

**Thomas Gray
Primary School
Special Educational
Needs and Disability
Policy**

2024 - 2025

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

(1) 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.

(2) A child of compulsory school age or a young person has a learning difficulty or disability if he or she—

(a) has a significantly greater difficulty in learning than the majority of others of the same age, or

(b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

(3) A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely, if no special educational provision were made).

(4) A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.

The new legislation came into place from the 1st September 2014.

A new SEN Code of Practice also accompanies this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website: <http://www.education.gov.uk/schools/pupilsupport/sen>

One significant change arising from the reforms is that the Statement of Special Educational Needs, for those children with the most complex needs, has now been replaced with a new Education, Health and Care (EHC) Plan.

Local Offer

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Sefton that have an Education, Health and Care Plan and those who do not have a plan but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Sefton's Local Offer is available at www.seftondirectory.co.uk/localoffer

1. Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

Objectives

- **Staff Members seek to identify the needs of pupils with SEN as early as possible.**

This is most effectively done by gathering information from parents, education, health and care services and Early Years settings prior to the child's entry into the school.

- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEN.

Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.

- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.** This will be co-ordinated by the SENCOs and Head Teacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being achieved and that all pupils' needs are being met effectively.

- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.

- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. Some of these services include Sefton Special Educational Needs and Inclusion Service (SENIS), Educational Psychology Service, Speech and Language Therapy (SALT), Children and Adult Mental Health Service (CAMHS), Sensory and Physical specialist support.

- **Create a school environment where pupils can contribute to their own learning.** This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays and sports teams.

2. Responsibility for the coordination of SEN provision

The persons responsible for overseeing the provision for children with SEN is,

Mrs Rachael Rimmer (Head Teacher), Miss Samantha Briscoe (SENCO), Miss Laura McGaw (SENCO) and Miss Amy Bell (SENCO).

The persons co-ordinating the day to day provision for pupils with SEN are, Miss Samantha Briscoe, Miss Laura McGaw and Miss Amy Bell.

3. Arrangements for coordinating SEN provision

The SENCOs will hold details of all SEN records for individual pupils and details will also be available on My Concern.

All staff can access:

- The Thomas Gray Primary School SEN Policy.
- A copy of the full SEN Register.
- Guidance on identification of SEN in the Code of Practice.
- Information on individual pupils' special educational needs, including pupil profiles, targets set and copies of their support plan.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities.
- Referral forms to outside agencies

- Quality first teaching resources
- Information available through Sefton's SEND Local Offer.

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

4. Admission arrangements

Please refer to the information contained in our school prospectus. The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN, those with Education Health and Care Plans and those without.

5. Specialist SEN Provision

We are committed to whole school inclusion. In our school we support children with a wide range of special educational needs. We will seek specialist SEN provision and training from SEN services where necessary.

The Nest

The Nest is a collection of 4 designated SEN units which is attended by 45 children with a range of special educational needs

Pupils being admitted to The Nest at Thomas Gray Primary School will meet the following criteria:

- Have an Educational Health Care Plan (EHCP) describing a range of needs
- Robins (EYFS) and Owls (KS1) - Social communication needs (ASD diagnosis is not a requirement)
- Sparrows and Ravens (KS2) - Social, Emotional, Mental Health needs and Cognition and Learning needs.
- Will be academically functioning significantly below their chronological age
- Will be aged from Reception to Year 6

Admission to the SEN Units is facilitated by the Local Authority for reception to Year 6 through the EHCP consultation process with the EHCP caseworker. For admission to the 3s SEND Unit, parents will complete an application form from school.

6. Supporting Pupils at School with Medical Conditions

We recognise that pupils at Thomas Gray with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children 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 may also have SEN and may have an EHC Plan.

At Thomas Gray we follow the guidelines as set out in our Medical Conditions Policy.

7. Facilities for pupils with SEN

At Thomas Gray we comply with all relevant accessibility requirements, please see the school accessibility plan for more details (found within the Equality Action Plan).

8. Allocation of resources for pupils with SEN

Some pupils with the more complex SEND needs may access additional funding called High Needs Funding. The SENCO will refer individual applications to a panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

It would then be the responsibility of the Senior Leadership Team, SENCO and Governors to agree how the allocation of resources is used.

9. Identification of pupils needs

Identification

See definition of Special Educational Needs at start of policy.

Each pupil's difficulties will be considered against the four broad areas of needs:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs.

A Graduated Approach:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Pupil information is shared and reviewed during Pupil Progress meetings by the class teacher, Senco and Head Teacher/Senior Management Leader
- c) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties. We add their details to the SENs support register at a level 1, Record of Concern, Quality First Provision.
- d) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- e) The SENCO will be consulted for support and advice and may wish to observe the pupil in class. Through (b) and (d) it can be determined which level of provision the child will need to progress.
- f) If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is recorded by the school as being monitored due to concern by parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parent's evenings.
- i) Parents' evenings are used to share any concerns, monitoring, assessment and the progress being made by the children.

SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and informed that the child will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning.

The support provided consists of a four - part process:

- **Assess**
- **Plan**
- **Do**
- **Review**

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions, which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparison with peers and national data, as well as the views and experience of parents. The pupil's views and, where relevant, advice from external support services will also be considered.

Any parental concerns will be added to the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are effective and appropriate. Where external support staff are already involved, their work will help to inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary adjustments going forward, in consultation with parents and the pupil. Children may then be added or moved on our SENS support register to a level 2 (Identified Needs, Enhanced Quality First Provision) or level 3, with a SEN Support plan.

Referral for an Education, Health and Care Plan (EHC)

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process, which is usually requested by the school but can also, be requested by a parent. This will occur where

the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- Inclusion Consultants
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a panel of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Education, Health and Care Plans [EHC Plan]

a) Following Statutory Assessment, an EHC Plan will be provided by Sefton Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.

b) Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the plan if it differs from their preferred choice.

c) Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

9. Access to the curriculum, information and associated services

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEN and SEN teaching are provided both in school and through attending courses. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEN.

In class provision and support are deployed effectively to ensure the curriculum is adapted where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.

We set appropriate individual targets that motivate pupils to do their best and celebrate achievements at all levels.

10. Inclusion of pupils with SEN

The Head teacher and SENCOs oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice on overcoming barriers to learning from external support services, as appropriate, for individual pupils.

Advice will be sought from the Educational Psychologist and School Councillor for children who have behavioural concerns.

11. Evaluating the success of provision

In order to make consistent, continuous progress in relation to SEN provision, the school encourages feedback from staff, parents and pupils throughout the year.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

SEN provision and interventions are recorded through provision mapping and on individual SEN Support plan (level 2 and level 3 pupils), which are updated 3 times a year and if/when an intervention is changed. These are updated by the class teacher and are monitored by the SENCOs. At the beginning of an academic year, they reflect information passed on by the previous class teacher and SENCO team and are adapted when needed, following baseline assessments. These interventions are monitored and evaluated termly by the Head Teacher and SENCOs and information is fed back to the staff, parents and governors. This helps to identify the effectiveness and appropriateness of the provision.

12. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head Teacher or SENCO, who will be able to advise on formal procedures for complaint.

Link to Thomas Gray Primary School Complaints Policy

<https://thomasgrayprimary.co.uk/wp-content/uploads/2024/09/NST-Complaints-Policy-Thomas-Gray-Autumn-2024.pdf>

13. In-service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice, in relation to the needs of pupils with SEN.

The SENCOs attend relevant SEN courses and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The SENCOs, with the senior leadership team, ensure that training opportunities are matched to school development priorities and those identified through the use of provision management.

14. Links to support services

The school continues to build strong working relationships with external services, in order to fully assist our SEN pupils and in support of school inclusion. Sharing knowledge and information with our support services, is key to the effective and successful SEN provision within our school.

Thomas Gray Primary School invites and seeks, advice and support from external agencies in the

identification, assessment and provision for SEN pupils. Any one of the support services may raise concerns about a pupil. These will then be brought to the attention of the SENCO who will then inform the child's parents.

The SENCOs are the designated persons responsible for liaising with the following support services:

- Education Psychology Service
- SENIS - Sefton Special Educational Needs and Inclusion Service
- Occupational Therapy Service
- Speech and Language Therapy Service
- Physiotherapy Service
- School Nurse/Doctor
- Staff and SENCOs of other schools
- The Hearing Impairment Team
- The Visual Impairment Team
- Other relevant agencies and voluntary bodies

In cases where a child is causing concern, meetings will be arranged with the appropriate agency.

15. Working in partnerships with parents

Thomas Gray Primary School believes that a close working relationship with parents is vital in order to ensure:

- early and accurate identification and assessment of SEN leading to appropriate intervention and provision.
- continuing social and academic progress of children with SEN personal and academic targets are set and met effectively.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCOs may also signpost parents of pupils with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required. If an assessment or referral indicates that a pupil has additional learning needs, the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

16. Links with other schools

When pupils move to another school, we will share information with the school or other setting the pupil is moving to.

Enhanced transition will be agreed on and organized, if we feel the pupil needs that further support.

The school also works in partnership with other primary schools through the Strand Partnership. This enables the schools to build a bank of joint resources, to share advice and training and to develop activities and expertise.

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Signed

Date

Chair of Governors \_\_\_\_\_

Head Teacher \_\_\_\_\_

SENCOs  
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Renewal Date: December 2025