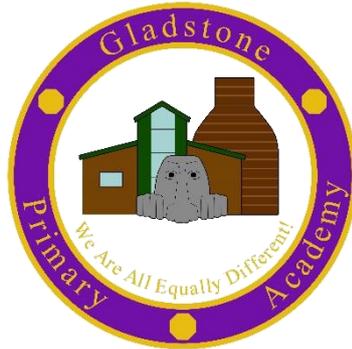


# Gladstone Primary Academy

## Special Educational Needs Policy

*This policy applies to all staff and children from EYFS to Year 6 (including Nurture Provision)*



Chair of Governors: Mrs Christine Bartley

Headteacher: Mrs Elaine Preston

Policy Rewritten: September 2015

*Policy update:*

*Policy update: April 2017*

Policy For Special Educational Needs and Disability.

*This policy applies from FS to Year 6 including 'The Den'*

**Definition of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014.**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of pre or compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the **majority** of others of the same 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 school or setting.

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.

*'Gladstone Primary Academy has a firm commitment to the notion that we have both a responsibility and a desire to provide the best possible educational experience for all our pupils. Every child must be afforded an equality of provision and opportunity regardless of ability, such that each is enabled to take maximum advantage of, and play as full a part as possible in all respects of school life. Every child has a right to 'quality first good teaching' delivered by qualified and experienced staff.'*

## **1. Aims and Objectives**

### **Aims**

We aim to provide every child with access to a broad and balanced education. This is delivered through the EYFS Curriculum and the National Age Related Expectations (National Curriculum), in line with the Special Educational Needs Code of Practice. For some children, the curriculum is adapted to support those who may need a more nurturing approach- delivered through our Nurture based curriculum. Every child within our care will be expected to demonstrate personal progress, although this may not be through the conventional ways i.e National Testing.

This policy has been written to take into account the following Government legislation;

- Children and Families Act 2014 (and related regulations).
- Health and Social Care Act 2012.
- Equality Act 2010.
- Mental Capacity Act 2005.
- Children's Act 1989.

It will also takes into account statutory and non-statutory related guidance, including, but not limited to:

- SEND Code of Practice 0-25.
- Supporting Children with Medical Conditions.
- Keeping Children Safe in Education.
- Working Together to Safeguard Children.

## **Objectives**

- **Staff members seek to identify the needs of pupils with SEN as early as possible.**

This is most effectively done by gathering information from parents, education, health and care services and Early Years settings prior to the child's entry into the school. Or through liaison with previous settings if a child transfers mid-year.

- **Monitor the progress of all pupils.**

Continuous monitoring of those pupils with SEN, by their teachers, will help to ensure that they are able to reach their full potential. This progress may be academic or personal progress, using a variety of assessment tools. This is in order to aid the identification of pupils with SEN and to map progress.

- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum or EYFS.**

This will be co-ordinated by the SENCo, Headteacher and key SLT members and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for. Every class teacher must provide quality first teaching which is differentiated to meet the needs of all learners within their classes.

- **Work with parents**

To gain a better understanding of each child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.

- **Work with and in support of outside agencies**

When the pupils' needs cannot be met by the school alone the school will seek further support, some of these services include; Educational Psychology Service, Speech and Language Therapy, Children and Adult Mental Health Service CAMHS. These may be invited to work with us to support the individual needs of the child.

- **Create a school environment where pupils can contribute to their own learning and are included and all contributors are respected and valued.**

This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged throughout school by wider opportunities such as school council, residential visits, school plays, sports teams and play leaders in the playground.

- **Create a Nurturing ethos which supports every child to enable them to reach their full potential.**

Not every child has the same start in life but every child deserves to be valued as individual. The school should be a calm, nurturing environment which strives to remove and reduce the barriers which some children may have to their learning. (See Nurture Group Policy)

## **2. Responsibility for the Coordination of SEN Provision**

The person responsible for overseeing the provision for children with SEND at Gladstone is **Mr Stephen Stanford** (Assistant Headteacher) He has achieved the National Qualification for Special Educational Needs Coordination, and he holds the position of Special Educational Needs Coordinator (SENCo).

Mr Stanford is accountable to the Headteacher- Mrs Elaine Preston and the Governing Body. The Governor with specific responsibility for SEND is- Mrs Sue Kelsall.

### 3. Arrangements for Coordinating SEN Provision

The SENCo will hold the details of all SEND records for individual pupils, maintain a school register of recognised SEND children and contribute to the provision provided for them.

#### All staff can access:

- The Gladstone Primary Academy SEND Policy
- A copy of the full SEND Register
- Guidance on identification of SEND in the Code of Practice
- Information on individual pupils' special educational needs, including pupil profiles/ IEPs, targets set and copies of their provision map
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Stoke On Trent's SEND Local Offer

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements, which will enable them to provide for the individual needs of all pupils. This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEND provision. It is published on the School's website, and a hard copy can be requested via the school office.

### 4. Admission Arrangements

Please refer to the information contained in our school prospectus. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

### 5. Specialist SEND Provision and Facilities for Pupils with SEND

We are committed to whole school inclusion. In our school we support children with a range of special educational needs and disabilities. We will seek specialist SEN provision and training from SEND services where necessary.

The school complies with all relevant accessibility requirements, please see the school accessibility plan for more details.

At Gladstone we value Nurture and the impact a nurturing approach can have on raising the aspirations and goals of our most vulnerable children. To enable this, our school has its own Nurture Group- 'The Den.' This resource is run by a dedicated Nurture teacher- Mrs Clowes. It operates for children in FS2 and Ks1 and is located in the old caretaker's house. (See Nurture Group Policy for further information)

### 6. Allocation of Resources for Pupils with SEND

All pupils with SEND have resources allocated from Element 1 and 2 of a school's budget which can equate to up to £7,000. **Although this does not mean that every child on the register is entitled to £7,000 of direct support. This is known as a 'Notional Budget.'** The SENCo will decide what support a child may need, ensuring that this is value for money. Any support provided for a child should be within the means of the schools budget, and should be an entitlement which others whom have SEND may also have access to. Some pupils with a complex need may access additional funding. This additional funding comes through an Educational, Health and Care Plan (formally known as a Statement)

For those with the most complex needs, additional funding (High level needs HLN) is retained by the local authority. This is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding. It would then be the responsibility of the

SENCo, Senior Leadership Team and Governors to agree how the allocation of this funding and resources is used.

## **7. Identification of Pupils Needs**

### **Identification**

Children can be identified as having a special need at any stage during their education. We work hard to identify the children as soon as they join our school. Every child is closely monitored by their class teachers, teaching assistants and then the SLT. Any concerns are then passed to the SENCo who will also monitor them and use a series of standardised assessments. At Gladstone, we believe that the earlier we can identify any potential problems the sooner we can put any relevant intervention in place. To support early identification in the Foundation Stage, we have an experienced practitioner dedicated to identifying and supporting the younger children. To ensure the right support is put into place as soon as possible we use a graduated approach. We also use our Nurture Group, which again enables close and more specific monitoring and assessment.

### **A graduated approach:**

#### **Quality First Teaching**

- a) Any pupils who are falling significantly outside the range of expected academic achievement in line with predicted performance indicators and grade boundaries for their Year Group, will be monitored.
- b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCo will be consulted as needed, for support and advice and may wish to observe the pupil in class or monitor their work. The SENCo may also carry out a series of assessments to aid further guidance.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully, by the class teacher, of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parents' evenings.
- i) Parent's evenings are used to monitor and assess the progress being made by children.
- j) The SLT will monitor each child's progress and discuss each situation with the class teacher during termly challenge meetings.

#### **Class Based Support**

When a child needs some additional support in a specific area, they may move onto Class Based Support. These children may only have a small barrier which is limiting their progress. They may need simple adjustments made to the teaching style, an additional aid i.e Pencil grip, or be included in a Target group to help to quickly close the gaps in a particular area.

These children may work within a group alongside a Teaching Assistant and will have a Class Support Plan. If the child's needs are around Emotional, Social or Mental Health needs, they may have a ESMH Plan which is created alongside the Learning Mentor.

Some children may need to take part in a time limited intervention such as; Switch On, Ready Reading, Catch Up Maths or one of the school's Nurture Groups. These children will have a targeted plan which will set out the objectives of the interventions. They will be reviewed by the TA and Parents once the intervention comes to an end.

**Parent's will be informed by the Class Teacher that their child is receiving Class Based support and will be on the School's Classed Based Support Register.**

### **SEN Support**

Where it is determined that a pupil does have specific SEND (and this could be across a number of areas), **parents will be formally advised of this and of the decision for the child to be added to the school's SEND register.** The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes. **No child will be placed on the SEN register without the permission of the parent/s or carers.**

Once a child is placed on the schools SEN register they become SEN Supported. This category can entitle the children to extra support through specific, targeted intervention programs. They will continue to have targets set to help monitor the progress made in the area of need. These will be recorded in the form on an IEP. These will then be monitored termly and reviewed by the class teacher, parent and teaching assistant. The children will also have a provision map to show what interventions they receive.

Children on SEN Support will have their broad area of need identified. The 4 main broad areas of need are:-

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health
- Physical, sensory and medical

These bands are divided down further to specifically drill down and identify the main need of the child. Some children may have 2 or more categories of need.

The school may also seek further advice and guidance from external outside agencies. These agencies may also provide interventions or may make suggestions or adaptations which need to be followed by the school.

To be identified as needing further support at this level the children will have hit the following triggers;

- Makes little or no progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness
- Continues working at levels **significantly** below those expected for children of a similar age in certain areas. (This can be up to 2 years behind their expected age)
- Presents persistent emotional and/or interaction difficulties, and requires specific individual interventions in order to access learning.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of personal aids and equipment
- Has communication and/or interaction difficulties, and requires specific individual interventions in order to access learning.
- Be working with in the Den or with an external agency.

### **Education, Health and Care Plans (former Statement)**

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process, which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need, or a lack of clarity around the needs of the child are such, that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Social Care
- Educational Psychologist
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate an initial statutory assessment leading to an EHC Plan.

- a. Following Statutory Assessment, an EHC Plan may be provided by Stoke On Trent City Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan alongside relevant outside agencies.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

## **8. Access to the Curriculum, Information and Associated Services**

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, and as far as possible, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCo will consult with the child's parents for other flexible arrangements to be made. Some children may be taught within 'The Den' or through provisions which provide support with behaviour- Inspire or Encore.

Regular training and learning opportunities for staff on the subject of SEND and SEN teaching are provided both in school and through outside agency support. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEN. In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision. We set appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

## **9. Complaints and Advice Procedure**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or SENCO, who will be able to advise on formal procedures for complaint.

If a parent wants further support or guidance or has a grievance, they can contact Parent Partnership. They are an independent support team, located at the City Council. They can support parents through the SEND processes and ensure that the child receives the correct support. Parent Partnership details can be obtained from the SENCO.

## **10. In Service Training (CPD)**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SENCO attends relevant SEN courses, SEN update meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENCO, with the Senior Leadership Team, ensures that training opportunities are matched to school development priorities and those identified through the use of ongoing training provision management.

## **11. Links to Support Services**

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents.

## **12. Working in Partnerships with Parents**

Gladstone Primary Academy believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil (when relevant) will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. Parents will also be invited to review meeting with either the class teacher or teaching assistant. Appointments with the SENCO can always be arranged through the school office, but it is not always possible for the SENCO to attend every review meeting. These will be prioritised by the individual needs of the children. The school's SEN governor or Chair of Governors, may be contacted at any time in relation to SEN matters.

### **13.Links with Other Agencies**

Gladstone Primary Academy invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENCo is the designated person responsible for liaising with the following:

- Stoke On Trent Education Psychology Service (Our Education Psychologist is Dr Kay Wong)
- Stoke On Trent SEND advisory service (Our advisor is Mr David Weaver)
- Behaviour Support Service
- Social Services (Early Help leader also liaises)
- Speech and Language Service (Class teacher or TA also liaises)
- Specialist Outreach Services (Special school services)
- CHAMs
- Preschool Child Development Service
- Occupational and Physio Therapy Services

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

### **14.Transitions**

Children can transition into and out of Gladstone at many different stages. These can include transferring to High Schools, Special Schools and specialist support centres. The SENCo will always liaise with these settings and ensure that key information is shared and passed on to the relevant body. For some children, personalised transition programs may need to be created. These may include staged visits to the new settings, often supported by a teaching assistant.

When children transfer into Gladstone the SENCo may, when possible, visit the child in their previous setting. The SENCo will also liaise with the previous setting to obtain the child's records. A meeting will be held with the parents of the new children to ensure any previous provision can continue if needed.

### **15.Key people**

As well as our class teachers and teaching assistants, parents and carers can seek advice and support from the following staff:-

|                       |                                 |
|-----------------------|---------------------------------|
| Mrs E Preston         | Headteacher                     |
| Mrs C Annese          | Deputy Headteacher              |
| Mr Stephen Stanford   | SENCo and Assistant Headteacher |
| Mr Daniel Egginton    | Learning Mentor                 |
| Mrs Sue Rammell       | Home School Link Worker         |
| Miss Rochelle Corbett | Home School Link Worker         |
| Mrs Carly Clowes      | Nurture Teacher                 |
| Mrs Sue Kelsall       | SEN Governor                    |
| Mrs Christine Bartley | Chair of Govoners               |

**Signed** \_\_\_\_\_ [Name] (**Headteacher**)

Date \_\_\_\_\_

**Signed** \_\_\_\_\_ [Name] (**SENCo**)

Date \_\_\_\_\_

**Signed** \_\_\_\_\_ [Name] (**SEN Governor**)

Date \_\_\_\_\_

**This policy will be reviewed annually.**