

Special Educational Needs and Disability (SEND) Policy



GILES BROOK SCHOOL

Giles Brook School

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Reviewed by:	Sarah Cowper	Date: 21/09/2022
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Next review due by:	September 2024
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This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (Jan 2015)
- Schools SEN Information Report Regulations (2014) (see www.sendgateway.org.uk Hampshire's Illustrative Regulations as a guide for schools completing SEN Information Report)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2013)
- Child Protection and safeguarding policy
- Accessibility Plan
- Single Equalities Scheme
- Teachers Standards 2012

Aims and Objectives

1. To ensure the needs and best interests of our children at our school come first in all our decisions.
2. To have an open door policy and provide a happy, warm, caring and stimulating environment for everyone who enters our school.
3. To achieve high standards in English and Maths enabling all children, including those with special educational needs, disabilities or who speak different languages to participate and succeed across all subjects.
4. To celebrate the abilities, gifts and talents of all children by recognising their creative, physical and academic potential.
5. To develop lively, reflective minds, encouraging independence, self confidence and a positive attitude towards learning throughout their school years and adult life.
6. To provide high quality teaching and learning through a broad, balanced and creative curriculum, enhanced by extra-curricular activities and opportunities accessible to all children.
7. To provide opportunities for children to work together cooperatively to develop their social, communication and interaction skills and heighten their awareness of others.
8. To promote acceptance and understanding of other people's beliefs, cultures and backgrounds, equality of opportunity and a whole world view of humanity for all children
9. To foster close links with parents, carers and the local community and involve them in the learning process.
10. To encourage good behaviour, citizenship and a sense of responsibility towards the environment and develop well-balanced, motivated and sensitive human beings.

Inclusion

We aim to ensure that each child is fully included in all aspects of school life. Fundamental to this aim is the belief that each child has a right to access a creative, broad, balanced, relevant and challenging curriculum appropriate to their individual needs and full access to all extracurricular activities on offer. We aim to achieve this by setting appropriate learning targets, teaching styles and access strategies for each child. This may include programmes delivered outside, as well as inside, the classroom to develop skills to enable the child to access the curriculum more effectively. We aim to ensure children receive a graduated response to their individual needs.

Equal Opportunities and Racial Equality.

We aim to provide a high quality service that is effective, efficient and fair. Fundamental to this aim is a belief in equality of opportunity for all pupils and staff working in our school. We believe there should be no discrimination on the grounds of race, gender or disability. Please refer to the Equalities Information and Objectives policy which can be found on the school website.

Identifying Special Educational Needs

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- 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

(Code of Practice 2015).

There are four broad areas of need:

- Communication and Interaction difficulties (C & I)
- Cognition and Learning difficulties (C&L)
- Social, Emotional and Mental Health (SEMH)
- Sensory and Physical Difficulties (S & P)

All adults identifying a pupil's SEN will not try to 'fit' the child into a category but will consider the 'whole' child and how best to support them in achieving the best possible progress across the whole curriculum.

Behaviour is not regarded as SEN but a 'symptom' of underlying needs that are to be identified and supported with appropriate resources.

All staff are mindful that some pupils' progress, and achievement, may be affected by a variety of long and short term factors, and that this does not mean the pupil has SEN.

Some of the factors are:

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation –these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

A Graduated Approach to SEND Support

- All pupils are provided with Quality First Teaching to ensure maximum progress and achievement can be made by each individual.
- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.
- Additional intervention and support cannot compensate for a lack of good quality teaching.
- Giles Brook Senior Leadership and teachers regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.
- The teacher and SENCO considers all of the information gathered from within the school about a pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials e.g. engagement model, pre-key stage, standardised spelling, maths and reading assessments.
- For higher levels of need, a referral to a specialist external agency will be made where, through consultation with parents/carers, a more specialised assessment can be made. This assessment will provide clear strategies on how to best support the pupil.
- A pupil will be placed on the SEND register by following the ASSESS (using the aforementioned assessments) – PLAN (interventions arranged that provide learning opportunities that are 'additional to and different from' a pupil's peers)- DO (a pupil will receive their intervention in class or out of class if deemed appropriate) – REVIEW (discussions with pupil, parents/carers and SENCO to evaluate the effectiveness of the intervention) cycle. Monitoring of the interventions is recorded and ongoing. Interim reviews will take place every 3-4 weeks to ensure the interventions are promoting progress. The decision to continue or amend the intervention will be discussed and recorded.

Managing Pupils Needs on the SEND Register

- Following the SEN Reform (July 2014) there is now a single category of support, SEN Support, this is a graduated response to a pupils' need and is reflected in the SEN register.
- The SEN register records the pupil name, date of birth, class, main area of SEN, when the pupil was placed on the register and any external agency support.
- Every term teachers are given specific time to meet with the SENCO to discuss progress and any concerns with pupils on the SEN register.
- Provision maps provide a list of resources that each Year Group put in place as a graduated response to meet the needs of each pupil. These maps reflect 'Quality First Teaching', 'Targeted support' and 'Personalised support'. Provision management time is provided every term (during Staff meeting time) to review the provision and amend, if necessary.
- For pupils receiving higher levels of support or have an Education Health Care Plan (formerly a Statement), child centred reviews (CCR) will be conducted by teachers (supported/led by the SENCO if possible) to review their progress. Parents/carers are very much included in these meetings as it is essential and all-round 'picture' is provided. These meetings are held termly.
- One-page profiles have replaced the previous Individual Education Plans. These profiles are produced through

child centred reviews and through discussions with the parents/carers, pupils and any adults supporting the pupils. These profiles are very individual and reflect what strategies do and don't work for the pupil and what their targets are for the next term.

- Teachers are responsible for conducting the person centred reviews and producing, as a result of the meeting, the one-page profile. The SENCo is responsible for overseeing person centred reviews and one-page profiles. The SENCo will train teachers in both of these processes and support any teacher who is an Early Career Teacher throughout their ECT years.
- Pupil Progress meetings will discuss pupils' progress and this will then be followed by SEND 'surgeries' to focus specifically on identifying any concerns relating to pupils with SEND.
- The school Local Offer has been produced through consultation with a group of parents, Governors, SLT and SENCo. This document explains the SEN process clearly for families and is published on our school website.
- A pupil will only be referred to an external specialist teacher following discussions, and permission, from parents. A meeting will be arranged prior to any assessments/observations during which the parents and teacher can help provide an all-round picture of the pupil.
- If extra funding is needed to provide a higher level of support, the Local Authority (LA) has a process of application that will be followed. LA specialist teachers will support this process if requested.
- Any decisions that are made with regard to a pupil's SEND (identification or review of need) will not be made unless the SENCo and parents/carers have been fully involved in the process.

Criteria for Exiting the SEND Register

If the gap between a pupil with SEN and a pupil without SEN has closed (or greatly narrowed), a meeting will be held with the teacher, SENCo and parent/carer to remove the pupil from the register. Targets will be made and the pupil will be closely monitored by the teacher (and pupil progress meetings) to ensure the learning gap does not increase.

Supporting Pupils and Families

- Parents/carers will be directed to the LA's Local Offer which highlights support available for the family and child.
- The SENCo will sign-post families to external specialist agencies, if appropriate.
- Admission into Giles Brook School is via the Local Authority
- Special arrangements will be made to ensure pupils with SEN can access statutory assessments e.g. an amanuensis, reader or prompter will be provided following the clear guidance set by the DFE.
- Additional meetings/visits will be put in place to support a pupil, and their family, during transition whether this is to a new school or class.

Supporting Pupils at School with Medical Conditions

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. (See policy 'Supporting Pupils at School with Medical Conditions')
- Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of practice (2015) is followed.
- If a child has a variety of symptoms and medical conditions that could result in hospitalisation, such as allergies but not having a prescribed epipen, then we will ask parents to complete an Individual Health Care Plan (IHP). This will be shared with all adults who support the pupil and will be noted on their medical information
- If a care plan is needed, this will be written by the attached school nurse or medical specialist involved. The care plan will be shared with all key adults in school and a copy kept in the medical room for reference.

Monitoring and Evaluation of SEND

- The quality of SEND provision is regularly, and carefully, monitored and evaluated by all staff. This is led by the SENCo and Headteacher.
- Monitoring and evaluation happens through sampling of pupils' work, assessment data, comparative data, pupil progress meetings, SEN surgeries, SEN Governor meetings, SLT meetings.
- These monitoring and evaluation arrangements promote an active process of continual review and improvement of provision for all pupils

Training and Resources

Funding for children identified with SEND is detailed in the school's budget. The school chooses to use this funding in the following way:

- It employs a full time SENCo who coordinates and leads the management of provision for those with SEND.
- The school employs 9 teaching assistants (TA) to support 11 pupils with EHC plans and 1 SEN Support plan, with 11 TAs who are disseminated across the school (Y1 to Y6) according to class SEN provision requirements.
- There are 2 TAs shared across the 2 Reception class classes to provide general and special needs support as appropriate. This funding has come from the SEND notional budget.
- The Nursery has 2 part-time teachers, 1 full time level 3 TA, 2 part-time TAs and 1 TA to provide support for pupils with SEND.

Materials are provided which enable pupils to work at appropriate ability levels. These include:

- General language, social skills, reading, writing and maths based equipment located across the school.
 - Year Group SEND resources located in the group rooms specifically for the use of SEND children working with a teaching assistant individually or in small groups receiving interventions.
 - Additional SEND resources stored in the SEN office. These include information on various areas of special needs identification and teaching, documentation, programmes of work suggestions and special needs teaching resources.
 - ICT -4 ipads are currently allocated to individual pupils for curriculum and SEND intervention work.
 - Additional resources are purchased or devised/created as appropriate. Resources are borrowed where practical from outside agencies for children on the SEND register.
- Children with EHC plans can have particular resources recommended, which may be both human and material. These resources are provided through funding from the Education Department and often include outside agencies.
 - Allocation of teaching assistant time is dependent on the child's needs and reflects a graduated approach that recognises the continuum of special needs. This allocation is reviewed in accordance with the numbers of children on the SEND register and again outlined in the School Improvement Plan.

Roles and Responsibilities

The SEND Governor: Sarah Kotulecki

- In conjunction with the head teacher, deciding the school's policy and approach to meeting the needs of pupils
- Ensuring that provision for SEND pupils is made and that it promotes high standards
- Ensuring that objectives are set for SEND as part of performance management framework
- Ensuring that pupils with SEND are fully involved in the school's activities
- Reporting to parents on the success of the school's SEND policy and provision including deployment of additional funds
- Having regard to the Code of Practice when carrying out responsibilities towards SEND pupils
- Making sure that parents of SEND pupils are notified of the provision for their child
- Being fully involved in the development of, and subsequent reviewing of, SEND policy
- Ensuring that they possess up-to-date knowledge of the school's SEND provision, including funding and deployment of staff/resources
- Ensuring that SEND provision is integrated into the School Improvement Plan
- Ensuring that SEND provision is constantly monitored

The Head Teacher: Claire Britnell

The Head teacher has responsibility for the day to day management of all aspects of the school's work including provisions for children with special educational needs. The Headteacher keeps the governing body informed whilst working closely with the school's SENCo.

The Deputy Head: Debbie Williamson

The Deputy Head is the special needs contact at times when the SENCo is not in school. Debbie is also the Designated Safeguarding Lead and Mental Health Lead.

The Special Educational Needs Co-ordinator: Sarah Cowper

The SENCo has responsibility for managing the day-to-day operation of the schools SEND policy and for co-ordinating provision for pupils with Special Educational Needs. The SENCo is also responsible for monitoring and reporting the successes and any concerns to the Headteacher. Whole-school or individual training needs will be identified and provided when necessary.

The Class Teacher

The class teacher has responsibility for identifying, assessing and making provision for pupils with special educational needs, liaising with the SENCo as and when appropriate to the needs of the child.

The Teaching Assistant

The Teaching Assistants work with class teachers and the SENCo to support the learning needs of the children. The SENCo is the TA line manager.

Storing and Managing Information

All information relating to pupils on the SEN register is kept in filing cabinets that are locked when the SENCo is not in the room.

All class teachers have information relevant to a pupil's teaching and learning in a central file for all key adults to access for monitoring purposes.

All relevant information is passed to the next teacher or school to ensure consistency in their provision.

Reviewing the policy

This policy will be amended, if necessary, to reflect any changes to provision.

It will be reviewed at the end of each academic year to ensure it is still relevant to current practice and legislation.

The policy will be presented to Governors prior to being published on the school website.

Accessibility

Giles Brook Primary School has been purpose built for access with wheelchairs. There is a lift to enable disabled access to the classrooms on the upper floor and toilet facilities for the disabled.

Giles Brook Primary School does not have any specialist resources for those with visual and hearing impairments but is supported by the Sensory Team and specialist equipment is provided by them. Equipment is available from current school resources e.g. tactile letters etc., enlargements through photocopying and ICT, tape recorders.

The Accessibility Plan is available on request via the office staff, SENCo or Headteacher.

Complaints Procedure

It is expected that any concerns or complaints expressed by parents about the curriculum or religious worship will be dealt with through informal discussions with the Headteacher. If a complaint is not dealt with to a parent's satisfaction at school level, they may refer their complaint to the Chair of the Governors of the school and if the Chair deems it necessary, the complaint will be taken to the Governors Complaints Committee.

Bullying

The school's Behaviour and Relationship Policy can be found on the school website as can the Anti-Bullying policy.