

**Special Educational Needs and Disability  
(SEND) Policy**

This policy is in line with the final SEN Code of Practice, which has been ratified by Parliament for use from January 2015.

**Abbreviations Used:**

**SEND** – Special Educational Needs and/or Disabilities

**SEN** – Special Educational Needs

**SENCo** – Special Educational Needs Coordinator

**CoP** – Code of Practice (referring to SEN)

**LA** – Local Authority

**APDR** – Assess, Plan, Do, Review

**EHCAR** – Education, Health and Care assessment Request

**EHCP** – Education, Health and Care Plan

**SMART** – ‘Specific, Measurable, Achievable, Realistic, Time bound’ target

**Our Vision, Values and Aims**

**Vision:**

“Learning, caring, growing together”

**Values:**

- Gladstone Road School is a fun, friendly and exciting place to play and learn.
- Gladstone Road School is a caring community where education, equality and the well-being of all members of the school are at the centre of all we do.

**Aims:**

- To meet pupils’ diverse needs by overcoming barriers to learning, identifying those vulnerable to underachievement and putting in place appropriate measures to enable them to access education,
- To provide the experiences and opportunities to enable pupils to become lifelong learners,
- To provide a rich curriculum which is broad and balanced and complies with all the requirements of the National Curriculum and Early Years Foundation Stage,
- To provide activities and experiences which enable children to flourish and achieve their potential academically, spiritually, morally, socially and creatively,

- To enable our pupils to gain an understanding of other peoples' lives and how their decisions and choices affect others in our community and globally,
- To develop a range of skills, attitudes and values which will prepare pupils to lead healthy, safe and fulfilling lives, to be active citizens and to make a positive contribution to the wider world,
- To work in partnership with parents and carers for the benefit of the pupils,
- To become a centre of excellence and learning for the community.

## **Objectives of the Policy**

The objectives of this policy are to ensure that the governing body makes provision for vulnerable pupils, those with SEN or who are disabled.

*“All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.*

*This should enable them to:*

- *Achieve their best*
- *Become confident individuals living fulfilling lives, and*
- *Make a successful transition into adulthood, whether into employment, further or higher education or training.*

(6.1 SEN CoP)

## **Rationale**

**The school community believes that:**

- All pupils are equally valued and the school has high aspirations for all.
- Every Teacher is responsible and accountable for the progress of every child in their class including those with SEN.
- All pupils are entitled to a broad and balanced curriculum which is personalised and focused on outcomes.
- Promoting wellbeing will encourage children to maintain high standards of attendance, behaviour and achievement.
- Early and accurate identification is essential.
- A graduated approach, using Assess-Plan-Do-Review is an effective way to implement and evaluate provision.
- SEND and high needs funding will be used efficiently to ensure good progress of pupils with additional needs.
- Staff will be given appropriate training to allow them to meet a wide range of needs.
- Parents will be fully involved as partners in their child's education.

- Pupils will be encouraged and supported to give their views on what learning is like for them.
- Governors will have access to information which will allow them to monitor and evaluate the effectiveness of the SEND policy.

## **Principles**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. 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.

*(SEN CoP 2015)*

The four broad areas of need are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or physical needs

## **SEND Support**

Where it is determined that a pupil does have SEN, parents will be formally advised of this by letter through the Class Teacher and the decision will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process: Assess, Plan, Do & Review.

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions, which are the most effective in supporting the pupil to achieve good progress and outcomes.

## **Assess**

- A clear understanding of a child's needs is a critical precondition to planning effective strategies, provision and adjustments to teaching that will lead to good progress and improved outcomes.
- Assessment of need starts with a whole school approach that can quickly identify where a child is not making adequate progress, despite high quality teaching targeted at an area of weakness.
- Information that teachers can draw upon to establish a clear analysis of pupil's need:
  - \* Teacher's assessment and experience of the pupil

- \* Information on pupil progress, attainment, and behaviour
- \* The pupil's development in comparison to their peers
- \* The views and experience of parents
- \* The child's own views
- \* Advice from external support services

### **Plan**

- Need to ensure that where additional / different targeted provision is planned for, there are clear and expected outcomes linked directly to the provision.
- Schools have to have a very clear reason for taking the child out of their class and away from their teacher.
- What is the expected (targeted) outcome by the end of, for example, the term / half term, needs to be discussed, agreed and planned for.
- Outcome focused target setting – SMART.

### **Do**

- It is imperative that teachers work closely with any TAs or specialist staff involved to plan and assess the impact of targeted interventions.
- Planning and review time should be explicitly planned for and must regularly take place at least termly
- Quick and concise communication to convey outcomes of targeted provision.

### **Review**

- Teachers should not wait for the more formal termly review meetings (with parent and pupil views) to reflect on and make necessary adaptations to teaching and learning approaches and provision.
- Progress toward meeting planned outcomes should be tracked and reviewed regularly, at least termly.
- Pupil Progress Meeting or department review meeting.

This process will be recorded on an Individual Provision Map or an Inclusion Passport. (Please see the 'Links' page).

### **Identification of Pupil's Needs: A Graduated Approach**

#### **“A child in my class is not making expected progress”**

This means their academic/social/physical progress may be:

- Significantly slower than that of their peers, starting from the same baseline
- Failing to match or better the child's previous rate of progress
- Failing to close the attainment gap between the child and their peers
- Widening the attainment gap

### **Monitor the child**

- Implement usual differentiation strategies
- Refer to Provision Map “Universal Provision” for additional strategies
- Discuss at Pupil Progress Meetings
- Assess the impact for a suitable period of time (6-10 weeks depending on need)

### **“The child is still not making expected progress”**

#### **Assess, Plan, Do, Review – Individual Provision Map**

- Complete a cycle of APDR (see proforma) and keep in relevant section of SEND file
- Continue to implement differentiation strategies
- Refer to Provision Map “Universal Provision” for additional strategies
- Discuss with Year Leader/Subject Leader
- Discuss with parent
- Discuss with child
- Consider a “Booster/Catch Up” intervention
- Monitor for a suitable period of time (6-10 weeks depending on need)

### **“The child is still not making expected progress”**

#### **Refer to SENCoS**

- Complete referral form
- Attach completed APDR/s

### **“What happens next?”**

- When the referral is received, one of the SENCoS will be assigned to the child
- They will contact you to arrange a meeting and discuss the issues further
- The SENCo will come to observe the child and carry out other assessments as appropriate
- A further meeting will take place to discuss next steps which may involve the Class Teacher, Pupil, Parent and SENCo

### **Referral for an Education, Health and Care Plan**

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school, but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review with parents. The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo

- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

### **Monitoring and Evaluating Performance**

Monitoring and evaluating the progress of pupils with SEN is an integral part of our whole school system to monitor and evaluate achievement, teaching, behaviour and leadership and management. However, to ensure good life outcomes for this vulnerable group, additional, focused monitoring takes place. This includes:

- Monitoring and evaluating of interventions.
- Learning walks and pupil interviews to evaluate the effectiveness of the strategies listed on provision maps.
- Pupil Progress Meetings.
- Completion of statutory functions by the SENCo related to referral for statement/education health care plans, termly meetings and annual reviews.
- Focused monitoring by the SENCo, LA adviser, SEN governor.
- Detailed discussions with families and pupils.
- Attendance and exclusions analysis.
- Feedback from support agencies and Ofsted.
- Analysis of progress data of selected groups.
- Local authority analysis of information and data about the school.

### **Useful Links**

Please see the SEND section on the Gladstone Road Primary School website for more information, examples and proformas.

### **Whole School Approaches**

[North Yorkshire Local Offer](#) – services available from the Local Authority.

[SEND Information Report](#) – school services.

[Whole School Provision Map](#) – graduated provision available to all pupils.

### **Individual Approaches**

[Assess-Plan-Do-Review Document](#) – please see Page 3

[Inclusion Passport](#) – document that tracks provision and progress for High Need children on SEND Support.

[EHCAR](#) – video explaining the whole process; please see Page 5.

**For further information on related policies please see the policy section on our website.**

## **Responsibilities**

Responsibility for coordination of Inclusion and SEN provision is as follows:

- **Head Teacher** – overall responsibility for the provision and progress of learners with SEND.
- **SEN Governor** – meets regularly with the SENCo and has access to information which allows them to monitor and evaluate the effectiveness of the SEND policy.
- **SENCo** – supports, leads and provides professional guidance to class teachers, maintains up to date records of SEND children, monitors and evaluates interventions, liaises with parents and outside agencies.
- **Class Teachers** – provide quality teaching within the classroom, implement SEND policy, identify, plan for and provide intervention for children in their class, liaise regularly with parents and SENCo and are responsible and accountable for the progress of every child in their class who has SEND.

**SENCos – Rachel Viney and Amy Francis**

**SEND Governor – Shaun Marshall**

**Formulated:** June 2015

**Review Date:** June 2016 or sooner if legislation changes

**Approved by Governors at a meeting on 30<sup>th</sup> June, 2015**

**Signed:**

**Chair of Governors – Tim Drake**