



"Learning to Succeed"

# Gladstone Road Primary School

## Special Educational Needs and Disability (SEND) Policy

January 2024

Review Date January 2025

This policy is in line with the final SEN Code of Practice, which has been ratified by Parliament for use from September 2014 and updated in 2015.

This policy should be used alongside the SEN Information Report.

### 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)

## Rationale

**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 is essential, 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 SEND, parents will be formally advised of this and the child will be added to the SEND register. The aim of formally identifying a pupil with SEND 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**

All teachers at Gladstone Road Primary School are teachers of SEND. They will recognise when a pupil is not making expected progress or is experiencing difficulties accessing their learning alongside their peers. When this happens, the following process will be applied:

#### **“A child in my class is not making expected progress or is experiencing difficulties in accessing learning”**

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

- Significantly slower/lower than that of their peers
- 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

##### **The class teacher will:**

- Monitor the child
- Implement universal adaptations
- Assess the impact over a suitable period of time

#### **“The child is still not making expected progress/accessing learning successfully”**

##### **The class teacher will:**

- Discuss with the SENCo
- Discuss with the Subject Leader if needed
- Discuss with parents/carers
- Discuss with the child
- Consider a “Booster/Catch Up” intervention
- Implement further specific adaptations where needed and create a Learning Plan to document what is in place to support the child (Assess, Plan, Do, Review)
- Complete a cycle of APDR to monitor what is in place.

#### **“The child is still not making expected progress/accessing learning successfully”**

##### **The class teacher will:**

- Discuss with the SENCo

#### **“What happens next?”**

- The SENCo will observe the child and carry out other assessments as appropriate
- The child will be officially added to the SEND register.

- The Assess, Plan, Do, Review process will be officially started.

## **Assess**

### **As a school, we understand that:**

- 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 ongoing assessment and experience of the pupil
- \* Information on pupil progress, attainment, and behaviour
- \* Specific assessment tools linked to the needs of the pupil
- \* The pupil's development in comparison to their peers
- \* The views and experience of parents/carers
- \* The child's own views
- \* Advice from external support services

## **Plan**

### **When planning additional provision and adaptations, we:**

- Ensure that there are clear and expected outcomes linked directly to the provision.
- Have a very clear reason for taking the child out of their class and away from their teacher when planning interventions.
- Know what the expected (targeted) outcome by the end of, for example, the term / half term, needs to be discussed, agreed and planned for.
- Have outcome focused target setting using SMART targets.

## **Do**

- The SENCo and teachers work closely together and with any TAs or specialist staff involved to plan and assess the impact of targeted interventions.
- Planning and review time is planned for and regularly takes place.
- Quick and concise communication is used to share outcomes of targeted provision.

## **Review**

- Teachers reflect on and make necessary adaptations to teaching and learning approaches and provision as part of their weekly planning routine.
- Learning plans are reviewed regularly, using the relevant section on the plan.
- If targets are met, new targets are set during the cycle to ensure the plans reflect the progress of the child.
- Scheduled review meetings take place termly alongside parents.

## **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 by the SENCo. The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Other educational specialists or agencies
- 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 about whether 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.

## **Confidentiality**

Staff may have access to personal data about pupils and their families which must be always kept confidential and only shared when legally permissible to do so and in the interest of the CYP. Records should only be shared with those who have a legitimate professional need to see them. Staff should never use confidential or personal information about a CYP or her/his family for their own, or others advantage (including that of partners, friends, relatives, or other organisations). Information must never be used to intimidate, humiliate, or embarrass the child. Confidential information should never be used casually in conversation or shared with any person other than on a need-to-know basis. In circumstances where the CYP's identity does not need to be disclosed the information should be used anonymously. There are some circumstances in which a member of staff may be expected to share information about a CYP, for example when abuse is alleged or suspected. In such cases, individuals have a responsibility to pass information on without delay, but only to those with designated safeguarding responsibilities or to statutory services. If a CYP, or their parent / carer makes a disclosure regarding abuse or neglect, the member of staff should follow our school safeguarding procedures.

## **Safeguarding Children with SEND**

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

The additional barriers that can exist when recognising abuse and neglect in this group, include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Pupils being more prone to peer group isolation than other pupils.
- The potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.

- Communication barriers and difficulties in overcoming these barriers.

Children with disabilities may have regular contact with a wide network of carers and other adults for practical assistance in daily living including personal intimate care, hence being mindful that such situations can increase risk.

## 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.
- SENCo drop-ins.
- Completion of statutory tasks by the SENCo / Teaching staff related to 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 website.

[Our School Equalities Document](#) – school website.

## 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 and TAs. Maintains up to date records of SEND children, refers to outside agencies, monitors and evaluates interventions, liaises with parents and outside agencies.
- **Class Teachers** – provide quality teaching within the classroom, implement SEND policy including the Assess, Plan, Do, Review process, identify, plan for and provide intervention for children in their class, liaise regularly with parents and SENCo.

**SENCo – Tina Jenkinson**

**Deputy SENCo – Rachael Walton**

**SEND Governors – Connor Waterman**

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**Review Date:** Jan 2025 or sooner if legislation changes

**Approved by Governors January 2024**