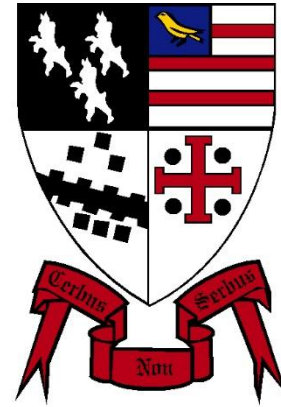


Grantham Villages' CE Primary Schools Federation



Marston Thorold's Charity Church of England
Primary School

Special Educational Needs and Disability (SEND) Policy

Approved by:	Full Governing Body	Date: May 2026
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Last reviewed on:	May 2026
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Next review due by:	May 2029
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Vision

Marston Thorold's:

Through our Christian Values and the legacy of Sir John Thorold, we strive to create an inclusive nurturing family where everyone can flourish, unlock their potential and widen their horizons.

Faith inspires all that we do, ensuring we become responsible global citizens who promote equality and celebrate individuality.

St Sebastian's

Through our Christian Values, we strive to create an inclusive nurturing community where everyone can flourish, unlock their potential and widen their horizons.

Faith inspires all that we do, ensuring we become responsible global citizens who promote equality and celebrate individuality.

Our Commitment and Statement of Inclusion

At GVSF, as per our vision statements, we work hard to ensure that every member of our school communities – pupils, parents/carers, staff and visitors – feel safe and included. We are inclusive church schools and every child, whatever their individual abilities or needs, is equally valued and welcome here. We focus wholly on the positive well-being and progress of every child. All children share a common entitlement to a broad and balanced curriculum which meets their social and learning needs.

We recognise, respect, and value difference and fully understand that diversity is a strength. We take account of differences and strive to remove barriers to learning and disadvantages which people may face in relation to disability, ethnicity, gender, religion, belief or faith, and sexual orientation. We believe that diversity is a strength that should be respected and celebrated by all those who learn, teach, and visit the schools.

We want all members of our school communities to feel a sense of belonging within the schools and wider community family and to know that they are respected and able to participate fully in school life.

We are committed to giving all of our children every opportunity to achieve the highest of standards.

Our Legal Responsibilities

This policy complies with the statutory requirements laid out in the **Special Educational Needs and Disability Code of Practice 0-25 (January 2015) DfE/DoH** which requires all schools to 'have regard to the Code of Practice' and has been written with reference to the following guidance and documents:

Children and Families Act (2014)

Equality Act 2010: The Schools have a statutory duty not to directly or indirectly discriminate against disabled children and young people and must make 'reasonable adjustments', including the provision of auxiliary aids and services for them, and the schools must have an 'anticipatory duty' towards disability.

Equality Act 2010: Advice for Schools (DfE February 2013): Non-statutory advice from the DfE to help schools understand how the Equality Act affects them and how to fulfil their duties under the Act.

Working Together to Safeguard Children (2023): Statutory guidance from the Department for Education which sets out what is expected of organisations and individuals to safeguard and promote the welfare of children.

Reasonable adjustments for disabled pupils (2012): Technical guidance from the Equality and Human Rights Commission.

Supporting pupils at school with medical conditions (2014): Statutory guidance from the Department for Education.

The Special Educational Needs (Personal Budgets) Regulations 2014

The Special Educational Needs and Disability (Amendment) Regulations 2015

The Special Educational Needs and Disability (Detained Persons) Regulations 2015

The UK General Data Protection Regulation (GDPR)

Data Protection Act 2018

Health and Care Act 2022

DfE 'Mental health and wellbeing provision in schools'

DfE 'School Admissions Code'

DfE 'Keeping children safe in education 2025'

Equality and Human Rights Commission (EHRC) 'Reasonable adjustments for disabled pupils'

The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)

This policy has been written in light of our Safeguarding Policy and has direct links to our policies on Behaviour, Anti-Bullying, Disability and Equality and Accessibility Plans in particular. It was written in consultation with the Governing Board, Executive Head Teacher and current staff.

The information in this policy will be updated regularly and any changes occurring during the year will be updated as soon as possible. Under normal circumstances it will be formally reviewed every 3 years as part of the Federation's policy review cycle.

Introduction

Children are considered to have special educational needs (SEND) if they have significantly greater difficulty in learning than other children of the same age. Children's learning difficulties show themselves in a variety of ways. Some are temporary, others more permanent. They may be mild, requiring minimal support, but others may be serious, requiring more long-term intervention and greater support.

Under the Equality Act 2010 you are disabled if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

There are 4 primary areas of special educational needs:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional & Mental Health
- Sensory and/or Physical Needs

In this policy we detail how we aim to make provision for all such children at the Grantham Villages' CE Primary Schools Federation in line with the principles of section 19 of the Children and Families Act 2014.

Aims and Objectives

- to work in partnership with children and their families at every stage of the SEND process;
- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum.
- Fulfil its statutory duties towards pupils with SEND in light of the SEND code of practice.
- Promote disability equality and equality of opportunity, fulfilling its duties under the Equality Act 2010 towards individual disabled pupils.
- Make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled pupils are not at a substantial disadvantage compared with their peers.
- Designate a teacher to be responsible for coordinating SEND provision, i.e. the SENCO.

Educational Inclusion

We respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication and language;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Support staff assist teachers in responding to children's needs by:

- sharing in the assessment of needs and planning of objectives;
- carrying out differentiated activities or programmes of work, with small groups or individuals, as specified by the teacher;
- using suitably modified resources or activities to help meet specific objectives.

Roles and Responsibilities

The governing board will be responsible for:

- Ensuring this policy is implemented fairly and consistently across the school.
- Ensuring the school meets its duties in relation to supporting pupils with SEND.
- Ensuring that there is a qualified teacher designated as SENCO for the school.

The headteacher is responsible for ensuring the school offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience of for all pupils, including pupils with SEND.

In enacting this policy, the headteacher will:

- Ensure the school holds ambitious expectations for all pupils with SEND.
- Establish and sustain culture and practices that enable pupils with SEND to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of pupils, providing support and adaptation where appropriate.

- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.
- Work with the governing board to ensure that there is a qualified teacher designated as SENCO for the school.
- Ensure the SENCO has sufficient time and resources to carry out their functions.
- Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.

The SENCO will be responsible for:

- Collaborating with the governing board and headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.
- The day-to-day responsibility for the operation of SEND policy.
- The coordination of specific provision made to support individual pupils with SEND.
- Liaising with the relevant designated teacher for LAC with SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with the parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Working with the relevant governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up-to-date, in line with the school's Data Protection Policy.

- Providing professional guidance to colleagues, and working closely with staff, parents and other agencies.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.

Teachers will be responsible for:

- Ensuring they follow this SEND policy.
- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring every pupil with SEND is able to study the full national curriculum.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENCO.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Keeping the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the headteacher.

Safeguarding

The 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.

The 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 governing board 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 behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENCO.

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

The governing board 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 SENCO.

Allocation of Resources

The Executive Headteacher is responsible for the operational management of the specified and agreed resourcing for special needs provision within the schools, including the provision for children with Education, Health and Care Plans (EHCP's).

The Executive Headteacher and SENCO agree with staff how to use funds directly related to needs and this is linked to the school improvement plan.

Assessment

Early identification of special educational needs is vital. The class teacher informs the parents/carers at the earliest opportunity to alert them to concerns and attempt to enlist their active help and participation.

The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices.

The SENCO works closely with parents/carers and teachers to plan an appropriate programme of intervention and support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the schools. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

The SEND Process

The process:



- Encourages the participation of pupils and their families;
- Integrates the work of education, health and care providers;
- Follows a cyclical, graduated approach.

The Federation uses the following graduated approach to respond to children's special educational needs:

- 1) Wave One:** All children have access to Quality First Teaching in our schools. This is evident in our careful planning of a sequential curriculum for all subjects. The balance of process and disciplinary knowledge is carefully measured and assessed at regular intervals (dependent on the subject and age of the children). Progress is monitored in all subjects through our Assessment for Learning strategies which involve regular Knowledge Recaps, the use of questioning, live marking and feedback processes which all contribute to build a picture of children's progress and achievements. Three times a year, Progress Dialogues take place between the classteacher and Headteacher to review data entered into our assessment system for reading, writing and maths. Progress is tracked at this stage with any concerns noted on the system. Curriculum adaptations and adaptive teaching strategies are part of this discussion regarding individuals who might need further support. Strategies that might be employed to support individuals at this stage might include:
 - Now and Next Boards
 - Visual Timetables
 - Sensory/fidget toys
 - Wobble Cushions
 - Brain breaks
 - Adaptations to suit sensory needs
 - Sticker charts or class rewards
 - Adjustments to seating arrangements
 - 'Meet and Greet' every morning
 - Sand timers and regular check-ins
 - Adjustments to instructional teaching – breaking tasks into 'small chunks'.
- 2) Wave Two:** Where the above strategies have been used to improve progress for children and we still have concerns, we will move to Phase 2. At this stage, additional interventions may be identified as appropriate and beneficial. An intervention timetable is in place for staff who carry these out and are trained to do so. At this point, children may be added to the SEND 'watch list' or full register and parents invited to SEND Parents' Evenings as well as the usual Parents' Evening (if included on SEND register). A one page portrait may be created where specific interventions or adaptations are shown to be necessary or beneficial. This may be a full Individual Support Plan with targets set and reviewed. Concerns and updates are recorded on the CPOMs system under the 'SEND' tab.

- 3) **Wave Three:** Where the above strategies have been used to support children working at Wave Two and there are still concerns identified through the channels outlined in Wave One and Two, a consultation will take place with the SENDCo, classteacher, TAs (where appropriate) and progress data, intervention tracking and any other information, including parental input is used to decide an appropriate course of action. At this stage, the SENDCo will do an informal observation and may be able to suggest further adaptive teaching or adaptations to the environment. External support may be sought through AskSAL, Working Together Team, Educational Psychologist, referral to SALT, referral to a paediatrician or Sensory Team or the use of PSP/BOSS. At this stage, school will work through it's Behaviour Support and consider the use of a Flowchart if this stage has been reached. When/if a Support Base has been established within school, this will be accessed as appropriate either via the Sensory Room or the Low Arousal Teaching Space.
- 4) **ECHP Application** Where the above stages have not resulted in good progress and school and parents remain concerned about this, we will consider application for an ECHP using evidence from the stages above.

At each stage, we assess whether children are making expected progress or 'less than expected progress'.

'Less than expected progress' will be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Does not match or better the pupil's previous rate of progress.
- Fails to close the attainment gap between them and their peers.
- Widens the attainment gap.

The school plans, manages and reviews SEND provision across the following four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Partnership with Parents and Carers

Our SEND Information Report (previously known as the local offer) can be found on the school websites www.st-sebastians.lincs.sch.uk or www.marstonthorolds.lincs.sch.uk .

At all stages of the special needs process, the school keeps parents/carers fully informed and involves both parents/carers and pupils. We take account of the wishes, feelings and knowledge of pupils and parents/carers at all stages. We encourage parents/carers to make an active contribution to their child's education.

We have regular meetings to share progress with children and their parents/carers. We inform the parents/carers of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

Staff Development

We are committed to maintaining the highest standards of teaching and learning across the Federation, including for those children with SEN.

In line with the SEN Code of Practice (2014) the SENCO is a qualified teacher, who holds a National Award in Special educational Needs Co-Ordination

In addition the SENCO attends local SEN Cluster Group meetings, and other training or briefing meetings provided by the Local Authority.

Where a particular need is identified, suitable training is sought for any staff working with children with SEN, either within the school's Professional Development Programme or provided elsewhere.

Monitoring and Evaluation

- The SENCO monitors the movement of children within the SEN system in the schools.
- The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the schools.
- The SENCO is involved in supporting teachers involved in drawing up the Support Plans.
- The named governor with responsibility for special needs is kept informed of developments.
- The Governing Board reviews implementation of the policy regularly.
- The SENCO will produce and maintain a tracker which monitors and evaluates the progress of children with SEND from EYFS until Year 6.

Admission of children with SEND

Following LA and our agreed admission and equal opportunities policies, a child will be offered a place at Marston Thorold's Charity CE Primary School or St. Sebastian's CE Primary School if it is available. It is important when registering a child, that the parent/carer fills in the information sheet/medical information honestly and informs the school of any previously identified special needs.

For children joining the schools at EYFS with recognised SEND, the schools will work closely with the nursery from which they are joining us to meet with keyworkers and discuss any additional requirements your child may have. Written information about your child will be shared which will include their current 'Ages and Stages' and any special needs paper work or individualised plans.

Should it be felt by parents and carers or the school that your child would benefit from a more personalised transition program we will be happy to work with you to arrange this.

For children with SEND joining the school at different times of the year or in different year groups we highly recommend that both you and your child visit the provision prior to starting. In addition a transition visit can be arranged for your child to spend time in their new classroom prior to their commencement date in order to familiarise themselves with the setting, the cohort and the adults that will be working with them. You may also find it useful to arrange a meeting with the SENCO in order to discuss your child's needs.

Complaints about SEN provision

Where a parent or carer feel that the schools are not adequately meeting the needs of a child with SEND then complaints about SEN provision should be made in the first instance to the child's class teacher, the SENCO or the Executive Headteacher. They will then be referred to the Federation's complaints policy.

The parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

The SENCO is Amy Richardson/Kelly Matthews

The SEN Governor is Sandra Jackson

The Designated Safeguarding Lead is Elaine Bedford

Policy Review

Date of Policy: June 2020

Updated Policy: January 2022

Date of Review: May 2026

Date of Next Review: May 2029

Signed by Chair of Governors: