

## Special Educational Needs & Disability (SEND) Policy

### 1 Introduction

This policy complies with the statutory requirement laid out in the *SEND Code of Practice 0 – 25 (2014)* document and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools, Department for Education, February 2013
- SEND Code of Practice 0 – 25 (2014)
- Schools SEN Information Report Regulations (2014) (see [www.sendgateway.org.uk](http://www.sendgateway.org.uk))
- Hampshire's Illustrative Regulations as a guide for schools completing SEN Information Report

This policy was written by the Special Educational Needs Co-ordinator (SENco) in Autumn 2014, in response to the *SEND Code of Practice, 0-25 (2014)*. It was developed in conjunction with the Headteacher, Deputy Headteacher and Inclusion Manager and the SEN Governors. There was a consultation period during which the school staff, parents/carers and families were invited to contribute.

**Named Special Educational Needs Co-ordinator (SENco):** Hannah Cuesta

**National Award for SEN:** awarded April 2013, Institute of Education, London

**Named Senior Leadership Team (SLT) advocate:** Elli Prestage

**Contact details:** Gordon Primary School, Grangehill Road, Eltham, SE9 1QG

Telephone: 020 88505486

email: [senco@gordon.greenwich.sch.uk](mailto:senco@gordon.greenwich.sch.uk)

website: [www.gordon.greenwich.sch.uk](http://www.gordon.greenwich.sch.uk)

### 2 Aims and Objectives of this Policy

#### 2.1 Aims

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 he or she can be. In addition, we believe that every teacher is the teacher of every child in their care, including those with SEN. The aim of this policy is to help raise the aspirations of, and expectations for, all pupils with SEN by providing a focus on outcomes for children with SEN.

**Our Vision:** For every child to be a positive member of society.

**Our Motto:** Be the best you can be.

**Our Values:** honesty & kindness  
respect & cooperation  
curiosity & creativity  
ambition & resilience  
empathy & integrity

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### 2.2 Objectives

As a school our aims are:

- a, To identify and provide for pupils who have special educational needs and additional needs.
- b, To work within the guidance provide in the *SEND Code of Practice 0 - 25, (2014)*.
- c, To operate 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.
- d, To provide a Special Educational Needs Co-ordinator (SENco) who will work with the SEN and Inclusion Policies.
- e, To provide support and advice for all staff working with special educational needs pupils

### 3 Identifying Special Educational Needs

The *Code of Practice 0 - 25 (2014)* states that ‘a pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.’

Other factors may impact on progress and attainments but do not necessarily mean a child has SEN and should not automatically lead to a pupil as being recorded as having SEN. 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 SEN
- 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 behavioural 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. 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.

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The four broad areas of need as identified in the Code of Practice 0 – 25 (2014) are:

### **1. *Communication and interaction***

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### **2. *Cognition and learning***

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including: moderate learning difficulties (MLD); severe learning difficulties (SLD) where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication; through to profound and multiple learning difficulties (PMLD) where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **3. *Social, emotional and mental health difficulties***

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as Attention Deficit Disorder, Attention Deficit Hyperactive Disorder or Attachment Disorder. Identifying a child's behaviour as a need is no longer an acceptable way of describing SEN. Concerns relating to child or young person's behaviour should be described as an underlying response to a need which we will endeavour to recognise, identify and address.

### **4. *Sensory and/or physical needs***

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children with an MSI have a combination of vision and hearing difficulties.

## **4 A Graduated Approach to SEN Support (see flow chart Appendix 1)**

### **Step 1: Raising concerns**

In accordance with the Code of Practice 0 – 25 (2014), we adopt a graduated approach to identifying and managing children with SEN. This follows an **assess – plan – do – review** cycle in response to the children's needs. At every stage, parents/carers and pupils (where appropriate) are informed and consulted about progress and outcomes.

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- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have SEN. We 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 SEN most frequently encountered.
- Class teachers, supported by the Senior Leadership Team (SLT), make regular assessments of progress for all pupils. These include formal termly assessments and ongoing informal daily and weekly assessments. If a class teacher has a particular concern about a child's progress a '*note of concern form*' is completed and passed to the SENco (Appendix 2). Parents/carers with concerns are able to make an appointment with their child's class teacher in which the note of concern form will be completed. At this stage the class teacher and parents/carers discuss possible causes and areas of difficulty, next steps and expected outcomes. This meeting will be followed by a letter to the parent/carer confirming areas discussed and actions agreed and set a review period. A copy of this letter will be emailed to the SENco and School Admin Officer and kept on the child's file (Appendix 3).
- In addition, class progress meetings take place termly between the SLT, the class teacher and the SENco. During these meetings pupils who are making less than expected progress given their age and individual circumstances are identified and discussed. Again a note of concern form may be filled in during this meeting to record concerns about an individual child's progress.

Concerns about a child's progress may be characterised by progress which:

- 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
- If the child is not making expected progress, strategies are put in place which may mean that high quality teaching needs to be further differentiated for individual children and interventions and adjustments put in place. This will be recorded on the class provision map (Appendix 4).

### **Step 2: Being placed on the SEN register**

- Discussions will be held to inform parents/carers that their child is not making expected progress and to share steps that are being taken to close the gap. These discussions will take place at termly Open Evenings. Provision will continue to be recorded on the class provision map.
- After a period of careful review and reassessments, the class teacher and SENco consider all of the information gathered within the school about the pupil's progress, alongside national data and expectations of progress.
- Further discussions with parents/carers and the child will take place in order to develop a clear understanding of concerns and the child's strengths and difficulties. Agreed outcomes will be sought and next steps for the child will be set.
- If deemed appropriate, the child will be put on the SEN register as *SEN Support*. Parents/carers will be formally informed that special educational provision is being

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made. Discussions between parents/carers, the child (if appropriate) and the school will determine the support that is needed and whether it can be provided by adapting the school's core offer or something different or additional is required.

- At this stage, support and advice may be sought from outside agencies about how to support the child. Parental permission is always sought before contacting external agencies.

#### **Step 3: SEN Support**

- The class teacher, the SENco, parents/carers, the child and outside agencies (if necessary) will meet to decide outcomes, set targets and plan provision. A time frame for review will also be agreed.
- All additional provision is recorded on a class provision map by the class teacher. Children at *SEN Support* will also have an individual provision map (Appendix 5).
- Provision is planned and reviewed termly after assessments and discussions at progress meetings. Provision maps are working documents therefore adjustments will be made more regularly if required. Provision maps are shared and reviewed with parents/carers so that they are able to discuss targets, expectations and outcomes with teacher and if necessary the SENco at three points during the school year.
- Records of the children's special educational needs are kept by the SENco and the class teacher. All staff members who work with a child with special educational needs are informed of the provision that is in place to support that child and the expected outcomes.

#### **Step 4: Applying for an Education Health Care Plan (EHC Plan)**

The majority of children with SEN or disabilities 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 EHC plan.

The purpose of an EHC plan is to make special educational provision to meet the special educational 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 EHC plan needs to be reviewed annually.

All children who have Statements of Education Need will be transferred to EHC plans by 2016.

### **5 Criteria for Exiting the SEN Register**

Targeted provision means that many children are on the SEN register temporarily.

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Once on the register, individual children's progress is assessed, reviewed and planned for carefully. If children are making good progress, the gap between themselves and their peers is no longer widening and of concern, they will exit the register. This will only take place after careful assessments and reviews of progress alongside discussions with parents/carers. Parents/carers will be informed formally when their child is no longer on the register.

### **6 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 SEN register.

When possible new teachers will attend a child's annual review meeting for a child with a Statement or EHC plan.

When pupils with Statements or EHC plans 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 statements or EHC plans who are transferring to secondary schools.

For those children in Foundation Stage with EHC plans 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.

### **7 Supporting Pupils and Families**

Information on the support for parents/carers and pupils in the Royal Borough of Greenwich is available 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](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 SEN information report which is available on the website: <http://gordonpri.schooljotter2.com/what-you-need-to-know/inclusion>

We work closely with other agencies to support families and pupils. These include

- Speech and Language Therapy service,
- Educational Psychology service,
- Sensory Team (visual and hearing),
- Outreach Team from Waterside Behaviour, Social and Emotional Disorders (BESD) School,
- Support Team for Education in Primary (Steps) ~ (e.g. Downs syndrome, dyslexia)
- CENMAC (Centre for Micro-Assisted Communication) ~ (e.g. dyspraxia, physical difficulties)
- ASD Outreach Team ~ (Autistic Spectrum Disorder)
- GPs and school nurses,

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- CAMHS (Child and Adolescent Mental Health Service)
- Occupational Therapy service,
- Portage

### **7.1 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:

1. **Looked After Children** ~ those children who are in the care of a local authority, including foster care.
2. **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 EHC plan); 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.

### **7.2 Access Arrangements**

Special or alternative arrangements may be needed for children with SEN 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 / assessment co-ordinator.

## **8 Monitoring and Evaluating SEN**

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 SEN.

For those children at SEN Support, parents/carers are requested to fill a questionnaire annually as part of the review process.

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

Representatives from the Governing Body meet termly 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.

## **9 Training and Resources**

### **9.1 Resourcing SEN**

All mainstream schools are provided with resources to support the children with additional needs, including pupils with SEN and disabilities. Most of these resources are determined by a local funding formula. Schools have an amount identified within their overall budget, called the notional SEN 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 SEN.

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 SEN 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 SEN. 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.

The Inclusion Manager/ SENco is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Statements of special educational needs and EHC Plans.

The Headteacher informs the Governing Body of how the funding allocated to support special educational needs has been employed.

The Headteacher and the Inclusion Manager meet annually to agree on how to use funds directly related to Statements and EHC Plans. The Inclusion Manager draws up the resources bid when the school is planning for the next school improvement plan.

### **9.2 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 SEN 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);

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- tailored training by the school's Inclusion Manager, 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.

The Inclusion Manager/ SENco is responsible for staff training and will audit the staff's needs on a half-termly basis. Training will be provided as soon as possible.

The school's SENCOs regularly attend the local authority's SENco network meetings in order to keep up to date with local and national developments. In addition, the SENco is a member of a local cluster of school which share practice and the SENco subscribes to national organisations to maintain up-to-date knowledge of practice and policy in SEN.

## **10 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 SEN are designated in the following way:

### **10.1 The Headteacher**

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

### **10.2 The Governing Body**

The key responsibilities of the Governing Body include:

- using their best endeavours in exercising their functions to ensure that the necessary special education provision is made for any pupil who has SEN;
- ensuring that parents/carers are notified by the school when special educational provision is being made for their child, because it is considered that he or she has SEN;
- 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 SEN and of providing appropriate teaching;
- designating a member of staff at the school, to be known as the special educational needs co-ordinator (SENco) as having responsibility for co-ordinating the provision for pupils with SEN;
- consulting the local authority and the governing bodies of other schools when it deems necessary;
- ensuring that pupils with SEN join in the everyday activities of the school together with children without SEN, 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;
- reporting each year to parents/carers on their policy for pupils with SEN.

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

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### **10.3 The SENco**

The key responsibilities of the SENco include:

- overseeing the day-to-day operation of the school's SEN policy;
- co-ordinating provision for children with SEN;
- liaising with the relevant Designated Teacher where a looked after pupil has SEN;
- advising on the graduated approach to providing support for pupils with SEN;
- 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 SEN;
- 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 SEN up to date;
- ensuring that individual and class provision maps are reviewed and in place.

### **10.4 Class Teachers**

The key responsibilities of the class teacher with regards to SEN 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, differentiated for individual pupils;
- providing access to a broad and balanced curriculum for children with SEN;
- directing teaching assistants to support children when appropriate;
- maintaining up-to-date records of provision and outcomes for SEN children;
- evidencing progress according to outcomes in class provision maps and individual provision maps;
- maintaining an up-to-date SEN file.

### **10.5 Teaching Assistants**

Teaching Assistants are line-managed by the Deputy Head. They will require clear guidance about how to carry out their responsibilities from the Deputy Head, 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.

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### **11 Monitoring and Reviewing the Policy**

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

### **12 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 Inclusion Manager/ 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.

### **13 Appendices**

Appendix 1: A Graduated Approach to SEN flowchart

Appendix 2 : Note of Concern form

Appendix 3: exemplar letter of record of meeting form

Appendix 4: exemplar class provision map

Appendix 5: exemplar individual provision map

**Date: March 2015**

**Review date: March 2018**

**Signed \_\_\_\_\_ Headteacher**

**Signed \_\_\_\_\_ Chair of Governors**