

# SEND Policy 2016



## Gorefield Primary School

Gorefield Primary School is an inclusive school where every child is valued and encouraged to strive to achieve to the best of their potential and to develop positive attitudes towards their learning, their community and the world as a whole. We are committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of the school environment. We promote a happy and caring non-judgmental environment and encourage self and mutual respect for all.

Safeguarding is high priority in our school and we are committed to promoting the welfare of all children. All policies are developed with children's safety and welfare at the forefront. All of our policies are interlinked. The SEND Policy is linked to a range of our other policies including behavior and teaching and learning.

This SEND policy is written to comply with the 2014 Children and Families Act and its associated regulations together with the Equality Act 2010 and follows the statutory guidance from the SEND Code of Practice 0-25 Years (2014). It relates to children with special educational needs and/or a disability.

## What are the aims and objectives of the SEND policy?

We will do all we can to ensure that the needs of all pupils are identified and appropriate support provided. Parents will be included in discussions and planning relating to their child(ren) from the early stages.

We will do this by:

- ensuring that early identification and necessary provision is made for any pupil who has special educational needs and those needs are made known to all who are likely to teach them
- using our best endeavours to ensure that pupils who have special educational needs or a disability join in the activities of the school together with pupils who do not have special educational needs or a disability
- following the Special Educational Needs and Disability Code of Practice (2014) when carrying out its duties toward all pupils with special educational needs or a disability
- involving the children themselves in planning for their own provision and value what they have to contribute
- encouraging parental involvement with any special provision made for their child monitoring and evaluating any special provision made to ensure its effectiveness and adapt the provision to lead to higher rates of success
- reviewing and reporting annually on the policy and effectiveness of the school's provision for pupils with special education needs via an Information Report

## What is SEND?

Children have special educational needs if they have a **learning difficulty** which calls for **special educational provision** to be made for them.

Children have a **learning difficulty** if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority (LEA).
- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

**Special educational provision** will be identified under four areas, although we recognise that pupils will often have needs associated with more than one area:

Communication and Interaction  
Cognition and Learning  
Social Emotional and Mental Health  
Sensory and Physical

Many children who have SEN may also have a disability. Under the Equality Act 2010, a disability is '...a physical or mental impairment which has a long-term and substantial adverse effect on their

ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child requires special educational provision they will also be covered by the SEN definition.

### What are the roles and responsibilities of those involved with SEND?

The ‘responsible people’ are Headteacher: John Starling, SEND Governor: Sally Bruce, and the person coordinating the day-to-day provision of education for pupils with special educational needs or disability is (SENDCo: Linda Sismey). The roles and responsibilities are laid out in the following table:

	Responsibilities
Local Authority and other professionals	<ul style="list-style-type: none"> <li>• Must publish a ‘Local Offer’ which details the provision across Education, Health and Social Care that is available in the area for children with SEN or are disabled. Cambridgeshire’s Local Offer can be found at: <a href="http://www.cambridgeshire.gov.uk/SEND">www.cambridgeshire.gov.uk/SEND</a></li> <li>• Involve parents and children in the development and review of provision</li> <li>• Follow the framework set out in current SEN and Disability Regulations 2014</li> <li>• Offer an additional level of expertise and advice to school staff and parents via specialist services.</li> </ul>
Governors	<ul style="list-style-type: none"> <li>• Assign a designated governor who has an oversight of the school’s arrangements for SEN and disability.</li> <li>• Publish an ‘Information Report’ detailing the school’s SEN procedures and evaluating the effectiveness of the provision provided.</li> </ul>
Headteacher	<ul style="list-style-type: none"> <li>• Overall responsibility for management of the SEND Policy, assessment and provision for pupils with SEN or a disability within Gorefield school and for keeping the governors informed.</li> </ul>
Senco	<ul style="list-style-type: none"> <li>• Oversees the day-to-day operation of the school’s SEND Policy</li> <li>• Co-ordinates the provision for children with SEN</li> <li>• Liaises with the relevant Designated Teacher where a looked after pupil has SEN</li> <li>• Advises teaching staff on the graduated provision for SEN support</li> <li>• Liaises with parents of pupils with SEN</li> <li>• Liaises with early years providers, other schools, educational psychologists, health and social care professionals</li> <li>• Liaises with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned</li> <li>• Works with the headteacher and governors to ensure that the school meets its responsibilities under the Equality Act (2010) and makes reasonable adjustments and access arrangements where necessary</li> <li>• Ensures that the school keeps the records of all pupils with SEN up to date</li> <li>• Facilitate/contribute to staff training</li> <li>• Advising on deployment of staff and budget if required.</li> </ul>

Teachers	<ul style="list-style-type: none"> <li>• Provide High Quality Teaching</li> <li>• Collect and gather data and evidence on children's achievements to facilitate the identification of children with SEN.</li> <li>• Plan, monitor and evaluate the success of any interventions or targets set for children with SEN using the 'assess, plan, do, review' process.</li> <li>• Keep parents up to date on any special provision provided for their child and discuss any concerns that have been identified.</li> <li>• Liaise with the SENCo and outside agencies to seek advice on how best to support children with SEN and implement the suggestions in their classroom.</li> <li>• Deploy resources in the classroom with support from the SENCO</li> <li>• Undertake professional development in order to remain aware of current developments within SEN.</li> <li>• Ensure all relevant staff are aware of children's needs</li> <li>• Ensure that all records relating to children with SEND are passed on to the next teacher</li> </ul>
Teaching Assistants	<ul style="list-style-type: none"> <li>• Support the teacher in delivering High Quality Teaching</li> <li>• Support the teacher in the 'assess, plan, do, review' process.</li> <li>• Discuss with the teacher any concerns or issues raised whilst working with individuals or groups of children.</li> <li>• Attend meetings with outside agencies if necessary.</li> <li>• To participate in opportunities for further professional development within SEN.</li> </ul>
Schools	<ul style="list-style-type: none"> <li>• Use the 'assess, plan, do and review' process to identify and address SEN.</li> <li>• Ensure that children with SEN engage in school life alongside pupils who do not have SEN</li> <li>• Designate an SEN Co-ordinator</li> <li>• Maintain open, honest communication with parents, pupils and other professionals.</li> <li>• Produce a SEN Information Report</li> <li>• Produce an Access Ability Plan for disabled pupils</li> <li>• Liaise with the Local Authority to meet needs of children with SEN/D effectively using their best endeavours</li> </ul>
Parents/Pupils	<ul style="list-style-type: none"> <li>• Work with School, Local Authority and Health and Social Care professionals to decide how best to support their child(ren)</li> <li>• To maintain open, honest communication with school staff and other professionals,</li> <li>• To actively participate in agreed measures to support their child(ren)'s social, emotional and academic development.</li> </ul>

### **How is SEND assessed, identified and provided for at Gorefield primary school?**

All teachers at Gorefield primary school are teachers of children with SEND. Teaching of such children therefore is a whole school responsibility. The staff and governors of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment.

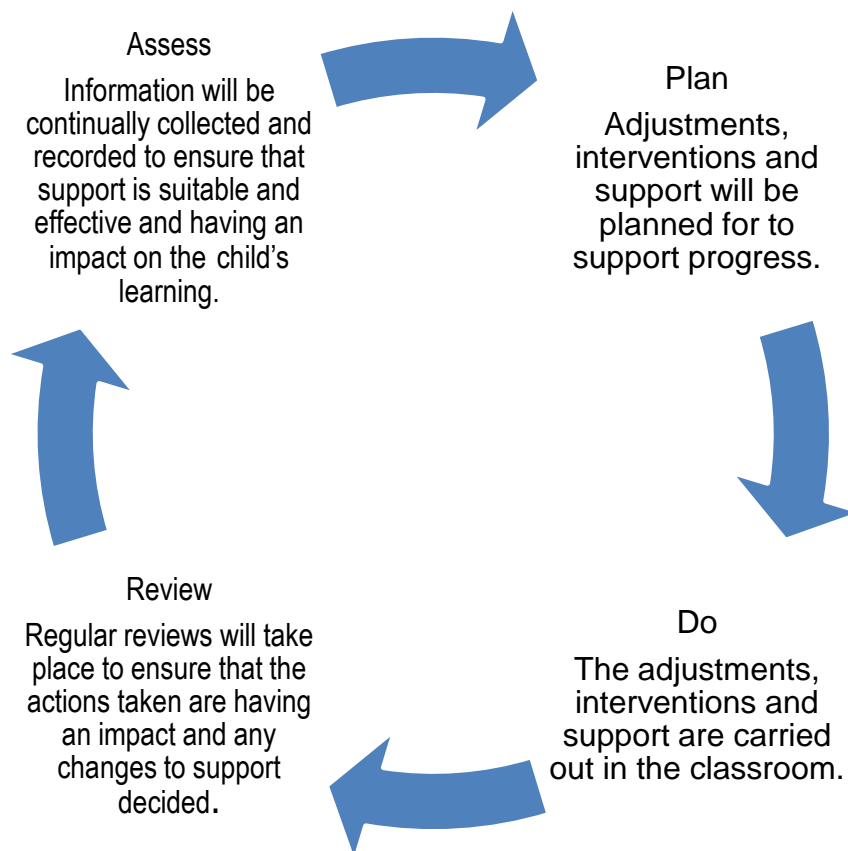
At the heart of every classroom for every child is a continuous cycle of assessing, planning, teaching and reviewing. This takes into account the wide range of abilities, aptitudes and interests of children.

As part of this process teachers will identify children whose:-

- specific or overall attainments are lower than that of their peers starting at the same baseline
- progress fails to match or better the child's previous rate of progress
- progress fails to close the attainment gap between the pupil and their peers
- attainment gap widens between themselves and their peers

As a first response, the school will address any weaknesses through High Quality Teaching. For some children targeting these areas will see their learning improve. If a child continues to make less than the expected progress, the school will gather further information and hold a meeting with the class teacher, SENCo and parents to decide if the child has SEN. The child's views will be gathered before the meeting. If it is decided that the child has SEN, SEN Support will begin. It takes the form of a cycle which is continually reviewed to ensure that provision is effective and making a difference to the children involved.

### The SEN Support Cycle



### Specialist Support

For some children, it may be necessary to arrange for a specialised assessment and support from an outside agency, these may include:-

- Speech and Language Services
- Occupational Therapist Services
- Educational Psychologist Services
- Physiotherapist Services

- Services for children with hearing or vision impairments
- Child and Mental Health Services (CAMH)

These assessments will help to identify the areas of need, provide advice on effective interventions and support and will form part of the Assess, Plan, Do, Review Process.

If a child continues to make less than expected progress following SEN Support in school then an Education, Health and Care Plan (EHC) Assessment can be requested. An EHC Assessment will help Cambridgeshire Local Authority (CLA) decide if an EHC should be put in place to provide provision in addition to that provided by the school. The process takes 20 weeks from the day the request is received by the CLA. Not all requests will be successful in securing an EHC however there is an appeals process. The following leaflets give further advice on the EHC process and can be found at the school's reception desk:-

- EHC Guidance
- EHC Leaflet
- EHC Frequently Asked Questions

These leaflets and information are also available on the school's website and Cambridgeshire County's website at the following link:-

[http://www.cambridgeshire.gov.uk/info/20136/special\\_educational\\_needs\\_and\\_disabilities/528/education\\_health\\_and\\_care\\_plan](http://www.cambridgeshire.gov.uk/info/20136/special_educational_needs_and_disabilities/528/education_health_and_care_plan)

### **What if my child transfers schools?**

The school will assess each child's current levels of attainment on entry and build upon the pattern of learning and experience already established.

If your child already has an identified SEN, the information received from their previous school will be used by the teacher to:-

- provide starting points for the development of their learning
- identify and focus attention on how to support your child within their class
- form the basis for planning the next steps of your child's learning
- involve you and your child in implementing a joint learning approach at home

Your child will continue to receive SEN Support in school and be part of the Assess, Plan, Do, Review Process.

### **What happens if English is my child's second language and they are experiencing difficulties in school?**

It is important to decide whether or not the difficulties being experienced are due to a language barrier or if your child has SEN. The school can arrange for an assessment of your child's abilities in their own language to see if they do have SEN. If the assessment shows that your child has SEN they will receive SEN Support. A child cannot be provided with SEN Support if their difficulties are purely due to a language barrier. If the difficulties arise due to a language barrier, we will endeavour to provide extra activities and support to help your child to become more confident in using the English language.

### **What can I expect when school trips are offered or if my child wants to attend extra-curricular activities?**

School trips are part of our curriculum and it is our intention that all children benefit from them. No child will be excluded from a trip because of a special educational need, disability or medical need. All children will have access to any activities that take place before school, during lunchtime or after-school activities. These activities develop engagement with the wider curriculum and community. Where necessary and within reason, we will make necessary adaptations to accommodate the physical and learning needs of our children.

Risk assessments are always undertaken before trips or attendance at after-school clubs.

### **Will I be involved with the decisions that are made for my child?**

Partnership with parents plays a key role in enabling children with SEND to achieve their potential. We recognise that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with SEND will be treated as partners and supported to play an active and valued role in their child's education.

Children with SEND often have a unique knowledge of their own needs and their views about what sort of help they would like to help them reach their full potential. They will be encouraged to participate in the decision-making processes and contribute to the assessment of their needs, the review and transition process.

### **What will I do if I am not happy about the decisions that are being made for my child?**

The school seeks to work in partnership with parents to ensure a collaborative approach to meeting pupils' needs. Any complaints regarding SEND provision should initially be discussed with the pupil's Class Teacher, Team Leader or the SENCo. If a satisfactory outcome cannot be agreed, the issue will then be raised with the Head Teacher. The Head Teacher will review the complaint and inform parties involved including the link Governor for Special Educational Needs.

### **How will we know the Policy is working well or not?**

The Policy will be reviewed annually to ensure that it is meeting the needs of the children. Factors which will be considered during the review process will include:-

- staff awareness of procedures for assessment, identification and provision for children with SEN
- early identification of children with SEND
- partnership work with parents, children and outside agencies
- academic progress of children identified with SEN
- how staff are deployed to meet the needs of children with SEN
- the involvement of children in reviewing their SEN needs

Adopted: September 2014

Reviewed: September 2015, Summer 2016

Next review date : Summer 2017