



Special Educational Needs (SEND) Policy

Approved by: Headteacher & SLT

Last reviewed: January 2022

Next review: July 2023

Introduction

Gaskell Primary School has a named SENCO and Inclusion Lead Mrs Vicky Blakemore. The named Governor for SEND is Mrs Sophia Bibi. Together they ensure that the Gaskell Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.

At Gaskell it is the belief that all children have an equal right to a broad and balanced curriculum, which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for children for whom this is required, that is 'additional to' and/or 'different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014).

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

What are special educational needs?

A child has special educational needs if they have a learning difficulty / disability, which require that special educational provision is made for them. This means that they have significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means provision that is additional to, or different from, that made generally for others of the same age in the same setting.

This SEND policy details how, at Gaskell, we will do our best to ensure that the necessary provision is made for any child who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those children with special educational needs allowing them to participate in school activities alongside others.

Aims and objectives

The aims of this policy are:

- to create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside other children
- to request, monitor and respond to parents/carers and children's views in order to evidence high levels of confidence and partnership
- to make clear the expectations of all parties in the process
- to ensure a high level of staff expertise to meet children's needs, through well targeted continuing professional development
- to ensure support for children with medical conditions by ensuring consultation with Health and Social Care professionals
- to identify the roles and responsibilities of all staff in providing for children's special educational needs
- through reasonable adjustments to enable all children to have full access to all elements of the school curriculum
- to work in cooperation with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of any vulnerable learners

Equal Opportunities and Inclusion

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of our children to ensure inclusion for all and that all children are prepared for full participation in a multi-cultural society. We also measure and assess the impact regularly through meetings with the SENCO and individual teachers to ensure all children achieve.

Through appropriate curricular provision, we respect the fact that children:

- have different educational, 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 own 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

Identification, Assessment and Provision

Gaskell Staff have agreed that a typical child should be able to:

- progress academically
- recall prior learning
- socialise and interact age-appropriately
- be physically capable and able to dress and feed themselves
- be healthy
- cope and behave age-appropriately
- keep themselves safe age-appropriately
- organise themselves age-appropriately and be able to work with a degree of independence
- make and keep friends

If a child is NOT making academic progress and is unable to do any of the above, then additional provision will be required and, at that time, the parents would be consulted about placing their child on the school's SEND register.

The Governing Body, the school's Head Teacher, the SENCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities as all teachers are teachers of children with special educational needs.

The school will assess each child's current attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENCO will use this information

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 processes to identify any learning difficulties
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

The Role of The SENCO and Inclusion Lead and what Provision looks like at Gaskell

The Special Educational Needs Co-ordinator's (SENCO) / Inclusion Lead's responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy
- Coordinating provision for children with SEND
- Liaising with and advising fellow teachers
- Overseeing the records of all children with SEN
- Liaising with parents of children with SEN
- Contributing to the in-service training of staff
- Liaising with local high schools so that support is provided for Year 6 children as they prepare to transfer
- Liaising with outside agencies including the LEA's Educational Psychology Services, Health and Social Services
- Coordinating and developing school based strategies for the identification and review of children with SEN

Monitoring Children's Progress

The school's system for observing and 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 SENCO to consider what else might be done. This review might lead to the conclusion that the child requires help over and above that which is normally available within the particular class or subject. This usually means that the child's current and expected rates of progress are inadequate.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and their peer from widening
- Closes the attainment gap between the child and their peer
- Better the child's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the child's behaviour

In order to help children with special educational needs, Gaskell will adopt a graduated response. This may see us using specialist expertise if, as a school, we feel that our interventions are still not

having an impact on the individual. The school will record the steps taken to meet the needs of individual children through the use of Early Help Assessments and Pupil Passport reviews/provision mapping and the SENCO will have responsibility for ensuring that records are kept and available when needed. If we refer a child for an Education Health and Care Plan, we will provide the LEA with detailed records of our work with the child to date. See section on 'School Request for Education Health and Care Plans'.

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue and to put specific intervention in place, which should be monitored for a period of up to 6 weeks. An Initial Concern Form should be completed, which the SENCO will share with parents. If no progress is noted after this time, the child may be added to the SEND register with parental consent. The class teacher after discussion with the SENCO will then provide additional interventions that are additional to those provided as part of the school's differentiated curriculum and the child will be given individual learning targets (via a Pupil Passport), which will be applied within the classroom. These targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally with the SENCO, parents and child three times a year.

Reasons for a child being added to the SEND register may include the fact that the child:

- Makes little or no progress, even when teaching approaches are targeted particularly to a child's identified area of weakness
- Shows signs of difficulty in developing Literacy / Mathematics skills and struggle to recall prior learning or be unable to work independently
- Presents persistent emotional or behavioural difficulties, which are not improved by the behaviour management techniques usually employed in the school, and may mean they struggle to cope 'typically' or to work independently
- 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, which may mean that they can't:
 - express their wants and wishes effectively
 - socialise and interact age-appropriately
 - make friends
 - organise themselves
 - keep themselves safe
- Needs additional support / intervention from outside agencies / specialist services

Partnership with Parents

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners and will play an active and valued role in their child's education.

Children with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

The school website details our Special Educational Needs Information Report, which includes the arrangements made for children in our school with special educational needs. At all stages of the

special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages.

We encourage parents to make an active contribution to their child's education and have regular meetings three times a year to share the progress of special needs children with their parents. In addition to these meetings, if an Early Help Assessment is active, there will be additional Child Action Meetings to review the outcomes of any outside agency intervention. Parents can also arrange to meet the SENCO/ Inclusion Lead by contacting the School Office.

The Nature of Intervention

The SENCO / Inclusion Lead and the child's class teacher will decide on the action needed to help the child to progress in the light of earlier assessments. This may include:

- Adapted or different learning materials / specialist equipment
- Individualised Speech and Language Programmes provided by the School's Speech and Language Specialist following a speech and language assessment / review
- Some group or individual support, which may involve small groups of children being withdrawn during the school day
- Staff development and training to introduce more effective strategies

After initial discussions with the SENCO, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised interventions / programmes within the classroom. The SENCO will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

The use of outside agencies

Outside agencies may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the Early Help Assessment in order to establish which strategies have already been employed and which targets have previously been set.

The agency may act in an advisory capacity, or provide additional specialist assessment(s) or be involved in teaching the child directly. The child's individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of these interventions continues to be the responsibility of the class teacher/SENCO/ Inclusion Lead.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period
- Continues working at a standard substantially below that expected of children of a similar age
- Continues to have difficulty in developing Literacy and Mathematical skills
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group
- 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
- Despite having received intervention, the child continues to fall behind the standard of his peers

School Request for Education Health and Care Plans

A request will be made by the school to the LEA if the child has demonstrated significant cause for concern over at least two terms. The LEA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous Pupil Passports and targets for the child
- The child's Early Help Assessment and any reviews
- Records of previous provision / intervention and how any Specialist advice has been acted on
- Records of the child's health and medical history (where appropriate)
- The standard the child is working at in Literacy and Maths
- Assessments / observations made by Ladywood Outreach Service, Behaviour Support, Speech and Language or from the school's Educational Psychologist
- Views of the parents

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of this referral.

Children with an Education Health and Care Plan will be reviewed three times a year in addition to the statutory annual assessment. When this coincides with their transfer to high school, the review will be held in the Autumn term of Year 6 and the SENCO from the high school will be involved/informed of the outcome of the review.

Pupil Passports

Strategies employed to enable the child to progress will be recorded on a Pupil Passport which will include information about:

- The termly targets for the child
- How the adults can support the child to achieve
- How the child can achieve their targets
- What the child likes/doesn't like
- Any recent achievements
- What the parents think
- The review date

Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to access activities and experience levels of understanding and rates of progress that bring about feelings of success and achievement.

Teachers use a wide range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning. All staff have received training on different learning styles and are aware of the need to break down tasks into smaller more visual steps for some children.

We support children in a manner 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 however when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

Allocation of resources

The SENCO/ Inclusion Lead is responsible for the management of resources / provision for children with Education Health and Care Plans.

The Head Teacher informs the Governing Body of how the funding allocated to support special educational needs has been employed.

The role of the Governing Body

The Governing Body challenges the school and its members to secure necessary provision for any child identified as having special educational needs. They ask questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The Governing Body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

The Governing Body reviews this policy annually and considers any amendments in light of their findings. The Head Teacher reports the outcome of the review to the full Governing Body.

Monitoring and Evaluation

The SENCO/ Inclusion Lead, monitors the movement of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers and in drawing up Pupil Passports for children. The SENCO/ Inclusion Lead and the Head Teacher hold regular meetings to review the work of the school in this area. In addition the SENCO/ Inclusion Lead and the named governor with responsibility for special needs meet termly.