

# GORSEYBRIGG PRIMARY SCHOOL AND NURSERY

## SPECIAL EDUCATIONAL NEEDS Policy Statement

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25, June 2014.

The SEND coordinator is Kay Christie and the designated Governor for SEND is Wendy Temple.

An SEN Information Report is published on the schools website and will be reviewed regularly.

### Objectives

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice, 2014.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- To provide a Special Educational Needs Coordinator who will work with the SEN Inclusion Policy.
- To provide support and advice for all staff working with special educational needs pupils.

### Definition of Special Educational Needs

SEND means special educational needs and disabilities. Children have a special need if they have a learning difficulty which calls for special education provision to be made. This will be if the child:

- Has significantly greater difficulty learning than the majority of children of the same age.
- Has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of school age within the Local Authority.

There are 4 areas of special needs which will be identified as either:

**Communication and Interaction** This includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.

**Cognition and Learning** This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia.

**Social, Mental and Emotional Health** This includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.

**Sensory and/or Physical Needs** This includes children with sensory, multi-sensory and physical difficulties.

Behavioural difficulties do not necessarily mean that a child has SEN and should not automatically lead to a pupil being registered as having SEN.

The following are not considered to be SEN but they may impact on progress and attainment:

- Disability (if reasonable adjustments can be made according to Code of Practice 0-25)
- Attendance and punctuality
- Health and welfare
- EAL (English as an additional language)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

## **Identification of Pupils' needs**

All our children are treated as individuals and the class teacher, alongside other support staff, plan an appropriate differentiated curriculum for our children with additional needs to ensure high quality teaching and learning with effective support and resources. Clear individual education plans and care plans are put in place and reviewed regularly. Termly assessments ensure children are on track to meet targets and planning accurately addresses needs. Progress, targets and plans are regularly reviewed and evaluated to inform the next steps.

## **A Graduated Approach:**

### **Quality First Teaching**

1. Any pupils who are falling significantly outside the range of expected academic achievement in line with predicted performance indicators will be closely monitored.
2. The child's class teacher will take steps to provide differentiated learning opportunities that will support the pupil's academic progression.
3. Any concerns will be discussed with parents informally or at parents' evenings and parents will be encouraged to share information and knowledge with the school.
4. Staff will consult the SENDCO for support and advice.
5. School interventions may be used to target a pupil's difficulties and to aid progress.

### **SEN Support**

Where it is determined that a pupil does have SEN, it will be discussed with parents and the pupil will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help the school ensure that effective provision is put in place and so to remove barriers to learning. The support provided consists of a four part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be monitored, impact assessed and different interventions to be put in place as the child's needs change. The Assess, Plan, Do, Review cycle enables the identification of those interventions which are most effective in supporting the pupil to achieve good progress and outcomes.

### **Assess**

- Analyse the pupil's needs using the class teacher's assessment, experience of working with the pupil, details of previous progress and attainment, comparisons with peers and views of parents, pupils and outside agencies.
- Any parental concerns will be noted and discussed.
- Regular reviews to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that interventions being used are appropriate.
- Share information with external agencies. Where they are not involved they may be contacted following agreement from parents.

### **Plan**

- Planning will involve consultation between the teacher and SENDCO and shared with parents to agree the interventions and support that are required; the impact on progress, development and /or behaviour that is expected and a clear date for review.
- All staff working with the pupil will be informed of their individual needs (including medical), strategies that the child responds to and intervention programmes in place.

## **Do**

- The class teacher remains responsible for working with the child on a day to day basis. Class teachers have responsibility for planning, monitoring interventions and liaising with support staff. Teachers will support Teaching Assistants with assessing and reviewing the impact of the support.
- Additional support will be provided by the SENDCO and/or head teacher. If appropriate, advice from external agencies will be sought.

## **Review**

- A child's progress will be regularly reviewed and the impact of support will be monitored.
- Where appropriate, the child's views and parents views will be taken into account. The class teacher, in conjunction with the SENDCO/head teacher will revise the support and outcomes based on the pupil's progress and development.

## **Referral for an Education, Health and Care Plan**

If a child has lifelong or complex difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur when the complexity of need or lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Teachers/SENDCO
- Parents
- Social Care
- Educational Psychologist/Clinical Psychologist (if appropriate)
- Health Professionals – CAMHS, School Health, Paediatricians

Information will be gathered relating to the current provision, impact of the provision and remaining barriers to learning. A decision will be made by a panel of professionals from an education, health and social care background about whether the child is eligible for an EHC Plan. Parents have a right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

## **Education, Health and Care Plans (EHC)**

1. Following Statutory Assessment, an EHC Plan will be provided by Derbyshire County Council, if it is decided that the child's needs cannot be met by the support that is ordinarily available. The school, child's parents and other professionals who support the child will be involved in developing and producing the plan.
2. Parents have the right to appeal against the contents of the EHC Plan. They may also appeal against the school named in the plan if it differs from their preferred choice.
3. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed annually by staff, parents and the pupil. A child who is in Foundation Stage will have their EHC Plan reviewed twice a year. These reviews will enable provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing/increasing levels of support/amending objectives.

## **The Local Offer**

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to families in Derbyshire that have an Education, Health Care Plan and those that do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

### **Inclusion of all Pupils with SEND**

The head teacher and SENDCO oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively through school. The school curriculum is reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice about individual children from external agencies when appropriate.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN, those with EHC Plans and those without.

When moving to a new year group, information about individual pupils is shared with the new class teacher regarding provision, strategies and interventions. All paperwork and reports are also given to the next teacher. The annual review in Year 5 should consider the child's transfer to secondary education in order to provide sufficient time for planning and for parents to consider options. Staff will liaise closely with the secondary school and additional visits may be set up where appropriate.

### **Links with Support Services**

The school has a strong working relationship and links with external support services in order to fully support our SEN pupils and aid inclusion. Sharing information and knowledge with support services is key to the effective and successful SEN provision at our school.

Support services include:

Education Psychology, Health, CAMHS, Speech and Language Therapists, Teachers for the Visual/Hearing/Physical Impaired, Physiotherapists, Occupational Therapists, Behaviour Support, Support Service for Special Educational Needs, Autism Outreach, Social Services and Multi agency Teams.

### **Working in Partnership with Parents/Carers**

Parents are notified as early as possible of any concerns teachers may have about their child. The school is always willing to listen to parental concerns over a child's educational, social, personal, emotional and behavioural needs. Opportunities are provided for consultation and progress is reviewed with parents regularly.

If parents are unhappy with any aspect of the SEND Policy or provision made by the school, a standardised procedure operates. Initially, parents contact the class teacher who will arrange a meeting with the SENDCO. If parents are not reassured by this meeting, a discussion is organised with the Head teacher. If still dissatisfied, parents are free to discuss the matter with the governor responsible for SEND, who will if necessary arrange to review the case with the appropriate committee of the governing body. A further appeal can be made to the full governing body if necessary.

Any additional advice on SEND can be obtained from the Parent Partnership.

### **Supporting Children with Medical Conditions**

The school recognises that pupils with medical conditions, for example diabetes and allergies, should be properly supported so that they have full access to education, including school trips and physical education. The school will comply with its duties under the Equality Act 2010.

Arrangements are put in place to support individual pupil's needs with their specific medical needs/conditions. Meetings are held between parents, and the relevant medical professionals. Where appropriate Health Care Plans are drawn up. Staff administering medicines or working with children with specific needs receive regular training. We work in accordance with Supporting Pupils at School with Medical Conditions published by the DFE in April 2014.

### **Accessibility**

The school building is accessed by a sloping path. Wheelchair access is via the main double doors. The playground is accessible to wheelchairs. The inside of school is spacious enough but teachers will need to consider wheelchairs when arranging furniture. We have a toilet adapted for use by

disabled people and a dedicated area for disabled children using a hoist, changing couch and toilet.