GRESHAM PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

Document	**SEND Policy**
Approved by	**Governing Body**
Date approved	
Effective from	**01/10/2026**
Review date	**01/10/2027**
Responsible Officer	**Headteacher / SENCO**
Related document	**SEND Information Report**

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1. Introduction

At Gresham Primary School, we believe that every child can succeed. We are committed to creating an inclusive environment where differences are valued, barriers are removed and all pupils are supported to participate fully in school life and achieve their potential.

Gresham Primary School is committed to providing an inclusive education for all pupils. We recognise that children have different strengths, abilities, interests and needs and that some pupils require additional or different provision to enable them to access learning and participate fully in school life.

Our aim is that all pupils, including pupils with special educational needs and/or disabilities (SEND), are valued, respected and supported to achieve their potential.

The school seeks to provide an environment in which pupils feel safe, included and able to develop their independence, resilience, confidence and self-esteem.

This policy sets out how Gresham Primary School identifies, assesses and supports pupils with SEND and how we work with pupils, parents/carers, the local authority and external professionals.

This policy should be read alongside the school's SEND Information Report and other relevant school policies.

2. Purpose of the Policy

The purpose of this policy is to:

- explain how the school identifies and assesses pupils with SEND
- describe how SEND provision is planned, implemented and reviewed
- explain the responsibilities of staff, governors, pupils and parents/carers
- promote inclusive teaching and learning
- explain how reasonable adjustments are considered and implemented
- explain how the school works with external professionals
- set out arrangements for pupils with Education, Health and Care Plans (EHCPs)
- promote pupil and parent/carer participation
- explain transition arrangements
- establish arrangements for monitoring and evaluating SEND provision
- ensure that the school's practice reflects the relevant statutory framework

3. Legislative and Statutory Framework

This policy has regard to the statutory framework governing special educational needs and disability in England, including:

- Children and Families Act 2014
- Equality Act 2010
- Special Educational Needs and Disability Regulations 2014
- SEND Code of Practice: 0 to 25 years
- School Admissions Code; supporting pupils with medical conditions at school statutory guidance
- Keeping Children Safe in Education
- Relevant statutory guidance concerning accessibility, behaviour, attendance and exclusions
- other relevant legislation and statutory guidance applicable to the school.

The SEND Code of Practice remains statutory guidance for schools and other organisations working with children and young people with SEND. The current GOV.UK version was updated in September 2024.

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The school will keep this policy under review and will amend it where changes to legislation or statutory guidance require changes to practice.

4. Definition of Special Educational Needs

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 them.

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

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age.

Special educational needs may affect a child's:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical development

A child does not need to have a medical diagnosis in order to receive SEN Support.

5. Our Principles

Gresham recognises and values neurodiversity and seeks to build upon pupils' strengths while supporting areas of need. The school is committed to the following principles:

- Every pupil is entitled to high-quality teaching and appropriate support.
- Pupils with SEND should be included in the life of the school wherever reasonably possible.
- SEND should be identified as early as possible.
- Provision should be based on the individual pupil's strengths, needs and barriers to learning.
- Parents and carers should be involved in decisions about SEND provision.
- The school will use a graduated approach to identifying and meeting needs.
- Pupils with SEND should have access to a broad and balanced curriculum.
- The school will promote independence and avoid unnecessary dependence on adult support.
- The school will make reasonable adjustments for disabled pupils where appropriate.
- Provision will be reviewed regularly and adapted where necessary.
- Where specialist advice is required, the school will work with appropriate external agencies.
- Where a pupil has an EHCP, the school will deliver the provision specified in the plan for which it is responsible.

6. Aims and Objectives

The school aims to:

- promote equality of opportunity
- identify and assess SEND at the earliest appropriate opportunity
- provide appropriate support and intervention
- remove or reduce barriers to learning and participation
- provide stability and continuity of support

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- maintain effective communication with parents/carers
- listen to and act upon pupil views
- ensure staff have appropriate SEND knowledge and training
- use resources effectively
- promote inclusion in the classroom and wider school community
- develop communication skills, independence, self-advocacy and resilience that prepare pupils for future learning and life
- support successful transition between classes and schools
- work effectively with external agencies
- monitor the impact and effectiveness of SEND provision

7. Roles and Responsibilities

7.1 Governing Body

The Governing Body has strategic oversight of SEND provision.

The Governing Body will:

- monitor the effectiveness of SEND arrangements
- receive appropriate information about SEND provision and outcomes
- ensure that the school has appropriate SEND arrangements
- ensure that the school uses its resources appropriately
- ensure that the school has regard to its statutory SEND and Equality Act duties
- review the effectiveness of the SEND policy
- appoint or identify appropriate governance responsibility for SEND.

Where applicable, the Governing Body will use its best endeavours to secure the special educational provision called for by pupils with SEN.

7.2 Headteacher

The Headteacher has overall responsibility for implementation of the school's SEND arrangements.

The Headteacher will:

- promote an inclusive ethos
- ensure staff understand their SEND responsibilities
- ensure appropriate resources are allocated
- support the SENCO
- ensure statutory duties are met
- oversee the implementation of the SEND policy
- work with governors, parents/carers and external agencies
- ensure SEND remains part of whole-school improvement planning

7.3 SENCO

The SENCO is responsible for coordinating the day-to-day SEND provision.

The SENCO will hold or be working towards The National Award for SEN Coordination where applicable under current regulations.

The SENCO will:

- coordinate identification and assessment
- maintain appropriate SEND records
- coordinate SEN Support
- support staff in planning appropriate provision
- oversee SEND interventions
- coordinate the use of Individual Support Plans and other appropriate plans
- coordinate EHCP annual reviews
- liaise with parents/carers
- liaise with external professionals
- support transition arrangements
- coordinate referrals where appropriate
- advise staff on SEND strategies and reasonable adjustments
- support staff training
- monitor SEND provision
- contribute to school improvement planning
- ensure that appropriate information is shared with relevant professionals

7.4 Class Teachers

Class teachers are responsible for the progress and development of all pupils in their class, including pupils with SEND.

Teachers will:

- provide high-quality, differentiated teaching
- identify emerging needs
- monitor pupil progress
- discuss concerns with parents/carers
- seek advice from the SENCO where appropriate
- implement agreed SEND provision
- contribute to SEN Support plans
- monitor the impact of interventions
- maintain appropriate records
- involve pupils in decisions about their learning
- contribute to EHCP reviews where appropriate

7.5 Teaching Assistants

Teaching assistants may provide targeted, specialist or classroom support as part of planned provision.

Teaching assistants will:

- implement agreed support and intervention
- encourage independence
- support access to learning
- provide feedback to teachers
- record relevant information
- contribute to reviews of provision

- work flexibly across the school

Teaching assistants will not normally be permanently assigned to one pupil solely because that pupil has SEND. Deployment will be based on identified needs and the effectiveness of provision.

7.6 Parents and Carers

Parents/carers are valued partners in supporting children with SEND.

Parents/carers are encouraged to:

- share relevant information about their child's needs
- attend meetings where possible
- communicate concerns promptly
- support attendance
- contribute to planning and review
- support agreed learning or therapeutic programmes where appropriate
- share relevant professional advice
- work collaboratively with school staff

The school will seek to communicate with parents/carers in an accessible and constructive way.

7.7 Pupils

Pupils will be encouraged and supported to participate in decisions about their education.

Their views will be sought, where appropriate, regarding:

- strengths and interests
- barriers to learning
- targets and outcomes
- support and interventions
- reasonable adjustments
- SEN Support reviews
- EHCP reviews
- transition arrangements

The method of obtaining pupil views will reflect the pupil's age, understanding, communication needs and individual circumstances.

8. Admission Arrangements

Gresham Primary School is a mainstream primary school.

The school will comply with the statutory admissions framework and the current School Admissions Code.

A child will not be refused admission simply because they have SEN or a disability.

Where a child has an EHCP which names the school, the school will comply with the statutory requirements relating to admission and provision.

Where a child with SEND applies for admission, the school will work with the parent/carer, local authority and relevant professionals, where appropriate, to understand the child's needs and identify appropriate support.

This may include:

- meetings with parents/carers
- discussions with previous settings
- additional visits
- transition planning
- review of existing reports and assessments
- liaison with external professionals
- consideration of reasonable adjustments

Where there are concerns about the suitability of a placement, these will be addressed through the appropriate statutory admissions and SEND processes.

The school will not use its SEND policy as a mechanism for refusing admission.

9. Accessibility and Reasonable Adjustments

The school is committed to removing barriers to learning and participation for disabled pupils.

Reasonable adjustments will be considered where required to prevent disabled pupils being placed at a substantial disadvantage.

Adjustments may include, where appropriate:

- changes to teaching approaches
- changes to assessment arrangements
- additional or adapted resources
- communication support
- access arrangements
- changes to routines
- seating arrangements
- assistive equipment
- additional preparation for unfamiliar situations
- adjustments to activities or educational visits
- other reasonable measures based on the pupil's individual circumstances

The school will also consider accessibility within the physical environment, curriculum, communication, information and wider school activities.

The school's Accessibility Plan should be read alongside this policy.

The school currently has ramps, wheelchair access to relevant areas and a disabled toilet. Accessibility arrangements will continue to be reviewed as part of the school's ongoing improvement planning.

10. Identification and Assessment of SEND

The school recognises the importance of early identification.

SEND may be identified through:

- baseline assessments
- teacher assessment
- ongoing assessment
- observations
- pupil work

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- progress data
- screening
- standardised or diagnostic assessments where appropriate
- parent/carer information
- pupil views
- previous educational records
- SENCO assessment
- external professional advice
- information from other agencies

Identification will not rely solely on a formal diagnosis.

The school will consider the whole child and will seek to distinguish between SEND and other factors which may affect progress, including attendance, language acquisition, changes in circumstances and other environmental factors.

11. The Graduated Approach – Assess, Plan, Do, Review

Where a pupil is identified as having SEN, the school will use a graduated approach.

Assess

The school will seek to understand:

- the pupil's strengths
- areas of difficulty
- barriers to learning
- current attainment and progress
- existing provision
- the pupil's views
- parent/carer views

Plan

Appropriate provision will be planned with consideration of:

- desired outcomes
- teaching approaches
- reasonable adjustments
- intervention
- resources
- adult support
- external advice
- review arrangements

Do

The agreed provision will be implemented by relevant staff.

Provision may include classroom strategies, targeted intervention, additional resources, specialist programmes or external professional recommendations.

Review

The effectiveness of provision will be reviewed.

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Reviews will consider:

- progress
- outcomes
- engagement
- independence
- pupil views
- parent/carer views
- intervention impact
- whether provision should be continued, changed or discontinued

The length of an intervention or period of support will depend on the individual pupil and will not automatically be determined by a fixed timescale.

The school will ensure that Ordinarily Available Provision is routinely available to all pupils through high-quality teaching, adaptive practice and targeted support before considering more specialist provision or requests for statutory assessment.

12. SEN Support Plans

The school may use an Individual Support Plan to record:

- the pupil's strengths
- areas of need
- barriers to learning
- outcomes or targets
- agreed strategies
- provision
- interventions
- reasonable adjustments
- pupil views
- parent/carer views
- review information

SEN Support Plans will normally be reviewed at least termly, although reviews may take place more frequently where required.

The school may also use other plans where required, including:

- Individual Behaviour Plans
- Care Plans
- Individual Healthcare Plans
- other plans required by individual circumstances.

13. Areas of Special Educational Need

The school recognises the four broad areas of SEND identified within the SEND Code of Practice.

13.1 Communication and Interaction

This may include difficulties with:

- speech
- language

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- communication
- social interaction
- understanding language
- expressive language
- social communication

The school may seek advice from speech and language therapists and other relevant specialists.

13.2 Cognition and Learning

This may include:

- moderate learning difficulties
- specific learning difficulties
- literacy difficulties
- numeracy difficulties
- processing difficulties
- other learning needs

Provision may include differentiated teaching, targeted intervention and specialist programmes.

13.3 Social, Emotional and Mental Health

This may include difficulties associated with:

- emotional regulation
- anxiety
- social interaction
- behaviour
- self-esteem
- emotional wellbeing
- mental health

The school may provide support such as ELSA, Draw and Talk, Zones of Regulation and other appropriate interventions.

Where appropriate, the school may seek advice from specialist services.

13.4 Sensory and/or Physical Needs

This may include:

- hearing impairment
- visual impairment
- physical disability
- motor difficulties
- medical needs
- other sensory or physical needs

The school will seek specialist advice where appropriate and will consider reasonable adjustments and accessibility requirements.

14. English as an Additional Language

Learning English as an additional language is not, in itself, a special educational need.

However, a pupil may have both EAL and SEND.

Where a pupil is experiencing difficulties which cannot reasonably be explained by language acquisition alone, the school will consider whether further assessment or SEN Support is appropriate.

The school will avoid identifying a pupil as having SEN solely because they are learning English as an additional language.

15. Curriculum and Inclusive Teaching

All pupils, including pupils with SEND, should have access to a broad and balanced curriculum.

Teachers will seek to:

- adapt teaching to individual needs
- provide appropriate challenge
- identify and remove barriers
- use appropriate resources
- differentiate where necessary
- provide additional explanation and modelling
- use appropriate visual and practical support
- develop independence
- monitor progress
- provide appropriate adult support

The school will seek to include pupils with SEND in classroom learning and wider school life.

16. SEND Interventions

The school currently uses a range of targeted interventions and support programmes according to individual need.

These may include:

- Little Wandle
- literacy and numeracy boosters
- ELSA
- Draw and Talk
- Precision Teaching
- Alpha to Omega
- Zones of Regulation
- Wordshark
- programmes recommended by speech and language therapists
- occupational therapy programmes
- physiotherapy programmes
- other specialist interventions

Interventions will be selected according to the pupil's needs and will be monitored for impact.

Intervention will complement, rather than unnecessarily replace, high-quality classroom teaching.

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17. Teaching Assistant Support

Teaching assistant support will be deployed flexibly.

Support may include:

- classroom support
- targeted intervention
- individual or small-group work
- communication support
- support with independence
- implementation of specialist programmes
- support identified within an EHCP

The level and nature of support will depend on the pupil's individual needs.

The school will avoid creating unnecessary dependency and will promote independence wherever appropriate.

18. Education, Health and Care Plans

Where a pupil has an EHCP, the school will:

- deliver the special educational provision specified in the plan for which the school is responsible
- implement relevant recommendations
- monitor progress
- contribute to annual reviews
- work with the local authority
- liaise with parents/carers
- involve the pupil
- work with relevant external professionals
- review provision where circumstances change

Where the school identifies that an EHCP may be required, it will discuss this with parents/carers and follow the appropriate local authority process.

19. Annual Reviews of EHCPs

An EHCP must be reviewed at least annually.

The annual review will consider:

- progress towards outcomes
- effectiveness of provision
- pupil views
- parent/carer views
- professional advice
- future needs
- transition
- whether outcomes remain appropriate
- whether amendments to the EHCP may be required

The school will provide appropriate information to the local authority and participate in the review process.

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An EHCP is not automatically “renewed” each year. Following review, the local authority determines whether the plan should be maintained, amended or ceased in accordance with the statutory framework.

20. External Agencies and Specialist Support

The school may work with external professionals including:

- Educational Psychology
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- school nursing and health services
- specialist teachers
- visual impairment services
- hearing impairment services
- SEN support services
- CAMHS
- Educational Welfare services
- social care
- outreach services
- voluntary organisations
- other relevant professionals

External advice will be considered alongside school assessment, pupil views and parent/carer views.

Information will be shared in accordance with safeguarding, confidentiality, data protection and other applicable requirements.

21. Medical Needs and Healthcare

Some pupils with SEND may also have medical conditions or healthcare needs. Parents/carers are responsible for ensuring the school is provided with accurate and up-to-date information regarding their child's medical needs, medication requirements, treatment plans and any changes that may affect their child's health, safety or access to education.

The school will work in partnership with parents/carers and, where appropriate, healthcare professionals to understand identified needs and consider reasonable adjustments and support arrangements to enable the pupil to participate fully in school life.

Where necessary, an Individual Healthcare Plan may be put in place to record the pupil's needs, agreed support and individual responsibilities.

While the school does not employ medical professionals directly and is not responsible for providing medical diagnosis or clinical treatment, it will work cooperatively with parents/carers and relevant healthcare services to implement agreed support arrangements.

Parents/carers are responsible for ensuring that prescribed medication, medical equipment and relevant healthcare information are provided to the school in accordance with the school's medical needs and medication procedures.

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22. Allergy Safety

The school will comply with all current statutory and regulatory requirements relating to allergy management and pupil safety.

The school will maintain and publish an appropriate allergy safety policy and will ensure that relevant staff receive appropriate information and training.

Where required, Individual Healthcare Plans will be used to support pupils with allergies.

The school's allergy arrangements should be read alongside its medical conditions policy and this SEND policy.

23. Social, Emotional and Mental Health

The school recognises that anxiety and Emotional Based School Avoidance may impact attendance, engagement and learning and will work collaboratively with families and relevant professionals to provide appropriate support.

Support may include:

- emotional support
- ELSA
- Draw and Talk
- Zones of Regulation
- targeted pastoral support
- behaviour support
- individualised strategies
- parent/carer involvement
- external professional advice
- referral to appropriate specialist services where required

The school will seek to identify underlying needs and barriers rather than relying solely on behavioural responses.

24. Safeguarding and SEND

The school recognises that some pupils with SEND may be particularly vulnerable to safeguarding concerns.

SEND may affect a pupil's:

- ability to communicate concerns
- understanding of risk
- ability to recognise inappropriate behaviour
- ability to seek help
- ability to participate in safeguarding processes

SEND is not itself a safeguarding concern. However, staff will consider individual vulnerability and communication needs when identifying and responding to safeguarding concerns.

All safeguarding concerns will be managed in accordance with the school's safeguarding policy and current Keeping Children Safe in Education guidance.

The SENCO will work closely with designated teachers to ensure that the needs of looked after and previously looked after children with SEND are identified and supported effectively.

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25. Attendance, Behaviour and Exclusion

The school recognises that SEND may affect attendance, behaviour, communication and a pupil's ability to respond to particular situations. Attendance data for pupils with SEND will be monitored regularly to identify barriers to attendance and to ensure appropriate support is provided. Where appropriate, the school will consider whether a pupil's SEND or disability is relevant when:

- developing behaviour support
- addressing attendance concerns
- considering sanctions
- managing incidents
- considering suspension or exclusion
- making reasonable adjustments

This does not mean that pupils with SEND are exempt from the school's expectations. Rather, the school will consider individual needs and relevant statutory duties when applying its policies.

The Behaviour Policy, Attendance Policy and Exclusions arrangements should be read alongside this SEND Policy.

26. Parent and Carer Partnership

The school is committed to co-production with pupils and parents/carers and recognises their expertise in understanding individual needs.

Parents/carers will be involved, as appropriate, in:

- identification
- assessment
- planning
- SEN Support
- reviews
- interventions
- EHCP processes
- transition
- referrals
- decisions about significant changes to provision

Parents/carers will have opportunities to share information about their child's strengths, needs and circumstances.

Where concerns cannot be resolved informally, the school's complaints procedure will apply.

27. Pupil Participation

The school recognises the importance of listening to pupils and involving them in decisions about their education where appropriate.

Pupils will be supported to share their views through discussions, reviews, planning meetings and other suitable opportunities. Communication methods will be adapted where necessary.

28. Meetings and Advocacy

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Parents/carers may request appropriate support or advocacy when attending meetings.

The school will consider such requests reasonably, taking account of:

- the parent's/carer's needs
- confidentiality
- safeguarding
- the purpose of the meeting
- the effective management of the meeting

Where a particular request cannot reasonably be accommodated, the school will explain the reasons and consider alternative ways of enabling participation.

29. Transition

The school recognises that transition can be particularly important for pupils with SEND.

Transition arrangements may include:

- additional visits
- meetings with the receiving teacher or school
- information sharing
- pupil preparation
- parent/carer involvement
- transition booklets or visual information
- liaison with external professionals
- transfer of relevant records
- individualised transition planning

The school will liaise with secondary school SENCOs and other receiving settings where appropriate.

Transition planning will begin sufficiently early to identify and address potential barriers.

30. Early Years Foundation Stage

The school will identify and respond to SEND within the EYFS through:

- observation
- assessment
- communication with parents/carers
- information from nursery or previous settings
- developmental information
- monitoring of progress
- appropriate intervention
- external professional advice where required

Where concerns arise, the school will consider whether additional support is required and will involve parents/carers.

The same graduated principles of assessment, planning, implementation and review will apply, appropriately adapted for the child's developmental stage.

31. Staff Training and Professional Development

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The school recognises the importance of staff having appropriate SEND knowledge and understanding.

Training may cover areas including:

- communication and interaction
- speech and language
- cognition and learning
- social, emotional and mental health
- autism
- ADHD (hyperactive / impulsive, inattentive or combined presentation)
- sensory needs
- physical disability
- motor difficulties
- specific learning difficulties
- moderate learning difficulties
- emotional regulation
- behaviour
- safeguarding
- medical needs
- other identified areas of need

Staff will receive training appropriate to their role and the needs of pupils within the school.

32. Resources and Funding

The school will use its available resources strategically to meet pupils' identified needs.

Resources may include:

- staffing
- teaching assistant support
- specialist equipment
- intervention programmes
- training
- external professional advice
- accessibility improvements
- other appropriate resources

Resource decisions will take account of pupils' needs, the effectiveness of provision and the school's statutory responsibilities.

Where a pupil has an EHCP, the school will fulfil the provision specified in the plan for which it is responsible.

Budget pressures will not be presented as removing statutory obligations.

33. Monitoring and Evaluation

The effectiveness of SEND provision will be monitored through:

- pupil progress
- attainment
- progress towards individual outcomes
- intervention impact

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- attendance
- engagement
- independence
- quality of classroom provision
- implementation of SEN Support
- implementation of EHCP provision
- pupil views
- parent/carer views
- external professional advice
- staff training
- record keeping
- effective use of resources

The SENCO will monitor provision and report to the Headteacher and Governing Body as appropriate.

Monitoring will consider not only academic progress but also wider outcomes for pupils, including wellbeing, confidence, independence, participation and enjoyment of school life. Evidence may be gathered through pupil voice activities, review meetings, parent/carer feedback, attendance and engagement information, participation in wider school opportunities and observations by school staff.

34. SEN Information Report

The school will maintain a separate SEND Information Report.

The SEND Information Report will provide parents/carers with information about:

- the kinds of SEND provided for
- identification and assessment
- SEN Support
- provision for pupils with and without EHCPs
- approaches to teaching
- adaptation of the curriculum and environment
- additional support
- support for emotional and social development
- arrangements for involving parents/carers and pupils
- external agencies
- staff training
- accessibility
- complaints
- local authority services
- other information required by the statutory framework

The SEND Information Report will be reviewed and updated at least annually and whenever significant changes occur.

35. Complaints and Disagreement Resolution

The school encourages parents/carers to raise concerns promptly.

Where possible, concerns should initially be discussed and escalated in the following order:

1. the class teacher
2. the SENCO
3. the Headteacher

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If a concern remains unresolved, the school's formal complaints procedure should be followed.

Nothing in the school's complaints procedure removes or limits any statutory rights of appeal, disagreement resolution, mediation or disability discrimination claim that may apply.

Parents/carers may also seek independent SEND advice and support where appropriate.

36. Local SEND Support

The school will provide parents/carers with information about relevant local SEND services.

This may include:

- the local authority SEND service
- SEND Information, Advice and Support Service (SENDIASS)
- parent/carer support organisations
- local participation groups
- disagreement resolution and mediation services
- other relevant voluntary organisations

The school will ensure that current contact details are provided through the SEND Information Report.

37. Confidentiality and Information Sharing

The school will handle SEND information appropriately and in accordance with:

- data protection requirements
- safeguarding requirements
- confidentiality principles
- relevant statutory guidance

Information will be shared with professionals where there is a legitimate reason and in accordance with applicable requirements.

Parents/carers will be informed about the sharing of information where appropriate.

38. Record Keeping

The school will maintain appropriate SEND records.

These may include:

- assessment information
- SEN Support plans
- Individual Support Plan
- intervention records
- professional reports
- parent/carer communication
- pupil views
- EHCP documentation
- annual review information
- transition information
- other relevant records

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Records will be maintained securely and transferred appropriately when pupils move between settings.

39. Working with the Local Authority

The school will work collaboratively with the local authority where appropriate.

This may include:

- statutory assessment
- EHCP processes
- annual reviews
- admissions
- transition
- specialist support
- disagreement resolution
- safeguarding
- attendance
- other matters relating to pupils with SEND

Where a statutory assessment may be appropriate, the school will discuss this with parents/carers and follow the relevant local authority process.

40. Requests for Statutory Assessment

Parents/carers, the school and other appropriate bodies may request an Education, Health and Care needs assessment in accordance with the statutory framework.

The school will:

- provide relevant evidence
- consult with parents/carers and the pupil where appropriate
- provide information about provision already implemented
- provide progress information
- contribute professional advice
- cooperate with the local authority
- implement any resulting EHCP provision for which the school is responsible
-

41. Review of SEND Provision

SEND provision will be reviewed regularly.

The school will consider:

- whether pupils are making progress
- whether interventions are effective
- whether classroom provision is appropriate
- whether reasonable adjustments are effective
- whether pupils' needs have changed
- whether additional specialist advice is required
- whether resources remain appropriate
- whether provision needs to change

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Provision will be adjusted where evidence indicates that this is necessary.

42. Equality, Inclusion and Non-Discrimination

The school is committed to equality of opportunity.

The school will not unlawfully discriminate against disabled pupils or pupils with SEND.

The school will have regard to its duties concerning:

- direct discrimination
- indirect discrimination
- discrimination arising from disability
- harassment
- victimisation
- reasonable adjustments

Pupils with SEND will be supported to participate in:

- classroom learning
- assemblies
- trips and visits
- clubs
- physical education
- performances
- enrichment activities
- wider school life.

Reasonable adjustments will be considered where required.

43. Educational Visits and Wider Participation

The school aims to ensure that pupils with SEND can participate in educational visits and wider activities.

Planning will consider:

- accessibility
- communication
- medical needs
- sensory needs
- behaviour and emotional needs
- staffing
- transport
- risk assessment
- reasonable adjustments
- the pupil's individual needs

A pupil will not be excluded from an activity solely because they have SEND or a disability where reasonable adjustments can enable participation.

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44. Policy Links

This policy should be read alongside:

- SEND Information Report
- Equality Policy
- Accessibility Plan
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Attendance Policy
- Admissions Policy
- Supporting Pupils with Medical Conditions Policy
- Allergy Safety Policy
- Curriculum Policy
- Complaints Policy
- Educational Visits Policy
- relevant local authority SEND information.

45. Policy Review and Approval

This policy will be reviewed at least annually.

It will also be reviewed sooner where there are significant changes to:

- legislation
- statutory guidance
- local authority arrangements
- school organisation
- SEND provision
- the needs of pupils.

The Governing Body will approve the policy in accordance with the school's governance arrangements.

The SEND Information Report will be published on the school website and updated at least annually.

Appendix 1 – Summary of the Graduated Approach

Stage	**School Action**
Assess	Identify strengths, needs, barriers, progress and existing provision.
Plan	Agree outcomes, strategies, resources and support.
Do	Implement planned provision and interventions.
Review	Evaluate impact and amend provision where necessary.

The pupil and parent/carer should be involved throughout the process.

Appendix 2 – Examples of SEND Provision

Provision may include:

- differentiated classroom teaching
- visual resources

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- adapted resources
- additional explanation and modelling
- targeted literacy support
- targeted numeracy support
- phonics intervention
- Precision Teaching
- Alpha to Omega
- Wordshark
- ELSA
- Draw and Talk
- Zones of Regulation
- speech and language programmes
- occupational therapy programmes
- physiotherapy programmes
- social communication support
- emotional regulation support
- reasonable adjustments
- specialist equipment
- small-group intervention
- individualised support
- advice from external professionals

Provision will be determined according to individual need rather than automatically according to diagnosis.

Appendix 3 – Key SEND Contacts

Headteacher	Karen Steele	020 8657 1807	
SENDCO	Julie Gough	020 8657 1807	sen@gresham.croydon.sch.uk
SEND Governor	Sarah Cuzner		Scuzner.306@lgflmail.org
SENDIASS		020 8152 4558	Croydon@kids.org.uk
Local Authority			senenquiries@croydon.gov.uk EarlyYearsSendTeam@croydon.gov.uk
Croydon Active Voices		07359 343836	coordinator@croydonactivevoices.org.uk

Appendix 4 – Policy Review Checklist

At each annual review, the school should consider:

Statutory compliance

- Has relevant legislation changed?
- Has the SEND Code of Practice changed?
- Has admissions guidance changed?
- Has Equality Act guidance changed?

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- Has medical/allergy guidance changed?
- Has safeguarding guidance changed?

Provision

- Are pupils making progress?
- Are interventions effective?
- Are reasonable adjustments effective?
- Are EHCP provisions being delivered?
- Are resources sufficient and appropriately deployed?

Participation

- Are pupils' views being obtained?
- Are parents/carers appropriately involved?
- Is SEND information accessible?

Quality assurance

- Are staff appropriately trained?
- Are records accurate?
- Are referrals and reviews timely?
- Is external professional advice being implemented?
- Are transition arrangements effective?

Next review: October 2027

Reviewed: October 2026
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