

(Special Educational Needs & Disability)

Compliance

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Department for Education) Feb 2013
- SEND Code of Practice 0-25 (January 2015)
- 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
- Peter Gladwin Primary School Safeguarding Policy (2014)
- Peter Gladwin Accessibility Plan (2016/17 update currently being rewritten)
- Teachers Standards 2012

This policy was created by the school's SENCO (Special Educational Needs Coordinator) with the SEND Governor in liaison with the SLT (Senior Leadership Team).

What are our beliefs and values around SEND?

At Peter Gladwin School we are committed to making the best educational provision for children with SEND and have high expectations for all learners. We believe that all children benefit from learning together in an inclusive community, and we talk openly and respectfully about specific difficulties and disabilities, and work together in celebrating individual achievements.

At Peter Gladwin School it is the responsibility of teachers to identify and endeavour to meet the needs of every child in their class as early as possible. With the right support we believe that all children can make progress and we work hard to develop a growth mindset attitude for all.

Parent and pupil voice are important to our school and are at the heart of the decision making process for all children with SEND. At Peter Gladwin School we strive to provide an inclusive environment where all families, whatever their needs, feel equally valued and welcome.

Who is responsible for the implementation of this policy?

Class teachers at Peter Gladwin School are teachers of all the children in their class, including those with SEND. Mrs Callard is the school SENCO, who is a member of the school's SLT and completed the National Award for SEN in July 2017. The SENCO is responsible for leading, developing and managing the additional provision made for children and young people with additional needs. Mrs Callard is happy to answer any questions or discuss any concerns parents or carers may have about their child's needs. Mrs Callard's working days are Monday, Wednesday, Thursday and Friday, and she can be contacted either by phone via the school office on 01273 294959, or by e mail at pollycallard@gladwin.brighton-hove.sch.uk. Chrissie Coyle is the school Governor with responsibility for SEND.

What are our aims?

- To raise the expectations, aspirations and improve the progress measures of all children with SEND
- To achieve specifically targeted outcomes for children with SEND and plan for this holistically, in ways that are mindful of developing independence, resilience and key skills

What are our objectives?

- To identify and provide for pupils who have SEND and other additional needs
- To work within the guidance provided in the SEND Code of Practice, 2015
- To operate a "whole pupil, whole school" approach to the management and provision of support for children with SEND and other additional needs
- To provide dedicated SEND leaders who will work with the SEND Policy
- To provide support and advice for all staff working with pupils with SEND and other additional needs

How do we identify Special Educational Needs?

The SEND Code of Practice, 2015 identifies 4 broad categories of need:

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Identifying 'behaviour' as a need is no longer an acceptable way of describing a child's SEND. Any concerns relating to a child or young person's behaviour will be described as an underlying response to a recognised (or clearly hypothesised) need. These four broad areas 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. At Peter Gladwin School, we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person but the holistic needs of the child (eg social; emotional; physical; sensory) and these needs may be met in a variety of ways.

There are other factors which may impact on progress and attainment, which we do not consider being SEN, and should not be automatically perceived as such. These include:

- 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
- EAL (English as an Additional Language)
- Being in receipt of PPG (Pupil Premium Grant)
- Being a LAC (Looked After Child)
- Being a child of a Serviceman/woman

These factors however may contribute to a child receiving short or longer-term SEND support to help them meet their potential, as part of our Graduated Approach. All additional needs / SEND needs will be identified through:

- Data (we identify all children not making expected progress / below age-related expectations)
- Parental/carer concerns, including family history (eg heightened possibility of a SEND due to a family history of a condition which is heritable)
- Staff concerns/observations
- Children's voiced concerns about their own learning
- Referrals for on-going concerns to specialist diagnostic services

What is the Graduated Approach to the identification and support of SEND?

At Peter Gladwin School we have created a Graduated Approach to assessment and intervention, according to severity of need and other significant factors. This is the process by which we identify and manage the needs of pupils with SEND.

- All class teachers are 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
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have additional needs and may have SEND
- The SLT and class 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
- Children who do not make adequate progress or whose attainment is below year group averages are identified regularly (provision maps, pupil progress meetings; intervention planning entry criteria) and this data, as well as other information, helps us decide whether to plan additional intervention. Parents and

carers are informed termly of any plans for additional intervention and ways of supporting at home. We will always welcome views and ideas of parents and carers, and also ask the pupils about their views and aspirations. We let parents and carers know if the support will continue; change or end as a result of the progress made. Children receiving longer term intervention are usually on the schools SEND register, classified as 'SEN Support'

- Children whose needs continue to cause concern after being given additional support (for example: lack of progress despite intervention; significant needs compared to peers; needs we have no experience of supporting) will be referred to relevant specialised services in consultation with the family (eg BHISS – Brighton & Hove Inclusion Services for School which includes the Educational Psychology Team; Child and Adolescent Mental Health Services; Seaside View Child Development Centre; Hillside Outreach; Speech and Language Support Service). If these services deem it necessary to provide the school with advice and guidance to further support a child or provide a diagnosis of need, we will record this on the child's provision map. Children in need of such ongoing specialist services continue to be recorded as 'SEN Support' on school systems but receive a higher level of personalised support and involvement. These children we consider to have special educational needs and/or a disability (SEN is defined as: 'a significantly greater difficulty in learning than the majority of others of the same age': SEND Code of Practice, June 2015)
- If a pupil's needs cannot be fully met through our own provision arrangements, assessment for an EHCP (Education, Care and Health Plan) may be requested by the school, in consultation with the family, through the LA (Local Authority). Parents can apply independently for statutory assessment but this assessment is highly unlikely to be successful unless all criteria and funding decisions have been considered. If assessment is agreed and a child receives an EHCP, additional funding, on top of the £6000 schools contribute from their notional funding, may come from the LA High Needs Block. This EHCP is reviewed annually by the family, school setting and all agencies involved in the child's education to best meet the evolving needs of the child. Progress over the past year is looked at and new targets are set for the coming year

How do we support pupils and families?

- Parents and pupils can find information about wider SEND services throughout the city via Brighton & Hove LA's 'Local Offer'. A link to this can be found on the school website
- The school has a statutory requirement to provide an annual SEND Information Report; Regulation 51, Part 3, section 69(3)(a) of the Act and this is available on the school website
- The school has many links with other agencies to support the family and pupil. The school is happy to discuss these services as a child's needs become apparent or diagnosed and we work closely with services to plan a coordinated approach.
- We welcome parents' and carers' views and value children's views. We have created a Graduated Approach to include parent and pupil voice within our planning for SEND provision. We always offer an opportunity for discussion when we give parents our plans for supporting children with less significant need; we also discuss the children's views as part of the interventions they receive. For the children who have diagnosed or significant SEND, we plan regular meetings to ensure these voices are heard, and in the case of children with an EHCP this is in the form of an Annual Review.
- We ensure children with SEND are able to access end of key stage assessments appropriately (eg children may be given a reader; a prompter; additional time; rest breaks; enlarged text; brailled text) and according to need.
- We plan carefully for transition points in the lives of children with SEND – from year group to year group, across key stages and to another school – including secondary school and will involve parents and children in development of plans.

How do we support 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 and statutory guidance Supporting Pupils with Medical Conditions (September 2014)
- Some children with medical conditions may also have SEND and may have an EHCP which brings together health and social care needs, as well as their special educational provision. The SEND Code of Practice (2015) is followed in meeting the needs of these children
- Pupils at school with medical conditions have an medical plan agreed with parents, school staff and medical professionals

- The school follows the council's Administration of Medicines Policy and therefore has a separate Administration of Medicine Protocol. The school maintains consent forms and records of medicines administered

How do we monitor and evaluate SEND?

- At Peter Gladwin School we regularly and carefully monitor and evaluate the quality of provision we offer all pupils with SEND
- We plan provision with clear entry and exit criteria and assess pupils regularly to gauge their progress. All pupil progress is formally reviewed each term with the SLT and class teacher at pupil progress meetings. Our planning for additional intervention encompasses all children working below age-related expectations or with diagnosed needs. We are also flexible in our planning and respond to changes in children's needs
- We audit the quality of our provision by parent survey and staff audits as well as observations of interventions through Performance Management procedures
- The school's evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils

Training and Resources

- **How is SEND funded?**

The school receives, as part of its annual budget, a notional allocation to fund its SEND provision. For each child with SEND, the school is expected to fund up to £6000 of individual provision from within this budget. If a child's needs, confirmed by outside professionals, require a greater amount of funding then the school would be able to reasonably make a request to the Local Authority for an EHCP. If this request is accepted, the Local Authority will top up the school's budget to allow them to fund required additional resources or support. This support plan and costings will be documented in the child's EHCP.

- **How are the SEND training needs of staff identified and planned?**

All staff at Peter Gladwin School undertake regular professional development for their roles, and this includes training specific to meeting the needs of children with a wide range of special needs. Members of staff may also be sent on specific courses if they need some specialist skills or knowledge to meet the needs of particular children. This could either be in-house or delivered externally.

Staff confidence is audited annually and a programme of whole school professional development is planned for INSET days and at other times. All support staff meet as a group with the SENCO or Deputy Headteacher once a term, with the agenda being planned collaboratively according to support needs and supervision. All INAs (Individual Needs Assistants) meet with the SENCO twice a year to discuss their own Professional Development and support needs.

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

The SENCO regularly attends the LAs SENCO network meetings in order to keep up to date with local and national updates in SEND. Peter Gladwin School is also a member of the Portslade Partnership's SENCO group where ideas and evidence-based practice are shared, and provision is developed in a mutually supportive way.

The school has many staff members with individual skills and strengths to support the professional development of others. A member of staff is a Brighton & Hove Attachment Lead, and attends regular network meetings to update her skills and knowledge; another experienced teacher has a Post Graduate Diploma in SpLD (Specific Learning Difficulties) or Dyslexia.

Roles and Responsibilities

- **Role of SEND Governor**

The SEND Governor meets the SENCO to review SEND plans and critically examine new plans for improvement. The SEND Governor's responsibility is to have an enhanced understanding of the school policy and practice and to be able to support the school's self-reflection. In the case of any parental SEND provision or practice concern expressed to the Governing Body, the SEND Governor would be the point of contact. The SEND Governor for Peter Gladwin School is Chrissie Coyle.

- **Role of Support Staff**

We have several types of support staff:

- The Teaching Assistants (TAs), whose role includes supporting and being directed by the class teacher so he/she can best teach all of the children, and leading interventions for targeted children
- An SEND TA, whose role is to lead on Social, Emotional and Mental Health provision; being a key adult for children with attachment needs is a major part of the SEND TA's role
- INAs (Individual Needs Assistants), whose role is to support individual children with complex learning or medical needs, alongside the teacher

TAs are line managed by the Deputy Headteacher, and INAs and the SEND TA are line managed by the SENCO. We also buy in the services of a school play therapist, whose role is to provide therapeutic support for children with specific emotional needs.

- **Designated Staff**

- The Designated Teacher for Child Protection and Safeguarding is Suzanne Romney, Deputy Headteacher and the Deputy Designated Teachers for Child Protection and Safeguarding are Karen Harrison, Headteacher, and Polly Callard, SENCO
- The member of staff responsible for managing Pupil Premium Grant/Looked After Children funding is Karen Harrison, Headteacher
- The member of staff responsible for managing the schools responsibility for meeting the medical needs of pupils is Christine Kidman, School Business Manager

Storing and Managing Information

Any documents related to children's SEND are stored on the school system on drives accessible to the SLT only. Paper files do exist currently (eg testing and assessment information; notes of progress etc) and these are kept securely in the SENCO's office. Information relating to a child's SEND history is passed to the child's next school.

Accessibility

Statutory Responsibilities

- The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans
- Schools are required to produce accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area. Peter Gladwin Primary School Accessibility Policy and Plan can be found on the school website and currently covers the period from 2016 – 2019.
- The school systematically identifies and removes barriers to learning where barriers exist. For most children with lower levels of additional need or delay, class teachers will provide differentiation within lessons and this may involve the use of additional adult time or resources or planning. For a few children, more individual planning is required to remove barriers to learning. Parents with children whose needs require this level of planning would be fully involved in this process and planning. Parents can contact key staff via the main office in person, email or telephone, or directly by e mail
- All children at Peter Gladwin School have full access to the wider curriculum of the school, such as participation in after-school clubs, leisure and cultural activities or school visits

Dealing with Complaints

The Parents/Carers Guide to School Complaints can be found on the Peter Gladwin School website.

Bullying

Peter Gladwin School is fully aware of the need to ensure and mitigate the risk of bullying of vulnerable learners, and the Anti-Bullying Policy is available on the school website. At Peter Gladwin School we teach the children about their responsibilities and rights, in the case of SEND learner paying particular attention to Article 23 of the UN Convention Rights of the Child "You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life". At Peter Gladwin we are looking towards becoming a Rights

Respecting School. We educate children through lessons and assemblies, using our Working With Others strategies and approach, and also seek to resolve conflict through a restorative approach. We also encourage children with SEND to educate other children themselves. We believe that the more disability and learning differences are discussed and debated, the more they are normalised. We have close links with Hillside Special School, and both Hillside and Downs Park Special Schools are part of the Portslade Cluster SENCO group where best practice and strategies are shared.

Reviewing the Policy

This Policy will be reviewed annually.

Appendices (all available on the school website)

- Anti-Bullying Policy
- Child Protection Policy
- Safeguarding Policy(inc. Safe Recruitment)
- Equalities Objectives
- Diversity Information
- Peter Gladwin School Equalities Policy
- Parent/Carers Guide to School Complaints
- Health & Safety Policy (inc. Guide to Medical Administration)
- SEND Information Report
- Accessibility Plan