

GHYLLGROVE PRIMARY SCHOOL



SEND Policy

Reviewed by the Governors: Autumn 2023

Date to be reviewed: Autumn 2024



SEN Policy for Ghyllgrove Primary School

This document is a statement of the aims, principles and strategies for dealing with Special Educational Need/Disability (SEND) at Ghyllgrove Primary School.

LEGISLATIVE COMPLIANCE

This policy complies with the statutory requirement laid out in the Special Educational Need/Disability Code of Practice 0-25 (Jan 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools (Feb 2013)
- SEND Code of Practice 0-25 (Jan 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at School with Medical Conditions (Apr 2014)
- The National Curriculum in England Keystage 1 and 2 framework document (Sept 2013)
- Teachers Standards 2012
- Children and Families Act (2014)
- The SEN & Disability regulations (2014)

THE SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR

The school's Special Educational Needs Co-ordinators (SENCOs) are Mrs F Foote and Mrs E Greenwood. Mrs D Briggs is the SENCO assistant.

They can be contacted on 01268 450067

Mrs L Patmore is the Assistant Headteacher who oversees the SEN Team at Ghyllgrove Primary School.

SEND STATEMENT

At Ghyllgrove Primary School we believe the delivered curriculum is a balanced and broadly based one which promotes the spiritual, moral, cultural, mental and physical development of pupils at school and prepares them for the opportunities, responsibilities and experiences of adult life. We aim to translate the statutory orders and visions of our Education Authority into a working curriculum suited to the needs of all the children at Ghyllgrove. Our approach to the education of children with SEND relates to the aims we have for all children.

At Ghyllgrove, we strive to educate all pupils to the maximum of their potential. We recognise that the children do have unequal starting points and we endeavour to match learning experiences to individual needs. Each child will learn according to his age, aptitude, and ability, and achievements will differ. We foster a positive attitude to learning and achievement so children will feel no sense of failure, but develop a good level of self-esteem and self-worth. For every child our expectations and standards of behaviours are of the highest order. All children are valued equally, and the achievement of their full potential given equal importance.

At Ghyllgrove, every teacher is a teacher of every child or young person including those with SEND.

OUR AIMS

The aims of our SEND policy is to:

- Raise the aspirations of and expectations for all pupils with SEND
- Ensure resource allocation and choice of intervention leads to good learning outcomes for all pupils with SEND.

OUR OBJECTIVES

1. To identify and provide for pupils who have special educational needs and additional needs.
2. To work within the guidance provided in the SEND Code of Practice, 2014.
3. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
4. To provide a Special Educational Needs Co-ordinator who will support all staff working with special educational needs pupils.
5. To work in co-operative and productive partnership with the Local Authority and other outside agencies to meet the needs of pupils with SEND.
6. To work co-operatively and productively with pupils with SEND, and their parents and carers.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Definition of ‘SEND’

According to the Code of Practice, a child has Special Educational Needs/Disability (SEND) if they have a learning difficulty or disability which calls for special education provision to be made for them due to:

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

The definition of disability in the Equality Act states children with a physical or mental impairment that has a 'substantial' and 'long term' (more than 12 month) negative effect on their ability to do normal daily activities, and this includes children with asthma, diabetes, epilepsy and cancer. Schools must make 'reasonable adjustments', including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

The code of practice recognises four broad areas of need for a child with SEND:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

These four broad areas allow the school to work out the best possible provision to be made for a pupil with SEND, and are not used to fit a pupil into a category. Furthermore, we consider the needs of the whole child, not just the special educational needs of the child.

We no longer identify 'behaviour' as a separate category of need, but recognise that any concerns relative to a child's behaviour should be described as an underlying response to a need which needs to be recognised and identified.

Other needs may impact on progress and attainment but are not considered SEN:

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked after Child
- Being a child of a Serviceman/woman.

A Graduated Approach to SEN Identification Support and Management

The identification of pupils with SEN is built into our overall approach to monitoring the progress and development of all pupils: a cycle of ASSESS – PLAN – DO – REVIEW.

All pupils are assessed on entry into Ghyllgrove Primary School and their subsequent progress is jointly reviewed termly by class teachers/headteacher/learning assistants. Where pupils are identified as making less than expected progress then additional intervention is planned and carried out. This is the graduated approach:

Stage 1: Ordinarily available teaching/targeted intervention (keep up not catch up)

Well-differentiated, quality first teaching, including, where appropriate, the use of specific interventions

- All learners will have access to high quality teaching
- Learners making poorer progress will have access to a range of interventions. These will be pupils who are underachieving and have been identified as needing to make accelerated progress, but will not necessarily be pupils with SEN.

Identification and Assessment

Children's needs should be identified and met as early as possible through:

- The analysis of data including assessment on entry data and other whole-school pupil progress data.
- Classroom based assessment and monitoring arrangements.
- Following up parental concern.
- Tracking an individual pupil's progress over time.

The class teacher is responsible for the progress of all pupils in their class. Some pupils at this level may be causing concern so the class teacher will complete a request for SEN support form to raise their concerns with the SENCO. Further assessments may be carried out and the pupil may be placed on the SEN record and be offered additional SEN Support.

Stage 2: Additional SEN Support/ Targeted Support

If concerns continue or increase, then pupils may receive additional, time-limited and targeted interventions to accelerate their progress to help them work at age related expectations.

- Pupils will be offered additional SEN support when it is clear that their needs require intervention which is 'additional to' or 'different from' the well differentiated curriculum offered to all pupils.
- These interventions may involve group or one-to-one teaching.
- The SENCO and class teacher will work closely with learning assistants to plan and assess the impact of the support and interventions (and may ask the Local Authority for specialist advice).
- At this stage pupils will be placed on the SEN record and will have a provision map detailing their interventions.
- Provision maps are reviewed termly by class teachers, parent/carers and pupil.

When a pupil continues to make less than expected progress despite interventions, they will receive more highly personalised interventions to accelerate their progress and enable them to achieve their potential/better close the gap towards age-related expectation.

- These interventions may involve group or one to one teaching.
- Specialist advice/support from local authority (Educational Psychologist, Specialist teacher, Speech and Language Therapist) may be sought to provide specific personalised intervention.
- The SENCO and class teacher will work even more closely with learning assistants and specialist staff to monitor progress of these pupils.
- At this stage the pupil may be issued a One Plan detailing additional support given.

Stage 3 Request for Assessment for Education Health Care Plan

If a pupil's difficulties prove to be complex and poor progress is made despite specific specialised intervention, then the school staff and/or professionals working with the pupil may decide to refer for an Education Health Care Plan (EHCP). The request for this formal assessment will be made to the Local Authority. The evidence collected on the pupil's progress will be 'person-centred' and parent/carers working with the SENCO will be involved in this process. If the application is successful then an EHCP plan may be issued. The school's role will then be to implement the objectives and learning outcomes of the EHCP for the pupil and hold an annual review of the pupil's progress.

- Pupils with an Education Health and Care Plan will have access to all arrangements for pupils on SEN support and, in addition to this, will have an Annual Review of their Education Health Care Plan.
- Our school will comply with all local arrangements and procedures when applying for
 - ☐ Additional High Needs Funding
 - ☐ An Education Health and Care Plan

and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN support.

- Our review procedures fully comply with those recommended in the Special Educational Needs Code of Practice and with local policy and guidance particularly with regard to the timescales set out within the process.

Termly reviews are held to discuss the progress of pupils with SEN with the pupil, parent/carers. When a pupil makes less than expected progress the graduated approach necessitates more intervention. When a pupil makes accelerated progress then a joint decision is made, with the SENCO, as to whether the pupil can exit the SEN record.

Please see the SEN Information Report on our school website for more information on the current SEN provision at Ghyllgrove Primary School

SUPPORTING PUPILS AND FAMILIES

The school aims to work in partnership. We do so by:

- Offering support from the Local Authority. Local offer details can be accessed through www.essexlocaloffer.org.uk.
- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their children's education.
- Making parents and carers feel welcome.
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Instilling confidence that the school will listen and act appropriately.
- Focusing on the child's strengths as well as areas of additional need.
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- Agreeing targets for all pupils, in particular, those not making expected progress and involving parents/carers in the drawing-up and monitoring progress against these targets.
- Keeping parents and carers informed and giving support during assessment and any related decision making process pupils/parents are involved in.
- Ensuring early and timely planning for transition to a pupil's next phase of education and, in the year before the year in which they leave will offer transition meetings to pupils with statements of Special Educational Needs. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the Education Health Care Plan Co-ordinator
- Supporting the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling if required.
- Encouraging pupils and parents to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers might be arranged as appropriate.
- Giving parents a named contact at the next phase provider with whom the SENCO will liaise with.
- Supporting pupils at school with medical conditions so that they have full access to education, including schools trips and PE. Please see the school's policy 'Supporting Pupils at School with Medical Conditions' for further information.
- Involving parents in the decision about access to end of KS1/KS2 exams and other assessments. Class teacher and the SENCO are happy to discuss the options with the parent/carers and the child.

- Ensuring no child will be refused admission to school on the basis of his or her special education need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provisions. *(see Admission policy for the school, as agreed with the Local Authority)*

MONITORING AND EVALUATION OF SEND

We carefully monitor and evaluate the quality of provision offered to pupils:

- Classroom observations of class teachers and learning support assistants to monitor the quality of teaching and learning.
- Governor visits.
- Teacher assessment.
- Data Analysis on progress of pupils:
 - Formal assessments
 - Reading tests
 - End of year attainment tests (English and Maths)
 - Placement tests: Rapid Phonics
- Progress towards intervention targets (Speech & language Rapid Phonics etc).
- Parental and pupil views.
- Termly headteacher/class teacher progress meetings.

All data/information is used to review and improve the provision for pupils with SEND. This may include:

- strategies for better high-quality teaching in class
- addressing continuing professional development issues
- buying additional resources
- requesting specialist teacher support

TRAINING AND RESOURCES

The school receives a delegated budget from the LEA and spends a considerable percentage of this on provision for special educational needs, above and beyond that put in through the formula funding. This spending supports most of the children with SEN in the school. Some have very specific exceptional needs and so are allocated extra equipment, learning support assistant and teacher time from a central LEA budget.

The spending reflects the needs of the children on roll. SENCOs and Learning Assistants are employed and a high percentage of their time is allocated to special needs work. The school is building up a resource bank of SEN teaching materials. This initially consisted of specialist materials for improving reading and writing skills. We aim to add to these every year and expect that there will eventually be a comprehensive range of materials for

literacy and numeracy skills and other areas of learning difficulty, such as motor co-ordination. Some of these materials are I.T. based.

As part of the school there is a primary resource base for deaf children. The children are supported by the staff in the resource base whilst being on role in a mainstream class. Specialist teaching takes place in the resource base rooms in small groups or 1:1 according to the children's needs. Total communication is used, with staff and parents working together to develop the children's preferred method of communication and all resource base staff have or are acquiring signing qualifications. Integration, both social and academic, is encouraged and each child has an individual timetable to support this. Some reverse integration also takes place. For further information on the resource base please refer to the resource base policy or the SEN information report.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. The school's SENCOs regularly attend the local authorities SENCO network/cluster meetings in order to keep up to date with local and national updates in SEND.

We are committed to developing a wide level of expertise amongst the staff. The SENCO will attend in-service training in various aspects of special educational needs and staff training days will be allocated to SEN with tutors coming from external agencies and support services. We plan to further train our learning support assistants both in-house and by their attendance at EAIS courses. Many learning assistants have acquired nationally recognised qualifications in learning support at local colleges. The SENCO will bring to the notice of fellow members of staff any training opportunities in SEN.

ROLES AND RESPONSIBILITIES

Headteacher: Mrs R Tidiman

- responsible for the day-to-day management of all aspects of the school, this includes the support for children with SEN and/or disabilities.

SEN Governor: Ms D McCarthy

- ensuring school has an up-to-date SEND policy.
- making sure the school has appropriate provisions and has made necessary adaptations to meet the needs of all children in the school.
- Ensuring that the necessary support is made for any child who attends the school who has SEND.
- Making visits to understand and monitor the support given to children with SEND.

SEN Team: Mrs Greenwood, Mrs Foote and Mrs Briggs

- Co-ordinating all the support for children with SEND.
- Developing the school's SEND policy.
- Responsible for meeting the medical needs of pupils.

Teacher of Deaf in charge of the Resource Base for deaf children: Mrs Scrocca

- Responsible for co-ordinating all the support for children who attend the resource base.

Learning Support Assistants:

- To support children who need additional support with their learning.

STORING AND MANAGING INFORMATION

- The SENCO or ToD maintains the SEN record and oversees record keeping on pupils with SEN
- All One Plans, provision maps, EHCP requests and some correspondence is stored centrally on the school's server.
- Paper copies are kept in individual Pupil's files.

COMPLAINTS

Parents who are dissatisfied with the support provided should discuss their concerns directly with the school. If for whatever reason this does not resolve the issue, they make a formal complaint via the school's complaints procedure.