



"Learning to Succeed"

Gladstone Road Primary School

Special Educational Needs and Disability (SEND) Policy

This policy is in line with the final SEN Code of Practice, which has been ratified by Parliament for use from September 2014.

Abbreviations Used:

SEND Special Educational Needs and/or Disabilities

SEN Special Educational Needs

SENCo Special Educational Needs Coordinator

CoP Code of Practice (referring to SEN)

LA Local Authority

APDR Assess, Plan, Do, Review

EHCAR Education, Health and Care Assessment Request

EHCP Education, Health and Care Plan

Our Vision, Values and Aims

"Learning to Succeed"

Our Vision:

A Curriculum For Everyone

Our aim is to provide a full, wide and rich curriculum which enables all children to achieve and surpass their potential both in terms of their learning and their personal development.

We aim to do this by:

- Teaching to the very highest of standards, delivering lessons which are planned to meet the needs of all learners whatever their starting point.
- Providing an environment which promotes high quality learning and provision; initiating interest and celebrating success and achievement throughout all areas of the curriculum.
- Raising aspirations and allowing children to develop interests through a wide range of opportunities and first hand experiences which children will remember vividly and then build upon through the development of skills and knowledge and a rich appreciation of the world they live in.
- Removing barriers and ensuring access and equal opportunities to a variety of extra-curricular activities.
- Supporting children to develop resilience, confidence and independence to be able to meet with failure and believe that they can achieve.
- Enabling children to be positive citizens in society who are able to live and work co-operatively with others, showing respect for others and having a sense of self-worth.

We want pupils to believe that wherever they come from, as they enter school, they leave with a belief and a security that there is no barrier that cannot be overcome; that whatever they wish to do in their adult life, we at Gladstone Road Primary School will provide them with the learning

experiences to help prepare them for the future.

Objectives of the Policy

The objectives of this policy are to ensure that the governing body makes provision for vulnerable pupils, those with SEN or who are disabled.

“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 a successful transition into adulthood, whether into employment, further or higher education or training.”

(6.1 SEN CoP)

Rational

The school community believes that:

- All pupils are equally valued and the school has high aspirations for all.
- All pupils are the shared responsibility of all staff.
- All pupils are entitled to a broad and balanced curriculum which is personalised and focused on outcomes.
- Promoting wellbeing will encourage children to maintain high standards of attendance, behaviour and achievement.
- Early and accurate identification is essential.
- A graduated approach, using Assess-Plan-Do-Review is an effective way to implement and evaluate provision.
- SEND and high needs funding will be used efficiently to ensure good progress of pupils with additional needs.
- Staff will be given appropriate training to allow them to meet a wide range of needs.
- Parents will be fully involved as partners in their child's education.
- Pupils will be encouraged to give their views on what learning is like for them.
- Governors should have access to information which will allow them to monitor and evaluate the effectiveness of the SEND policy.

Principles

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 he or she:

(a) has a significantly greater difficulty in learning than the majority of others of the same age; or

(b) 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 CoP 2014)

SEND Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help

school ensure that effective provision is put in place and so 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 refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions, which are the most effective in supporting the pupil to achieve good progress and outcomes.

Identification of Pupil's Needs: A Graduated Approach

“A child in my class is not making expected progress”

This means their academic/social/physical progress may be:

- Significantly slower than that of their peers, starting from the same baseline
 - Failing to match or better the child's previous rate of progress
 - Failing to close the attainment gap between the child and their peers
 - Widening the attainment gap
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- Monitor the child
 - Implement universal differentiation
 - Assess the impact over a suitable period of time

“The child is still not making expected progress”

- Discuss with SENCo at SEND Pupil Progress Meeting
- Implement further differentiation if needed and create a Learning Plan to support this (Assess, Plan, Do, Review)
- Complete a cycle of APDR
- Discuss with Year Leader/Subject Leader
- Discuss with parent
- Discuss with child
- Consider a “Booster/Catch Up” intervention
- Monitor for a suitable period of time

“The child is still not making expected progress”

- Discuss with SENCo at SEND Pupil Progress meeting

“What happens next?”

- The SENCo will come to observe the child and carry out other assessments as appropriate
- A further meeting will take place to discuss next steps

Assess

- A clear understanding of a child's needs is critical to planning effective strategies, provision and adjustments to teaching that will lead to good progress and improved outcomes.
- Assessment of need starts with a whole school approach that can quickly identify where a child is not making adequate progress, despite high quality teaching targeted at an area of weakness.
- Information that teachers can draw upon to establish a clear analysis of pupil's need:
 - * Teacher's assessment and experience of the pupil
 - * Information on pupil progress, attainment, and behaviour
 - * The pupil's development in comparison to their peers
 - * The views and experience of parents
 - * The child's own views

* Advice from external support services

Plan

- Need to ensure that where additional / different targeted provision is planned for, there are clear and expected outcomes linked directly to the provision.
- Schools have to have a very clear reason for taking the child out of their class and away from their teacher.
- What is the expected (targeted) outcome by the end of, for example, the term / half term, needs to be discussed, agreed and planned for.
- Outcome focused target setting – SMART.

Do

- It is imperative that teachers work closely with any TAs or specialist staff involved to plan and assess the impact of targeted interventions.
- Planning and review time should be explicitly planned for and must regularly take place.
- Quick and concise communication to convey outcomes of targeted provision.

Review

- Teachers shouldn't wait for the more formal termly review meeting to reflect on and make necessary adaptations to teaching and learning approaches and provision.
- Progress toward meeting planned outcomes should be tracked and reviewed regularly, at least termly.
- Pupil Progress Meeting or department review meeting.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant 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 where the complexity of need or a 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 decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Monitoring and Evaluating Performance

Monitoring and evaluating the progress of pupils with SEN is an integral part of our whole school system to monitor and evaluate achievement, teaching, behaviour and leadership and management. However, to ensure good life outcomes for this vulnerable group, additional, focused monitoring takes place. This includes:

- Monitoring and evaluating of interventions.
- Learning walks and pupil interviews to evaluate the effectiveness of the strategies being used.
- Pupil Progress Meetings.
- Completion of statutory functions by the SENCo related to referral for statement/education health care plans, termly meetings and annual reviews.
- Focused monitoring by the SENCo, LA adviser, SEN governor.
- Detailed discussions with families and pupils.
- Attendance and exclusions analysis.
- Feedback from support agencies and Ofsted.
- Analysis of progress data of selected groups.
- Local authority analysis of information and data about the school.

Links

Please click on the links below for more information, examples and proformas.

Whole School Approaches

North Yorkshire Local Offer – services available from the Local Authority.

SEND Information Report – school services.

Individual Approaches

EHCAR – video explaining the whole process; please see Page 6.

Responsibilities

Responsibility for coordination of Inclusion and SEN provision is as follows:

- **Head Teacher** – overall responsibility for the provision and progress of learners with SEND.
- **SEN Governor** – meets regularly with the SENCo and has access to information which allows them to monitor and evaluate the effectiveness of the SEND policy.
- **SENCo** – supports, leads and provides professional guidance to class teachers, maintains up to date records of SEND children, monitors and evaluates interventions, liaises with parents and outside agencies.
- **Class Teachers** – provide quality teaching within the classroom, implement SEND policy, identify, plan for and provide intervention for children in their class, liaise regularly with parents and SENCo.

SENCos – Tina Jenkinson and Kate Middleton

SEND Governor – Helen Kindness

Formulated: Nov 2020

Review Date: Aut 2021 or sooner if legislation changes

Approved by Governors at a meeting on 5th January 2021