



Horizon Academy Trust

Where anything is possible



SEND Information

Approved by the *Governing Body*: Autumn 2019

Term policy produced: Autumn 2019

Date of next review: Autumn 2020

DEFINITION OF SPECIAL EDUCATIONAL NEEDS (SEN)

"A child or young person has SEN 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 in mainstream schools or mainstream post-16 institutions."

SEN Code of Practice 2014

DEFINITION OF DISABILITY

'A physical or mental impairment which has a substantial and long-term effect on the ability to carry out normal day-to-day activities'

Equality Act of 2010

The purpose of this document is to ensure that all stakeholders, including parents, teaching staff and governors understand and use a consistent approach in implementing support for young people with special educational needs.

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES FOR WHICH PROVISION IS MADE

Gillshill Primary (Academy) currently supports children who have a range of special educational needs and disabilities (SEND). The Code of Practice 2014 describes four broad areas of SEND.

- Communication and Interaction, including speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD).
- Cognition and Learning, including severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), Specific Learning difficulties (SpLD), including Dyslexia.
- Social, mental and emotional health, including attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), as well as other issues that are rooted in mental health.

- Sensory and/or physical needs, including a range of physical difficulties (PD) as well as hearing impairment (HI), visual impairment (VI) and multi-sensory impairment (MSI).

The school has direct experience of supporting children with all of the above, with the exception of SLD and PMLD.

At Gillshill Primary School we have a team of experienced and trained Teaching Assistants who deliver specific programs and interventions in the school setting. At the school we have six Teaching Assistants who have received intensive training and are accredited to deliver speech and language programmes in small group and on a 1:1 basis. As a school we have experience of working with ASD children and we are well supported by Northcott ASD Outreach service and Tweendykes Outreach Service, they provide ongoing classroom support strategies and advise on specialist training e.g. Lego Therapy, behaviour management and use of visual aids. Some staff are trained to use PECS strategies and a variety of visual aids to support communication. A number of staff are trained to deliver motor skills both gross and fine, training was provided by IPaSS. We also work closely with both Physiotherapists and Occupational Health and have trained staff to deliver individual programmes within school.

IDENTIFICATION AND ASSESSMENT OF PUPILS WITH SEND

- Assessments will be made on entry to the school, or during the school years on a whole school basis. This may include baseline assessments using the characteristics of effective learning alongside the Areas of Learning and Development, standardisation testing in Key Stage 1 and 2, on-going assessment in EYFS and formative/ summative assessment using FLiC.
- Targeted assessments for pupils with suspected special educational needs and disabilities may take place on entry to the school or throughout a child's time at Gillshill Primary Academy, this may include BPVS, dyslexia screening, speech and language screening etc.
- SEND concerns must be highlighted using the SEND Cause for Concern Referral Form. (**See appendix 1**) Parental discussion will play a key part at this stage.
- All Teaching staff and a number of non-teaching staff have received speech and language training. Specialist support is available within the school to identify children with speech and language difficulties. Screening programs are available to look for speech and language needs within EYFS and KS1. Whole school inset is given regularly to raise

awareness of children with issues crossing all main areas of SEND, this is to help support these children in the classroom and during social times. Additional training is made available to develop awareness of any special educational needs or disabilities as and when required.

- Pupils who require additional support will follow the graduated approach process and may be further assessed by external agencies, such as the Educational Psychologist, IPASS, SENSS and Speech and Language Therapy Services. We have close working relationships with all of these services and many more.
- If a child requires a significant amount of additional support in order to access the national curriculum then the SENDCo and parents & carers may work together to submit an assessment request to the local authority for an Education, Health and Care Plan (EHC Plan)

MAKING PROVISION FOR PUPILS WITH SEND

The policies outlined in this section apply to all pupils with SEND, whether or not they have EHC Plans.

- The school closely monitors the progress of all pupils, including those with special educational needs and disabilities. The effectiveness of the provision for these pupils is evaluated by ensuring that they make adequate progress. This will be reviewed termly by class teachers in collaboration with parents, the SENDCo and the pupils themselves. Ongoing daily assessment will inform termly reviews.
- Pupils who are receiving support that is additional to or different from their peers, due to special educational needs and disabilities will be assessed on a termly basis in all their subjects in line with the whole school policy of termly assessment of progress. In addition, these pupils may be assessed in more specific terms using more detailed testing, to evaluate their level of progress in their specific area(s) of difficulty.

The approach to teaching pupils with special educational needs and disabilities varies, dependent upon the need of the particular child. Some of the interventions and personalised programmes used at Gillshill Primary Academy are:

- Differentiated support within lessons.
- Multi-sensory approaches
- In class support, where a teaching assistant may support one or more children to understand the content of the lesson.

- Small group withdrawal, where a member of staff may deliver a short term English, Mathematics or other intervention to a small group of pupils who may also need an adapted timetable
- One to one withdrawal, where there may be a targeted support in their area of need.
- Group interventions e.g. Friendship groups.
- Specific intervention programmes delivered by trained members of staff e.g. Speech and Language.

Additional support for pupils with SEND is provided in the form of:

- Small group or individual withdrawal for English and Mathematics.
- Specialist planned programmes delivered by trained staff.
- Social skills groups.
- Well-being support.
- Sensory support.

Lunch time clubs are offered in KS2 covering a variety of activities for all pupils, but especially for pupils who find unstructured time difficult to manage. Likewise in we have quieter outdoor areas or the internal quad area can be used. For some pupils, in a small number of cases, it may be necessary to provide supervision during unstructured times; parents would be informed of this. A variety of inclusive sports are held throughout the year and pupils are encouraged to participate such as Boccia and Kurling festivals.

Additional support is provided for pupils requiring emotional and social development in the form of social skills and friends groups. The school has a designated person who is able to advise on the emotional well-being of children and can refer to relevant services.

As a school we are committed to supporting children who are identified as having Social, Emotional and Mental health needs (SEMH), space has been allocated within the school, in a central position, to allow students to have a safe space and trusted adults who are able to assist them when it is required. Specifically planned sessions are designed to meet the needs of these pupils on an individual or group basis. This provision is overseen by the SENCo and Safeguarding Lead and is available throughout the day.

CONTACT DETAILS OF THE SEND CO-ORDINATOR

SENCo name: Mrs C Dawson
Assistant SENCo: Mrs J Makin
SENCo Governor: Mr E Lainchbury
Early Years SENCo: Mrs Tracy Jones
Contact Telephone number: 01482 781002
Email: cdawson@gillshill.hull.sch.uk
jmakin@gillshill.hull.sch.uk
elainchbury@gillshill.hull.sch.uk
tjones@gillshill.hull.sch.uk

EXPERTISE AND TRAINING OF STAFF IN RELATION TO CHILDREN AND YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Training received:

- NASENCo qualification
- Safeguarding
- ASD - Early Bird
- ASD - Northcott
- Speech and Language - Dysfluency/Screening/Social Communication
- Physiotherapy training
- Motor Skills Training - IPaSS
- Diabetes
- Dyslexia
- Epilepsy
- Anaphylaxis
- Lego Therapy
- Inference training
- Success in Arithmetic
- Well-being/Mindfulness
- Attachment training
- Youth Mental Health First Aid
- Visually Impaired training
- Hearing Impaired training
- BSL
- Transition (class/key stage and secondary transfer)

CPD is available for all staff including teachers, teaching assistants and ancillary staff on special educational needs as and when required.

Staff will seek training from external support agencies when necessary including outreach and transitional support (see local offer for list of external agencies)

Staff will also attend training courses provided by the local authority and private providers.

EQUIPMENT AND FACILITIES TO SUPPORT CHILDREN AND YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

All needs for equipment and facilities will be assessed for each pupil individually. Dependent upon the nature of the need, funding may be provided by the school or requested from other appropriate agencies.

These may include IPASS or Occupational therapy, who can provide specialist equipment for physical, visual, and hearing needs.

ARRANGEMENTS FOR CONSULTING PARENTS OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES ABOUT THE EDUCATION OF THEIR CHILD

Parents/carers are involved at each stage of the assess, plan, do and review process. Parents/carers are invited to discuss with the SENDCo and class teacher the needs of their child in the first instance. This allows for parents to share knowledge about their child and engage in a positive discussion from which there will be agreed actions relating to how the child's needs can be met. Therefore parents/carers have an active role in the planning and decision making regarding their child's provision.

Subsequent to this, parents/carers will be kept informed of progress and outcomes as a result of the aforementioned actions in a number of ways:

- Liaison with the class teacher informally.
- Parents Evenings when advice and support in helping their child at home can also be given.
- Additional opportunities to update individual provision maps and one page profiles in the Autumn, Spring and Summer term.
- A formal review of their child's progress with the SENDCo and/or class teacher.
- Annual Reviews.

During these meetings/discussions, a 'person centred approach' allows for professionals and parents/carers to contribute towards reviewing the effectiveness of provision in place for the child. Following this, decisions can be made regarding next steps. All pupils placed on the SEND register will have a one page profile and an individual provision map or individual plan.

ARRANGEMENTS FOR CONSULTING YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES ABOUT THEIR EDUCATION

The child/young person is involved (as is appropriate) at every stage of the assess, plan, do review process:-

- At the initial assessing and planning stage, in order to support a 'person-centred approach', the child/young person's wishes and aspirations are taken into consideration, along with the outcomes they seek and the support they need to achieve them. These discussions enable individuals to feel that they have more control over decisions about their support.
- Where the child/young person may be unable to verbally communicate or provide a written input, observations of the child/young person may be made in order to gather information regards their likes, interests, dislikes and difficulties.
- The thoughts and opinions of parents/carers, and those who know them best, will also be sought where ever possible.
- Any documentation used as a part of the agreed provision (for example, Individual Education Plans or similar) will have a 'child friendly' section which is shared with the child/young person so that they are able to understand all aspects of their support.

The child/young person is able to discuss any aspect of their provision in a number of ways:

- Informally with their class teacher or TA on a regular basis.
- Where appropriate, the child/young person will attend a more formal meeting to review their progress and provision.
- A child/young person may contribute to this meeting either by attending in person or by providing written input.

During these discussions/meetings a 'person centred approach' allows for professionals and parents/carers and the child/young person to contribute towards reviewing the effectiveness of provision. Following this, decisions can be made regarding next steps.

ARRANGEMENTS MADE BY THE GOVERNING BODY RELATING TO THE TREATMENT OF COMPLAINTS FROM PARENTS OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES CONCERNING PROVISION MADE AT THE SCHOOL

- Complaints about SEND provision within the school are first dealt with by the SENDCo during arranged meetings.
- Where a satisfactory conclusion cannot be reached, the parent can then make an appointment to see the Head of School during which further information can be exchanged and procedures altered as appropriate. If

a satisfactory conclusion still cannot be reached then the Governing body must become involved.

- The school participates fully if receiving requests for information for tribunals or assisting parents in formulating appeals etc.

HOW THE GOVERNING BODY INVOLVES OTHER BODIES IN MEETING THE NEEDS OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Where the school has concerns that a child may require additional or external support to meet their special educational needs and disabilities, then a request can be made to the Local Authority service provider and / or other professional support service, or voluntary organisation. These may include:

- Educational Psychologists
- Speech and Language Support Agencies
- ASD Team
- IPaSS - Integrated Physical and Sensory Service (Visual/Hearing/Physical)
- Social Care Team
- Children's Centres
- CAHMS for Mental Health Needs
- Rowan Centre - Home Education Support
- Kids - Parent Partnership
- School Nursing Team
- Whitehouse Unit
- Cruze / Dove House Bereavement Support Team
- Sibling Support Services - Barnardo's
- Northcott Outreach Service
- Tweendykes Outreach
- Physiotherapists
- Occupational therapy
- Police

Links to all of these can be found in the Hull Authority Local offer.

Advice may be sought from one or several service providers, when considering the initiation of a statutory assessment. Details of this may be found in the DFE SEND Code of Practice.

A Statutory Assessment is only usually required or conducted for children with complex or severe learning needs. This may include needs in:

- Cognition and Learning
- Communication and Interaction
- Social, mental and emotional health
- Sensory and/or Physical.

Throughout this process the local authority has a duty to request the opinions of parents, the school and other involved professionals.

Following a Statutory Assessment, the local authority will make a decision whether an Education Health and Care Plan is considered appropriate for the child.

THE CONTACT DETAILS OF SUPPORT SERVICES FOR THE PARENTS OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS, INCLUDING THOSE FOR ARRANGEMENTS MADE IN ACCORDANCE WITH CLAUSE 32

All contact details are detailed in the links provided in the Hull Authority Local Offer.

<http://hull.mylocaloffer.org/s4s/WhereILive/Council?pageId=3018&lockLA=True>

ARRANGEMENTS FOR SUPPORTING PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES IN TRANSFERRING BETWEEN PHASES OF EDUCATION

All children with special educational needs and disabilities will require support and planning when they transfer between key stages from 0-25.

For example:

Preschool -> Nursery -> Foundation -> KS1 -> KS2 -> KS3 -> KS4 -> KS5 -> Higher Education/College -> Independent Living.

Where a child has an Education Health Care Plan (EHCP), a preference for educational setting should be made during the Annual Review process the year prior to the transition. This enables the local authority to consult and request placements at the preferred school. A request for a special school placement should be made no later than the Autumn Term of Year 6 or Year 9 to determine that suitable provision can be considered. It is useful at this stage for the parents/carers

visit some appropriate schools or colleges at the next key stage to help an informed choice to be made. The SEND Team will administer the process following any request by the parent.

Transition packages need to be planned carefully for children with special educational needs and many education providers now offer additional visit time and additional transition meetings to support all new pupils. Other consideration could also be given to the use of social stories, transition activities and programmes. All of these can help to support children and prevent vulnerability during their transition. Early admittance policies are also being used by some secondary providers to help children to settle earlier into new routines.

All children with a Education Health Care Plan must have their secondary transfer placement confirmed by **16th February 2020** in Year 6.

Dependent upon the school's setting, they may wish to elaborate on the specific arrangements that they have in place to support pupils with SEN through the transitions they are involved with.

Information on where the local authority's offer is published

<https://www.connecttosupport.org/s4s/WhereILive/Council?pageId=774>



SEND Cause for Concern Referral Form

(Please complete this form with as much detail as possible)

NAME OF PUPIL:

CLASS:

DOB:

1. Please tick which area(s) of SEN is/are of concern for this pupil

Cognition and Learning

Social, Mental and Emotional Health

Communication and Interaction

Sensory and/or Physical Needs

2. Briefly explain what difficulties they are experiencing in accessing the curriculum.

3. Briefly explain how you have differentiated the work for this pupil.

4. Briefly explain the interventions used to support the pupils learning.

5. Please detail any other factors which might be relevant i.e. recent conversations with parents.

Action taken by SENDCO: