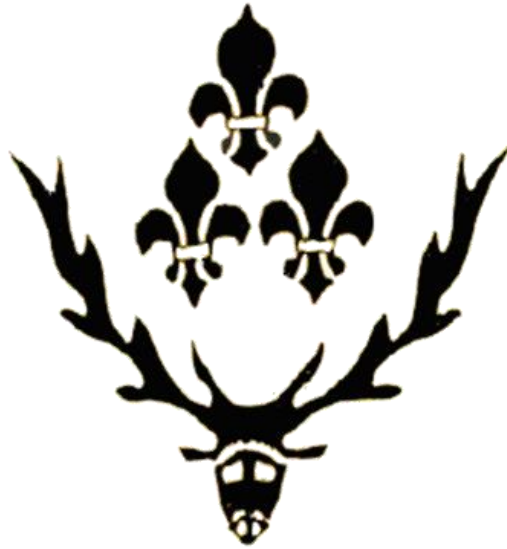


Giffards Primary School



Special Educational Needs and Disability Policy

School lead for this policy:	Mrs V Teager – AHT Inclusion lead+Senco
Committee with oversight for this policy	FGB – Pupil Matters
Policy last reviewed	March 2024
Date for next review	March 2025
Signed –chair of Governors	<i>Mr D Stubbings</i>
Signed - Headteacher	<i>Mrs N Haslam-Davis</i>

Giffards Primary School

Special Educational Needs and Disability Policy – Incorporating the School Information Report: March 2024

Principles

Giffards Primary School's Special Educational Needs and Disability (SEND) policy and information report complies with the statutory requirement laid out in the SEND Code of Practice 2014 and has been written with reference to the following guidance and documents:

Equality Act 2010: advice for schools DfE (Feb 2013)

SEND Code of Practice 0 – 25 (July 2014)

Schools SEN Information Report Regulations (2014)

Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)The National

Curriculum in England: framework for Key Stage 1 and 2 (July 2014)Disability Discrimination Act (2005)

Safeguarding PolicyAccessibility PlanTeachers Standards 2012

. Part 3 of the Children and Families Act 2014

. Education and Endowment Foundation: Special Educational Needs in Mainstream Schools

We value the importance of working collaboratively; all members of our school community are involved in producing and implementing our SEND policy and information report. It is a working document and will continue to develop and evolve in response to an ongoing review of impact and the views of our parents, pupils and staff. We are an inclusive school and fully embrace the guidance in the SEND Code of Practice 2014. We operate a “whole pupil, whole school” approach to the management and provision of support for SEND.

In order to provide parents and staff with all the information needed for SEND in one place we have combined our SEND report and our updated SEND policy into one document. To comply with legislation we have also separated our Information Report and it is available for parents to view as part of the Local Offer at www.askthurrock.org.uk/local offer.

Our inclusion lead; Mrs V Teager, is responsible for the day to day operation of our SEND policy and information report. She is a member of the senior leadership team and a specialist leader in education for special needs. She can be contacted on 01375 672138 or via e mail at; senco@giffardsprimary.thurrock.sch.uk.

Updated SEND policy March 2024

Mrs Haslam Davies, head teacher and Mr Dave Stubbings, governor for SEN are responsible for overseeing the effectiveness of the implementation of the SEND policy and information report.

Aims

Our vision at Giffards Primary School is to “value everyone as learners” and we endeavour to create an inclusive atmosphere of encouragement, acceptance, respect for achievement and sensitivity to individual needs, in which all pupils can thrive and fulfil their potential academically, physically, socially, morally, culturally, emotionally and spiritually.

Alongside this the aims of our SEND policy and practice are:

- To ensure that all pupils have access to a broad and balanced curriculum.
- To ensure that all pupils with additional needs are identified as early as possible.
- To make reasonable adjustments for those with a disability by ensuring increased access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEND are enabled to partake in, and contribute fully, to school life and engage in the activities of the school alongside pupils who do not have SEND.

To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>. We are aspirational in our expectations for all pupils, including those with SEND.

- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the curriculum to respond to the four broad areas of SEN:
 - **Communication and interaction,**
 - **Cognition and learning,**
 - **Social, emotional and mental health difficulties,**
 - **Sensory and/or physical needs.**
- To request, monitor and respond to parent/carers’ and pupils’ views in order to develop effective working partnerships and ensure that parents are kept fully informed of their child’s progress.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support the full inclusion of pupils with medical conditions in all school activities by ensuring consultation with health and social care professionals.

- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To implement a graduated response in line with the SEND Code of Practice 2014 using the assess, plan, do and review cycle to ensure the needs of all pupils are identified, planned for and met.
- To support every child's "wider well - being" by ensuring that consideration is given to the whole child, the social, moral, spiritual and cultural needs of each pupil.
- To enable children to move on from Giffards Primary School well equipped in the basic skills of literacy, numeracy and social independence in order to meet the demands of secondary school, life and learning.

Special educational needs

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. 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 or young person is to be treated as special educational provision (SEND Code of Practice 2014).

Broad areas of need

We consider the needs of every pupil, identify their needs and use this information to plan what action we need to take and what outcomes are focused upon for each child.

- **Communication and Interaction** - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features 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, dysgraphia or dyspraxia.
- **Social, mental and Emotional Health** - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
- **Sensory and/or Physical Needs** - this includes children with sensory, multisensory and physical difficulties.

Behavioural difficulties do not necessarily mean that a child or young person has a SEN and will not automatically lead to a pupil being registered as having SEN. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where concerns arise relating to the behaviour of a child we will strive to identify the underlying need.

Slow progress and low attainment do not necessarily mean that a child has SEN and will not automatically lead to a pupil being recorded as having SEN.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEN. Teachers will closely follow the progress of pupils whose first language is not English in line with Thurrock guidance. Care will be taken to ascertain whether any problems arise from uncertain command of English or from Special Educational Needs.

Pupils in receipt of the Pupil Premium Grant are not necessarily SEN pupils but we recognise this may impact upon their progress and attainment and work to ensure they receive support to be able to fulfil their potential both academically and emotionally.

Disability

Many children and young people who have SEN 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’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. We make “reasonable adjustments” in line with current Disability Equality legislation to ensure children with a disability are able to access the curriculum.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Identifying children who need additional support

We identify children who may have additional needs via:

Updated SEND policy March 2024

- Ongoing assessment for learning and feedback in every lesson.
- Tracking of attainment outcomes that indicate performance below age expected levels or a lack of progress.
- Baseline screening of all pupils as they join us in foundation.
- Screening with speech link and language link of all foundation pupils, pupils joining our school and where speech and language is thought to be an area of need.
- Monitoring of the teaching and learning programme within school including regular meetings between Inclusion lead and class teachers.
- Concerns raised by parents/carers, teachers, or the pupil's previous pre-school or school.
- A pupil expresses concerns or asks for additional help.
- Changes in behaviour or a concern that an emotional difficulty is affecting attainment and progress.
- Twice yearly screening of emotional vulnerabilities using Strengths and Difficulties Questionnaire.
- Pupil voice – emotional well being questionnaire completed annually by all pupils.
- Liaison with external agencies.
- Health diagnosis via a paediatrician.
- Liaison with pre schools and with parents prior to their children joining Giffards in EYFS.

Working in partnership with parents (parent voice)

Giffards Primary School believes in developing a strong partnership with parents and that this will enable children with additional needs to achieve their full potential. We recognise that parents have a unique overview of their child's needs and how best to support them, and that this gives them a key role in the partnership.

The parents of all children on our SEND register will be met with termly to review the impact of strategies and monitor progress towards agreed outcomes for their children. This meeting is typically led by the class teacher although the Inclusion Lead may also attend. This meeting is held in addition to termly parents' evenings to allow for in depth discussion. Where it is not possible to meet in person these will be held by telephone or remotely. All teachers are more than happy to meet with parents to discuss any concerns; after school is typically the best time. Parents should contact the school office to arrange an appointment.

Our inclusion leader is available to meet with parents at their request. Parents should contact the school office to arrange an appointment. Our learning mentor is also available to support parents and can also be

contacted via the school office. A twice weekly drop in session will be held on a Monday from 9.00 am – 9.30 am and on a Friday from 2.30 pm – 3.00 pm.

We hold parent coffee sessions along with our drop in sessions. These aim to foster an effective partnership with our parents. We also encourage parents to complete questionnaires following parents evening, following SEND progress reviews and to complete Ofsted's Parentview.

Our inclusion leader supports parents in working with external agencies and will attend medical appointments to support parents and our pupils. We have found that together we can provide the most rounded picture of our pupils as well as provide additional support for parents.

Considering the views of the child (pupil voice)

At Giffards we work closely with our pupils and teach them to be aware of their own needs and to recognise what help they may require and what may support them. We support our pupils to be aware of their physical and mental health needs and to know how to seek help.

We have a school council consisting of elected representatives from each class. The school council is actively involved in decision making within school through regular meetings.

Children who are receiving additional support are involved in setting their own targets and reviewing the impact of any additional to and different from provision through discussion.

All pupils on the SEND register have an individual pupil profile. Children and parents play an active role in creating their pupil profiles, identifying what they are interested in, what difficulties they have, what they can do to help themselves and what others can do within school to help them. These are reviewed termly and form an important part of the assess, plan, do and review cycle. Pupils on the SEND register have their own copy of the front page of their pupil profile or a visual prompt of their targets so they are aware of what they are working on each term.

In line with the new SEND Code of Practice we are keen to develop pupil involvement and attendance at SEND termly progress reviews and in annual review meetings.

Systems of support

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through our monitoring of the teaching and learning system including; lesson observations, book scrutiny, pupil dialogue and regular meetings. At Giffards we believe that high quality

teaching is the most important aspect of provision for all pupils including those with additional needs and SEND.

High quality teaching, adapted for individual pupils is the first step in responding to pupils. The key characteristics of high quality teaching are;

- Highly focused lessons with clear objectives and learning intention.
- Work pitched to move pupils forward from their individual starting points.
- High demands of pupil involvement and engagement in their learning.
- High levels of pupil interaction.
- Effective use of teacher questioning, modelling and explaining.
- Effective use of scaffolding to support children to meet the learning objectives.
- An emphasis on the importance of speaking and listening and learning through dialogue.
- An expectation that pupils will accept responsibility for their own learning and learn to work independently through our 5R's for learning.
- Regular use of encouragement and positive praise to engage and motivate all pupils.
- Supporting pupils to develop a growth mindset in their learning.

We make every effort to ensure that all pupils have full access to the National Curriculum and are integrated fully into all aspects of school life. The SEND Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is "additional to" and "different from" the provision that is made as part of our usual curriculum and strategies.

Where concern is expressed that a pupil may have a special educational need the class teacher takes early action to assess and address the difficulties. Class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

The first step in our provision is to provide high quality teaching targeted at the specific identified areas of weakness. We will take action to remove barriers to learning and provide effective special educational provision in the form of a four part cycle; the graduated approach.

1. Assess

In identifying a child as needing SEN support the class teacher, working with the inclusion leader will carry out a clear analysis of the pupils needs. This will draw upon the teacher's ongoing assessment and experience of the pupil, their previous progress and attainment, the views and experience of the parents, the pupil's own views and, if relevant, advice from external support services. We will take seriously any concerns raised by a parent.

2. Plan

Where it is decided to provide a pupil with SEN support we will formally notify parents. We will keep a register of all children who have been identified as requiring SEN support. The teacher and inclusion leader will agree, in consultation with the parent and the pupil, the adjustments, interventions and support strategies to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The support and intervention provided is selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and will be provided by staff with sufficient skills and knowledge. Where appropriate plans will seek parental involvement to reinforce or contribute to progress at home. We will ensure that all teachers and support staff who work with the pupil are made aware of their needs, the desired outcomes, the support provided and any teaching strategies or approaches that are required. Pupil profiles will contain all details of support needed and track impact throughout the academic year.

3. Do

The class teacher will remain responsible for working with the child on a daily basis and will retain responsibility for the pupil where interventions involve group or one to one teaching away from the main class or teacher. Class teachers will work closely with learning support assistants and specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked directly to classroom teaching. The inclusion leader will support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed termly. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This review will feed back into the analysis of the pupil's needs. The class teacher, working with the inclusion leader, will revise the support in light of the pupil's progress and

development, deciding upon any changes to the support and outcomes in consultation with the parent and pupil.

This cycle is repeated in line with the needs of a pupil with SEND and reviewed at least termly. If it is felt that a child is making accelerated, sustainable progress and the gap is sufficiently closed between them and age expectations they will be removed from the SEND register. The pupil will continue to be monitored through our monitoring procedures. Children may receive additional interventions and support whilst not being registered as having SEN.

Education, Health and Care Needs Assessments

Where, despite us taking relevant and purposeful action to identify, assess and meet the SEN of a pupil, the child has not made expected progress, the school, in partnership with parents, will consider requesting an Education, Health and Care needs assessment. Parents or external agencies are able to request an Education, Health and Care needs assessment independently.

An Education, Health and Care plan is a statutory document that draws together the needs of the child and the support that the child requires. An annual review must be held in addition to the termly SEN progress reviews to consider impact and review the needs of the child.

Roles of responsibility

Governors will ensure that;

- The necessary provision is made for any pupil with SEND.
- All teaching and relevant support staff are aware of the need to identify and provide for pupils with SEND.
- Parents are informed about the provision for pupils with SEND.
- They have regard for the statutory requirements for pupils with SEND.
- They are fully informed about SEND issues within school.
- They oversee the schools work for pupils with SEND.

They will be informed through a SEN report termly, head teacher report, reviewing policy, monitoring provision mapping, in school monitoring and regular formal and informal meetings with the inclusion manager, senior leaders and other staff members.

Headteacher is responsible for;

- Ensuring that all staff are fully aware of their responsibilities for meeting the needs of all pupils and identifying those who have SEND.
- The management of all aspects of the school's work, including provision for pupils with special educational needs.
- Keeping the governing body informed about SEND issues.
- Working closely with the inclusion manager.

Inclusion leader is responsible for;

- Overseeing the day to day operation of the school's SEND policy and information report.
- Coordinating the provision for pupil's special educational needs.
- Ensuring that an agreed, consistent approach is adopted by all staff.
- Strategic leadership of the graduated approach to providing SEND support within school.
- Advising on the deployment of the schools delegated budget and other resourcing to meet pupil needs effectively.
- Liaising with parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies.
- Being a key point of contact with external agencies especially the local authority and its support services.
- Liaising with potential future providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up to date.

Class teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from learning support assistants or specialist staff.

Teachers are expected to;

- Provide high quality teaching, adapted for individual pupils, this is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for a lack of high quality teaching.

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- Assess pupil's needs and plan appropriate adjustments, fluid interventions, pre and post learning opportunities, support and learning strategies to overcome potential barriers to learning.
- Planning work that progresses children from their individual starting points.
- Review the impact of these adjustments, interventions, support and learning strategies.
- Adhere to the school SEND policy and information report, ensuring procedures for identification, monitoring and supporting pupils with SEND are followed.
- Liaise with parents of children with SEND.
- Seek advice from the Inclusion Manager where they have concerns about an individual or group of children and after they have planned appropriate adjustments, interventions, support and learning strategies.

Learning Support Assistants are a valued component of our team. They are expected to be fully aware of our SEND policy, information report and procedures for identifying, assessing and making provision for pupils with SEND.

Staff training and development

The inclusion leader supports staff in their development of understanding and in their ability to support pupils with SEND both individually and through in house continued professional development which is incorporated within the school improvement plan.

The inclusion leader and other school staff actively support the development of all learning support assistants through regular meetings and training. Individual needs are addressed through ongoing monitoring and feedback. The inclusion manager leads the performance management of learning support assistants. Their targets are directly linked to the school improvement plan and their individual areas of development.

The inclusion leader supports the development of midday assistants through regular meetings and training. Individual needs are addressed through ongoing monitoring and feedback. The inclusion leader leads the performance management of midday assistants. Their targets reflect the importance placed on the successful socialisation and support of our pupils during the lunch break.

The inclusion leader is a specialist leader in education and holds a post graduate diploma in special and inclusive education. Regular and ongoing attendance at local forums and national conferences along with

personal reading and research ensures up to date and in depth knowledge regarding how to support pupils with SEND and to support in the development of staff knowledge and skills.

The inclusion leader and the EYFS lead are accredited to Elklan to provide effective speech and language interventions and support staff in this area.

When staff join our school they undertake an induction process, this includes working with the inclusion leader to understand the systems and structures in place for SEND provision and practice and to discuss the needs of individual pupils.

The inclusion leader is a member of NASEN which enables ongoing support and keeping up to date with government policies and procedures.

Informing parents

Working in partnership with parents is key for us at Giffards. For parents of pupils on our SEND register we will meet with them termly to review progress towards agreed outcomes and discuss the success of support strategies.

Each term we will send home a pupil profile which details the strategies that will be used to support a child with identified SEND and the additional to and different from interventions that will be put in place.

Supporting the well being of children.

We welcome and celebrate diversity. All staff believe that children learn best when they are emotionally well with high self- esteem. We have a caring, understanding team supporting our children. We are actively working towards becoming a mentally healthy school and use the 5 Ways to Well Being with all children

We recognise the significance of behavioural emotional and social difficulties for our pupils and strive to provide pastoral support along with implementing a clear behaviour policy. A Learning Mentor is in post to work alongside the Inclusion Leader with particular emphasis on the pastoral and behavioural needs of our pupils. Her role includes overseeing behaviour plans and support plans with support from the Inclusion Leader/Senco. We also secure the services of a counsellor for two afternoons a week who is a vital component of the Inclusion team and works to support the emotional needs of our pupils alongside the Inclusion Leader and Learning Mentor.

We actively teach core values and emotional literacy through our PSHE curriculum. We also place emphasis on understanding bullying and supporting children who have been bullied or have bullied others. (refer to Anti Bullying policy). We have pupils trained as Anti Bullying Ambassadors within school who support their peers during lunchtime with friendship issues. We are teaching our children to develop a Growth Mindset to support their learning and using the Zones of Regulation to aid children in understanding and regulating their emotions..

We offer additional provision at lunch time for identified pupils including those with SEND. Our playground is organised to ensure there are activities to support the 5 Ways to Well Being. There are quiet areas and additional adults to support identified pupils. Our learning mentor has pupils she actively supports every lunch time with their social, emotional and mental health needs.

Each class from year 1 to year 6 has a "Please Mrs or Mr" box or folder. These are used to give pupils a voice to express any worries or concerns they may have. Children write their name on a slip of paper, post it in the box or folder and their teacher will then meet individually with them. Children in EYFS have a named peg which they can peg to a worry cloud/ worry monster if they wish to speak with their teacher.

Pupils complete an emotional literacy questionnaire at least annually (more if they receive support in this area). This information is used to provide additional support if needed.

Our Learning mentor leads after school Well Being Clubs for identified pupils across the school. The focus is on the Zones of Regulation, self esteem and social skills.

Preparing and supporting children as they join the school.

We have a bespoke programme to support children and parents before they join us in foundation stage. During this time staff will spend time getting to know children and their families.

Teaching staff and the inclusion leader liaise with preschool establishments before children join us and with external agencies where a child is identified as having an additional need.

Children have a staggered entry to Giffards over a period of a few weeks in September, attending mornings only, then staying to lunch before staying all day. This process may be slowed and modified in response to individual need.

Children are observed for their base line levels of attainment in all areas of development as soon as they join us. We also conduct Speech Link and Language Link screening to identify any language or speech difficulties. This information is used to plan early interventions and targeted focus work within class.

When children join our school other than in foundation or mid -term we will gather information from parents and previous schooling wherever possible and carry out informal and formal screening to identify attainment and any areas of need or barriers to learning. This will ensure they can fulfil their potential.

Preparing and supporting children as they prepare for the next stages (changing year groups, changing key stages, moving on to secondary school)

We recognise transition is a vital time for all pupils particularly those with additional needs. During the summer term all pupils spend a period of time in class with their new teacher. At this time teachers liaise closely and share their knowledge of individual pupils. This enables staff to be fully aware of the needs of every pupil prior to them joining their class in September and also supports the emotional needs and mental wellbeing of our pupils.

In addition Year 6 pupils currently spend part of a week at their secondary school during the summer term. Teaching staff have meetings with secondary school staff. The inclusion leader meets with members of the SEN department of the local secondary schools to ensure a smooth transition for our pupils.

As part of our transition support we also run additional interventions during school time and after school clubs for vulnerable and identified pupils.

Children with medical needs.

We recognise that pupils at school with medical conditions should be properly supported to ensure that they have full access to all aspects of education. We comply with DFE statutory guidance of Supporting Pupils at School with Medical Conditions December 2017, see Supporting Children with Medical needs policy.

Some children with medical conditions may be disabled and where this is the case we will comply with the duties outlined under the Equality Act 2010. Some may also have SEN and may have an Education, Health and Care plan which brings together health and social care needs, as well as their special educational provision

Including children in activities outside the classroom including school trips.

We aim for all children to be included in all activities and school trips. We endeavour to provide the necessary support to ensure that this is successful.

A risk assessment is completed prior to any off site activity to ensure that the health and safety of any pupil will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in a particular activity we will liaise closely with parents and provide a suitable alternative for the child.

Working with outside agencies.

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, pupils with additional needs. The school has access to the Thurrock Education Special Needs Service. There is a specialist teaching team covering hearing impairment, speech and language difficulties, preschool SEN and English as an additional language. The local authority also provides advice and formal assessment through an Educational Psychologist.

We work closely with the Multi Agency Services Hub (MASH) to seek advice and support for our families via completion of a Common Assessment Framework (CAF) and through safeguarding referrals to children's social care.

The local authority has produced its Local Offer in line with statutory guidance in the SEND Code Practice July 2014. It can be accessed on Thurrock.gov.uk under Special Educational Needs & Disabilities - Local Offer.

Accessibility of the school environment

In line with our statutory responsibilities we plan to increase over time the accessibility of our school for all pupils. We have an Accessibility Plan which details our action plan towards increasing accessibility. We have an allocated disabled parking space, permanent and portable ramps to ensure the site is accessible, lift access to the lower key stage classes, adapted toilets in both key stage one and two and widened doorways in the year 6 block.

We promote access for disabled pupils to all aspects of our school curriculum and the wider curriculum including before and after school clubs.

Funding for children with SEND

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Schools are provided with funding towards resources to support students with additional needs including those with SEND. This is determined by a local funding formula. Schools are expected to ensure they meet the needs of all pupils through careful planning and expenditure of their core funding.

Where a pupil is identified as having significant additional needs and requires an Education Health and Care Plan the local authority will provide some additional top up funding. This funding is allocated by the school as determined by the objectives in the EHC Plan and is not necessarily for 1:1 support.

Storing and managing information

We keep all documents pertaining to SEN in line with GDPR. Documents are uploaded to SIMs and teachers informed of information. Each class has an Inclusion Folder on our Staff Server containing all the information necessary to support each child on the SEND register. Interventions and in class strategies are saved to a shared drive on Google called "Giffards Inclusion".

Complaints

Working with parents is crucial in supporting our pupils. We welcome discussion with parents around any concerns or complaints they may have. We have a formal complaints procedure detailed in our school prospectus.

Reviewing the policy and SEND information report

Our policy and SEND information report are working documents and will be reviewed annually in line with impact and comments from staff, parents and pupils.