

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

INTRODUCTION

Every child has individual needs and brings different experiences, talents, interests, and strengths to our school. Our intention at Gresham is to create an inclusive environment in which every child is able to access the whole curriculum. We wish to cultivate, in all our pupils, a confidence and desire to strive towards achieving their full potential.

SEN Code of Practice - January 2015

A child is recognised as having a Special Educational Need if they have a learning difficulty or disability which calls for special educational provision to be made for him or her i.e.

- A significantly greater difficulty in learning than the majority of other pupils of the same age
- or
- Have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision means that "*which is additional to, or otherwise different from, the educational provision made generally for children of the child's age...*" Education Act 1996, Section 312.

Our SEND policy will reflect the '*school's offer*' (SEND School Information Report) that is located on Gresham's website.

The responsibility for children with Special Educational Needs is shared amongst the teachers, parents/carers, school governors, and Local Education Authority with the additional help of any outside agencies, including the NHS, where applicable.

AIMS OF THIS POLICY

- To ensure equality of opportunity and entitlement and access for **all** children including those with Special Educational Needs.
- To outline the provision for identifying, assessing and meeting Special Educational Needs.
- To clarify internal and external procedures used for supporting pupils with Special Educational Needs.
- To provide maximum stability and continuity for pupils with Special Educational Needs.
- To develop open and honest dialogue with parents/carers and children.

- To ensure that staff are well-supported.
- To ensure that there is an equitable use of teachers' time.
- To ensure that the school's limited resources are used effectively.
- To ensure that there is equality for all children (with/without SEND)
- To ensure that Gresham's ethos is maintained and remains a truly inclusive school that
 - provides for our whole community.
- To promote independence and resilience in pupils with SEN and/or physical disabilities so that they are well prepared for transition to adulthood
- To listen to 'the voice' of the child as well as that of the parent and include the child in
 - any decision-making or process as far as possible and as appropriate

We aim to maintain continuity and progression between the school's Admission, Teaching and Learning, Behaviour, Child Protection, Special Educational Needs, Inclusion and Equal Opportunities policies.

ARRANGEMENTS FOR CO-ORDINATING SPECIAL EDUCATIONAL NEEDS PROVISION

The Headteacher, Ms. Karen Steele, maintains overall responsibility for pupils with Special Educational Needs.

KEY RESPONSIBILITIES OF THE SENCO

Mrs. Julie Gough is the School SENCO and is responsible for: -

- Overseeing the day to day operation of the SEND policy
- Co-ordinating and managing provision including the need, and following, of Passports for Learning or Care Plans (Some children on the SEND register may have either a Passport for Learning or a Care Plan or both)
- Liaising with and advising colleagues
- Managing Teaching Assistants (TAs) assigned to support children with special needs
- Maintaining a register of children with SEN (updated monthly in consultation with the class teachers)
- Making referrals to outside agencies in consultation with the parents, class teachers and
 - Head Teacher
- Supporting the transition of pupils with SEND to different settings
- Overseeing records and SEND support plans
- Arranging, preparing for and chairing Annual Reviews
- Liaising with Parents/Carers

- Contributing to in-service training
- Liaising with outside agencies
- Regularly attending SENCo network meetings
- Monthly attendance at the Locality support Meeting

CLASS TEACHER'S RESPONSIBILITIES:

The Warnock Report illustrated that as many as 20% of children (one pupil in five) might indicate a special educational need (albeit of a temporary nature) at some stage during their school career. This means that **all teachers are teachers of pupils with SEND and that every teacher is concerned with such pupils on a daily basis.**

The task of identifying and providing for each child's needs is central to the teacher's role. If a teacher feels that a child's needs cannot be met through differentiation and that the child requires support that is **additional to and different from** the planned curriculum, they will:

- Gather information about the child & make an initial assessment in order to identify the specific areas of need
- Plot progress as regards curriculum levels and sub-levels (or other assessment criteria)
- Consult with the child's parents and the child
- Discuss concerns with the subject leader e.g. Literacy and/or Maths coordinator
- Inform the SENCO and parent that the child has been identified as having a specific need
- Discuss the next steps with the SENCO (e.g. intervention programme, extra adult support, referral to an outside agency)
- Implement and review SEN support plans
- Attend meetings with other professionals as appropriate
- At any stage, request advice and support from the SENCO

RESPONSIBILITIES OF NON-TEACHING STAFF AND TEACHING ASSISTANTS INCLUDING THOSE ASSIGNED TO A PARTICULAR CHILD:

All staff members who come into contact with a child with special educational needs or disability are informed about the child's needs if it is relevant or necessary for them to have such information.

Teaching Assistants who assist at lunchtime in supporting children where their needs require monitoring or support. They make observations and inform the class teacher, Head Teacher, Deputy or SENCO. A senior member of staff will be called if immediate intervention is necessary. All staff are responsible for logging an incident on CPOMS during playtime and lunch time.

Teaching Assistants (TAs) are assigned to class groups by the Head Teacher depending on the needs within each class. They work alongside class teachers to support individuals or groups of children in curriculum areas such as English and Maths. Some children require support for a physical disability whilst others may need help to manage their behaviour and emotional needs in order to access the curriculum effectively. Other children require support to access the curriculum. To avoid dependence on one adult, TAs are not assigned to a particular child or group throughout their time at Gresham. Although there is continuity, the school maintains a flexible approach regarding the deployment of staff. The TAs deliver work or programmes planned by the teacher, therapist and SENDCo.

As part of their work in school, some TAs are involved in the delivery of intervention programmes either in class or elsewhere (e.g. Study Room, SEN classroom, Morris Room) for which they receive training.

The school currently delivers the following support Programmes:

- Little Wandle
- Little Wandle support resources through Year 3- 6
- Additional teacher support is provided within Booster groups in both Foundation, Key Stage 1 and 2
- Emotional Literacy Support (ELSA)
- Draw and Talk
- Precision Training
- Omega to Alpha

Specific TAs also follow programmes as prescribed by Educational Psychologists, Occupational Therapists, Physiotherapists and Speech and Language Therapists.

THE GOVERNING BODY:

The key duties of the Governing Body are to ensure that the school meets all its statutory duties and that the SEND policy is implemented effectively. They ensure that pupils with SEN and/or physical disabilities have the same opportunities to make good progress and play an active and fulfilling role in the life of the school alongside pupils with no SEN. The Governing Body works closely with the Head Teacher and SENCO, to determine appropriate staffing and funding arrangements for SEND. The Governing Body also monitors the school's work on behalf of children with Special Educational Needs through termly liaison by the SEND Governor with the SENCO. They may be involved in discussions with parents. The Governing Body also ensures that the designated SEND budget is used appropriately and equitably. Budget constraints may have an impact on staffing levels and resources. The Governing Body report annually to parents regarding the School's policy for pupils with SEND and ensures that pupils with SEND are included in all school activities as far as is practical. The school is committed to making reasonable adjustments. The role of the Governing Body, as part of its strategic planning, has ensured that the school building is accessible. There are ramps, a lift to all floors, 2 evac-chairs upstairs and a disabled toilet. Fire-drills monitor the quick and efficient evacuation of all pupils including those with a physical disability. It is incumbent on the Governing Body to review, at least annually, the School's SEND policy.

The SEND Governor is Mrs. Tracy Evans

PARENT/CARER RESPONSIBILITIES:

Partnership with parents plays a key role in enabling children with SEND to achieve their potential. In order for parents to be active partners, it is essential that they fulfil the following responsibilities:

- Uphold the Home - School agreement and policies (e.g. SEND, Behaviour)
Support the school and its ethos of inclusion within a mainstream setting
- Understand that due time and resources are allocated to their particular child but this provision should not encroach upon provision for other children
- Ensure that their child attend school regularly
- Inform the school of any factors that may impact on the child's health, learning or wellbeing
- Support any work sent home and adapt Home Learning to suit the needs of their particular child
- Continue therapy programmes at home as recommended by the professionals involved to guard against children regressing during holidays
- Engage effectively with the school e.g. accepting advice from teachers and others in the professional partnership (e.g. therapists)
- Promoting school life as a positive experience
- Attend parent consultations and review meetings as appropriate at a mutually convenient time
- Meet with professionals from other agencies/services as required
- Ensure that all mobility equipment such as walkers and wheelchairs are maintained and meet safety standards. They must be fit for purpose both in school and off-site.

ADMISSION ARRANGEMENTS FOR PUPILS WITH SEND.

The admission arrangements are described in the school's prospectus. All parents, upon entry, are required to fill in an induction form which acts as a method for initial screening for SEND." Excellence for all pupils", states that not only should SEND pupils receive their education within a mainstream setting, but also that they should fully join in with their peers in accessing the curriculum and life of the school. Gresham Primary School wishes to promote positive attitudes towards admitting any child with SEND. The school will carefully consider all issues surrounding applications, but there are no specific or different

arrangements for the admission of pupils with SEND who are not in receipt of an EHCP. If a child is put forward for admission to Gresham, already having an EHCP or identified needs (Early Years or SEN Support), the Head Teacher and the SENCO, along with either the class teacher and/or Foundation Stage coordinator will: -

- hold pre-admission meetings with the parents
 - encourage extra visits prior to admission to support a successful integration
 - request previous records and liaise with key staff from the previous setting
 - take a proactive approach to the special needs of the child
 - liaise with outside agencies, support services and health professionals as necessary consider admitting the child unless;
- a) the school is unsuitable for the ability, aptitude or SEND of the child
 - b) the inclusion of the child would be incompatible with the efficient education of others at the school or the efficient use of resources
 - c) any adjustments made to meet the needs of the child would not be 'reasonable'.

FACILITIES FOR SEND PUPILS:

- The school has no specialist unit or facilities.
- Although the school supports the need for children to work in groups out of class, or follow therapy programmes 1:1, space and accommodation is limited so a designated area or room for exclusive use cannot be guaranteed.
- We are an inclusive school and are fully accessible by wheelchair users.
- There are ramps outside.
- There is a disabled toilet.
- The Buildings Committee maintain a rolling programme of school improvements which include providing and maintaining greater access to and within the buildings.

IDENTIFYING AND ASSESSING SPECIAL EDUCATIONAL NEEDS:

The school uses the definition of SEN and disability as set out in the SEND Code of Practice (January 2015) and Equality Act 2010.

The identification/assessment of Special Educational Needs is not an end in itself, but a means of arriving at a better understanding of a child's needs for the purpose of providing a guide to the education and assessment of progress.

At Gresham Primary School, we believe in the early identification of children with Special Educational Needs and use a variety of assessment procedures:

- Baseline Assessment (Reception)
- On-going teacher assessment
- Staff observation in the classroom, playground and outdoor environment.
- Monitoring and dialogue with subject leaders (e.g. Reading, Writing and Maths leads)
- SENCO assessments made in response to concern raised by class teacher, parent or carer
- Phonics screening, Year 1
- End of Key Stage 2 assessments
- Data that tracks progress (INSIGHT)
- Transfer documents, reports and records of achievement from other schools
- Assessments undertaken by EAL support staff (although we understand that English as an
- Additional Language is not an indication of special educational needs).
- Collection of work samples
- Specific reading, spelling and writing tests
- Discussions, consultations and interviews with children, parents, other staff, or professionals.
- A child causing concern may be referred to an outside agency by the SENCO at any time.
- Concerns may be raised directly by parents or other agencies.

The school's systems for observing and assessing the progress of individual children provide information about areas where a child is not progressing satisfactorily. Should a teacher feel that a child is making insufficient progress they will consult the SENCO to consider whether the pupil requires help over and above that which is normally available. The key test for action is evidence that current rates of progress are significantly inadequate in spite of high-quality teaching, differentiated work and appropriate support.

Progress may be considered adequate if it

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline although less than that of the majority of peers (e.g. 2 sub-levels)
- Matches or betters the child's previous rate of progress
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvement in the child's behaviour

Regular review procedures are in place to support the monitoring of progress and provide information regarding the appropriateness of provision.

As well as progress in core subject areas, progress in other areas will also be considered such as social development and communication skills.

Parents will be informed personally and in writing when their child is placed on, or removed from the SEN register.

ACCESS TO THE CURRICULUM AND INTEGRATION ARRANGEMENTS:

At Gresham, the culture, practice, management and deployment of resources are designed to ensure all children's needs are met. All children have access to a broad and balanced curriculum. The National Curriculum is the starting point for planning a school curriculum that meets the specific needs of individuals and groups of pupils, and sets out principles that are essential for developing an inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning
- Assessment for individuals and groups of pupils.

INCLUSION:

We recognise the fact that there are children of widely different abilities in all classes and we provide suitable learning opportunities for ALL children by matching the challenge of the task to the ability of the child. The Local Offer at Gresham School details the particular provision for inclusion.

We achieve this by:

- Setting common tasks (including the planning of Home Learning) which are open-ended and can have a variety of responses
- Setting tasks of increasing difficulty, some children not completing all tasks (this principle reflected in Home Learning tasks)
- Differentiating work/tasks
- Following a curriculum from a younger year/key stage if appropriate
- Setting challenging but achievable targets
- Providing a range of resources suited to the ability or needs of the child
- Where required and practical, using teaching assistants to support the work of individual children and groups of children
- Identify key outcomes of provision targets to support progress in key areas of need
- Drawing up an Individual SEN Support Plan (Passport for Learning) for use at home and at school
- Drawing up an Individual Behaviour Plan for use at school
- Drawing up a Care Plan for use at school

Particular pupils have learning and assessment requirements which go beyond the provision described above. These requirements must be addressed in order to overcome barriers to learning.

There are four broad areas of SEN identified as:

- Cognition & Learning
- Social, Mental & Emotional Health
- Communication & Interaction
- Sensory and/or Physical

In addition, some children may be acquiring English as an additional language. Whilst this does not in itself constitute a special educational need, language support for the child may be necessary.

The school is proactive in:

- Making provision where necessary to support individuals or groups of pupils to enable them to participate effectively in the curriculum and activities. Where, because of visual or multi-sensory impairment or mobility difficulties, pupils are unable to gain incidental learning, teachers will help pupils to observe and gain understanding of the curriculum.
- Taking account of the type and extent of the difficulty experienced by the pupil in order to respond to individual requirements for curriculum access. Where pupils need access to specialist equipment or adapted activities, teachers will refer to and implement the recommendations made in the Educational and Health Care Plans, seeking advice from other agencies and support from the local authority where necessary. Teachers will also help pupils to manage their behaviour and emotions so that they can take part in learning effectively and safely. Teachers will endeavour to find the source of a child's behaviour or emotional difficulties in order to support the child appropriately and effectively. In consultation with parents and the SENCO, pupils may be referred to the school's Emotional Literacy Support programme led by specifically trained TAs (ELSAs). There is also provision of Draw and talk, an additional emotional support resource. If the child's emotional needs are thought to be more complex, a referral to the Child and Adolescent Mental Health Service (CAMHS) will be made in consultation with parents and the SENCO. The school's Educational Psychologist (EP) may also be involved.
- Children with SEND join in the activities of the school together with pupils who do not have SEND in so far as it is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.

Reasonable adjustments are made. Access to the curriculum for children with SEND, particularly in the core subjects, is provided through planning, differentiation, group or individual support, assessment, moderation, learning resources, and target setting.

EXTERNAL SUPPORT SERVICES/LINKS WITH OTHER SERVICES AND ORGANISATIONS:

- The EP works closely with the SENCO. The first meeting of the year is a strategy meeting to draw up a schedule. Other visits may include observations of children, 1:1 assessment, meeting with parents and the attendance at Annual Reviews where appropriate. Referrals by the SENCO are normally in response to a teacher's concerns. This typically follows a meeting between the teacher and the parents.
- In consultation with the EP, cases are prioritised according to need or the age of the child.

The school also works closely with other agencies including:

- The school nurse and health visitors
- Speech and language Therapists (SALT)
- Occupational Therapists (OT), Physiotherapists
- Social Services
- Outreach
- Visual impairment Service (VI)
- Hearing Impairment Service (HI)
- Special Educational Needs Support Service (SENSS)
- Child and Adolescent Mental Health Service (CAMHS)
- The Education Welfare Officer (EWO) is contacted if necessary (e.g. if there are any concerns regarding attendance).
- The School may seek advice from voluntary organisations in order to support parents/carers and children (e.g. PIP: parents in partnership, PSDS: providing support for children with Down's Syndrome).

Where children attend specialist centres, including Pupil Referral Units, both the class teacher and the SENCO maintain contact and attend reviews.

PARENT/CARER PARTNERSHIP:

Parents are essential partners in supporting a child with SEND as they have crucial information to contribute to their child's profile. Parents must work in collaboration with the school in order to support their child fully and effectively thus maximising their learning potential.

Individual SEN Support Plans (Passport for Learning) are written by teachers and sent home for parents to read and comment. The teacher ensures that SENDCO receive copies of these plans. The Passports for Learning are drawn up termly to coincide with each half term (Usually in October, February, May). Some children on the SEN register will have either a Passport for Learning or an Education Health Care Plan or both. Some children do not require a plan.

Annual Reviews of Educational Health Care Plans are also held, to which parents and all involved professionals are invited.

There must be a candid exchange of views between the parents, professionals and the school to assess whether the child's needs are being met effectively in the mainstream setting. Any perceived deficiency in provision or progress must be reviewed in light of placement and what the school can reasonably offer. The needs of the child together with the expectations of parents must be considered carefully in relation to the suitability of the setting. Where therapy programmes are in place, a balance between spending time in and out of class must be sought. Disruption to lessons will have an impact on learning and progress. If any changes are made to a child's Educational Health Care Plans following the Annual Review, the school will examine whether the child's needs are still able to be met effectively. It should be noted that an EHCP is updated every year as a matter of course.

When requesting or scheduling any meetings, the purpose of the meeting must be made clear and held at a mutually convenient time. If a meeting involves a teacher and/or the Head Teacher is held during school hours, the impact on the other children must be considered along with the staffing arrangements needed to cover the teacher's absence from class. The duration of the meeting must be reasonable to allow matters to be discussed satisfactorily and managed to ensure the efficient use of time. Child care, if meetings are held before or after school, is the responsibility of the parent. Some meetings may be minuted and timed.

The school manages all meetings. If a parent would like to request that a third party be invited, representation must be made to the Head Teacher at least a week in advance or as soon as possible if the meeting is called at short notice. The parent must name the person, their designation and in what capacity they are attending. The school maintains the right to refuse the request.

Order of Contact:

- At the first instance parents should discuss any concerns with their child's teacher.
- A follow-up appointment may be needed to see the SENCO if further advice is sought.
- In some instances, it may be appropriate to meet with the Head teacher.

All appointments must be made with a view to timetabling and teaching commitments. Staff endeavour to respond to messages sent via the office as soon as possible, but it is not always feasible to reply on the same day.

Croydon Parent Partnership service provides advice and support for parents on any aspect of SEND and can be contacted on 020 8656 6551. Posters advertising this service are displayed on notice boards around the school alongside other organisations offering support to parents.

Parents in Partnership (PIP) is a registered independent charity that supports parents of children with SEN (www.pipcroydon.com)

SEND support for parents/carers (SENDIAS at [Parenting and Family Support - Family Lives \(Parentline Plus\)](#))

It must be understood that a mainstream school aims to meet all children's educational and pastoral needs, not only those with SEND, so cannot make changes at the request of individual parents where those changes are not in the child's best long-term interests, would be detrimental to the other children or would cause disruption to the effective running of the school.

Should mediation be necessary, parents will be expected to engage willingly with this impartial service and accept the support offered. The school or Local Authority will be able to facilitate accessing this service. The 'Disagreement Resolution Service' is commissioned by Croydon LA but operates independently. Its aim is to resolve disputes in a non-adversarial way.

PUPIL PARTICIPATION:

Children are encouraged to participate in all the decision-making processes as age appropriate. This will include conforming to the school's behaviour policy and abiding by strategies put in place to modify any behavioural needs. Any sanctions, e.g. the school's 'traffic light system', will be adapted to meet a child's needs and understanding. Children will also be involved in the setting of learning/behaviour targets and involvement in their learning programme/ SEN Passport for Learning. If appropriate, children who have an Educational Health Care Plans will be asked for their views prior to their Annual Review. They will also be involved in choosing their next school by undertaking visits, stating a preference and engaging with the transition process. It is the parents' decision, however, when making a final choice of selecting a school that can best meet their child's needs. Parents should ensure that any anxiety they feel should not be passed on to the child

COMMUNITY COHESION

We teach all pupils to value their own and other people's cultures. We ensure that when selecting source material, a range of perspectives and viewpoints are represented including those of different racial, national or religious groups. The school curriculum is aimed at teaching pupils to develop a sense of identity and a cultural understanding based on their family heritage. The importance of the pupil's own cultural background and those of members of the school and wider local community is valued as a resource which can broaden the child's perspective and appreciation of different cultures and customs.

Pupils with SEND are embraced at Gresham. Our children welcome those with different needs as well as from different backgrounds and cultures.

ALLOCATION OF RESOURCES:

An annual Special Educational Needs budget is used to purchase resources and to provide additional TA or lunchtime support. Any expenditure must be kept within the limitations of the allocated budget following careful consideration. The LA may provide extra funding to meet the needs of specifically named children. For some children, it has been necessary to consider Statutory Assessment. It is the school's policy to include pupils in all aspects of school life wherever possible and appropriate. It must be understood that the school's budget has limitations. The school is committed to providing for all children, including those with SEND, within the budget constraints and the setting of a mainstream school: "*efficient use of resources*".

SEND SPECIALISMS/ARRANGEMENTS FOR STAFF TRAINING AND DEVELOPMENT:

Training related to aspects of SEND is offered to all staff. Staff (teachers and TAs) gain experience and develop expertise in meeting a range of special educational needs.

These include:

- Moderate Learning Difficulties
- Specific Learning Difficulties
- Emotional, Social and behavioural difficulties
- Speech, Language and Communication Difficulties
- Sensory Impairments
- Motor Impairment
- Physical Disability
- Autistic Spectrum Disorder (ASD)
- Attention Deficit (ADD)
- Attention Deficit Hyperactive Disorder (ADHD)
- Down's Syndrome (DS)

We have staff members who have received First Aid training which is refreshed regularly. However, we do not have a medical professional to take on special responsibilities for medical needs that may be an integral part of a child's SEND.

Special Educational Needs and Inclusion are part of the on-going programme of staff development and in-service training. Training is regularly undertaken by all staff, and can be in-house or off-site and can take several forms including:

- In - Service development
- Courses
- INSET
- Shadowing
- Outreach
- Independent research
- Visits to other educational establishments
- Work with SENCO, other colleagues or external professionals including specialist teachers and therapists

The SENCO attends LA training and local cluster group meetings as well as the SENCO Forums and SEND briefings. The SENCO has participated in Croydon's SEN Moderating Panel. TAs are encouraged to attend courses and receive further training for their own professional development.

Parents are expected to adhere to the school's policies and respect the experience and expertise of staff. Teachers are eager to advise and support children and parents in all aspects of care and learning.

LINKS WITH OTHER SCHOOLS AND MANAGING TRANSITION BETWEEN SCHOOLS AND CLASS GROUPS:

Gresham class teachers meet on two occasions near the end of the Summer Term to discuss the transition of class groups. To supplement this verbal communication, all relevant information, including the updated SEND register are also made available to staff at this meeting. Copies of all information regarding individual children with SEND, including any reports and assessments made by other involved professionals, are held by the class teacher as well as by the SENCO. SEN Individual Support Plans will be maintained by receiving class teachers for approximately half a term prior to a review. This allows the children to settle and the teacher to get to know the child personally.

The majority of Gresham children transfer to two local secondary schools. The Year 6 teacher meets with the Year 7 tutors to discuss pupils individually. Wherever possible, the secondary SENCO visits in the latter half of the Summer Term to liaise with the Gresham SENCO. Pupils' files are forwarded at the end of the Summer Term.

When children transfer between schools, individual records, education plans, behaviour plans, assessments, reports and medical information are forwarded as soon as possible and at least within 15 days.

MONITORING OF SEND:

In order to ensure the success of the SEND provision, the SENCO, with subject leaders, will review the school's provision to monitor:

- Resources - deployment, management and range
- TA support
- Progress and challenge
- Policy implementation
- Provision offered in each class
- Differentiation
- Record keeping
- Effectiveness of intervention programmes
- Effectiveness of in-service training

EVALUATION OF THE SUCCESS OF THE SEND POLICY:

Criteria

- Early identification and collection of information by the class teacher
- Consideration of pupils placed on the Special Educational Needs Register within twelve weeks
- Realistic and clearly defined targets included in Support Plans
- Monitoring of Intervention Programmes regarding progress
- Involvement of parents
- Up-to-date SEN register

All EHCP pupils to receive their legal entitlement

- Information shared between involved professionals
- Progress of SEND children tracked and closely monitored
- Referrals considered/ further provision discussed

CONFIDENTIALITY:

Those who work in, or support, the school are expected to respect the confidential nature of information they receive. From time to time, the SENCO may feel it necessary to share information with an outside professional organisation when seeking advice or support, but would do so without identifying particular individuals unless named professionals are already involved.

ARRANGEMENTS FOR COMPLAINTS:

The complaints procedure is fully explained in the school's brochure. In the first instance a complaint should be communicated to the class teacher and then to the SENCO/Headteacher. If a problem is unresolved, complaints should be made to the SEN Governor, Governing Body or the LA as appropriate. The Complaints Procedure is outlined in the school brochure.

The school believes that it is able to meet the needs of many SEND children who seek a place at Gresham. If at any time the school felt it was unable to do so, parents would be informed and would be invited to discuss an alternative placement where the provision would be more suited to their child's needs. The needs of the child and how best they can be met, even if elsewhere, will be paramount. The school would support the parents and child in the transition process. This would not affect the parents' right to seek alternative provision independently.

APPENDIX 1:

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

A child has special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

A child has a learning difficulty if she/he

- has a significantly greater difficulty in learning than the majority of children of the same age
- has a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- is under five and falls within the definition at (a) or (b) above or would do so if special education provision was not made for the child

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

PUPILS WITH LEARNING DIFFICULTIES

PUPILS WITH GENERAL LEARNING DIFFICULTIES:

The Code of Practice states that these may show themselves in the following ways:

- low levels of attainment across the board in all forms of assessment, including, for young children, baseline assessments;
- difficulty in acquiring skills (notably in English and Numeracy) on which much other learning in school depends;
- difficulty in dealing with abstract ideas and generalising from experience;
- a range of associated difficulties, notably in speech and language (particularly for younger children) and in social and emotional development.

SPECIFIC LEARNING DIFFICULTIES:

The SEN Code of Practice describes Specific Learning Difficulty as follows:

Some learning difficulties affect only certain aspects of pupils' learning. These specific learning difficulties may show themselves in the following ways:

- Difficulties with fine or gross motor skills;
- Low attainment in one or more curriculum areas, particularly where this can be traced to difficulties in some aspect(s) of underlying Literacy and/or Numeracy skills;
- Indications that the low attainment is not global; these might include: higher attainments in other curriculum areas which do not make demands on the areas of weakness; higher performance measures of 'reasoning' or 'ability' which do not make demands on the areas of weakness; higher attainments in one mode of recording or presentation than in
- another (for instance, better oral than written work);
- Signs of frustration and/or low self-esteem, taking the form, in some cases, of behavioural difficulties;
- Evident difficulties in tasks involving specific abilities such as sequencing, organisation or phonological or short-term memory abilities;
- In younger children particularly, language difficulties such as limited skills in verbal exchanges or in following instructions;
- Evident difficulties or delays in forming concepts, especially when information requires first hand sensory experiences.

SENSORY AND PHYSICAL DIFFICULTIES:

Children may have one or more of the following:

Hearing Impairment:

Hearing impairments range from mild to severe, they may be temporary or permanent and become apparent in the following ways:

- Changes in certain areas of academic performance such as deterioration in handwriting or other areas of academic performance, tonal changes in speech, progressive failures to respond to verbal cues or increasing requests for the repetition of instructions;
- Physical changes such as persistent discharges from the ears, tilting of the head to maximise aural input, excessive efforts to focus on the teacher's face when instructions are being relayed;
- Increased reliance on peers for the understanding or relaying of instructions;
- Signs of frustration with themselves or with others leading to emotional or behavioural problems not previously observed and for which there are no obvious causes.

Visual Impairment:

Visual impairments range from mild to severe; they may be temporary or permanent and become apparent in the following ways:

- Deterioration in the certain areas of academic performance; these might include deteriorating hand writing, slowness in copying from the board; increasingly asking for written instructions to be given verbally;
- Deterioration in other areas such as hand-eye co-ordination, excessive straining of eyes to read the board, needing to be at the front of the group to look at television programmes or share in story/picture books etc.;
- Difficulties with peripheral vision, moving up or down stairs, reading print that is not in bold type or print of "normal" size.
- Progressive anxiety and tentativeness in certain physical activities and an associated reticence in moving around the playground suggesting that movement is becoming impaired; Evidence of associated stress leading to increasing withdrawn or frustrated behaviour.

SPEECH AND LANGUAGE DIFFICULTIES:

Speech and Language difficulties may show themselves in the following ways:

- Difficulties with the production of speech and articulation
- Difficulties with receptive language; understanding or remembering instructions, learning content or aspects of conversation
- Difficulty in finding words and joining them together in meaningful ways
- Expressive language; being able to give coherent explanations or clear accounts
- Difficulties in communicating through speech
- Difficulties or delays in understanding or responding to the verbal cues of others
- Difficulties with the acquisition and expression of thoughts and ideas
- Difficulty in understanding and using appropriate social language
- Ability to turn-take in conversation or keep to the subject in hand
- Frustrations and anxieties arising from a failure to communicate, possibly leading to apparent behavioural difficulties and deteriorating social and peer relationships.

PHYSICAL AND MEDICAL DIFFICULTIES:

Some children who experience physical or medical difficulties have no problems in accessing the curriculum and learning effectively. In such cases, therefore, simply having a medical diagnosis does not imply that the child has special educational needs. However, special provision may be required to support a child's ability to access the curriculum as effectively as their peers. A medical or physical need could be a barrier to learning if the primary need is not addressed appropriately.

Some children enter school with identified physical needs or a medical diagnosis as well as well-documented educational difficulties. They may have received an educational assessment and early intervention, and may also have an Education Health and Care Plan.

The impact of physical or medical difficulties on a child's education range from mild to severe; it may be temporary or permanent and may become more apparent in the following ways:

Evidence of difficulties in the other areas of special educational need;

- Impact of the physical or medical difficulty on the pupil's confidence, self-esteem, emotional stability or relationships with peers;
- Impact of the physical or medical difficulty on classroom performance (e.g. through drowsiness, lack of concentration, lack of motivation);
- Impact of the physical or medical difficulty on participation in curriculum activities.

SOCIAL, MENTAL AND EMOTIONAL DIFFICULTIES:

These difficulties may become apparent in the following ways:

- Behaviour that is not age-appropriate or that which seems otherwise socially inappropriate or strange;
- Behaviour which interferes with the learning of the pupil or their peers (e.g. persistent calling out in class, refusal to work, persistent annoyance of peers);
- Signs of emotional turbulence (e.g. unusual tearfulness, withdrawal from social situations, erratic moods or behaviour)
- Difficulties in forming and maintaining positive relationships (e.g. isolation from peers, aggression towards peers and adults)

The reasons for the behaviour displayed needs to be investigated if it is to be addressed effectively. It must be established whether the behaviour is caused by the child experiencing frustration at being unable to learn in the same way as others or by circumstances that prevent the child from thriving. If necessary, a referral may be made to the Educational Psychology Service, the Child and Adolescent Mental Health Service (CAMHS) or the Child Protection team.

It is recognised that SEND pupils are more vulnerable to abuse than their peers and staff are aware of this and training is provided to ensure that these pupils are well supported. (See the Behaviour Policy for further reference)

APPENDIX 2:

EARLY YEARS

When a class teacher, parent, or SENCO identifies a child with SEND the class teacher will provide interventions that are **additional to or different from** those provided as part of the school's usual differentiated curriculum.

The trigger for intervention is a concern, underpinned by evidence, that a child who, despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a
- child's identified area of weakness
- Shows signs of difficulty in developing English or Numeracy skills which result in poor attainment in some curriculum areas
- Presents persistent emotional, social, communication, interaction or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in school
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment and support

At a later stage, external support agencies, including those from the LA, will usually see the child in school, if that is practical. They can advise teachers on Support Plans and targets and accompanying strategies, provide more specialist assessments to inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

The triggers for this level of provision will be that, despite the support already received, the child:

- Continues to make little or no progress in specific areas over a sustained period
- Continues working at Early Year Goal levels significantly below that expected of children of a similar age
- Continues to have difficulty in developing English and Numeracy skills
- Has emotional or behavioural difficulties which significantly and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause significant barriers to learning.

When school seeks the help of external support services, those services will need to see the child's records and/or speak to the teacher and SENCO in order to establish which strategies have already been employed and which targets have been set and achieved. The

external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the child directly. The resulting Support Plan for the child will set out new strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the Support Plan will continue to be the responsibility of the class teacher but should be followed at home.

STATUTORY ASSESSMENT and EHCP APPLICATION

To date, if a child continues to demonstrate significant cause for concern, parents/carers, school or nursery can currently request the LA to make a statutory assessment. The LA will require information about the child's progress over time and all relevant documentation and evidence gathered. This information may include:

- Passports for Learning, Support Plans or alternative learning programmes
- Review meeting records
- Health information/medical history
- Assessment outcomes e.g. EP reports
- Attainment levels and rate of progress
- Views of relevant parties including parents/children, social services etc.

The school's SENCO will collate the documents and make an official request for a statutory assessment providing evidence to support the school's view.

If the LA decides that an Education, Health and Care Plan is appropriate, the timeframe must be strictly adhered to by all parties. A child's plan is reviewed at least annually and updated when necessary. A child's EHCP is renewed annually as a matter of course. Any updates to these documents are in direct response to those requested and recorded at the Annual Review.

Updated July 2024

