



Galley Common Infant School

GALLEY COMMON INFANT SCHOOL

SEND POLICY

Special Educational Needs and Disability Policy

At Galley Common Infant School we aim to meet the definition of Special Educational Needs and Disabilities (SEND), as stated in the Code of Practice. We are an inclusive school and our practice reflects this.

This policy is designed to promote the successful inclusion of pupils with special educational needs and disabilities at Galley Common Infant School .

This policy has been written and reviewed by myself, the school SENDCo, Kieran Pearson.

I have now completed my SEND coordination accreditation (2025-2026) and will be working alongside the Head of School, who also holds her SENDCo accreditation award.

Philosophy

At Galley Common Infant School, we are committed to offering and providing an inclusive environment and curriculum that will ensure the best possible progress for all pupils whatever their needs. All children are valued equally regardless of their abilities, aptitudes, interest and behaviour. Each child is entitled to a broad, balanced, relevant and differentiated curriculum with progression and achievement. As a school we believe a focus on outcomes is key to ensuring all pupils succeed and provision is tailored to meet the varied needs of all pupils.

Compliance

This policy complies with the statutory requirements laid out in the SEND code of practice 0-25 (September 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE 2013
- Schools SEN information report guidance from WCC
- The National Curriculum 2014
- Teacher Standards 2012
- Safeguarding Policy

Definition of Special Educational Needs SEND

The SEND Code of Practice provides the following definition:

A child or young person has Special Educational Needs 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 educational facilities of a kind generally provided for others of the same age in mainstream schools



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This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

The Local Offer for children with Special Educational Needs and/or Disabilities (2014)

A duty in the Special Educational Needs and Disabilities Code of Practice has been placed on Local Authorities from September 2014 and this is being referred to as the 'Local Offer'. This means that Local Authorities must publish, in one place, information about provision they expect to be available in their area for children and young people from 0 to 25 years of age who have Special Educational Needs and/or Disabilities.

The Local Offer must include both local provision and provision outside the area that the local authority expects is likely to be used by children and young people with Special Educational Needs and /or Disabilities for whom they are responsible.

The Local Offer has two key purposes:

- To provide clear, comprehensive and accessible information about the support and opportunities available to children and young people with SEND.
- To make provision more responsive to local needs and aspirations by directly involving children and young people with SEND, parents and carers, and service providers.

The Local Offer forms a significant part of the new SEND Code of Practice and focuses on statutory duties for local authorities. The Local Offer is what goes on every day to support children and young people with SEND and how we ensure quality around this. This includes what we expect to be available in schools, colleges and other educational provision.

This Statement sets out, the responsibilities of the school, Governors and the Local Authority for meeting the needs of pupils and their parents/carer's who have been identified as having Special Educational/Needs and Disabilities (SEND).

At Galley Common we are aware of and support the Warwickshire local offer.

<https://www.warwickshire.gov.uk/send>

Aims

To achieve the principles outlined in the SEND code of practice (2014), Galley Common Infant School aims to:

- foster an inclusive climate which accepts and nurtures the individual child, irrespective of the nature of their special educational needs or disability.
- create an environment that meets the special educational needs of each child;
- ensure that the special educational needs of children are identified, assessed and provided for;
- make clear the expectations of all partners in the process;
- identify the roles and responsibilities of staff in providing for children's special educational needs;
- enable all children to have full access to all elements of the school curriculum;
- remove barriers to learning and raise expectations and achievement of pupils with SEND
- ensure that parents are able to play their part in supporting their child's education
- ensure that our children have a voice in this process.



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Objective

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, 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 and other support staff respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all their senses and of varied 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.

Identification and Assessment

The school is committed to early identification of special educational need and adopts a graduated response to meeting pupil's special educational needs in line with the 2014 Code of Practice. School recognises that early identification is key to improving long term outcomes for pupils.

Most children who join us have already been in early education. In some cases, children join with their needs already professionally assessed. All children are baseline assessed when they enter our school so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

Specialist pre key stage assessments may be used to track pupil progress and to provide class teachers with support in identifying areas of strength and areas for development. Where this is not appropriate the Early Years Foundation Stage Profile and the National Curriculum will be used to assess pupils.

The school recognises that slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it is not assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.



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Categories of SEND

The SEND and Disabilities Code of Practice 2014 identifies 4 categories of SEND. Pupils identified within school as having SEND will be registered under one of the following categories:

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

The school also recognises that pupils may have needs which impact on progress and attainment that are not classified as SEND. These included:

- Disability (the code of practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality Legislation which alone do not constitute SEND).
- Attendance and Punctuality
- Health and Welfare
- English as an additional language (EAL)
- Being in receipt of a Pupil Premium Grant
- Being a Looked After Child
- Being a child with a Special Guardianship Order
- Being a child of a service personnel
- Behaviour as a need does not necessarily describe SEND but can be an underlying response to a need Provision



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The range of support made in school each year is developed in response to the identified needs of the pupils within each cohort and is identified on provision maps. Galley Common Infant School has established and will maintain a culture of high expectations that expects those working with children and young people with SEND to include them in all the opportunities available to other children and young people so they can achieve well.

- **Planning, teaching and the curriculum**

Planning in Galley Common Infant School focuses on delivering high quality teaching that is differentiated and personalised and will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. Special educational provision is underpinned by high quality teaching and is never compromised by anything less.

All pupils have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers use appropriate assessment to set deliberately ambitious targets. Potential areas of difficulty are identified and addressed at the outset. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEND and disabilities will be able to study the full national curriculum.

Provisions made that is different from or in addition to everyday classroom provision is recorded on pupil's Personal Provision Plan. We will record this and the strategies used to support the child. The plan will show the short-term targets set for the child, and their achievements towards these. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place at least three times a year. The plan will be written by the SENDCo in consultation with the class teacher, the child's parent and the child themselves. The plan has been redesigned to become less formal and much more child-led. The plan will be accessible to all staff working with the child to make comments on achievements toward the targets. The child will also be able to comment and self-review their targets.

Parents are invited to meet with the SENDCo to formally review the plan, and their comments from both home life and school life will also be included.

If the plan review identifies that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in school by external support services. This may lead to additional strategies or strategies that are different from those used in usual teaching. External support services will provide information for the child's new plan. The new strategies in the plan will, wherever possible, be implemented within the child's normal classroom setting.

A Graduated approach to SEND Support

Any pupils who are falling significantly outside the range of expected academic achievement, in line with predicted performance indicators after receiving quality first teaching will be closely monitored in the classroom. The child's class teacher will take steps to provide differentiated learning opportunities that will support the pupil's academic progression. Any concerns will be discussed with parents informally or at parents' evenings and parents will be encouraged to share information and knowledge with the school.

Staff will consult the SENDCO for support and advice. School interventions may be used to target a pupil's difficulties and to aid progress. SEN Support, where it is determined that a pupil does have SEN, it will be discussed with parents and the pupil will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help the school ensure that effective provision is put in place and so to remove barriers to learning.



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The support provided consists of a four-part process:

- Assess • Plan • Do • Review

This is an ongoing cycle to enable the provision to be monitored, impact assessed and different interventions to be put in place as the child's needs change. The Assess, Plan, Do, Review cycle enables the identification of those interventions which are most effective in supporting the pupil to achieve good progress and outcomes.

Assess

Analyse the pupil's needs using the class teacher's assessment, experience of working with the pupil, details of previous progress and attainment, comparisons with peers and views of parents, pupils and outside agencies.

- Any parental concerns will be noted and discussed.
- Regular reviews to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that interventions being used are appropriate.
- Share information with external agencies. Where they are not involved they may be contacted following agreement from parents.

Plan

- Planning will involve consultation between the teacher and SENDCO and shared with parents to agree the interventions and support that are required; the impact on progress, development and /or behaviour that is expected and a clear date for review.
- All staff working with the pupil will be informed of their individual needs (including medical), strategies that the child responds to and intervention programmes in place.

Do

- The class teacher remains responsible for working with the child on a day to day basis. Class teachers have responsibility for planning, monitoring interventions and liaising with support staff. Teachers will support Teaching Assistants with assessing and reviewing the impact of the support.
- Additional support will be provided by the SENDCO and/or head teacher. If appropriate, advice from external agencies will be sought.

Review

- A child's progress will be regularly reviewed and the impact of support will be monitored.
- Where appropriate, the child's views and parents' views will be taken into account. The class teacher, in conjunction with the SENDCO will revise the support and outcomes based on the pupil's progress and development.

-Graduated Response for Individual Pupils

If pupils have a high level of need and are not making adequate progress through support provided from school and external agency intervention school may apply for GRIP. In these cases support funding above the school support of £6000 can be applied for. A detailed costing and support intervention plan would be submitted to the local authority. The local authority deciding on the most suitable provision to meet pupil needs. This would be reviewed yearly. SSEN (a county special educational needs teacher) may also offer support to the child.

-Educational, Health and Care Plan

If pupils have multiple needs and cannot be supported through schools typical interventions or with additional GRIP funding and with the external agency intervention school may apply for an Education, Health and Care Plan. In these cases statutory assessment can be applied for, with the local authority deciding on the most suitable provision to meet pupil needs. If the outcome is that an EHC plan will be provided then the local authority will set out the provision needed, following multi agency meetings, and this will be reviewed yearly. SSEN could also offer support if stated in the EHC plan.



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-Transition

SEND pupils are supported through all aspects of transition with individual need being the driver for planning, preparation and provision. Transitions can be difficult for a child with SEND and steps are taken to ensure that any transition is as smooth as possible. When moving classes in school, information about pupils will be passed on to the new class teacher in advance and a planning meeting will take place between the new teacher and current class teacher. Plans will be shared with the new teacher and children will spend time in their new classrooms with their new teachers/assistants to familiarise themselves before they move classes. Additional provision will be provided where this has been identified as necessary.

If a pupil moves to another school their needs will be discussed with the SENDCo from the new school and the Inclusion or Pastoral Manager will ensure that all documents are passed on as quickly as possible.

When pupils transfer to junior school the SENDCo will discuss the specific needs of pupils with the SENDCO of their junior school and extra transition visits will be arranged between the two schools. The head person who leads the children to their transition is the SENCo (Mr. Pearson) or Head of Thrive (April Salmon). Class teachers are not to accompany SEND children to transitional school due to being higher needs children.

-Admissions

The school has adopted the criteria set out in the LA's admission policy. The school welcomes pupils with known special educational needs and disability, as well as identifying and providing for those not previously identified as having SEND.

-Record Keeping

The school keeps a central register of all pupils who have been identified as having SEND. The register records details of child's name, date of birth, nature of concern, date of registration and/or withdrawal from register. The SENDCo and Head of School keep copies of the school register. Each child identified as having SEND has their own individual file. This contains information re any observations, individual plans, medical reports, minutes of review meetings, assessment information and reports from any external agencies. These files are kept in a secure unit which can be accessed by the SENDCo, Head of School and class teacher where appropriate.

Daily observations and information received from external agencies containing suggested strategies will be logged on to our secure online resource CPOMS and shared with relevant members of the teaching team. In addition, each class teacher will keep a confidential file containing the medical register and any relevant SEND information for that class as well as this information being logged on CPOMS.

-Criteria for exiting SEND support

When a child consistently meets the outcomes set on their plan and is 'keeping up' not 'catching up' with age appropriate expectations they will then receive early intervention strategies and their progress will be monitored closely by the class teacher. Our SEND information report and SEN provision map detail the interventions we use at every stage.

Medical conditions

The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have special educational



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needs, their provision should be planned and delivered in a co-ordinated way with the healthcare plan. Schools are required to have regard to statutory guidance supporting pupils at school with medical conditions (DfE, 2014)'.

The school adopts the healthcare plan requirement which the Head Teacher complete with the parents of the child. These plans are shared with all relevant members of staff and have a designated place of reference. Where these are required they will be developed in liaison with the School Nurse and parents. Medical training is also undertaken where necessary for staff members working with children with medical needs.

Medical information is stored on CPOMS and shared with the relevant members of staff.

Supporting Pupils and Families

The LA (WCC) Local Offer can be found at <https://www.warwickshire.gov.uk/send> The school's SEND information report can be found at Galley Common Infant School website. These reports also detail links with other agencies to support our families and pupils.

To ensure children with SEND are able to access assessments the school follows Dfe guidelines and the responsibility for monitoring this belongs with the head teacher.

Roles and Responsibilities

-The Role of the Special Needs Coordinator

SENDCo – Kieran Pearson

The key responsibilities of the SENDCo include:

- Overseeing the day-to-day operation of the school's SEND policy
- Monitoring data to identify SEND children and report back to the head teacher throughout the year during informal meeting every term and a written yearly report.
- Co-ordinating provision for children with special educational needs and disabilities.
- Liaising with and advising fellow teachers to ensure the SEND Policy is carried out.
- Overseeing the records of all children with special educational needs and disabilities.
- Liaising with Parents of children with special educational needs and disabilities.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the LA's support staff and educational psychology services, health and social services and voluntary bodies.
- Chairing Annual Review meetings, attend Planning Meetings and being available for individual meetings as needed.
- Attending courses to keep skills and knowledge up to date.
- Planning interventions to be used in school.
- Writing and updating the SEND policy yearly.

-The role of the Governing Body

SEND Governor – Gill O'Hagan (Governor approval pending)

Chair of Governors – Lynne Greenhough

The SEND Governor ensures that all Governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

In particular, the governing body has a legal duty to:

- Do its best to ensure that all pupils with special educational needs are appropriately catered for and that they have the opportunity to participate as fully as possible in all aspects of school life;



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- Ensure that Parents are notified of a decision by the school that their child has special educational needs;
- Establish an SEND policy which is publicly available and can be easily understood by Parents; and review that policy on a regular basis.
- Report on how the school's SEND policy is being implemented and how resources are allocated in the governing body's Annual Report to Parents;
- Ensure that the SEND Code of Practice is followed.
- Meet the SENDCo on a termly basis to gain information about the provision made for pupils with special educational needs and to monitor the implementation of the SEND policy and report back to the governing body on a regular basis.
- Observe at first-hand what happens in school both inside and outside the classroom to ensure that SEND pupils are actively involved in all aspects of school life;
- Take opportunities to meet and talk with Parents of SEND children.
- Keep informed about developments in the area of special educational needs, nationally, locally and within the school

-The Role of the Executive Head/Head of School

Head of School: Mrs Dodds

The responsibilities of the Head Teacher include:

- Involvement with parents as partners in the learning process
- Co-ordinating the work of the teaching assistants
- Participating in TA development programmes
- Determining the pattern of work, timetable and role of the SEND Coordinator
- Dealing with queries or complaints from parents
- Liaising with the SENDCo
- Liaising with the LEA with respect to policy and enactment
- Ensuring that the SEND Policy is implemented as described
- Involvement in how children with SEND are integrated within school as a whole
- Working with staff as part of performance management to ensure planning, teaching and recording pupils' progress is accurate.
- Liaising with external agencies including the Educational Psychology Service and other services.
- Ensuring that the legal requirements of current legislation are met within the school
- Keep the Governing Body well informed about SEND within the school
- Ensure that the school has clear and flexible strategies for working with Parents, and that these strategies encourage involvement in their child's education
- Ensure the SENDCo receives training and induction in their roles, including training in managing other colleagues and working with support staff and keeping their skills and knowledge up to date.
- Give the SENDCo sufficient resources of money, time, space and administrative back up to fulfil the role to reflect the responsibilities included.
- Give sufficient non-contact time appropriate to the numbers of children and young people with special educational needs within the school.

Partnership with parents

We aim to promote a culture of co-operation with Parents, schools, LA and others. We will do this through:

- Ensuring all Parents are made aware of the school's arrangements for SEN including the opportunities for meetings between Parents and SENDCo.
- Involving Parents as soon as a concern has been raised. This may be done at a Parent consultation or by personal appointment with the class teacher.
- Providing access to the SENDCo to discuss the child's needs and approaches to address them.
- Supporting Parents understanding of external agency advice and support.
- Undertaking Annual Reviews for children with Statements of SEND.



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The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs.

The school brochure contains details of our policy for special educational needs, and the arrangements made for these children in our school. A named governor takes a particular interest in special needs and is always willing to talk to parents.

We have regular meetings each term to share the progress of special needs children with their parents. We inform the parents 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.

Pupil participation

In our school we encourage children to take responsibility for their selves and make their own decisions. The views of all pupils are valued. This is part of the culture of our school and relates to all our children as part of the process to ensure a smooth and positive transition to the next class.

Children are involved at an appropriate level in setting targets in their plans and in review meetings. Pupils with SEND are supported to be involved in decision making and to be able to express any concerns.

Children are encouraged to make judgements about their own performance against their targets. We recognise success here as we do in any other aspect of school life.

The Complaints Procedure

Initially an attempt will be made to resolve a complaint about SEND provision at school level, within one week of the complaint having first been made. The procedure is firstly that the class teacher attempts to resolve matters, then if required the SENDCo and/or head teacher becomes involved. If the complaint is unresolved, then the person making the complaint is advised of their rights under Section 23 of the Education reform Act to make a complaint. The Governing Body will consider the complaint, after which, if necessary the LA will become involved. School will inform parents/carers of the local authority's commissioned independent disagreement resolution service. Details can also be found in the Local Offer.

Monitoring and review

The SENDCo is involved in supporting teachers involved in drawing up Individual Education Plans for children. The SENDCo and the Head hold regular meetings to review the work of the school in this area. The SENDCO and the named governor with responsibility for special needs also hold termly meetings.

The governing body reviews this policy and considers any amendments in the light of the review findings. The SENDCO reports the outcome of the review to the full governing body.

This SEND policy will be reviewed and amended annually.

Updated: March 2025 Next Review: April 2026