

# GREEN GATES PRIMARY SCHOOL



## Special Educational Needs and Disability Policy

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## INTRODUCTION

At Green Gates Primary School, we are committed to ensuring that all learners have access to all learning opportunities and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEND. Only those identified with a learning difficulty that requires special educational provision will be identified as having SEND. Through the National Curriculum, the teachers in school set suitable learning challenges to enable all children to fulfil their potential. A minority of children have learning difficulties which call for special educational provision to be made for them. Teachers acknowledge these requirements and where necessary support individuals or small groups of children to ensure they can participate effectively in curriculum and assessment activities. The type and extent of the difficulty experienced by the child is taken into account by all who are involved with the welfare of the child.

### 1. DEFINING SPECIAL EDUCATIONAL NEEDS

A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to, that normally available to pupils of the same age.

The school values high quality first teaching for all learners and actively monitors teaching and learning across the school. Class and subject teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. Through these assessments pupils making less than expected progress can be identified. Children with SEND can be characterised by:

- Making significantly slower progress than their peers when starting from the same baseline.
- Failing to either match or better their own previous rate of progress.
- Failing to close the attainment gap between themselves and their peers.
- Having an increasingly wide attainment gap between themselves and their peers.

(Special educational needs and disability Code of Practise:0-25 years July 2014)

For some children SEND can be identified at an early age whilst for others difficulties only become evident as they develop and progress through the school.

Persistent disruptive or withdrawn behaviour or even learning difficulties do not necessarily mean that a child has SEND, they could develop as a result of a variety of factors including mental health issues, changes in family circumstances, bullying or bereavement. Staff working closely with such children will be alert to such changes and will respond appropriately.

For children of two years old or over, educational provision is that, which is additional to, or otherwise different from, the provision made generally for

children of their age in schools maintained by the LA, other than special schools, in the area.

## 2. IMPROVING OUTCOMES FOR CHILDREN WITH SEND.

In accordance with the 2014 Code of Practise (para 6.1,6.2) staff at Green Gates work hard to be certain that **all** children in the school receive 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.

In order to achieve these aims all staff at Green Gates:

- Use their best endeavours to make sure that a child with SEND gets the support they need.
- Ensure that children with SEND engage in the activities of the school alongside children who do not have SEND.
- Designate a teacher to be responsible for co-ordinating SEND provision-the SEND co-ordinator, or SENDCO.
- Inform parents when they are making special educational provision for a child.

The Code sets out four areas of SEND:

- Cognition and Learning
- Social, emotional and mental health difficulties.
- Communication and Interaction
- Sensory and/or Physical Needs

The Disability Discrimination Act 1995 states that a person has a disability for the purpose of the Act if they have a physical or mental impairment, which has a substantial and long-term adverse effect on his/her ability to carry out normal day to day activities.

## 3. AIMS AND OBJECTIVES

The aims of this policy are:

- to create an environment that meets the special educational needs of each child with identification and assessment of SEND as early as possible.
- to ensure that records relating to SEND follow the child through the school and are clear, accurate and up to date.
- to make sure that procedures for identifying children with SEND are known and understood by everyone.

- to identify all the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the curriculum.
- to raise staff awareness of and expertise with SEND through INSET.

#### 4. EARLY IDENTIFICATION-A GRADUATED RESPONSE TO SEND

Teachers at Green Gates respect the fact that children have different social, educational and behavioural needs and aspirations.

All staff have a responsibility for identifying students with SEND. Class teachers have the overall responsibility of ensuring that the curriculum will be differentiated and delivered in an inclusive way.

The school identifies young children at an early age through the Foundation Stage Profile so that those who may potentially need support are effectively monitored.

#### 5. ASSESSMENT AND PROVISION

Early identification is vital. The school uses an assessment system based on the Westminster Audit Criteria which has been re-written in keeping with the 2014 Code of Practise for the identification and assessment of children with special educational needs.

On entry to the school, each child's levels of attainment will be assessed in order to ensure that they build upon the pattern of learning and experience established during pre-school years. If the child already has an identified special educational need, this information will be transferred either from school to school or from class teacher to class teacher as the child progresses through the school to:

- provide starting points for the development of an appropriate curriculum,
- identify and focus attention on action to support the child within the class,
- use the assessment process to identify any learning difficulties,
- ensure feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning
- involve parents in implementing a joint learning approach at home.

The identification and assessment of the special educational needs of children at Green Gates whose first language is not English, requires particular care. Where there is uncertainty about an individual, teachers look carefully at all aspects of the child's performance to establish whether they have special educational needs or their limitations are due to limitations in

their command of the language. Advice will be sought from the English as an Additional Language Team, to ensure the best possible provision for these children is made according to their needs.

## 6. ROLE OF THE SENDCO.

The SENDCO's responsibilities include;

- overseeing the day to day operation of Green Gates School SEND policy
- coordinating provision for children with SEND
- liaising and advising fellow teachers
- overseeing the records of all children with SEND
- liaising with parents of children with SEND
- contributing to the in-service training of staff
- liaising with external agencies including the LEA's support and educational psychology services, health and social services.

## 7. MONITORING PROGRESS

Green Gates School's system for assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENDCO to consider what else might be done. This may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is evidence that the current rates of progress are inadequate. Adequate can be defined in a number of ways. It might be progress which:

- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment base line, but less than the majority of peers
- matches or betters the child's previous rate of progress
- ensures access to a broad and balanced curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the child's behaviour.

## 8. SEND

When a class teacher or the SENDCO identifies a child with special educational needs the class teacher will provide interventions that are additional to those provided as part of the school's usual differentiated curriculum. This will be called SEND and will be assessed using the amended version of the Westminster Audit Criteria. The triggers for intervention will be concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities make;

- little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- presents with persistent emotional or social difficulties which are not ameliorated by the techniques usually employed in the school
- has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

In some cases outside professionals from health or social services may already be involved with the child. Where these professionals have not already been working with the school staff, the SENDCO may contact them if the parents agree. The SENDCO will support the further assessment of the child, assisting in the planning future support for them in discussion with the colleagues and monitoring the action taken. The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

## 9. NATURE OF INTERVENTION

The SENDCO and the child's class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include;

- different learning materials or special equipment
- some group or individual support
- extra adult time to devise the nature of the planned intervention and to monitor its effectiveness;
- staff development and training to introduce more effective strategies

- access to LEA support services for one-off or occasional advice, strategies or equipment.

## 10. PASTORAL SUPPORT PLANS

Green Gates has in place a programme of support for children who, because of their behaviour, are at risk of exclusion. An individual pastoral support plan (P.S.P) is designed to monitor that child's progress in relation to his/her behaviour targets. Parents and other outside support agencies are invited to the planning meeting to identify areas of need. All views are taken into consideration and actions agreed upon. P.S.P meetings are reviewed every six weeks.

## 11. INDIVIDUAL TARGETS

Children's Individual Targets will be met through the Assertive Mentoring System which is now in place across the school.

## 12. External Services

The request for support from external services is likely to follow a decision taken by the SENDCO and colleagues, in consultation with parents. External support services, will usually see the child so that they can advise teachers on fresh targets and accompanying strategies, provide more specialist assessment to inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, an in some cases provide support for particular activities. The triggers for requesting advice from external services will be that, despite receiving individualised SEND support , the child:

- continues to make little or no progress in specific areas over a long period
- continues working at National Curriculum levels substantially below that expected of children of a similar age
- continues to have difficulty in developing literacy and mathematics skills
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

When school seeks the help of external support services, those services will need to see the child's records in order to establish strategies have already

been employed and which targets and have been set and achieved. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly.

**13. SCHOOL REQUEST FOR AN EDUCATION, HEALTH AND CARE PLAN.**

There may be times when, despite having taken relevant and purposeful action to identify, assess and meet the SEN of the child, expected progress may not have been made. With support and guidance from the Local Authority's specialist services, the school or parents may consider requesting an Education, Health and Care needs assessment. To inform our decisions the local authority will expect to see evidence of the action taken by the school as part of SEND support, as this will affect their final judgement if an Education, Health and Care Plan is necessary. This evidence/ information may include:

- individual targets which have been set for the pupil
- records of regular reviews and their outcomes
- the pupils health including the child's medical history where relevant
- National Curriculum levels attainments in maths and English
- educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- views of the parents and of the child
- involvement of other professionals such as health, social services or education welfare services.

**14. EDUCATION, HEALTH AND CARE PLAN**

**The EHCP Pathway** is a 7 stage process which is as follows:

1. Referral Planning Meeting.
2. First multi-agency EHCP(MAEHCP) Panel meeting(referral)
3. Confirmation of assessment.
4. Summary Assessment Meeting.
5. Second MAEHCP Panel -(EHC Plan).
6. Draft EHC or SEND Support Plan (Non-statutory Plan)
7. Consultation and finalisation of EHC Plan

An EHC plan will show how education, health and care provision will be co-ordinated, wherever possible, to support the child to achieve their outcomes. The plan should also show how the different types of provision contribute to specific outcomes.

## 15. ANNUAL REVIEW OF EHCP

All EHCP's will be reviewed annually with the parents, the pupil (where appropriate) the LEA, the school and any professionals involved. They are invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the Plan. The annual review will focus on what the child has achieved as well as on any difficulties that need to be resolved.

At the review in year 5, the aim is to give clear recommendations as to the type of provision the child will require at the secondary stage. It will then be possible for the parents to visit secondary schools and to consider appropriate options within the similar timescales as other parents.

The SENDCO of the receiving school may be invited to attend the final annual review in school of pupils with statements. This is to enable planning for the child's needs and reassure both child and parents that an effective and supportive transfer will occur.

Any concerns relating to the application of this policy should be addressed to Mr D Hodgson (Head teacher) or Mrs.K Stone (SENDCO)