

GISBURN ROAD C.P. SCHOOL BARNOLDSWICK

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY



DATE AGREED: DECEMBER 2018

REVIEW DATE: DECEMBER 2019 (ANNUALLY)

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0–25 (2014) 3.65 and has been written with reference to the following guidance and documents:

- SEND Code of Practice 0 – 25 (2014)
- Settings SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting children at setting with medical conditions April 2014
- Safeguarding Policy
- Accessibility Plan
- Practitioners Standards 2012
- Equality Act 2010: advice for settings DfE Feb 2013

This Special Educational Needs and Disability Policy was written by Susanna Whittaker in 2018. It was developed through consultation with senior staff, staff, parents and children.

Our Co-ordinator for children with Special Educational Needs and Disabilities is:

Susanna Whittaker 01282 812287 senco@gisburnroad.lancs.sch.uk

Mrs Susanna Whittaker is a member of our Senior Leadership Team.

We have a strong commitment to inclusion for all children and will make adjustments to both the curriculum and the environment in order to enable children with a disability and those with additional and Special Educational Needs to fulfil their potential.

Every child attending Gisburn Road Primary School has a named Key Person or Class Teacher and all staff have a duty to support the needs of children with SEND.

Gisburn Road Primary School opened in 1907. There is a Nursery class which offers full time and part time places. The school has one class per year group.

SECTION 2: AIMS AND OBJECTIVES

Aim

At Gisburn Road Primary School we have high aspirations and expectations for all of our children, including those with Special Educational Needs and Disabilities. Therefore we focus on positive outcomes for all of our children.

Objectives

1. To meet the individual needs of all children attending Gisburn Road Primary School by offering an appropriate learning environment which provides a range of differentiated activities delivered through high quality teaching and learning.
2. To identify any Special Educational Needs at the earliest opportunity through observation, monitoring, assessment and recording.
3. To work in partnership with parents and carers, ensuring a child receives support as identified to reach their full potential.
4. To provide a Special Educational Needs Co-ordinator who will monitor, plan, and evaluate the provision for children with Special Educational Needs and Disabilities;
5. To work within the guidance provided in the SEND Code of Practice, 2014;
6. To identify and provide seamless services, working closely with outside agencies/ specialist services, offering intervention strategies to improve outcomes for children with SEND.

7. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs;
8. To ensure effective transitions are maintained for children with SEND as they transfer into a new phase of their education;

SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEED

At Gisburn Road Community primary School, we strive to provide every child with ‘Quality First’ teaching and learning. Children are only identified as having SEND if they do not make adequate progress within the EYFS or National Curriculum or if they show significant delay in a specific area, upon entry.

Our provision for children with SEND covers four categories of need. This enables us to ensure that our provision meets the needs of all children. These are: Communication and Interaction, Cognition and Learning, Sensory and Physical, and Social, Mental and Emotional Health.

We identify the needs of children by considering the needs of the whole child which will include an assessment of the child’s strengths alongside any specific difficulties.

SECTION 4: A Graduated Approach to SEND Support

At Gisburn Road Primary School, teaching is differentiated according to individual needs. All practitioners and teachers have a sound knowledge of the own children for whom they are responsible. They plan appropriate learning experiences which are delivered at a group or individual level, depending on the needs of the child. This includes planning for children who access specialist support.

At Gisburn Road Primary School, we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, monitoring planning and child’s progression.

At Gisburn Road Primary School we have two learning mentors who run a detailed timetable of workshops and focused sessions. Children are referred to these sessions for a number of reasons to include, low self-esteem, low confidence, and social communication and interaction difficulties. The children are assessed at the start of a block of sessions and again at the end. Integration and feedback to the class is of paramount importance too. Children are chosen for a group depending on their specific need. Parent’s permission is sought before the sessions start and the child’s needs identified and explained.

Attainment reviews are held every term between the class teacher and head teacher. Therefore the attainment of children with SEND will be noted, and an action plan put in place should it be deemed necessary. A plan of action is drawn up through discussion with the senior manager, the practitioner, the SENCO, the parent and the child.

We refer children into a range of support services including the Educational Psychology, Health Visitors, Inclusion Teachers, Portage, Occupational Therapy and Physiotherapy.

The decision to place the child on the Code of Practice record is taken by the SENCO following discussion with parents. Parents are involved at every level through daily face to face conversations with key people. We follow the cyclical procedure of assess, plan, do and review when considering actions for a child with SEND.

MANAGING CHILDREN NEEDS ON THE SEND Code of Practice Record

There are three waves of action with our SEND procedures, which are in line with the SEND Code of Practice 2014. These are:

Wave 1: Provision which is universal and is accessed by everyone;

Wave 2: Provision which is made for children who require additional interventions delivered by staff within the school setting, without the involvement of outside professionals at this stage:

Wave 3: Provision which is made for children who require additional interventions, additional to and different from their peers, often delivered by outside professionals.

The SENCO is responsible for consulting with other professionals regarding accessing specialist support. Following discussion with parents, a child deemed to be at Wave 3 will have an IEP. This will be written in collaboration with the parents, the child and teacher, under the guidance of the SENCO. IEP's are reviewed half termly, with the involvement of the above named parties. Current targets will be evaluated and new targets will be set, as appropriate.

If a child requires referral into more than one service, A Common Assessment Framework (CAF) document will be written. This will enable an assessment of the child's needs to be carried out. The child and their parents will be consulted prior to the involvement of other professionals and a signature is required on all paperwork.

We draw upon services provided by the Lancashire IDSS Learner Support Team. With permission from parents, we may call upon expertise offered by specialist Inclusion Teachers to support our work in meeting the child's educational needs. This is called a 'Request for Guidance'. The Inclusion Teacher guides us through the process in order to access further support for the child's needs. This may become 'Additional Inclusion Support' and may result in an 'Education, Health and Care Plan' (EHCP).

Following discussion with the Educational Psychologist, a child at Wave 3 may require an Education, Health and Care Plan. It is the responsibility of the SENCO to apply for this, should it be deemed necessary. At this stage, the SENCO would support parents and the child and gather together all the relevant paper work and documentation.

We have carried out an audit of our SEND provision, using a provision map. We are able to use our Provision Map to establish which interventions will be appropriate for the child to access. The level of provision required by a child is discussed with the child, the parents, the key person and the SENCO. To view a copy of all our SEND provision, please view our Local Offer:

<http://gisburn.edusite.co.uk/wp-content/uploads/2014/09/LO-GISBURNROADCPSCHOOL-13042.pdf>

SECTION 5: CRITERIA FOR EXITING THE SEND Code of Practice RECORD

If, after an agreed period of time, the child begins to respond to support put in place and makes appropriate accelerated progress, which will be evidenced on their EYFS profile/ end of term assessments using target tracker and review of IEP, it may no longer be necessary to continue to plan in smaller steps. At this point, with agreement from all involved, including parents, the child may exit the Code of Practice record.

SECTION 6: SUPPORTING CHILDREN AND FAMILIES

Parents in need of further information can access the Local Authority's Local offer:

<http://new.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>

We have excellent links with an extensive range of agencies which can support the family and child in many areas of Education, Health and Care. These include:

- ✓ Educational Psychologists,
- ✓ Learner Support Inclusion Teachers and Teaching Assistants,
- ✓ Children's Social Care,
- ✓ Health professionals including Health Visitors,
- ✓ Speech and Language Therapists,
- ✓ Physiotherapists,
- ✓ Occupational Therapists and
- ✓ Paediatricians.
- ✓ Early Help and Well being

All children are welcome at Gisburn Road Community Primary School in accordance with the Equalities Act 2010. All applications to our Nursery or School are treated fairly, regardless of a child's additional needs or disabilities.

We would endeavour to collect any necessary information regarding a child with SEND prior to them starting school to enable us to ensure a child's needs are being met. This is done through dialogue with parents and any previous settings or specialists who have been involved with the child.

We welcome all children and aim to respond appropriately to each child's background and individual needs. We ask parents to give as much notice as possible if a child is disabled or has Special Educational Needs. This will enable us to explore with parents, and with any outside professionals, how we can provide most effectively for that child. All parents are informed of any help/support their child might need or is receiving with full permission gained before starting any interventions/nurture sessions or support from outside agencies.

We have extensive transition procedures in place to support children making the transition from home to Nursery, between settings, from nursery to school and from school to high school.

When a child transfers from another school, we endeavour to make contact with their previous school in order to share information about the child.

Where possible, we carry out transition meetings with the receiving school when a child leaves our school. In these meetings, we share information about a child's needs in order that the receiving school can make appropriate arrangements for the child.

SECTION 7: SUPPORTING CHILDREN AT SETTING WITH MEDICAL CONDITIONS

We welcome and support all children with medical needs. Prior to the child starting at Nursery or School, the SENCO will make contact with parents to gain as much information about the child and their needs as possible and also to find out if additional resources or training are required.

The SENCO will carry out an environment audit, if required, in order to ensure that the learning environment is appropriate in meeting the child's needs. This will be done in conjunction with parents and any specialist staff who are working with the child at that time.

Gisburn Road Primary School recognises that children with medical conditions should be properly supported so that they have full access to education, including trips and outdoor provision. 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.

Some children may also have special educational needs (SEND) and may have a statement, or Education, Health and Care Plan (EHCP). As well as guidance from their special educational provision, the SEND Code of Practice (2014) is followed.

A copy of our policy for the administration of medicines is held within school.

SECTION 8: MONITORING AND EVALUATION OF SEND

We regularly evaluate our SEND provision, in order to monitor the quality of provision for all of our children. We carry out regular audits of our provision based upon the needs of each cohort of children who are attending. We can then make adjustments accordingly and ensure provision has been effective in ensuring access to a broad range of experiences and learning activities.

We review IEPs on a half termly basis and share progress with parents at Parents Evenings. Following this discussion, we would then set new targets which would also incorporate advice from other professionals. Records are reviewed regularly and adjusted according to the needs of the child, in order to ensure that records continue to reflect the progress made by a child.

Parents are informed about their child's access to provision through TAF meetings, IEP reviews, EHCP reviews and consultation with other professionals.

Staff are proactive in identifying children in need of additional support. They first complete an 'initial concern' sheet, which is shared with the SENCO. The SENCO will then carry out an observation and complete an IEP.

SECTION 9: TRAINING AND RESOURCES

We have extensive experience of children with a variety of SEND: Communication and Interaction Difficulties, Speech, Language and Communication Needs and Behaviour Issues.

At Gisburn Road Community Primary School we have:

- The Head Teacher who has completed Level 7 Training (NPQH);
- 8 qualified Teachers;
- 8 Teaching Assistants including two Learning Mentors.

All staff have appropriate training and are experienced in supporting children with SEND. Our learning Mentors are well trained in supporting children with emotional and behavioural issues. They run daily Nurture Groups in both Key Stage One and Key Stage Two.

Our school is well resourced with a range of differentiated and specialist equipment. We are happy to consult with parents and other professionals, should we need to order and use specialist equipment.

At Gisburn Road We nurture, inspire and challenge everyone to have the confidence, skills and values to thrive and achieve. Our values are respect, trust, honesty, friendship and perseverance.

SECTION 10: ROLES AND RESPONSIBILITIES

Susanna Whittaker is the SENCO for Gisburn Road Community Primary School and Children's Centre.

Nicola Walker (Head Teacher) is the designated member of staff with specific safeguarding responsibility.

Laura Toor Deputy Head teacher and deputy DSL. Janet Ormerod deputy DSL.

Susanna Whittaker is the designated member of staff with specific responsibility for managing children who are looked after.

The SENCO'S role is to:

- Ensure that the school's practice reflects the objectives of the SEND policy.
- Ensure that all staff are familiar with this practice as stated in the policy and that new staff are inducted appropriately so as to be confident with policy and procedure for identification of any difficulties.
- Establish and maintain an S.E.N. record.
- Promote an effective relationship with parents of children with SEND.
- Liaise with other professionals and outside agencies including the area SENDO from The Inclusion Disability Support Service Learner Support Team.

- Promote staff development with regard to SEND.
- Monitor the SEND policy, setting appropriate dates for evaluation/review, ensuring that this is shared with all staff.
- Contribute to any written reports to parents.

SECTION 11: STORING AND MANAGING INFORMATION

All documentation regarding children with SEND is stored in line with our Information Management Policy and also our Confidentiality Policy.

SECTION 12: REVIEWING THE POLICY

The SEND Policy is reviewed annually, in line with all other policies and Procedures, at the end of the Autumn Term.

The SENCO has responsibility for integrating new information into the policy and sharing this with all staff.

In evaluating and reviewing the policy, consideration will be given to:

- How well children's difficulties have been identified.
- How children's individual targets have been met.
- How efficient has record keeping been in tracking a child's progress.
- How the curriculum has enabled children to access a broad range of activities and experiences.
- How information has been shared with parents.
- How confident staff are in the identification, assessment and planning for children with SEND.

SECTION 13: ACCESSIBILITY

Responsibilities

Gisburn Road Community Primary School and Nursery are based on a campus.

Prior to a child with a physical disability starting with us, we would carry out an environment audit with the parent, Occupational Therapist and Specialist Teacher. Teaching Staff regularly review their teaching environments in order to remove barriers to learning for specific individuals.

We strive to provide a broad and balanced curriculum for all of our pupils, which is accessible to children with physical disabilities. This includes ensuring their full participation and involvement during trips and extra-curricular activities.

We actively encourage Parental Involvement. Parents can contact a member of staff by telephone, or face to face at the beginning and end of every day.

SECTION 14 : DEALING WITH COMPLAINTS

The designated person who will deal with complaints is Nicola Walker (Head Teacher).

A copy of the complaints procedure is available upon request and on the website.

Complaints are dealt with by The Head Teacher and The Chair of Governors.

The outcome of a complaint is recorded by the Head Teacher.