

**Special Educational Needs (SEND)
and/or Disability (D) Policy**

SEND

September 2025



Contents

1. Aims.....	2
2. Legislation and guidance.....	2

3. Definitions	3
4. Roles and responsibilities.....	3
5. SEND information report	4
6. Monitoring arrangements.....	11
7. Record Keeping.....	11
8. Links with other policies and documents.....	11

1. Aims

At Glynne Primary School we recognise that every child is an individual with particular educational needs and abilities. We are committed to offering an inclusive curriculum to ensure the best possible outcomes for all our children, whatever their needs or abilities. Our educational aims for children with special educational needs and /or SEND are the same as those for all children in school. Special educational needs may be experienced throughout, or at any time during their school career. We believe at Glynne that every teacher is a teacher of every child, including SEND.

We aim to provide every child with access to a broad and balanced education, including the extended curriculum (such as school trips and before and after school clubs). Every effort is made to ensure that the needs of all pupils are met and they have access to the National Curriculum, in line with the Special Educational Needs and Disability Code of Practice 0-25 years. The SEND Code of Practice makes it clear that every teacher is a teacher of children with special educational needs and that high quality teaching in a mainstream classroom alongside their peers is the first stage in provision for all children with SEND.

At Glynne Primary we see that a child centred approach is fundamental to raise the aspirations and expectations of all pupils with SEND and provide equal opportunities for all. A child centred approach means keeping the child in focus when making decisions about their lives and working in partnership with them and their families. We aim to put the child and their family at the heart of discussions, working alongside parents and supporting them in understanding SEND practices and procedures.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools’ responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools’ responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCos) and the SEND information report
- [Keeping Children Safe in Education](#)
- [The Equality Act 2010](#), which set out schools’ responsibilities for discrimination law, covering all the types of discrimination that are unlawful.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Mrs F. Pearson.

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governor

The SEND governor is Michelle Hammond

They will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher is Tracey Powell.

They will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND.

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- 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.
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

5. SEND information report

5.1 The kinds of SEND that are provided for:

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

5.2 Identifying pupils with SEND and assessing their needs

At Glynne we adopt the definition of SEND as stated in the Special Educational Needs and Disability Code of Practice 0-25 years.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

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

For children aged two or more, special educational provision is educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools or by relevant early years providers.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2015).

We will assess each pupil's current skills and levels of attainment on entry to school, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those who may need additional support or intervention.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. Within school, pupils with SEND are identified on the school SEND register so that provision to meet their needs can be routinely planned for. As children progress, they may be taken off the SEND register when their needs no longer require special educational provision.

5.3 Disabled Children and Young People

"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'. 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."

5.4 Supporting Children with Medical Conditions

The school recognises that pupils at school 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 EHCP which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

5.5 Consulting and involving pupils and parents.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and need.
- We take into account the parents' views.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's individual plan.

5.6 Assessing and reviewing pupils' progress towards outcomes.

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. (see Appendix i)

The class teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.7 Supporting pupils moving between phases and preparing for adulthood.

When moving between phases or to new settings the SENDCo will:

- Liaise closely with the staff when receiving and transferring children to and from different settings, ensuring all relevant paperwork is passed on and all needs are discussed and understood –
- Encourage all new children to visit the school or other provider prior to starting.
- Create social stories/transition booklets with/for the children that transition is likely to prove challenging for
- If your child has complex needs, then an EHCP review will be used as a transition planning meeting to which we will invite staff from both settings.
- Transition between phases/year groups within the school will be dealt with as part of our annual programme of transition and handover to the next year or phase. Where appropriate, further transition meetings are carried out between school and home and an enhanced transition may be arranged.

At any point where a child with SEND is preparing to leave our school, we would seek to arrange additional visits for the child to support smooth transition. Many other settings also run programmes specifically tailored to aid transition for more vulnerable pupils at the end of each phase of education. We will share information with the school or other setting the pupil is moving to.

5.8 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils. The school follows a Graduated, Approach (Whole School) to SEND Support. Teachers oversee the work of any support staff in their lessons and collaborate with any specialist staff.

If a child's progress is below their expected level they may be discussed at pupil progress meetings. It may be felt that they would benefit from taking part in an intervention programme. Interventions are tracked on a whole school intervention record (Impact of Intervention Form), which is updated termly and is used to measure the progress and effectiveness of interventions.

Children, parents/carers and teaching and support staff are directly involved in reviewing progress. This review can be built in to the intervention itself or can be a formal meeting where we discuss progress and next steps.

If a child has taken part in an intervention and when reviewed it is felt the child has not made expected progress, it could indicate that an external agency may need to be involved. The additional support will be tailored with support from specialists; this may take the form of small group work in class, out of class or some 1:1 support.

The children will have an Individual Support Plan that is reviewed termly with parents. Some children and young people on the SEND Register may have more significant needs, and there may be a number of specialist services involved with the child and their family. As a result of the assess, plan, do, review cycle, it may be felt that they are not making the expected progress towards identified outcomes, despite the relevant and purposeful action being taken. If so, a request can be made for an EHC plan needs assessment.

In the case of those with more severe and complex needs, an EHCP sets out a child/young persons special educational, health and social care needs and what is required from education, health and social care services to achieve the outcomes that are important to them. It is a legal document detailing the extra help that will be given and explaining how that help will support them to meet their needs.

Children and young people with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school. Their progress will be monitored by the school and the outcomes on the EHCP will be formally reviewed annually.

We are also able to offer a range of interventions that are outlined on our Whole School Provision map. (Please see Appendix ii for some of the approaches used)

5.9 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, using a range of teaching styles, by adjusting the lesson etc.
- Adapting our resources and staffing

- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.10 Additional support for learning

We have a number of teaching assistants who support learning in class and are trained to deliver interventions.

These interventions are planned in liaison with class teachers, support staff, phase leaders and the SENDCo. Teaching assistants and/or teachers may support pupils and deliver interventions on a 1:1 basis, in groups, in and out of the classroom in accordance with the individual's need.

To further support SEND provision in school we work closely with a number of agencies to provide support for pupils with SEND including:

- Dudley Educational Psychology Service
 - Speech and Language Therapy
 - Learning Support Services (LSS)
 - Social Care
 - Special Educational Needs & Disability Information, Advice and Support Service (SENDIASS)
 - Child and Adolescent Mental Health Service (CAMHS)
 - Occupational Therapy (OT)
 - Physiotherapy
 - Visual Impairment Service
 - Hearing Impairment Service
 - Autism Outreach Service (AOS)
 - Physical Impairment/Medical Inclusion Service (PIMIS)
 - Sycamore Outreach Team
 - School Nurse

5.11 Expertise and training of staff

Our SENDCO is an experienced teacher and a member of SLT.

We have a team of teachers and teaching assistants who are trained to deliver SEND provision.

Staff have recently been trained in:

- Dyslexia Friendly Schools
- Speech Language and Communication –A communication Friendly Environment
- Emotion Coaching
- KCSiE- Keeping Children Safe in Education
- Contextual Safeguarding
- Peer on peer abuse

- Aces and Childhood Trauma
- Safeguarding Different Types of Abuse
- NSPCC Signs of Childhood Abuse

5.12 Securing equipment and facilities

Where external agencies recommend the use of equipment or facilities which the school does not have, we will seek advice from professionals and the Local Authority regarding provision and funding.

5.13 Evaluating the effectiveness of SEND provision.

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Using staff, parent and pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.14 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to take part in sports day/school plays/special workshops and no pupil is ever excluded from taking part in these activities because of their SEN or disability.

Glynne Primary School has an accessibility plan which is available to view on the website. This plan is reviewed every three years, barriers are identified, and plans put in place to remove them.

5.15 Support for improving emotional and social development.

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents.

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council.
- Pupils with SEND are also encouraged to be part of lunchtime clubs, playground buddies and afterschool clubs to promote teamwork/building friendships.
- The school takes many steps to ensure and mitigate the risk of bullying of vulnerable learners. It has a comprehensive anti-bullying policy available to staff and parents. As we are a Rights Respecting School, we continually teach our children about rights and responsibilities.

5.16 Working with other agencies.

As a school we work closely with any external agencies that are available to support individual children's needs within our school. These include the Pupil referral service (PRS), Health services including: GPs, (school nursing service), CAMHS (Child and Adolescent Mental Health Service), clinical psychologists, paediatricians, speech and language therapists (SALT), occupational and physiotherapists; Children's Services including: Early Help locality teams, social workers and educational psychologists and specialist advisory teachers.

5.17 Complaints about SEND provision

Any concerns you have about your child, please speak to the class teacher in the first instance, as very often situations can be resolved. If you still have concerns about SEND provision in our school, these should be made to the SENDCo initially and then the headteacher. If you still continue to have concerns then refer to the school's complaints policy.

The parents 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 child. 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

5.18 Contact details of support services for parents of pupils with SEND

Dudley Special Educational Needs & Disability Information, Advice & Support Service (SENDIASS)
For parents or carers of a child or young person with special educational needs (SEND) or a disability, or a child or young person up to the age of 25 with special educational needs or a disability.

Telephone Helpline: 01384 817373 Website: <https://www.dudley.gov.uk/dudleySENDiass>.

5.19 Contact details for raising concerns

As a school we firmly believe that the special educational needs of pupils are best met when there is effective collaboration and communication between school, families, pupils and other agencies. We aim to foster good working relationships with all of these groups, especially parents. 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 class teacher, SENDCo or Head Teacher, who will discuss the issue and make every effort to resolve the problem.

5.20 The local authority local offer

Dudley's local offer is published here: <https://www.dudley.gov.uk/resident/localoffer/>

Dudley's Local Offer is a one stop resource of information and services available to children and young people (aged 0 -25) with Special Educational Needs and/or Disabilities (SEND), their parents, carers and families

6. Monitoring arrangements

This policy and information report will be reviewed by F.Pearson(SENDCo) annually. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Record Keeping

The school complies with statutory requirements regarding storing and managing information and data protection.

- We will hold records in line with our records retention schedule
- Records are kept confidentially and in line with GDPR
- Information is only shared with other agencies with consent from parents/carers. The Data Protection Act 2018 and General DTA Protection Regulations (GDPR) do not prevent the sharing of information for the purposes of keeping children safe.
- All sharing of records is done securely.

8. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Anti-Bullying
- Supporting pupils with medical conditions

Appendix i

A Graduated Approach to SEND Support

Quality First Teaching

At Glynne we believe that all teachers are expected to deliver high quality teaching that is differentiated and personalised to meet the individual needs of children.

The learning and attainment of all pupils is carefully monitored on a regular basis by the class teacher and senior leadership team.

- 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) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) 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.
- d) The SENDCo will be consulted for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need to move forward.
- f) If a pupil has recently been removed from the SEN register they will continue to be monitored as necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. Parents are encouraged to share information and knowledge about their child with the school.
- h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parents' evenings.
- i) Parent's evenings are used to monitor and assess the progress being made by children.

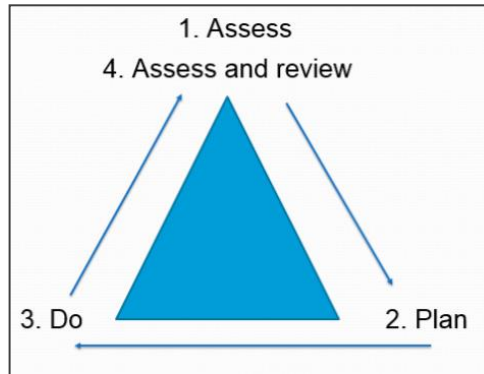
SEND Support

Some children need educational provision that is additional to or different from that made generally for other children.

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

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 child grows. This cycle enables the identification of those interventions and strategies which are the most effective in supporting the child to achieve. This cycle will be implemented in consultation with parents and children.

Assess

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

Any parental concerns will be noted and compared with 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 developing and evolving as required. Where external support staff are already involved their work will help 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, SENDCo 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 learning and contribute to progress.

All those working with the child, 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 to plan and assess the impact of support and interventions and identify links with classroom teaching. Support with further assessment of the child’s strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

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 child and where necessary their parents. The class teacher, in consultation with the SENDCo will revise the support and outcomes based on the child’s progress and development and share these with the parents.

Appendix ii