

# Special Educational Needs and Disabilities (SEND) Policy and Information Report

## Gastrells Community Primary School



Approved by: [Name]

Date: [Date]

Last reviewed on: [Date]

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# 1. Aims

Our SEND Policy and Information Report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and/or physical disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Gastrells Primary School fully recognises its responsibility in providing equality of opportunity for all of its pupils irrespective of their ability, gender, race, creed, physical ability or social circumstances. This is clearly set out in the School's Equality and Diversity Policy, which underpins and informs the school's approach to any type of discrimination.

This SEND policy deals with the specific duties outlined in the 2014 Children and Families Act and the Special Educational Needs and Disability Code of Practice (July 2014), together with the Equality Act 2010. to prevent discrimination against disabled people in their access to education.

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

## 3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, and/or
- 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, and/or
- Are higher achieving children who require additional provision (see Appendix 1).

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## **4. Roles and responsibilities**

### **4.1 The Special Educational Needs and Disabilities Co-ordinator) (SENDCo)**

The SENDCo is Fiona Radway [fradway@gastrells.gloucs.sch.uk](mailto:fradway@gastrells.gloucs.sch.uk)

Please make an appointment through the School Office (01453 765959) if you wish to speak with the SENDCo.

The SENDCo is responsible for:

- Working with the head teacher and SEN Governor to determine the strategic development of the SEND policy and provision in the school
- Having day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEN, including those who have Education, Health and Care (EHC) plans
- Providing professional guidance to colleagues and working with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advising on the graduated approach to providing SEN support, and the need for early intervention
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Being the point of contact for external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Working with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensuring the school keeps the records of all pupils with SEND up to date

### **4.2 The SEN Governor**

The SEN Lead Governor is Richard Castle; the Deputy Lead Governor is Andrea Driscoll Roberts. Both can be contacted via the School Office.

The SEN Governor is responsible for:

- Helping to raise awareness of SEN issues at governing board meetings
- Monitoring the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Working with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school
- Providing an Annual Report to the Board of Governors on SEN-related issues

### **4.3 The Headteacher**

The Headteacher is responsible for:

- Working with the SENDCo and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Having overall responsibility for the provision and progress of learners with SEN and/or a disability

#### **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

### **5. SEN information report**

#### **5.1 The kinds of SEN that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, Autistic Spectrum Disorder (ASD), Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Parents are advised to contact their GP if it is believed that their child may have ASD or ADHD or some other disability.

#### **Children with Medical Conditions**

At Gastrells we recognize that children at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education

#### **Children with Physical Disability**

- We support children and young people with physical needs to access teaching and learning at Gastrells; enabling them to fulfil their full potential, have a positive learning experience and take part in wider opportunities with their peers.
- Working with children and young people, their families and other professionals, we support children and their families to build capacity to contribute to positive outcomes, remove barriers to learning and maximise independence.

## **5.2 Identifying pupils with SEN and assessing their needs**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Where needs are identified, the SENDCo and class teacher will assess the child's strengths and difficulties and formulate an Action Plan which will be discussed with the parent and child. In some cases this will involve targeted SEN Support (SENS) which will be documented with interventions, targets and anticipated outcomes which will be reviewed and updated on an ongoing basis. In more challenging scenarios, or where progress in tandem with SENS has been consistently lower than anticipated, the SENDCo will consider applying for an Education, Health and Care Plan (EHCP).

An EHCP, which may attract significant funding support, will normally be applicable if:

- A child is Looked After, and therefore additionally vulnerable;
- A child has a disability which is likely to be lifelong which means they will always need support to learn effectively; or
- A child's achievements are so far below their peers that it is likely that, at some point, he or she may benefit from special school provision.

At all stages where SENS or an EHCP is being considered, parents and carers will be involved in the process.

All children at Gastrells who are included in SENS or who are the subject of an EHCP will be recorded in the School SEN Register. This Register is maintained by the SENDCo and access is maintained on a "Need to Know" basis. The names of children are removed from the Register in line with their peers when they no longer fit the criteria for additional support / intervention

## **5.3 Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty

- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

## **5.4 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **Assess, Plan, Do, Review**.

The class or subject teacher will work with the SENCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of the child's needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

An update on the progress and attainment of children with SEND is provided within the HeadTeacher's Report to the bi-monthly meetings of the Governing Body. An Academic review will also be presented to the Governing Body by the SEND Governor on a termly basis. The individual progress of children with SENS or an EHCP is reviewed on a case-by-case basis, as outlined within the SEN requirement but a full review of each child is undertaken on an annual basis.

## **5.5 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. Transition to secondary school ensures all pupils have an induction session at their new school and where possible, additional sessions to familiarize the setting with the individual pupil.

## **5.6 Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Letters & Sounds
- Spelling, Punctuation and Grammar
- Dyslexia
- Early Literacy Support
- Dancing Bears
- Toe by Toe
- Better Reading
- Fine Motor - Handwriting
- Social Skills
- In Gloucestershire children count
- Gross Motor
- Fizzy
- Relax Kids
- Reflexology
- Balance ability
- Change 4 life
- Therapeutic Story writing
- Social Emotional Aspects of Learning
- Nurture Group

### 5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

### 5.8 Additional support for learning

We have a proportionately large number of teaching assistants who are trained to deliver interventions. Teaching assistants will support pupils on a 1:1 or group basis as required.

We work with the outside agencies to provide support for pupils with SEN including:

- Social Services
- Behavioral Support Team
- Early Help
- Advisory Teaching Service
- R & A team
- Educational Psychologist
- Medical Professionals
- Speech & Language

- Educational Psychologists
- Children Young People's Service

## **5.9 Children with Higher Ability**

We will recognize children who have a higher or exceptional ability in one or more aspects of the curriculum. We will support their area of expertise to enable them to reach their potential as outlined at Appendix 1.

## **5.10 Expertise and training of staff**

Our SENDCO has seven years' experience in this role

They are allocated time each week to manage SEN provision.

We have a team of teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, all staff have had Continued Professional Development training.

We use specialist staff for relevant interventions e.g. Reflexology

## **5.11 Securing equipment and facilities**

Children's additional needs are identified and addressed through My Plan, My Plan + and EHCPs. These may include specialist equipment and facilities which will be sourced in line with guidance from professionals.

## **5.12 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6-8 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

## **5.13 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s).

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

#### **5.14 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- All pupils complete a questionnaire each year
- All parents complete a questionnaire each year
- We identify children who need additional support in a number of ways including informal and formal methods (including Boxall profile)
- All pupils are encouraged to be stand for school council
- 'Pupil Voice' is recorded as required and at least twice a year We have a zero tolerance approach to bullying.

#### **5.15 Working with other agencies**

We work with the outside agencies to provide support for pupils with SEN including:

- Social Services
- Behavioral Support Team
- Early Help
- ATS
- R & A team
- EP
- ATS
- Medical Professionals
- Speech & Language
- Educational Psychologists
- CYPS

#### **5.16 Complaints about SEND provision**

Complaints about SEND provision in our school should be made to the Head Teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

#### **5.17 Contact details of support services for parents of pupils with SEN**

[http://www.glofamiliedirectory.org.uk/kb5/gloucs/glofamilies/family.page?familychannel=3\\_2\\_3](http://www.glofamiliedirectory.org.uk/kb5/gloucs/glofamilies/family.page?familychannel=3_2_3)

#### **5.18 Contact details for raising concerns**

Headteacher; Katie Merriman [kmerriman@gastrells.gloucs.sch.uk](mailto:kmerriman@gastrells.gloucs.sch.uk)



## **Appendix 1**

### **Rationale for higher ability children.**

Our school aims state that we:

- *help our pupils to develop their skills and abilities, intellectually, emotionally and socially;*
- *provide teaching which makes learning challenging, engaging and enables pupils to reach their potential*

This policy is an integral part of the school's broader development of maximum inclusion of educational opportunity for all pupils and states our commitment to providing an environment in which all pupils are enabled to realise their potential.

### **Aims**

This policy is intended to support the following aims:

- The raising of aspiration for all pupils
- High expectations of achievement for all students
- Greater enterprise, self-reliance and independence for all students

In order to achieve these aims, we will ensure that all students have opportunities to develop specific skills or talents.

We also recognise that those pupils who are higher attaining do not always show their ability.

### **Identification**

Higher attaining students are identified by making a judgement based on an analysis of various sources of information including:

Test scores (end of key stage levels; assessment scores)

Teacher nomination (based on classroom observation, discussions with pupils, work scrutiny)

Peer or self-nomination

Parental nomination

Predicted test/ examination results

Reading ages

### **Organisational and In-class approaches**

Important strategies include:

- The coherent management of pupil groupings (whether in mixed ability groups or ability sets) and recognition that whilst there may be a higher concentration of more able pupils in some groups there will be pupils who have gifts and talents in all groups.
- The provision of opportunities for more able pupils to work with pupils of similar ability. This will mean that it is appropriate for pupils to work with older pupils occasionally.

- Mentoring and additional provision for pupils of exceptional ability.
- The provision of enrichment/extension activities and tasks.
- Differentiation within subject areas.
- The development of independent learning by allowing pupils to organize their own work, to carry out tasks unaided, evaluate their work and become self-critical.

## **Out of class activities**

The following are offered on a regular basis and, although these benefit all pupils, they are particularly apt for ensuring that pupils who have potential in these areas are given opportunities to practice and extend their skills.

- Enrichment days
- Residential experiences
- School clubs
- Musical and sporting activities.

## **Co-ordination and monitoring**

The SENDCo has overall responsibility for:

- (i) ensuring that the policy is implemented
- (ii) co-ordinating the monitoring of progress
- (iii) ensuring that the professional development programme includes relevant aspects of higher achievers provision.