

# **Gillamoor CE (VC) Primary School**

## **Special Educational Needs and Disabilities (SEND) Policy**

Where God's love is sown, grown and taken home.

Our Mission Statement

Our School community aims to inspire and nurture the love of learning and to develop the full potential of all, within a distinctly Christian environment.

The core Christian values we embrace and foster are: Loving and Caring, Courage, Compassion, Honesty, Thankfulness, Generosity, Respect and Forgiveness.

### **Introduction and definitions:**

The Special Educational Needs and Disability Code of Practice: 0-25 years 2014 sets out the following definition of SEN:

A child or young person has SEN (Special Educational Needs) 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 learning difficulty in learning than the majority of children of the same age, or
- Has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream

Post -16 institutions.

### **Disabled children and young people.**

Many children and young people who have SEN may have a disability under the Equality Act 2010- that is '...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities'. Long term is defined as 'a year or more' and substantial is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy and cancer.

### **The Equality Act 2012 sets out the legal obligations that schools.....**

- must not directly or indirectly discriminate against, harass or victimise children and young people
- must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at as substantial disadvantage compared with their peers.

### **Improving outcomes: high aspirations and expectations for children and young people with SEN.**

The Department for Education and The Department of Health Special educational needs and disability code of practice: 0-25years June 2014 clearly sets out the statutory guidance for organisations that work with and support children and young people with special educational needs or disabilities.

In Chapter 6.1, it states that,

'All children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives, and
- Make successful transition into adulthood, whether into employment, further or higher education or training

At Gillamoor CE School, these principles are at the forefront of our minds for every child in our care, and we strive to embed these principles of equality of opportunity in our school values and day to day relationships and work.

### **Areas of Need**

Special educational provision should be matched to the child's identified SEN.

These are generally thought of in the following four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and health
- Sensory and/or physical needs.

It should be noted that some children will have needs that cut across these four areas, and that their needs may change over time.

6.2 Every school is required to identify and address the SEN of the pupils that they support.

Mainstream schools must.....

- Use their best endeavours to make sure that a child with SEN gets the support they need- this means doing everything they can to meet children and young people's SEN
- Ensure that children that children and young people with SEN engage in the activities of the school alongside pupils who don't have SEN
- Designate a teacher to be responsible for co-ordinating SEN provision – the SEN co-ordinator or SENCO
- Inform parents when they are making special educational provision for a child
- Prepare an SEN information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time.

The following members of the Governing Body have specific oversight of the school's arrangements for SEN and disability:

Ms Jane Harper

The Headteacher, Mrs Alison Tweddle and the SENCO regularly review how expertise and resources are used to provide a 'Graduated Response' to the needs of individuals and also monitor the provision we make for children who have a range of Special Educational Needs at school. We are also mindful of and how best we can build the quality of whole school provision for SEN and this is an important part of the whole school improvement plan.

### **The role of the SENCO:**

The key responsibilities of the SENCO may include:

- Overseeing the day to day operation of the school's SEN policy
- Co-ordinating provision for children with SEN
- Liaising with the relevant Designated Teacher where a looked after pupil has SEN
- Advising on the graduated approach to providing SEN support
- Advising on the deployment of the delegated budget and other resources
- Liaising with parents of pupils with SEN
- Liaising with early years providers
- Working with the Governing Body and Head teacher to ensure that the school meets its responsibilities under the Equality Act 2010

- Ensure that the school keeps all records of children with SEN up to date

The school should ensure that the SENCO has sufficient time and resources to carry out these functions

### **Early Years Provision**

Strong links have been developed between staff at Gillamoor CE Primary School and the Early Years Settings from which children transfer to us between the age of 4 and 5 years. Parents are also closely involved in understanding and discussing their child's needs and the typical behaviours across the seven areas of learning set out in the Early Years Foundation Stage Framework, and how assessments are made against the non- statutory Early Years Outcomes.

On entry, and throughout the EYFS in their first year at school parents, practitioners and teachers gain a well-rounded picture of a child's knowledge, understanding and abilities.

Where a child appears to be behind the expected levels, or where a child's progress gives cause for concern, all of the above information will be considered with parents and appropriate provision will be implemented and monitored as part of a 'graduated response' that will be regularly discussed and reviewed with staff and parents.

### **Graduated Response**

At Gillamoor CE Primary School, we adopt the graduated response to each child's needs, in the early years and throughout school. This can be found in more detail in the Code of Practice 2014, and has four stages: ASSESS, PLAN, DO and REVIEW.

**Assess:** Initial assessments are reviewed regularly to establish whether provision is addressing that need. Where there is little or no improvement more specialist support may be called for from specialist teachers or from health, social services or other agencies beyond our setting.

At this point, with parents' involvement and agreement, these professionals will be contacted.

**Plan:** Where it is necessary to provide additional and different support, SEN support, the teaching staff, parents and SENCO will work together to agree the outcomes being sought, and the best way forward to meet them. Plans will also take account of the child's views, and PUPIL VOICE is an essential part of our values and ethos at Gillamoor CE Primary School.

We believe a team approach, with school and parents working together is key to reinforce the provision made. It is important that strategies used at home, at school and the outside agencies that are now involved are consistent.

**Do:** The class teacher will oversee the implementation of the programmes or interventions agreed and the SENCO will assist in this process.

**Review:** An agreed date of review will involve the teacher, the parents, and the views of the child. This will assess the impact of the interventions and will then involve all parties in modifying the next set of outcomes and agreeing the next steps forward. Parents will be given clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

This cycle of action will be revisited in increasing detail, and if necessary, with increasing frequency, to identify the best way of securing good progress for the child.

### **Involving specialists**

Where a child continues to make less than expected progress, despite evidenced based support and interventions matched to the child's area of need, the decision to involve additional specialist support will be taken with the parents. We have excellent relationships with the health workers, speech and language therapists, and educational psychologists and many other specialists who will work with us to identify other strategies and programmes and equipment to help the child progress

towards the desired learning and development outcomes. The involvement of parents in this decision is of paramount importance for its success. A list of specialists can be found in the local authority's Local Offer.

### **Requesting an Individual Educational Health Care Plan (IEHCP)**

If a child continues not to make the expected progress, despite all of the above, and the graduated response and evaluation of their needs, the school will progress to the next level and take advice from the Local Authority about applying for an IEHCP or EHC

Where a pupil is on an EHC plan, the local authority has a statutory duty to review that plan every twelve months as a minimum. The school works closely with all the relevant agencies before, during and after the review to secure the best outcomes for the child and act on the findings at the review.

### **Curriculum and teaching**

Gillamoor CE Primary School provides a broad and balanced curriculum for all children, with high expectations for every pupil.

The National Curriculum is our starting point for planning quality learning experiences that meet the specific needs of individuals and groups of children. When planning, teachers set varied learning challenges and respond to children's diverse learning needs and learning styles. All staff work hard to identify difficulties and work together as a team to overcome potential barriers to learning. Some children may need additional help and provision to overcome barriers that continue to affect their learning, or rate of learning. They may require 'additional and different' action by the school and will receive a 'graduated response' to their needs in the form of additional or different help from that given to other children of the same age.

### **The range of provision at our school**

The range of provision available is outlined below:

- Early diagnosis of difficulty through rigorous tracking and assessment of pupils
- Quality First Teaching by all staff
- Whole school Provision Mapping for the four broad areas of SEN and support

#### **Communication and interaction**

#### **Cognition and learning**

#### **Social, emotional and mental health**

#### **Sensory and or physical needs:**

- A real commitment to positive working relationships with parents
- Staff trained to deliver research based intervention programmes and targeted teaching
- Inclusion passports for children receiving additional and different support, outlining what they do well, aspirations for the future, and agreed steps to achieving those aims
- Regular time to review the impact and effectiveness of provision with parents, staff in school and outside agencies
- The National Award for Special Educational Needs Award is pending and training has also been completed by the SENCO in the use of North Yorkshire's 'Can-do' Comprehensive Assessment of Need procedure and she is now a certified user.
- Analysis of data and regular tracking systems by all staff at pupil progress meetings and are presented to the Curriculum Committee of the Governing Body termly when we scrutinise the progress of each child, and groups of learners to inform next steps and best possible outcomes
- Additional provision is tailor made to the needs of individual children with SEN at transition time as they enter the school or exit from it.

We have, and will continue to build very positive and productive working relationships with a wide variety of outside agencies and professional support groups. For example, The Enhanced

Mainstream School at Lady Lumley's has a unit focused on the needs of children and young people with Specific Learning Difficulties, we also have strong links with the Educational Psychologist, Speech and Language Support staff, Behaviour Support, Health Professionals and colleagues in Social Services.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

**At Gillamoor CE School, all these factors come together to:**

- *create an environment that meets the special educational needs of each child;*
- *ensure that the special educational needs of children are identified, assessed and provided for;*
- *make clear the expectations of all partners in the process;*
- *identify the roles and responsibilities of staff in providing for children's special educational needs;*
- *enable all children to have full access to all elements of the school curriculum;*
- *ensure that parents are able to play their part in supporting their child's education;*
- *ensure that our children have a voice in this process.*

**Educational inclusion**

At our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- *have different educational and behavioural needs and aspirations;*
- *require different strategies for learning;*
- *acquire, assimilate and communicate information at different rates;*
- *need a range of different teaching approaches and experiences.*

**Teachers respond to children's needs by:**

- *providing support for children who need help with communication, language and literacy;*
- *planning to develop children's understanding through the use of all available senses and experiences;*
- *planning for children's full participation in learning, and in physical and practical activities;*
- *helping children to manage their behaviour and to take part in learning effectively and safely;*
- *helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.*

**Special educational needs and disabilities**

Children with special educational needs have difficulties that call for special provision that is additional and different to the majority. All children may have special needs at some time in their lives. Children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age;

- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age;
- they are under school age and fall within the definitions above;
- they have behaviour difficulties which impacts on their learning.

Many of the children who join our school have already attended an early education setting, and in many cases; with their needs have already been identified and tracked. All our children are assessed when they join our school, so that we can identify their strengths, highlight weaknesses and build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children and work closely with parents to engage them in their child's development.

The needs of most children are met through effective differentiated class teaching. However, if our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources in line with our Quality First Teaching. A graduated response to the child's needs will take place. The class teacher will work together with parents and the SENCO to discuss the impact of work in class and to outline interventions that may be the next step to improved outcomes for the child. With research based interventions, entry and exit data will guide staff as to their effectiveness and, once again, measurable impact will inform future assessments and plans for addressing the child's needs in the future.

We will record the strategies used to support the child within an Intervention Map and Inclusion Passport. These indicate what intervention or support has been given in school and the effects it has had on the child's progress. These are reviewed, with pupils and parents once a term.

If, after a graduated response within school has not made a significant impact on the child's learning, and there remain barriers to progress there will be another period of discussion and review with the parents and their consent sought in order for the school to contact outside agencies and make a referral to appropriate outside agencies such as learning or behaviour support e.g., the Educational Psychologist, area Enhanced Mainstream Schools, Speech & Language Therapy etc for their advice and support. In the event of staff identifying children as having a high level of need beyond the funding allocated to the school, or beyond the expertise offered by the school, the local authority's CANDO application will be completed with the SENCO and the parents in partnership to request additional funding, expertise and support for that child. The Individual Educational Health Care Plan (IECHP) that now replaces the Statement of Special Educational Needs would then be determined after statutory assessments by the local authority

At Gillamoor C.E, Primary School the SENCO, together with the Headteacher:

- *manages the day-to-day operation of this policy;*
- *co-ordinates the provision for and manages the responses to children's special needs;*
- *supports and advises colleagues;*
- *oversees the records of all children with special educational needs;*
- *works positively with parents;*
- *engages with external agencies and other support agencies;*
- *monitors and evaluates the special educational needs provision and reports to the governing body;*
- *manages a range of resources, human and material, to enable appropriate provision for children with special educational needs;*
- *contribute to the professional development of all staff.*

## **The role of the governing body**

The governing body has due regard to the SEN Code of Practice when carrying out its duties toward all pupils with special educational needs.

The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs. The governing body ensures that parents are notified of a decision by the school that SEN provision is being made for their child.

The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The 'responsible person' in this school is the Head teacher. The Head teacher ensures that all those who teach a pupil with a statement of special educational needs are aware of the nature of the statement.

The SEN Governor and the Head teacher ensure that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

### **Allocation of resources**

The Head teacher is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.

The Head teacher informs the governing body of how the funding allocated to support special educational needs has been employed, including receipt and expenditure associated with Pupil Premium Funding.

### **Assessment**

Early identification is vital. The class teacher engages with all parents regularly, and in the event of there being cause for concern their views and ideas would be drawn upon by staff to determine the best way forward.

The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices. This is an on-going and rigorous process.

The SENCO works closely with parents and school staff to determine and plan an appropriate programme of support.

The assessment of children reflects their participation in the whole curriculum of the school. The class teacher and the SENCO may break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators, such as in the case of using PIVATS.

### **Access to the curriculum**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- *understand the relevance and purpose of learning activities;*
- *experience levels of understanding and rates of progress that bring feelings of success and achievement.*

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning. Children may have specific targets which are closely matched to their needs and abilities and anticipated rates of progress.

We support children in a wide variety of ways that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times, though, when to maximise learning, we ask the

children to work in small groups or in a one-to-one situation outside the classroom with a skilled teaching assistant.

### **Partnership with parents**

*The school works closely with parents in the support of all children. We encourage an active partnership through an on-going dialogue with parents. The home-school agreement and our school values are central to this. Parents are encouraged to realise what an important and essential role they have in their child's development, whether they have SEN or not, have much to contribute to our support for children with special educational needs.*

The school website contains details of our policy for special educational needs, the complaints procedure they should follow if deemed necessary and how the school contributes to the Education Authority's Local Offer.

### **Pupil participation**

In our school, the staff and governors work hard to remove barriers to learning and full participation by all pupils. There have been, and continue to be successful and inclusive practices that affect the lives of everyone at our school.

We encourage children to take responsibility and to make decisions. This is part of the culture of our school, is embedded in our school values, and relates to children of all ages. Our school recognises the importance of children developing social emotionally and academically. Pupils are actively engaged in their learning, encouraged to strive for continued improvement, but, equally, are encouraged to recognise their successes along the way.

### **Monitoring and evaluation**

The Head teacher monitors the movement of children within the SEN system in school. The Head teacher provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

The SENCO and the Head teacher hold regular meetings to review the work of the school in this area. The SENCO/Head teacher and the named governor with responsibility for special needs also hold termly meetings.

The governing body will review this policy every year and will consider any amendments in the light of annual review findings or statutory guidance from the Department for Education.

At Gillamoor CE Primary School, we strive for the best possible outcomes for all our children whilst also rigorously reviewing the impact of our work.

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