g. pupils with SEND, boys, girls, summer born children and pupils in receipt of free school meals
- using on-going, summative assessment to inform future planning and adjust short term planning to take account of progress and areas of difficulty
- adopting programs of study matched to ability and area of need and not to age-related expectations
- providing additional curricular opportunities that meet the needs of individuals or groups such as speech and language therapy and Literacy and Numeracy interventions
- involving Parents, pupils and all staff in the process of inclusion through raising their awareness of how attitudes and behaviour affect the school community
- meeting regularly with phase leaders and the Inclusion Manager to review class progress in attainment levels

Teaching Assistants (TAs)

TAs work as part of a team with the teachers and the Inclusion Manager in supporting pupils. Therefore, they have a significant role to play in the education of pupils with SEND.

Therefore they should:

- be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND
- be aware of the individual needs and targets of the pupils they are working with by consulting with the class teacher and Inclusion Manager
- consistently deliver evidence-based interventions as agreed with the class teacher.
- routinely give feedback to teachers and the Inclusion Manager about pupils' progress

How will pupils with SEND be identified?

How will the school know if a child is underperforming?

At Mission Grove Primary School, we follow the graduated response to identifying and meeting special educational needs.

All pupils will have access to high quality teaching. This will be monitored by classroom observations with feedback carried out by colleagues and the Senior Leadership Team. In addition, the regular scrutiny of the children's recorded work is also carried out by the SLT to ensure a consistently high standard of planning, resourcing and differentiation across the school. Continuing Professional Development by way of INSET training and attendance on courses ensures a high standard of classroom practice.

However, if despite this, a pupil's rate of progress and attainment is considered to be significantly below age related norms, it is imperative that specific needs be identified and addressed as early as possible. Therefore a four part process is put into place as follows:

- Assess
- Plan
- Do
- Review

Assessment and identification of needs will take place through:

- initial discussions with parents to share concerns and gain further insight into the difficulties
- analysis of data including baseline assessments in the Early Years, Evidence Me By 2Simple – a software package to evidence the development in Early Years, Accelerated Reading, Accelerated Maths, INSIGHT software data and teacher assessment.
- use of Assessment for Learning strategies in the class to determine the level of engagement and understanding in a whole class setting
- maintaining details of the provision for all vulnerable learners by keeping a log on the school's Pupil Progress proforma.
- referring a child when necessary for a more in- depth individual assessment. This might involve an external agency whose services are bought in by the school such as an Educational Psychologist or a Speech and Language therapist. It might also involve a referral to an NHS agency including the Child Development Team or the Social and Communication Clinic.

In consideration of the results and outcomes from the identification procedures listed above, if a pupil is in need of additional provision in order to access an age appropriate curriculum, the pupil will be placed on the SEND register, with Parents having been consulted, and the planning stage begins with additional resources provided.

How Will Pupils With SEND Be Supported?

What provisions can the school put in place to help support pupils with SEND? How will the effectiveness of these provisions be monitored and evaluated?

To ensure the best possible outcomes for all our children, we approach our SEND provision from the point of view of the children- capturing their voice, their needs and their hopes, so that all interventions are the best fit for their needs. If rates of pupil progress remain slow and high quality teaching has not been able to close the gap, the school must decide what we are going to do. Depending on the type and severity of the need, the following interventions may be put in place:

- Parents and Carers will be consulted and suggestions made by the class teacher and/or Inclusion Manager as to how the pupil can be supported at home in partnership with the school.
- A pupil may work in a small group supported by a Teaching Assistant.
- Pupils may be included in a phonics intervention group, receive Precision Teaching 1:1 or receive the SNIP spelling intervention
- A pupil may be included in a small speech and language group run by a teaching Assistant
- A pupil may receive targeted input directly from the school's Speech and Language Therapist
- Sessions with the school counsellor may be offered if anxiety is a contributory factor to a pupil's underachievement
- Some pupils on the SEND register will be given an Individual Education Plan (IEP) to ensure their underlying special educational need is being addressed. This would particularly be the case where outside agencies

have been involved in assessing the pupil or contributing to their provision such as in the case of pupils with Education and Health Care Plans. IEPs are considered working documents and although they are formally written and reviewed twice a year, it is considered desirable to review, adjust and amend them on a frequent basis as required

In addition, advice is sought from other professionals in order to inform planning and target setting. The services that the school accesses regularly include:

- Occupational Therapy Service
- Physiotherapy Service
- Speech and Language Therapy service
- Educational Psychology Service
- School nurses
- Specialist nurses
- Flourish Outreach service for specialisms in ASD, Global Delay and dyslexia screening
- Audiology and the hearing impairment team
- Child and Adolescent Mental Health Service (CAMHS) including their school-based Primary Care Team practitioners
- Joseph Clarke Service for the visually impaired

However, it is imperative that all practices and interventions are reviewed and adjusted accordingly. The monitoring and evaluation of the effectiveness of our provision for pupils with SEND is carried out in the following ways:

- through classroom observation by the Senior Leadership Team
- through on-going assessment of progress made by interventions
- by scrutiny of planning and target setting
- through teacher dialogue with the Inclusion Manager
- through informal feedback from all staff who teach the pupil
- pupil progress tracking using assessment data whole-school processes
- evaluating the impact of Individual Education Plans on pupils' progress
- through attendance records and liaison with the school's Attendance Officer.

Having ensured ambitious and pro-active additional SEND support, in the event of learning difficulties being persistent in severity, the school will comply with the local authority procedures and arrangements and apply for an Education and Health Care Plan previously referred to as a Statement of Special Educational Needs.

Support for Parents and Families:

How can I find out more about the services offered to pupils with SEN by Waltham Forest?

The local authority publishes details of the services that it provides to support pupils with SEND. To find out more go to www.walthamforest.gov.uk and follow the link to Local offer.

Managing the Needs of Pupils on the SEND Register:

What kind of record keeping is maintained? What type of funding is available to pupils on the SEND register?

Interventions that children receive are discussed at Pupil Progress meetings. This enables the school to track and assess the type and duration of any additional support given. Children on the SEND register have an Individual Education Plan that focuses on 2-3 key areas of need.

If other professionals have had input, any reports that their involvement generates will be kept in individual files in order to build up a profile of a pupil's learning needs. The file is a working document which is updated following reviews carried out by the professionals such as Speech and Language Therapists, the Educational Psychologist, Physiotherapists and Occupational Therapists.

In order to inform their planning, copies of reports from external professionals are also given to class teachers and placed securely in a SEND file kept in each class, to be shared with Teaching Assistants who work alongside the pupils.

Responsibility for establishing, maintaining and communicating relevant information contained in the pupil files with the Inclusion Manager. The school has a Confidentiality Policy which applies to all written pupil records.

Financial support for pupils with SEND operates on three levels:

- **Universal level funding**

This is allocated for all pupils attending an educational institution in order to provide high quality provision universally thus reducing the need for more expensive resources. This is known as element 1 funding.

- **Targeted level funding**

The school is expected to contribute the first £6,000 of any costs additional to the universal funding, in order to provide extra support necessary to meet the specific needs of a pupil on the SEND register. This money comes from the school's notional SEND budget and is known as element 2 funding.

- **Specialist or Personalised level top-up funding**

Top-up funding is provided by the authority in addition to element 1 and 2 funding if an Education and Health Care Plan (EHCP), formerly referred to as a Statement of Special Educational Needs, has been agreed.

Supporting Pupils at School with Medical Conditions:

How does the school ensure the safety and progress of pupils with medical conditions?

The school acknowledges that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

Some pupils with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some pupils with medical conditions may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision.

In all cases, specialist advice and training is sought. With assistance from these specialists, Care Plans are drafted to ensure the safety and well-being of pupils. Supporting agencies include:

- school nurse teams specialising in asthma, epilepsy and diabetic provision
- physiotherapists
- occupational therapists
- audiology

The school conforms to the statutory guidance outlined in the government publication entitled, 'Supporting Pupils at School with Medical Needs (2015).'

Exiting the SEND Register:

What happens once pupils have made good progress?

If it is felt that children are making progress which is sustainable and in keeping with age-related norms then they may be taken off of the SEND register. If this is the case then the views of the teacher, Inclusion Manager, pupil and Parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off of the SEND register then all records will be kept until the pupil leaves the school.

However, the pupil will continue to be monitored through the school's routine assessment procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance then the procedures set out earlier in this policy will be followed.

Training:

How is the staff kept informed and updated with regard to quality SEND provision?

In order to maintain and develop the quality of teaching and provision needed to respond to the strengths and needs of all pupils, staff are expected to undertake training and development.

Recent opportunities have included:

- training in the organising and teaching of Speech and Language groups
- training a member of staff as a Listening Champion to help pupils with hearing impairments
- training through the Flourish outreach and advisory staff in areas such as Visual and Hearing Impairment
- training through the schools' subscription to the National College who provide online training sessions for all school-based staff

Individual staff members routinely attend SEND training courses with external providers as part of their CPD. The school's Inclusion Manager regularly attends the Waltham Forest training SEND coordinators' meetings in order to receive local and national updates in SEND.

Accessibility:

How does the school remove barriers to learning?

The Disability Discrimination Act, 1995 as amended by the SEN and Disability Act 2001, places a duty on all schools to increase the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce written accessibility plans for their individual school. Mission Grove is fully compliant with this requirement.

In addition, children with physical disabilities are fully included in all activities including day trips and residential trips. Careful risk assessments are carried out to ensure that such experiences are safe and inclusive for all.

Dealing with Complaints:

What do I do if I am unhappy about my child's SEND provision?

Staff will always find the time to discuss any concerns that Parents might have regarding their child's progress any interventions that they might receive.

In addition, the school has a complaints procedure which applies to all complaints including those concerning SEND provision. Details regarding this procedure can be found on the school website.

Reviewing the Policy:

This policy will be reviewed annually by the Inclusion Manager, Head Teacher and Governing Body. Therefore, this policy will be reviewed and revised as necessary in September 2026.