



INCLUSION POLICY

Prepared by: Miss Duggan and Mrs Willetts

Effective from: January 2024

Review: January 2026

Policy confirmed by the Governing Body of Grace Mary Primary School on:

Date: _____

Signature: _____
(Chair of Governors)

Signature: _____
(Head Teacher)

‘The school, with its resource base, stands as a beacon of inclusive education, academic excellence and community engagement. By providing a supportive and stimulating environment, the school equips its students with the skills and knowledge they need to succeed academically and socially, ensuring they are well-prepared for future challenges.’

– Inclusion Quality Mark Centre of Excellence Report October 2023.

Intent

Grace Mary Primary School is a fully inclusive school, with a Focus Provision for autism and also has a Nurture provision available to pupils. The school ensures that all pupils achieve their full potential socially, emotionally and academically in all areas of the curriculum regardless of gender, ethnicity, social background, religion, physical ability or educational need.

We take safeguarding very seriously and all of our policies are developed with a high priority on children’s safety and in the light of our safeguarding policy. All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to behaviour, anti-bullying, medical and curriculum policies.

This SEND policy is written to comply with the 2014 Children and Families Act and the SEND Code of Practice 0-25 (2015) together with the Equality Act 2010. There is also Grace Marys SEND information report on the school website.

Overview of SEN provision at Grace Mary

There are four broad categories of SEN:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Physical and Sensory.

Grace Mary have children in all these categories of SEN and therefore have continuous professional development. It is a high priority for all staff so they become highly skilled and as a team offer all children at Grace Mary a quality first education. At Grace Mary, we have staff with vast experience and knowledge of working with pupils with SEN and we strive to provide continuous professional development for all staff to ensure that we are:

“reviewing and, where necessary, improving teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of SEN most frequently encountered” (SEND Code of Practice, 2015, section 6.37)

We work closely with parents and children to ensure that we take into account the child’s own views and aspirations and the parents’ experience of, and hopes for, their child. Parents are invited to be involved at every stage of planning and reviewing SEN provision for their child.

Grace Mary Primary School – SEND & Inclusion Policy 2024

All children benefit from 'Quality First Teaching': this means that teachers are expected to assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focused interventions to target particular skills.

We have high expectations of all our children. Children on our SEN register make progress, which compares well with the progress made by other children in school.

"Pupils with special educational needs and/or disabilities (SEND) make strong progress, including those taught in the resource base. This is because leaders provide robust, sensitive and effective leadership and teaching is highly effective" Ofsted, 2019^[1]

Defining SEN

The reviewed SEND 2015 Code of Practice (introduction xiii and xiv) says that:

"A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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."

Rationale

At Grace Mary Primary School we are dedicated to meeting the individual needs of all young people. We respect diversity and aim to provide an educational environment in which all young people can thrive. We promote inclusion so that all students can realise their potential in terms of academic and personal achievement through access to the curriculum and extra-curricular activities and by providing support, which is tailored to individual needs.

'At Grace Mary Primary School, inclusivity is at the heart of everything they do'

- Inclusion Quality Mark Centre of Excellence Report October 2023.

Purpose

- to ensure that all stakeholders have a common understanding of inclusion
- to ensure all education settings and activities whether formal or informal are fully accessible to all young people
- to ensure early identification, assessment, support and review of the needs of all young people
- to promote partnership with parents, carers and other stakeholders
- to ensure the effective use of resources to enable provision to meet the needs of the children
- to promote collaboration with special schools and other education providers to enable the sharing of expertise and flexible responses to meet the needs of all young people
- to review the effectiveness and development of the inclusion policy

Grace Mary Primary School – SEND & Inclusion Policy 2024

Common understanding of inclusion

- all policies and practices are underpinned by a commitment to inclusion
- staff training provides opportunities to explore issues and strategies that staff can use to promote inclusion
- inclusion is promoted amongst students through the PSHE curriculum, assemblies, day to day interactions with staff and for some pupils nurture provision
- positive language and images are used when referring to all students, particularly to those who are disengaged, disabled or have learning difficulties; students and staff are encouraged to report use of discriminatory language and all allegations are taken seriously

Our objectives are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils; (see also curriculum and assessment policies)
- To ensure that every child experiences success in their learning and achieves to the highest possible standard ;
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents
- To take into account the views of children when planning their provision
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy SEND
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

Implementation:

The SEND team at Grace Mary Primary School

Miss Duggan and Mrs Willetts – SENDCos

Miss Edwards – Complex Communications & Autism Designated Officer

Mrs C Sturmey – Head Teacher & Designated Safeguarding Lead

Mrs Smith – Early Years & Key Stage Nurture Leader & Mentor, School Community Well-being Officer

Mrs Hawkes – Attendance Officer, School Community Well-being Officer

Miss Edwards – SEND Governor

Enquiries about an individual child's progress should be addressed at first to the class teacher since he or she is the person who knows the child best. Other enquiries can

Grace Mary Primary School – SEND & Inclusion Policy 2024

be addressed to the above appropriate person. Please make an appointment with the school office if you wish to speak to either of the SENCOs.

We have 4 specialised areas at Grace Mary:

*Sunshine Room – Provision for our children with Autism holding a focus provision placement.

*Rainbows/Haven – Early Years & Key Stage 1/2 Nurture provision and base for Mentoring,

*Jigsaws – Small group curriculum provision for Key Stage 1 and 2 pupils.

*Communication room/Busy Bees – where provision for pupils with NHS speech and language targets or WELLCOMM targets is provided.

Identifying Children at SENS (SEN Support)

Children with SEN are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

1. The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching they are discussed with the SENCO and a plan of action is agreed, this would often include appropriate interventions to be put in place (see whole school provision map, appendix 3).
2. Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2015 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which: is significantly slower than that of their peers starting from the same baseline; fails to match or better the child's previous rate of progress; fails to close the attainment gap between the child and their peers.
3. Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, the child is placed at SEN support on our SEN register, if they meet the criteria as defined by the SEND Code of Practice (DfE, 2015).

Within all three routes of identification, school must show a graduated approach, following the assess, plan, do, review cycles set out in the SEND Code of Practice (DfE, 2015). This means starting with reviewing QFT, adapting this and implementing strategies to meet the child's needs. After allowing time to embed these changes and review the impact, the next steps can then be discussed, whether this will be to reduce, maintain, adapt or increase the level of support. See Appendix 1 – flowchart showing this graduated approach to identifying SEND.

We are qualified to undertake a range of standardised tests with children (some of these include WELLCOM screening for language understanding, Boxall Profile for SEMH provision, a maths age assessment and Salford reading test). We can use these assessments to add to and inform teachers' own understanding and assessments of a child. Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact the SENCO's to discuss their concerns and parents can then be signposted to get the correct support for a possible diagnosis.

Grace Mary Primary School – SEND & Inclusion Policy 2024

Working with Parents and Children

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings (autumn and spring terms) or during informal meetings to discuss the child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having SEN. Parents views are always sought and consent is always gained before SENCos talk about or pass on any information about their child.

Once a child has been identified as having SEN, the class teacher and/or SENCo will discuss this with the parents to:

- formally let them know that their child is being placed at SENS
- discuss assessments that have been completed
- agree a plan and provision for the next term.

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review', required in the Code of Practice.

Provision reviews are held termly for those children who have an EHCP. These meetings are held with parents, SENCos and staff working with the child. Targets are reviewed and new targets are set at each of these reviews along with a review of the provision allocated to the child. In addition to these termly meetings annual reviews are held in school to review the provision and targets laid out in their EHCP. All agencies (e.g. OT, Physiotherapist etc) are invited to these meetings as seen relevant by the SENCos. Depending on their age, and their interest, the child may be invited to attend all or part of the meetings.

For those children who are at SENS support level parents are regularly informed of their progress and individual targets are discussed and set. This maybe via a telephone call, meeting or parent day meeting with the class teacher and/or SENCo.

Records are kept of these meetings and copies are available to parents.

Working with Outside Agencies

Following interventions put in place by school, if a child is deemed as still not making satisfactory progress support from outside agencies maybe sought. Such outside agencies may include: Education psychologist; SEN-AT for SEMH; SEN-AT for learning; CCAT team; specialised staff for the visually impaired and the hearing impaired; children's therapies including speech and language, occupational therapist and physiotherapist.

A SAP meeting with Grace Mary's allocated support team is held in September and in February to review and plan actions for those children on the SENS register requiring external support.

Copies of any reports created by a member of the inclusion support team are kept with the child's record as well as a copy sent home from Inclusion Support.

Fully accessible educational settings and activities:

- Key areas of the school buildings and site are accessible to all students and their parents/carers.

Grace Mary Primary School – SEND & Inclusion Policy 2024

- The SEND team adapt resources so that a student may access them; the SEND team continually reviews resources and advises staff on making them accessible to all students.
- The SEND team seek advice and support on the range of equipment available to children with physical and sensory needs from a range of agencies.
- Students for whom English is an additional language and whose lack of English prevents them from accessing the curriculum are referred to EAL support staff who work with the child on a language programme, provide advice and resources. EAL students are monitored and supported by the SEND team as needed. Where appropriate a tracking system, Solihull's Profile of Competency, is used. Where needed, an interpreter is paid for by the school for parental meetings.
- All teachers plan a wide range of teaching and learning activities which take account of different learning styles, cultures, interests and experiences; tasks are adapted or scaffolded, so that all students are provided with appropriate pace and challenge; teachers are given training and work closely with support staff to help students overcome barriers to learning; special arrangements are made in practical subjects so that all students can access all activities with due regard for Health and Safety; teachers use materials which reflect social and cultural diversity, challenge stereotypical views and provide positive images.
- All students receive regular feedback on their work which acknowledges progress and gives clear guidelines on how to improve; teachers tailor their feedback to individual students and involve support staff in this process so that it is accessible.
- All students are entitled to attend all extra-curricular activities except where this is not possible for Health and Safety reasons; staff encourage students to take part in a wide range of activities and particular attention is paid to those who are vulnerable, disengaged or have special needs; the school promotes activities non-disabled and disabled students work together as a team.

Moving to an EHCP (Education, Health and Care Plan)

If children fail to make progress, in spite of high quality, targeted support at SENS, we may apply for the child to be assessed for a statutory assessment for an EHC Plan. As a school we follow advice from Inclusion Support members and Sandwell's threshold guidance document. This is a needs based assessment rather than diagnosis led i.e. having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.

Prior to an EHCP request being completed, a Community Assessment Meeting (CAM) is held. This is attended by parents, the pupil where appropriate, and all agencies involved with the child. This meeting is held to ascertain whether an EHCP is necessary to meet the needs of the child, or whether their needs can be met by other provision, such as those described in the Local Offer. Depending on the outcome of the CAM, a statutory assessment request for an EHCP can then be applied for. An outline of this process can be viewed in the attached appendix (Appendix 2).

If the application for an EHC plan is successful, a member of the Educational Psychologist team from Sandwell Local Authority will carry out a Statutory Assessment. This will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the assessment, the LA will produce the EHC Plan which will record the decisions made at the CAM and assessment.

Focus Provision

Grace Mary Primary School – SEND & Inclusion Policy 2024

Grace Mary has an 18 place Focus Provision for pupils with ASD (autistic spectrum disorder). Teaching meets the needs of the pupils, with pupils joining whole class teaching when appropriate, whilst also having access to a dedicated base- the Sunshine room. Three pathways have been created to meet the differing needs of the pupils. Facilities for the Focus Provision also include designated work stations, calming zones, access to a sensory room and an outdoor area with a separate out door sensory area. Children within the Focus Provision remain included in appropriate whole school opportunities, including trips and other extra-curricular events. Please see related Focus Provision Prospectus, available on the school website, for more information.

Teaching and Learning

Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a LSPs/LSAs. Teachers aim to spend time each day working with all children with SEN, individually or as part of a group.

When allocating additional support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

The school has a range of interventions available, which are listed and costed on a provision map (see appendix 3). When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child.

Targets for children at SENS are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher- who monitors progress towards the targets during the intervention- and by the SENCo who monitors overall progress after the intervention.

- Interventions are usually planned in six week or twelve week blocks (half termly/termly).
- At the end of each block, children's progress towards their targets is assessed and recorded on a provision map.
- A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class. The SENCo monitors interventions to identify 'what works'.

Children with social, emotional and mental health needs

- Behaviour is not classified as an SEN. It may be an indicator of a child's SEMH needs. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we can discuss this with families and signpost to the correct agencies for support. We support families through all processes.
- Some children displaying 'unwanted behaviours' are trying to regulate their senses. School have tool which is able to 'screen' children for their sensory needs to trial

Grace Mary Primary School – SEND & Inclusion Policy 2024

different strategies or activities throughout the day to support their sensory seeking or sensory avoiding behaviours.

- If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS. School can support with this.
- If the child is felt to have long-term social, emotional needs- for example with anger management- the school offers a range of social skills or therapeutic interventions. These are generally delivered by the nurture team who develop good, trusting relationships with the children. Such interventions include: Emotion Coaching, Play therapy, Drawing and Talking, Chill N Chat, mentoring.
- All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.
- The school has a zero-tolerance approach to bullying, especially towards children with SEND and disabilities. We will actively investigate all allegations and, if there is cause, work with both the perpetrator and the victim to improve their social skills.

Transition into and within school

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes- including from the nursery- as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to identify where the toilets are, where the lockers are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet.
- Enhanced transition arrangements are tailored to meet individual needs.
- Transition to Secondary School

For those children with an EHCP, a Phase Transfer Annual review is usually held in the Summer Term of Year 5, to allow parents to set their preferences for Secondary Transfer. Once school places have been allocated in the Spring Term of Year 6, the secondary school SENCo is invited to Annual Reviews and other review meetings that take place. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

The Transition Plus Pathways programme, developed by Sandwell's Inclusion Support Team, is completed with the SENCo and Year 6 staff, to identify and address the needs of any pupils who may find transition into Secondary school especially difficult. This is a document that we have adapted as a school to complete for each class as they transition between year groups at Grace Mary. It enables specific needs of each child to be recorded and recommendations to be made from the previous teacher to the new teacher. They are updated annually with the class teacher and SENCO's.

Governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the reviewed SEND Code of Practice 2015.

Grace Mary Primary School – SEND & Inclusion Policy 2024

The Governor with particular responsibility for SEND is Miss H Edwards. She meets with the SENCOs regularly to discuss actions taken by the school. The SENCO's complete an Annual Report for Governors.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

All complaints are taken seriously and are heard through the school's complaints policy and procedure. Please see separate policies for details.

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

Home & Hospital Tuition Service

This service provides education for children who are experiencing ill health. Referrals can be made by schools for pupils who need home tuition for medical reasons, psychological, or psychiatric reasons. The service will support children short term, long term and for those who need intermittent support.

The staff work in partnership with the child's school so that a broad and balanced curriculum, specific to the child's needs, can be delivered to prevent children falling behind.

SEND Local Offer

From September 2014 every local authority has been required to have a 'local offer' which informs parent, carers and young people with SEN or disabilities what is provided in their local area, including what to expect from local Early Years providers, schools, colleges, health and social care., to support people from birth up to the age of 25. Sandwell Local offer is available from the following website <https://fis.sandwell.gov.uk/kb5/sandwell/directory/home.page>

Impact:

At Grace Mary we measure the impact of the support our pupils with additional needs have in a variety of ways. These include the following:

- In the Foundation Stage we track progress against the Early Years Development Matters.
- Children working below the National Curriculum are tracked using 'The Orchard Framework'.

Grace Mary Primary School – SEND & Inclusion Policy 2024

- Parents of children with Special Educational Needs are invited to a review meeting each term where we discuss progress and set individual education plans outlining small step progress targets. These are set in consultation with parents and other professionals involved in the care and education of the child.
- Pupils who have been referred to Sandwell Inclusive Support Services are reviewed regularly against their targets set.
- In class assessments which are used to track pupils academic progress against their baselines.
- WellComm assessments, are completed termly for pupils receiving language support.
- NHS speech and language targets are reviewed and new targets set where required following a period of bespoke intervention.
- We regularly use staff meetings to get all teachers to moderate pupils' work.
- We set challenging targets that are based on nationally agreed guidelines on progress.
- We check how well a pupil makes progress in each lesson.
- Pupil progress meetings termly are attended by class teachers, senior leaders and SENCo's to discuss pupils one by one and their progress academically and socially and emotionally.
- For pupils with an EHCP, reviews are held annually whereby their EHCP can be updated in partnership with parents and professionals so that progress can be measured. Annual reviews can be called early if significant concerns are raised prior to the annual date.
- Pupils receiving nurture intervention are tracked using the Boxall Profile screening tool which measures progress.

Appendix 1. Graduated Approach to Identifying SEND

Identify the children working below expected standards for their age, whose progress is slow or is raising a concern for non-academic reasons

Plan and implement in-class interventions, with support of teaching assistant, and add to the school provision map

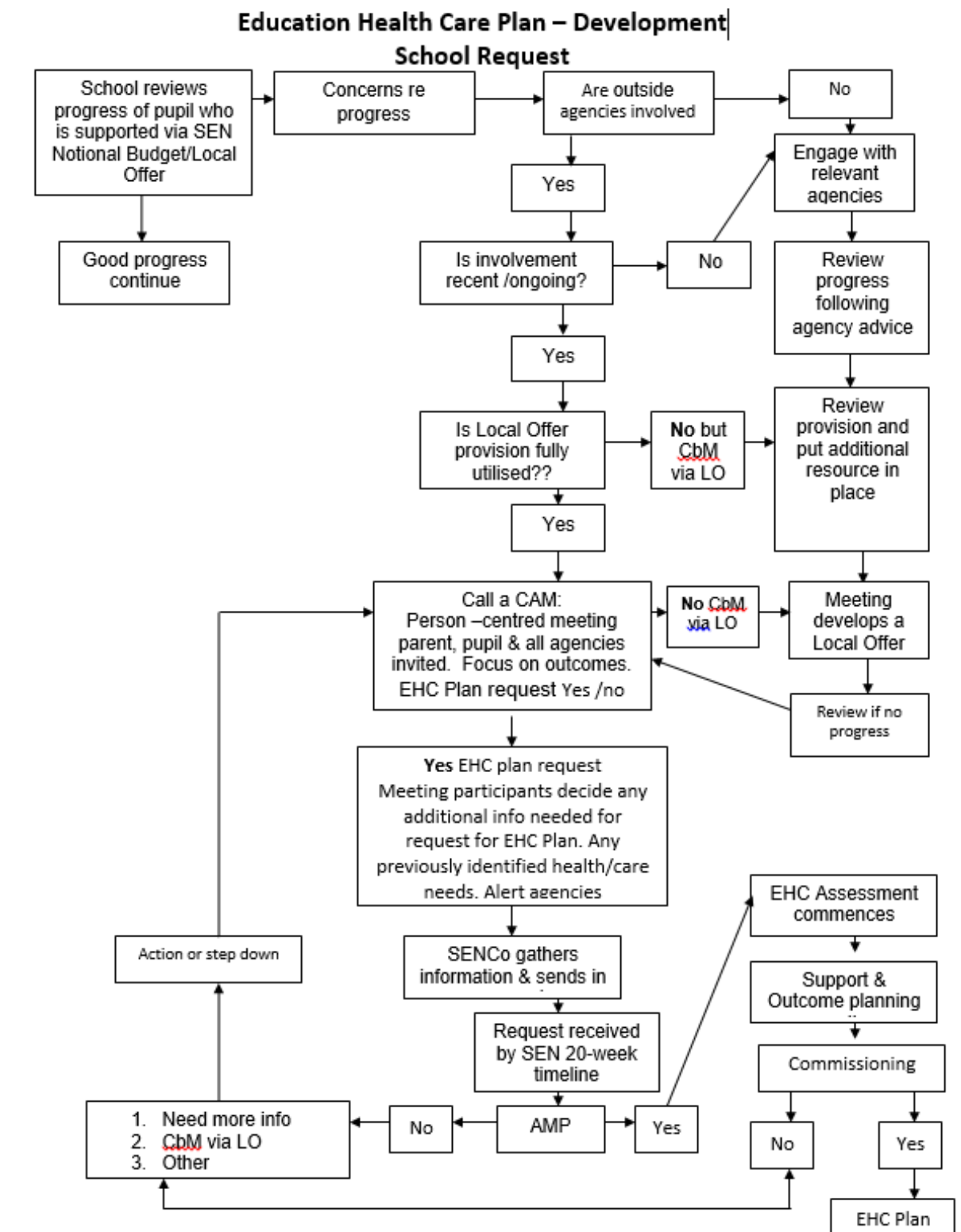
Review the interventions after half term/next pupil progress

Discuss next steps with the SENCo and update the referral form

SENCo and class teacher to meet with parents to discuss concerns and SENCo to add the child to SEND monitoring list

Referral to Inclusion support to be considered with parents consent.

Appendix 2 – EHCP process



Sourced from Appendix 9 Timelines for completing an Education Health and Care Plan, SEN Handbook 2016.

Grace Mary Primary School – SEND & Inclusion Policy 2024

Appendix 3. Whole School Provision Map

<u>Grace Mary Primary School Whole School</u>	Wave 1	Wave 2	Wave 3
Cognition and Learning	Differentiated curriculum Differentiated delivery Differentiated outcome Increased visual aids Illustrated dictionaries Use of writing frames Use of practical resources	Phonics catch up Phonics booster Group support in Literacy and Maths Smaller group teaching Booster/pre-teaching groups – Maths and English Sandwell Numeracy Intervention Big Maths Dotty Maths	Orchard Framework 1:1 readers (text or HFW/CEW) 1:1 Phonics Precision Teaching 1:1 Withdrawal PECS TEACCH
Communication and Interaction	Flexible teaching arrangements Differentiated curriculum delivery Differentiated outputs Increased visual aids Use of symbols and pictures Visual timetables	Wellcomm (EYFS) Beyond Wellcomm Group EAL Visual timetables NELI Talk Boost	Individual Speech and Language Programmes PECS Equals Curriculum Makaton TEACCH Lego Therapy 1:1 EAL Independence Hierarchy Nurture Objects of reference Intensive interaction Now and Next boards Aided language displays
Social, Emotional and Behavioural	Whole School Reward System 'GM Values' Class reward systems Whole School Behaviour Policy PSHE curriculum - HMHM Circle time Knowing the child!! Zones of regulation	SEMH small groups Chill n Chat Friendship groups Dog mentor sessions Zones of regulation	Nurture Play therapy Sand Tray Therapy 1:1 behaviour program 1:1 mentoring Lego Therapy Looking Forward Drawing and Talking Emotional Coaching Dog mentor sessions Zones of Regulation – bespoke work Talking mats (to identify concerns for the child) Restorative practice
Sensory and Physical	Flexible teaching arrangements Teacher awareness Suitable resources	Dough disco Multi gym Outdoor gym Trim trail Hand strength/writing intervention	Fun Fit/multi gym Equals Curriculum Specific resources (e.g. coloured overlays) PECS TEACCH Sensory room Individual OT/Physio target sessions Wobble cushions Wobble boards Movement breaks Personalised sensory plan Hand strength/writing intervention

Appendix 4. Letter informing parent child has been placed on SEN register

DATE

Dear.....

Further to our recent conversation I am writing to formally inform you that we would like to add some additional support from school as part of the SEN Support we offer. This could mean that your child may be receiving targeted interventions within or outside the classroom, or we would like to seek further assessment and support from outside agencies. Your child, _____, has been identified as having additional needs in the area of _____ and therefore we would like to add them to our special educational needs and disability (SEND) register.

Parent voice is essential in putting into place the correct support for your child; you know them best and we ask that you please complete and sign the acknowledgement form attached along with your views and return it to school.

Finally, I wanted to make sure that all parents know where to go if they need extra information or support. Our SEN policy and information report are on the school website (<https://www.gracemary.co.uk/special-educational-needs-at-grace-mary/>), and if you wish to look at the local authorities 'Local Offer' this can be found at <https://fis.sandwell.gov.uk/kb5/sandwell/directory/home.page>. This 'Local Offer' outlines support and events which may be available throughout the borough.

If you have further questions please speak with your child's class teacher or if you wish to contact us then we are happy to be contacted by phone or make an appointment via the school office.

We look forward to working with you.

What is a SEND Register?

This is a list of all the children in the setting who have Special Educational Needs (SEN) and/or a disability. This makes it easier for the SENDCo and staff to monitor those pupils who need extra help. The SENDCo's for our setting are Miss Duggan and Mrs Willetts.

Why is my child on the SEND Register?

Any child on the SEND register has been identified as having a special educational need and/or disability. Extra help will be given to these children to help them to make progress.

What does this mean for my child?

If your child is placed on the SEND Register, then they will start to receive extra help. The SENDCo will work closely with other professionals who can advise and contribute to your child's learning and development needs helping to ensure your child reaches their full potential.

Grace Mary Primary School – SEND & Inclusion Policy 2024

Will my child always be on the SEND Register?

This can vary. Some Children with significant needs will always be on the SEND Register because they will always need help. Other children may only need help for a short amount of time and if they no longer need any help, then they will be removed from the SEND Register in discussion with parents/carers.

Yours sincerely

Miss Duggan and Mrs Willetts
SENDCo's

I _____ (print name), Parent/Carer of
_____ (Child's name), has been informed that my child is to be included in Grace Mary's SEND Support register. I understand that this means that my child is receiving additional support at school as outlined in their SEN Provision Plan. This may include being referred to outside agencies for advice or support but I understand that I will ALWAYS be consulted about this prior to a referral being made.

I wish to make known the following information about my child:

Please use this box to provide any extra information about your child, for example what their strengths are, what areas they need extra support in, what they are worried about, what really motivates them? Feel free to continue overleaf.

Signed: _____ Date: _____

Appendix 5. Letter informing parents their child has been removed from SEN register

DATE

Dear.....

I am writing to formally inform you that while your child has been on our SEND register they have been receiving target interventions and these have resulted in your child making more than expected progress in their area of need. (Your child's) needs can now be met through quality first teaching and classroom differentiation.

Therefore, as of (date) your child has been removed from our SEND register and has been added to our monitoring list. This means a close eye will be kept on your child's future progress and this will be reviewed regularly in discussions with their class teacher.

If you have questions please speak to your child's class teacher or telephone, on the above number, to speak to us.

Yours sincerely

Miss Duggan and Mrs Willetts
SENDCo's