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Gunthorpe Primary School

Special Educational Needs and Disability Policy

September 2022

Date	September 2022
Last Review	September 2019
Next Review	September 2025

Rationale:

Gunthorpe Primary School is committed to providing equal access for all pupils to a broad and balanced curriculum. As a school we recognise that some pupils during their school career may have special educational needs and/or a disability and we will endeavour to make every possible arrangement to provide for their individual needs.

This policy is based on the following Legislation and guidance:

The statutory Special Educational Needs and Disability (SEND) Code of Practice

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

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 (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report (found on the school website)

Definitions:

The SEN Code of Practice 2014 defines a child or young person as having Special Educational Needs if "they have a learning difficulty or disability which calls for special educational provision to be made for them"

The Code of Practice notes that:

"a child of compulsory school age or a young person has a learning difficulty if they

- a) Have a significantly greater difficulty in learning than the majority of others of a similar age or*
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post-16 institutions "*

Access to the environment (see Accessibility Plan 2022)

The primary areas of SEN (as identified by the SEN Code Of Practice 2014):

A child with SEN will be categorised into an area however there maybe considerable overlap between these areas in some cases.

1. Cognition and learning
2. Communication and interaction
3. Social, mental and emotional health
4. Sensory and/or physical needs

Dual exceptionality will be noted for those pupils who are also identified as 'Able, Gifted and Talented'. The term Able, Gifted and Talented is used to describe those students who are achieving or who have the potential to achieve a level substantially beyond the rest of their peer group inside their particular school. Able, Gifted and Talented pupils may also present with a learning difficulty.

Equal opportunities and Inclusion

All pupils whether they have special educational needs or not, will have an equal opportunity to participate in the full curriculum of the school. Every effort will be made to make adjustments to allow all pupils to participate fully and have a positive learning experience, regardless of need or disability.

The Equality Act 2010 identifies disability as one of nine protected characteristics. Pupils with special educational needs are, like all pupils, encouraged to become increasingly independent and take responsibility within the school

Our school Aims:

1. To identify children with SEN as thoroughly as possible through a variety of means including consultations with appropriate staff, parents/carers and external agencies.
2. To continually monitor the progress of SEN pupils and to provide support as necessary and track the impact of this provision.
3. To provide full access to the curriculum through differentiated planning by class teachers, SENCo, and support staff as appropriate, using a range of teaching styles to ensure effective learning.
4. To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
5. To involve parents/carers and the children themselves, where appropriate, at every stage in planning and decision making to ensure that additional needs are met.
6. To work closely with other professionals to enhance the quality of support provided by the school.

Arrangements for Co-ordinating SEN Provision

Roles and Responsibilities

SEN provision will be the overall responsibility of the Board of Governors and the Headteacher of the school. However in order to facilitate the practical day to day running of the provision the Board of Governors have delegated responsibility for pupils with Special Educational Needs to Mrs Emily Smith (SENCo) and Mrs F Rhodes (Headteacher)

The **SENCO** will:

- ⊗ co-ordinate the day to day provision of the school's SEND Policy
- ⊗ liaise with and advise colleagues
- ⊗ co-ordinate provision for children with special educational needs
- ⊗ maintain the school's SEN register and oversee the records of all pupils with special educational needs
- ⊗ organise necessary reviews and referrals
- ⊗ liaise with parents and external agencies
- ⊗ contribute to the in-service training of staff
- ⊗ utilise Classroom Assistant expertise in staff development.

The Board of Governors will:

- ⊗ ensure that all pupils' special educational needs are addressed
- ⊗ have regard for the Code of Practice
- ⊗ have regard for the school's SEN (and Inclusion) Policy and the SEN Information Report
- ⊗ ensure the policy is kept under review
- ⊗ report annually to parent/carers of all pupils of SEN
- ⊗ ensure that appropriate funds and resources are delegated to SEN

The Headteacher will:

- ⌘ keep the Board of Governors informed about SEN issues
- ⌘ work in close partnership with the SENCO
- ⌘ liaise with parents and external agencies as required
- ⌘ delegate and monitor the SEN budget
- ⌘ ensure the SLT are actively involved in the management of SEN within the school. SLT members should ensure consistency of practice and contribute to the realisation of the SDP
- ⌘ provide a secure facility for the storage of records relating to Special Educational Needs

Each **class teacher** is responsible for:

- ⌘ be aware of current legislation
- ⌘ keep up to date with information on the SEND Register
- ⌘ gather information through observation and assessment
- ⌘ develop an inclusive classroom
- ⌘ work closely with other staff to plan for learning and teaching
- ⌘ contribute to, manage and review Co-ordinated and EHC plans, if in place, in consultation with the SENCO
- ⌘ timetable effectively to include children's individual additional needs

Teaching assistants are allocated to classes and subjects where their skills can best support children's needs. Individual teaching assistants have been trained to deliver evidence based interventions with a high success rate for closing the gap and raising attainment.

Where there is a high level of need, a teaching assistant may be allocated to work with a child on a 1:1 basis.

Skills from a variety of staff members are utilised and best practise is shared. Where a gap in knowledge and understanding or provision is identified, we seek to fill that gap through training opportunities and staff expertise

Identification levels:

Universal Targeted

A child with SEN may only require differentiation of the learning plan in order to make progress and may work in small groups in class so the learning is personalised to their individual needs.

Targeted and Targeted Specialist

Provision at this level always includes the involvement of an outside agency. A variety of support can be offered by these services, such as specialised assessment, advice regarding targets and strategies and sometimes direct work with the child. The specialist services may contribute to the planning, monitoring and reviewing of the child's progress. In some cases, children at the Target Specialist level may receive specialist support from a range of outside agencies. It is likely that a Co-ordinated Plan will be in place at this stage which outlines the child's additional needs, indicates targets and will be reviewed regularly. This plan is a working document and follows the child through the school.

Education, Health and Care Plans (EHC)

For a child with SEN who is not making adequate progress, despite a period of Targeted support, and in agreement with the parents/carers, the school may request that the Local authority carry out a Statutory Assessment. This process would determine if the child meets the criteria for an EHC plan.

A child who has an EHC plan will continue to receive Targeted Specialist support as outlined in the plan if recommended. An Annual Review will take place to review the appropriateness of the provision and to advise the Local authority of any recommended changes. Parents/carers will be invited to the review along with other professionals that have involvement with the child and this takes place annually.

Support for Pupils

Pupils that have been identified as having additional needs at the targeted and targeted specialist identification are support in class by the Class Teacher or TA and if appropriate will sometimes take part in specific interventions outside of the classroom. For more detail see our Special Educational Needs Information Report on the website.

Allocation of Resources to and amongst pupils;

Each term we map our provision to indicate how the resources are allocated to the whole school. We then also monitor this with class provision maps. These are over seen by the SENCo, who also suggests new things that can be used with a child to support the Class teachers and TAs.

Transition to and from our school

Visits to our school are encouraged for all new pupils and their parents/carers. Where concerns have been highlighted by previous schools, additional visits are arranged alongside supportive materials such as photographs of key areas of school and adults. Where a child joins Gunthorpe Primary School with an identified special need, the SENCO will contact the previous school to ensure continuation of good practice and a smooth transition.

Year 7 leaders and SENCOs from Secondary Schools are invited to attend the Year 6 reviews in the Summer term of each academic year. This enables parents/carers an opportunity to discuss concerns, and for Secondary SENCOs to receive information first hand and engage in discussion about best practise for the individual.

Arrangements for considering complaints about special educational provision within the school

Complaints will be referred via a hierarchical system. Initially complaints may be referred to the child's class teacher, then the Special Educational Needs Co-ordinator (SENCo), and finally the Head Teacher if it cannot be resolved satisfactorily for all parties. If the complaint continues to remain unresolved, any party may refer it on to the governing body, addressed to the SEND Governor, who will take it to a governor panel.

Contacts

The SENCO can be contacted by phoning the school office on 01733 571193 or via email senco@gunthorpe.peterborough.sch.uk