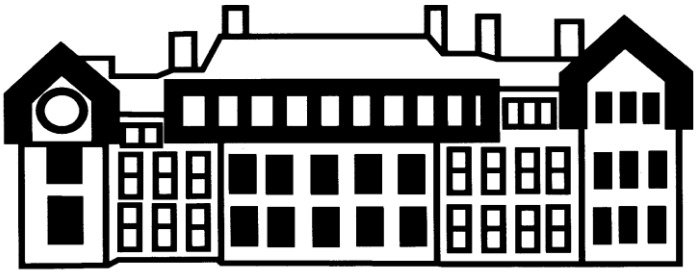
GORDON



SCHOOL

Special Educational Needs & Disability Policy



Special Educational Needs & Disability (SEND) Policy

see also: Attendance Policy
SEND information Report
LAC policy
Supporting Pupils wit Medical Conditions
Behaviour & Relationships Policy
Equality Plan
Equality Statement
Inclusion Policy
Teaching and Learning Policy
Anti-bullying Policy
Assessment Policy
Transition Policy
Accessibility Plan

This policy complies with statutory requirements and is written with reference to the following legislation, guidance and documents:

Special Educational Needs and Disability (SEND) Code of Practice 0-25 (2014)

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 plans (EHCP), SEN coordinators (SENCOs) and the SEN information report

- **Named Special Educational Needs Co-ordinator (SENco):** Hannah Cuesta
- **National Award for SEN:** awarded April 2013, Institute of Education, London
- **Contact details:** Gordon Primary School, Grangehill Road, Eltham, SE9 1QG
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Hannah Cuesta is the Assistant Head with responsibility for Inclusion. This role includes SENco and Inclusion Manager. For the purposes of this policy Hannah Cuesta is referred to as the SENco.

1, Introduction

At Gordon Primary School we believe that every child is entitled to equal access to a broad and balanced curriculum in order to be the best they can be. We believe that every teacher is the teacher of all children in their care, including those with SEND. The aim of this policy is to help raise the aspirations of, and expectations for, all pupils with SEND by providing a focus on outcomes for children with SEND. In addition, it aims to promote a "whole pupil, whole school" approach to the management and provision of support for special educational needs meaning that all members of staff work together to meet the diverse academic, social and emotional needs of all pupils in the school.

Our Vision: For every child to be a positive member of society.
Our Motto: Be the best you can be.
Our Values: We embody a range of positive values and see every interaction as an opportunity to develop and nurture these in our pupils.

2, Aims and objectives of this policy

This policy is designed to ensure that our school meets its statutory responsibilities to pupils and their parents in accordance with the (Children and Families Act 2014) and the Special Educational Needs and Disability Code of Practice (2014), which sets out the roles and responsibilities of schools, school governing bodies and the Local Education Authority. It gives guidance to schools, the Local Education Authority and other agencies in making provision for children with special educational needs and disabilities.

Our SEND policy and information report aims to:

- explain the roles and responsibilities of everyone involved in providing for pupils with SEND.
- set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND);

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, 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*

A child under compulsory school age has special educational needs if they are likely to fall within the definition of a) or b) above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act).

A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she is or will be taught.

Special Educational Provision means:

a) For a child of two and over, educational provision which is additional to, or otherwise different from, the education provision made generally for children of the child's age by mainstream schools.

b) For a child under two years of age, educational provision of any kind.

Some children who have SEN may have a disability under the Equality Act 2010 – that is '*a physical or mental impairment which has a long-term effect 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 such as asthma, diabetes, epilepsy and cancer.' A child may fall into one or more of the definitions.

Other factors may impact on progress and attainments but do not necessarily mean a child has SEND and should not automatically lead to a pupil as being recorded as having SEND. This may include:

- disability - the Code of Practice 0 - 25 (2014) outlines the "reasonable adjustment "duty for all schools provided under the current Disability Equality legislation which alone do not constitute SEND;
- attendance and punctuality;
- health and welfare;
- English as an additional language;
- being in receipt of a Pupil Premium grant;
- being a Looked After Child;
- being a child of Service personnel.

Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and left unaddressed may lead to disaffection, emotional or mental health difficulties.

The Code of Practice 0 – 25 (2014) identifies four broad areas of need to give an overview of the range of needs that should be planned for. (See Section 6 below). The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. When we identify the needs of pupils, we consider the needs of the whole child which will include not just the special educational needs of the child.

4, Roles and responsibilities

Provision for pupils with special educational needs is the responsibility for the school as a whole. We consider that *all teachers* are teachers of children with special educational needs. The roles and responsibilities with regard to SEND are designated in the following way:

4.1 The Headteacher

The Headteacher has overall responsibility to make sure the policy for SEND is carried out.

4.2 The Governing Body

The key responsibilities of the Governing Body include:

- using their best endeavors in exercising their functions to ensure that the necessary special education provision is made for any pupil who has SEND;
- ensuring that parents/carers are notified by the school when special educational provision is being made for their child, because it is considered that they have SEND;
- making sure that the responsible person makes all staff who are likely to teach the pupil aware of the pupil's special educational needs;
- making sure that the teachers in the school are aware of the importance of identifying pupils who have SEND and of providing appropriate teaching;
- designating a member of staff at the school, to be known as the special educational needs coordinator (SENco) as having responsibility for coordinating the provision for pupils with SEND;
- consulting the local authority and the governing bodies of other schools when it deems necessary;
- ensuring that pupils with SEND join in the everyday activities of the school together with children without SEND, as far as is compatible with: them receiving the necessary special educational provision; the provision of efficient education for all other pupils; and the efficient use of resources.

The SEND Governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

4.3 The SENco

The key responsibilities of the SENco include:

- overseeing the day-to-day operation of the school's SEND policy;
- coordinating provision for children with SEND;
- liaising with the relevant Designated Teacher where a looked after pupil has SEND;
- advising on the graduated approach to providing support for pupils with SEND;
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- liaising with the parents/carers of pupils with SEND;
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- being a key point of contact with external agencies, especially the local authority and its support services;
- liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned;
- working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- ensuring that the school keeps the records of all pupils with SEND up to date;
- ensuring that individual and class provision maps are reviewed and in place.
- The SENco is responsible for staff training and will audit the staff's needs on a regular basis. Training will be provided as soon as possible.
- The school's SENco regularly attend the local authority's SENco network meetings in order to keep up to date with local and national developments.
- The SENco subscribes to national organisations to maintain up-to-date knowledge of practice and policy in SEND

4.4 Class Teachers

The key responsibilities of the class teacher with regards to SEND include:

- being responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff;
- delivering high quality teaching, adapted for individual pupils;
- providing access to a broad and balanced curriculum for children with SEND;
- directing teaching assistants to support children when appropriate;
- maintaining up-to-date records of provision and outcomes for SEND children;
- evidencing progress according to outcomes in individual plans
- attending training

4.5 Teaching Assistants

Teaching Assistants are line-managed by the Assistant Head for Inclusion. They will require clear guidance about how to carry out their responsibilities from the SENco and class teacher. They may be responsible for:

- providing one-to-one support for individual children;
- working with small groups of children to achieve specific learning outcomes;
- modelling appropriate behaviours and implementing behaviour management systems;
- reporting on their observations to teachers;
- assisting with assessments;
- attending review meetings;
- making resources;
- attending training.

5, Training and resources

5.1 Resourcing SEND

All mainstream schools are provided with resources to support the children with additional needs, including pupils with SEND. Most of these resources are determined by a local funding formula. Schools have an amount identified within their overall budget, called the notional SEND budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget. It is for schools, as part of their normal budget planning, to determine their approach to using their resources to support the progress of pupils with SEND.

The SENco, Headteacher and Governing Body will establish a clear picture of the resources that are available to the school. They will consider their strategic approach to meeting SEND in the context of the total resources available, including any resources targeted at particular groups, such as the children entitled to Pupil Premium funding. This will enable them to provide a clear description of the types of special educational provision they normally provide and will help parents/carers and others to understand what they can normally expect the school to provide for pupils with SEND. This is described in the school's local offer.

Schools are not expected to meet the full costs of special educational provision from their core funding. They are expected to provide additional support which costs up to a nationally prescribed threshold per pupil per year. The responsible local authority (usually the authority where the child lives) should provide additional top-up funding

where the cost of the special educational provision required exceeds the nationally prescribed threshold.

5.2 Staff training

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

All teachers and support staff undertake induction training on taking up a post and this includes a meeting with the SENco to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

Training can take the following forms:

- general training for all staff on whole school issues (by external agencies);
- individual training for staff who support children with complex and severe needs (by external agencies);
- tailored training by the school's SENco and other senior members of staff;
- on-the-job training for individuals by working alongside experienced members of staff.

Some training will take place away from the school whilst other training will occur in staff meetings, on Inset days and in the classrooms

6, Identification of Special Educational Needs

At Gordon Primary, we aim to identify pupil's special/additional needs at the earliest opportunity. The school follows the guidance in the SEND Code of Practice 2014 and consequently uses a graduated approach to the identification, assessment and provision of pupils with SEND.

The school makes full use of information passed on by previous settings and information provided by parents/carers to ensure that from the moment the child starts they have access to a broad and balanced curriculum. Induction assessment is also carried out once a child has settled to obtain a baseline on entry. Furthermore, the school has a system in place whereby a teacher or staff member records any initial concerns they have about a child in their class on the school's electronic recording system. This is shared with the SENCo. The SENCo will then arrange a meeting and/or an observation and, together with the class teacher, put appropriate strategies in place or make further referrals with the consent of parents.

All children's progress – academically, socially and emotionally, is continuously monitored. The school has termly pupil progress meetings with the class teacher, teaching assistant/s, SENCo and leadership team. For pupils who have made less than expected progress follow up actions are put in place. The school carefully looks at all aspects of a pupil's performance in different areas of learning and development or subjects to establish underlying reasons for a child's lack of progress. Support is put in place and recorded on the class provision map. If progress continues to be less than expected, the class teacher and SENCo and or an external agency will assess whether the child has a specific educational need and arrange for relevant additional support/interventions to be put in place.

Children's SENDs are generally thought of in the following four broad areas of need and support (SEND Code of Practice 2014) See the School Information Report for further information:

- Communication & Interaction (C&I)
- Cognition & Learning (C&L)
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical Needs (S/Phys.), including vision impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) or physical disability (PD)

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7, Supporting pupils with SEND and managing needs – a graduated response

7,1 Universal, Targeted and Specialist support

At Gordon Primary, we have a three - tiered approach to a child's learning:

Universal – this is the school's ordinarily available offer that all pupils will receive. At All children are provided with 'Quality First Teaching'. We regard this as an essential tool to improve outcomes for all learners. This can be in the form of coaching from curriculum leaders or having additional teachers or teaching assistants in targeted year groups. Teachers plan lessons according to the specific needs of all children in their class. Lessons offer the challenge and support for each child to learn and progress to the best of their ability. Strategies, resources, as well as outcomes are adapted to meet each child's learning needs. Grouping arrangements are organised flexibly to maximise learning opportunities for all.

Targeted - it may be appropriate to consider making additional short-term special educational provision to remove or reduce any obstacles to a child's learning. Specific targeted one to one or small group interventions may be run outside the classroom. These will be limited to a number of weeks to minimise disruption to the regular curriculum. Parents/carers will be kept informed of their child's progress towards learning outcomes. For specific provision and interventions please refer to the school's 'Provision Map.' Targeted provision means that many children are on the SEND register temporarily. If children are making good progress and the gap between themselves and their peers is no longer widening and of concern, they will exit the register. This will take place after careful assessments and reviews of progress alongside discussions with parents/carers.

Specialist – it may be necessary to seek specialist advice and regular long-term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for a child. This may include educational psychology, speech and language therapy, occupational therapy, specialist advisory teachers and the Child Development Team. The school may need to prioritise referrals to these services. However, for a very small number of pupils access to these specialists may be through an EHC Plan.

7,2 Assess, Plan, Do, Review process

Where it is determined that a pupil does have special educational needs and targeted or specialist support is put in place, parents are informed and their child will be added to the special educational needs register. The aim of formally identifying a pupil with special educational needs is to help the school to ensure that effective provision is put

in place and barriers to learning are thereby removed. The support consists of a four-part process:

➢ **Assess**
This involves analysing the pupil's needs: teacher assessment, information from parents/carers, advice from external agencies, comparison with peers and national data. This analysis is reviewed regularly. Formal assessments are carried out termly, and in some cases half-termly by class teachers. All SEND data is tracked and analysed termly by the SENCo in order to prioritise relevant support for pupils or staff.

➢ **Plan** This involves consultation between the teacher, SENCo, parents/carers and the pupil. Pupils and parents/carers play an important part and are fully involved in this process. All class teachers are provided with a class provision map, which is regularly updated, informing them of any known difficulties (learning, as well as emotional, social difficulties), medical conditions, interventions and details of outside professionals involved with each child. Children with high individual levels of needs will have an individualised support plan. The level of provision is decided as outlined in the School and Local Offer.

➢ **Do**
The class teacher will remain responsible for working with the child on a day-to-day basis. They remain responsible even where the intervention may involve group or one-to-one teaching away from the main class teacher. The SENCo will work closely with professionals and plan and assess the impact of support and interventions. Support with further assessment and advice on the implementation of effective support will be provided by the SENCo.

➢ **Review**
A child's progress will be reviewed regularly, depending on the nature of the intervention or specific programme. The impact of support given is carefully measured to ensure that the learning outcomes have been achieved and if not, that further adaptations are made. It may be decided that a further period of support would be beneficial for the child. The school will ensure the child and their parents/carers are kept informed and are encouraged to be involved at all stages of this support

8, Applying for an Education Health Care Plan (EHCP)

The majority of children with SEND will have their needs met within local mainstream education and can be accommodated within our school. However, we may be unable to fully meet the needs of a child through our own provision arrangements if:

- careful and appropriate assessments show that the child continues to make little or no progress after receiving high quality teaching and targeted provision;
- there is a significant cause for concern and the child is working at significantly below-age-expected levels. This is less than 2% of pupils nationally.

In this case parents/carers and the school have the right to request a *Statutory Assessment* to be carried out by the Royal Borough of Greenwich to decide whether the child requires an EHCP.

The purpose of an EHCP is to make special educational provision to meet the needs of the child or young person, to secure the best possible outcomes for them across

education, health and social care and, as they get older, prepare them for adulthood. It is a legal document. If granted, the EHCP needs to be reviewed annually.

9, Transition arrangements

At the end of each academic year, staff meet to discuss the needs of the children so that the receiving teachers understand how to best support the children. Records are passed on at these meetings. The SENco will also meet with new teachers to inform them of children on the SEND register.

When possible, new teachers will attend a child's annual review meeting for a child with an EHCP.

When pupils with EHCP are due to transfer to another phase planning will begin well in advance of the transfer. In particular, planning for pupils in Year 5 will allow appropriate options to be considered in the move to secondary education. The SENco will attend secondary transfer meetings and additional arrangements will be made for those children with EHCP who are transferring to secondary schools.

For those children in Foundation Stage with EHCP or with significant additional needs who are entering our nursery or reception classes, the SENco and Early Years Foundation Stage (EYFS) leader will liaise with Early Years providers, the area SENco and other professionals involved to ensure relevant information is passed on.

10, Working in partnership with parents and carers

At Gordon Primary, we believe in working in partnership with parents and carers. We believe that parents/carers know their children best and by working together, we can maximise the difference we make for them. We are always ready to speak to parents and carers about any concerns they might have about their children. Parents/carers are encouraged to see their class teacher or our SENCo if they have any concerns about their child. We make every effort to communicate concerns to parents/carers as soon as possible. We strive to fully support parents/carers in order to ensure:

1) Early and appropriate identification and assessment of SEND
2) Appropriate intervention and provision are provided
3) Pupils with SEND are making continuous progress, both academically and emotionally
4) Personal and academic targets are set and met effectively

In some cases, if an assessment or referral indicates that a pupil has additional learning needs, parents/carers and pupils will be consulted with regards to future provision and will be involved in target setting. Parents will also be invited to meet outside agencies, should these be supporting their child.

The school regularly runs coffee mornings and parent workshops, to provide opportunities for parents to talk to each other, find out more about the way learning is facilitated and meet with outside professionals.

Information on the support for parents/carers and pupils in the Royal Borough of Greenwich is available online at:

http://www.royalgreenwich.gov.uk/info/8/special_educational_needs-co-ordinated_support_plan/1427/local_offer_for_children_with_special_educational_needs_and_disabilities

Parents/carers and pupils can also refer to the school's own SEND information report which is available on the website: http://gordonpri.schooljotter2.com/what-you-need-to-know/inclusion

11, Working with external agencies

We work closely with other agencies to support families and pupils. Consent from parents is always sought by school. These agencies include:

- Speech Language Therapy Service,
- Educational Psychology Service,
- Sensory Team (visual and hearing),
- Outreach Team from Waterside Behaviour, Social and Emotional Disorders (SEMH – Social, Emotional and Mental Health) School,
- Support Team for Education in Primary (STEPs) ~ (e.g. dyslexia, Downs syndrome;
- CENMAC (Centre for Micro-Assisted Communication) ~ (e.g. dyspraxia, physical difficulties)
- ASD Outreach Team ~ (Autistic Spectrum Disorder)
- GPs and school nurses,
- CAMHS (Child and Adolescent Mental Health Service)
- GMHST ~ Greenwich Mental Health in Schools Team
- Occupational Health Service,
- Early Years Inclusion Team.

12, School admissions

Decisions about the offer of places at Gordon Primary School are the responsibility of the Royal Borough of Greenwich. If there are more applicants than places available, priority will be given in the following order:

- **Looked After Children** ~ those children who are (or have been) in the care of a local authority, including foster care.
- **Educational, medical and social need** ~ those children who have been assessed as 'in need' under the Children's Act 1989; those likely to be assessed as having special needs under the Education Act 1996 (but who do not yet have a formal EHCP); those who have already benefited from the local authority's specialised provision.

Having a special need will not prevent a child from being admitted to the school and all reasonable adjustments that can be made to accommodate children with special needs will be addressed. However, in a small number of cases, the school's physical environment may present difficulties for a child. For example, due to the age of the building there is no wheelchair access beyond the Early Years Foundation Stage.

13, Access arrangements

Special or alternative arrangements may be needed for children with SEND to access exams and other assessments. These might include:

- access to additional time
- the use of an amanuensis / ICT / a reader
- enlarged text

The responsibility for these arrangements lies with the SENco and the Deputy Head (Curriculum).

14, Monitoring and evaluating SEND

The school regularly and carefully monitors and evaluates the quality of provision offered to all pupils. This is achieved through regular lesson observations, scrutiny of children's work and of provision maps and learning walks by SLT, subject leaders, outside agencies and the SENco with a focus on provision for children with SEND.

- Parents/carers are requested to fill a questionnaire annually as part of the EHCP review process.

- Groups of pupils at *SEN Support* are also asked to sample their views termly.

- Representatives from the Governing Body meet regularly with the SENco to discuss provision.

These evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

15, Monitoring and reviewing the policy

It is the responsibility of the SLT and SENco to monitor the effectiveness of the SEND policy. A school SEND report is published annually at the end of June. The policy will be reviewed and redrafted every three years or sooner if deemed necessary.

16, Dealing with complaints

The school has a Complaints Policy which is available on the school website and from the main office. The policy sets out the procedures parents/carers need to follow should they have a complaint to make. Complaints specific to Special Educational Needs should be addressed to the SENco in the first instance. If the issue is not resolved, the complaint should then go to the Headteacher. For more details, please see the Complaints Policy.

Ratification date: November 2025

Review date: November 2028

Agreed: Jason Taylor (Headteacher)

Agreed: Lynsey Christini-Clay (Chair of Governors)