



Horizon Academy Trust

Where anything is possible



Special Educational Needs and Disabilities Policy

SEN Leader: Mrs C Dawson
Assisatant SEN Leader: Mrs J Makin
Governor responsible: Mr E Lainchbury & Mrs T Jones (Early Years)

Approved by the Governing Body: Autumn 2019
Review: Autumn 2020

AIMS OF GILLSHILL PRIMARY

To promote the successful inclusion of pupils with special educational needs and disabilities.

At Gillshill Primary School we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. We provide a supportive, positive learning environment and all staff are committed to the principle of equal worth to each child. The skill, enthusiasm and attitude of the class teacher is the key to effective learning for all children, but has greater significance for the SEN child who more than most needs considerable confidence and self-esteem in order to take full advantage of all that is on offer.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Children have 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 has a learning difficulty or disability if 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.

PRINCIPLES AND OBJECTIVES

- To ensure that our duties, as set out in the SEND Code of Practice 2014 and the Equality Act 2010, are fully met to enable pupils with special educational needs to join in the normal activities of the school along with pupils who do not have special educational needs;
- To ensure that all pupils gain access to a broad and balanced curriculum and have an equal opportunity to receive an education that is appropriate to their needs;
- To identify and assess the pupils with special educational needs and disabilities (SEND) as early as possible;
- To use our resources as efficiently and equitably as possible when assessing and meeting the special educational needs and disabilities of our pupils;
- To provide a graduated approach in order to match educational provision to pupils' needs;
- To develop a partnership with parents/carers in order that their knowledge, views and experience can assist us in assessing and providing for their children;

- To take into account the ascertainable wishes of the pupils concerned and, whenever possible, directly involve them in decision making in order to provide more effectively for them
- To ensure effective collaboration with Local Authority (LA) services, health services and social services in order to take effective action on behalf of pupils with special educational needs and disabilities;
- To ensure that all staff are aware of their responsibilities towards pupils with special educational needs and disabilities and are able to exercise them;
- To monitor our effectiveness in achieving the above objectives.

THE ROLE OF THE SPECIAL NEEDS COORDINATOR

Mrs Christine Dawson	SENCo
Mrs Julie Makin	Assistant SENCo
Mr Edward Lainchbury & Mrs Tracey Jones	SEN Governors

Mrs Christine Dawson has achieved the National Award in Special Educational Needs Coordination and Julie Makin is currently applying for the award.

The SENCo's responsibilities include:

- overseeing the day to day operation of the school's SEND policy
- co-ordinating provision for children with special educational needs
- liaising with the relevant designated teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustment and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date
- ensuring children with SEND are making progress through the use of pupil tracking and data analysis

- liaising with coordinators of other curriculum areas to ensure that children with SEN have full access to their curriculum area
- attend CPD relevant to their development of the role and feedback relevant information when necessary
- Make staff aware of the training relevant to their own role in the development of SEND

ADMISSIONS POLICY

The governing body has agreed with the LA **admissions criteria** which do not discriminate against pupils with special educational needs or disabilities, and its admissions policy has due regard for the guidance in the The Equality Act 2010. Please see the Admissions Policy for further guidance.

IDENTIFICATION, ASSESSMENT AND MONITORING

IDENTIFICATION

Early identification of SEND is vitally important and the school makes every effort to identify these needs. Identification is achieved through any of the following means:

- contact with parents who express concern over their child's progress
- classroom monitoring and observation by the class teacher ,SENCo or external professionals
- use of standardised tests taken throughout the school
- results of National Curriculum testing
- other assessments made by the class teacher or SENCo
- use of transfer records

ASSESSMENT AND MONITORING

The school closely monitors the progress of all pupils, including those with special educational needs. The effectiveness of the provision for these pupils is evaluated by ensuring that they make adequate progress against set targets. Progress, both academically and where appropriate socially will be reviewed at least termly by class teachers in collaboration with parents, the SENCo and the pupils themselves to ensure targets remain focused on the needs of the child. Targets and individual needs will be presented using a One Page Profile (OPP) and an Individual Provision Map (IPM), a copy of both will be offered to parents/ carers when updated.

Monitoring the effectiveness of intervention strategies is an integral part of the review process that is judged by the success of the individual targets set. Time is allocated during each term to monitor the delivery of interventions to ensure they remain focused on the needs of the child and to ensure the person delivering it is given the chance to receive feedback.

The SENCo tracks the progress of pupils with SEND in both Mathematics and English termly as well as annually and produces a report. Ongoing provision and support is also shared with Governors each year.

THE STAGES - A GRADUATED RESPONSE

In line with the SEND code of practice 2014 and the local authority pathway (Appendix 1) the school operates a four stage graduated approach:

1. **Assess:** the class teacher and SENCo should clearly analyse and assess a pupil's needs before identifying a child as needing SEND support.
2. **Plan:** parents/carers must be notified and consulted with wherever it is decided that a pupil is to be provided with SEND support, at this point a referral would be completed with parental support included.
3. **Do:** the class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or 1-1 teaching away from the main teacher, he/she should still retain responsibility for the pupil and continue with assessment against set targets.
4. **Review:** the effectiveness of the support should be reviewed in line with the agreed date. The outcome of this should again be shared with parents/carers and actions made following this discussion. At this point it may be necessary to refer the child to external agencies for additional support and strategies.

EDUCATIONAL, HEALTH AND CARE PLAN

The Majority of children and young people with SEND will have their needs met within the local mainstream early years providers, schools or colleges. A local authority must conduct an assessment of education, health and care needs and prepare an Education, Health and Care (EHC) plan when it considers that it may be necessary for special educational provision to be made for the child or young person through an EHC plan, please see Appendix 1 for the local authority pathway.

If after considerable advice and support, it is felt that the needs of the child remain so substantial that the school cannot meet them without additional support, then this concern will be brought to the attention of the LA in the form of a request for an Education, Health and Care Plan (EHC plan).

The purpose of an EHC plan is to develop special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

When making a request for an EHC plan, the SENCO will provide the Local Authority with:

- How and when the child's needs were first identified and the steps that have been implemented to support these needs
- National Curriculum levels
- Educational and other assessments, for example from Educational Psychologist

- A pen portrait of the child and the needs that they display within school
- Involvement of other professionals
- Any involvement of Social Care or education welfare service

Whilst the assessment is being pursued the child will continue to receive the support already provided under the previous stage. Parents/carers will be involved at every stage of this process and asked to give supporting advice at key points in the process.

INCLUSION - ACCESS TO THE CURRICULUM

All children in school are given access to a broad and balanced curriculum. Children with SEND are fully integrated, where possible, into the whole school. The school has adopted a number of strategies in order to ensure full and complete access:

- individual approaches and strategies - carefully planned to meet the needs of the child
- in class support*
- withdrawal/support*
- a tailored curriculum with matched/differentiated activities
- specific equipment to allow access
- specialist teaching i.e. support from external agencies

*In- class support and withdrawal is wholly dependent upon the child's individual needs, taking into account classroom routines, phase structure, availability of resources and support. Consideration of these factors ensures that each child has full access to the whole curriculum.

Access to the curriculum is enabled via differentiation or task or approach. In each curriculum area, advice is given on making specific subjects accessible to all pupils.

Regular assessment helps class teachers determine the next learning step for each pupil. Children with SEND may need to have the Statements of Attainment broken into small steps to assist both with assessment and the setting of new learning objectives. It should then be possible to produce an individual teaching programme geared more precisely to meet individual's needs.

INCLUSION

We are fully committed to the principle of inclusion and the good practice which makes it possible. Our policy will enable pupils with SEND to be an integral part of our school community. Regardless of the stage pupils have reached our emphasis will be upon including them, alongside the other children, in the full range of activities the school has to offer. This will be achieved by careful consideration of the needs of each child, detailed assessment and planning to ensure we meet the needs of all learners and their requirements, through the use of differentiated activities and the organised, strategic use of support staff.

Pupils will only be withdrawn from normal activities when:

- The child will benefit from some intensive individual work on a cross curricular skill (e.g. reading).

- It is clearly inappropriate, or medical advice indicates that it is unsafe for the child to participate and some alternative has to be arranged.
- Neither of the above will compromise the general principle that all children will be able to participate in a broad and balanced curriculum.

FACILITIES AND EQUIPMENT

The building has had some modifications made to it in order to accommodate the needs of children who have a degree of physical disability or impairment. There are ramps in each playground and to each entrance. There is a small toilet/changing rooms available to physically disabled pupils. Contrasting colours have been added to chairs, carpets, stairs and outdoor equipment to ensure the environment is accessible for the visually impaired. For further information regarding the school site please see the Accessibility Plan.

COMPLAINTS

The parent/carer of a child with SEND has the right to make a complaint about the provision made for their child at the school. The first point of contact will be the class teacher, then the SENCo, who will try to deal with the complaint as efficiently and effectively as possible. If the parent is unhappy with the response from the SENCo please refer to the schools complaints procedure which is available on the school website.

To be read alongside:

- SEN Information 2019 - School Local Offer

Appendix 1

SEN Assessment Pathway

Graduated approach to addressing needs:

- Quality First Teaching- class teacher consults with SENCo and completes a single page pupil profile. Low level class based interventions, support, reasonable adjustments and modifications to the curriculum introduced and impact reviewed.
- If CYP not making expected progress / remains a significant cause for concern despite class based intervention / support, class teacher consults with SENCO and Assess-Plan-Do-Review cycles of support / intervention introduced over at least 2 terms. These can include involvement of outside agencies.
- CYP not making expected progress against A-P-D-R targets and remains a significant cause for concern: Person Centred Planning (PCP) meeting held with parents, key staff (including outside agencies) and CYP.
My Support Plan completed as part of PCP meeting and Assess-Plan-Do-Review cycles continue.
Support Plan reviewed termly alongside A-P-D-R targets.
- CYP still not making expected progress and remains a significant cause for concern and more support is needed.
The Support Plan and at least 2 cycles of intervention as evidenced on the A-P-D-R template are submitted as the basis for request for statutory assessment of special educational needs.
- Statutory assessment pathway followed.

Quality First Teaching (as outlined in the Removing Barriers to Achievement (2004) paper and the National Strategies three waves of intervention model).

High quality teaching that is differentiated and personalised to meet the individual needs of the majority of children and young people.

Cause for concern:

If **Quality First Teaching** and effective differentiation is not alleviating the concerns regarding a child or young person's progress then the setting will consider following the graduated response and addressing the relevant SEN* needs via SEN Support.

*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 him or her.

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

- has a significantly greater difficulty in learning than the majority of others of the same age; or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

SEN Support:

In school strategies to support needs.
School / setting begin the four part cycle of the graduated response – **Assess - Plan - Do - Review** (A-P-D-R).
Depending on CYP's needs it is possible a number of cycles of A-P-D-R will occur.

SEN Support:

If child is still not making expected progress after agreed interventions have taken place, further interventions and involvement of external professionals may be appropriate.
Once these have been agreed continue to follow A-P-D-R.

SEN Support:

Support Plan drawn up with input from child, parent and relevant professionals.
A-P-D-R cycle continues.

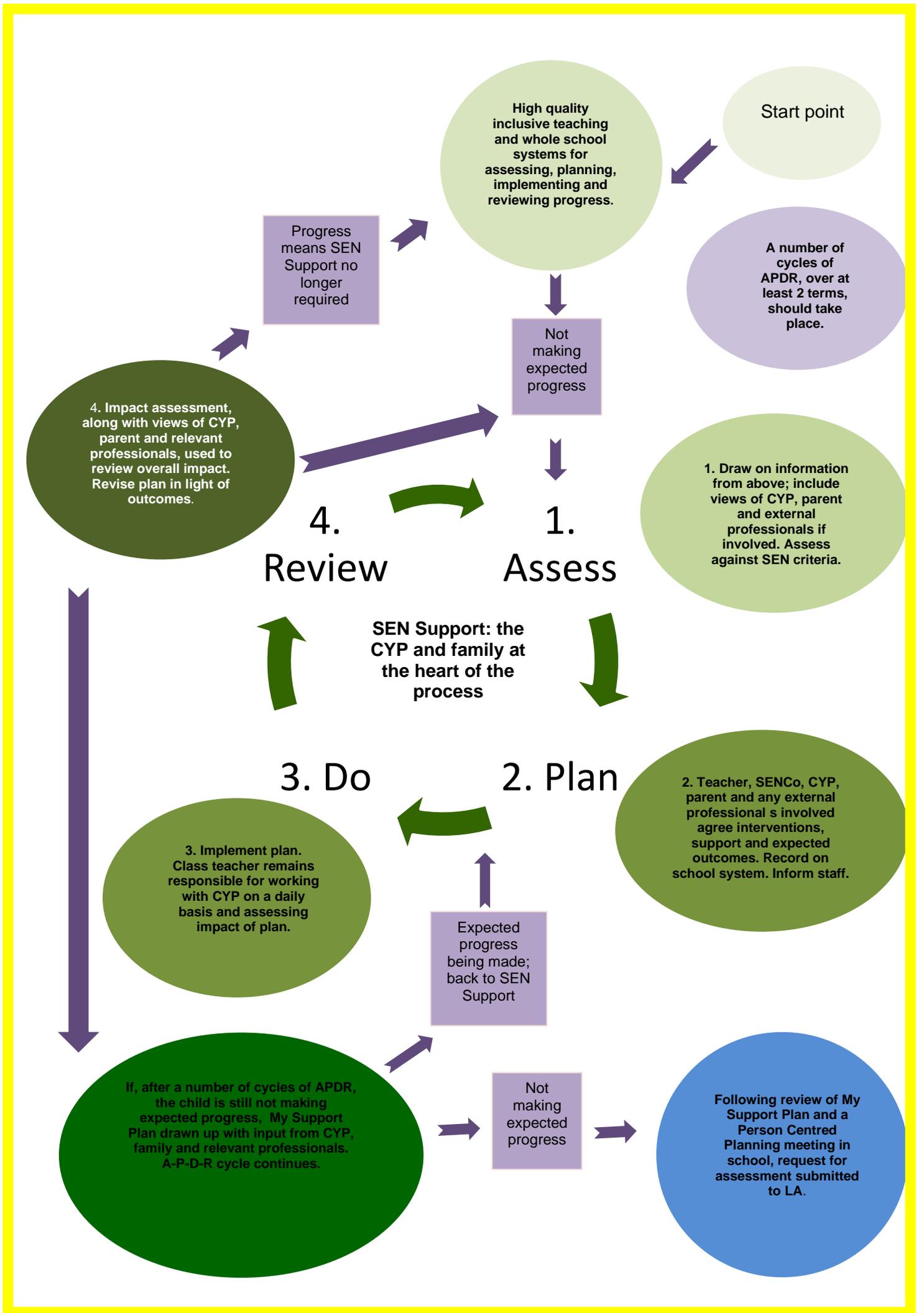
Statutory assessment:

PCP Meeting held with child, family and relevant professionals as part of My Support Plan review. Support Plan and A-P-D-R used as basis for request for assessment.

SEN Support:

Meet with family and CYP at least termly to assess needs and discuss progress.





Glossary

ADD - Attention Deficit Disorder

ADHD - Attention Deficit Hyperactivity Disorder

ASD - Autism Spectrum Disorder

CPD - Continued Professional Development

EHCP - Educational Health Care Plans

EYFS - Early Years Foundation Stage

HI - Hearing Impairment

IPASS - Integrated Physical and Sensory Service

MSI - Multi-Sensory Impairment

PD - Physical Difficulties

PMLD - Profound and Multiple Learning Difficulties

SEN - Special Educational Needs

SENCo - Special Educational Needs Coordinator

SENS - Special Educational Needs Support Service

SLD - Severe Learning Difficulties

SLCN - Communication and Interaction, including Speech, Language and Communication Needs

SpLD - Specific learning Difficulties

VI - Visual Impairment.