

Gorse Hall Primary and Nursery School



Special Educational Needs and or Disability Policy

Last updated: November 2022

Review date: November 2023

Statement of intent

Gorse Hall Primary and Nursery School values all pupils and celebrates diversity of experience, interest and achievement. All pupils need to experience praise, recognition and success, and pupils with SEND have equal entitlement to this.

This policy outlines the framework for the school to meet its duty, obligation and principal equality values to provide a high-quality education to all of its pupils, including pupils with SEND, and to do everything it can to meet the needs of pupils with SEND.

Through successful implementation of this policy, the school aims to:

- Eliminate discrimination
- Promote equal opportunities
- Foster good relationships between pupils with SEND and pupils without SEND

The school will work with the LA, within the following principles, which underpin this policy:

- The involvement of children, parents and young people in decision-making
- The identification of children and young people's needs
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children and young people with SEND
- Greater choice and control for young people and parents over their support
- Successful preparation for adulthood, including independent living and employment

Rationale

At Gorse Hall Primary School, we believe that all children, including those who are vulnerable or have additional needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them. We believe that all children should be equally valued in school. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

Objectives

- To ensure all relevant legislation, policies and guidance (such as the SEND Code of practice and Disability Act and the SEND Children Thrive – Matching Provision to Need) are effectively implemented across school.
- To monitor the progress of all children to identify their needs as they arise and provide support at the earliest opportunity.
- To fully involve parents and, where appropriate, children in all aspects of SEND provision.
- To provide matched and additional provision that is appropriately differentiated for those pupils identified as having special educational needs using The SEND Children Thrive tool at all stages.
- To ensure all children with special educational needs and disabilities have equal opportunities.
- To ensure all staff have a good understanding of the needs of our children so they can best meet their needs and that they have access to the SEND Children Thrive tool.
- To regularly monitor and review the SEND provision offered to children to ensure its effectiveness.

Definition of Special Educational Needs

The Special Educational Needs and Disability Code of Practice 2015 defines Special Educational Needs as follows:

‘A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of others of the same age, or*
- b) has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.’*

Special educational provision is defined as provision that is *additional and different* from that made generally for other children of the same age.

Special Educational Needs are classified under four areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health

- Sensory and/or physical

Some children may have needs that fall under more than one of these areas.

Roles and Responsibilities

Nazia Suleman – SEND Co-ordinator & Inclusion Manager

Pauline Ashton – Designated SEND Governor

The SENDCo will be responsible for:

- Collaborating with the governing board and headteacher, as part of the SLT, to determine the strategic development of the SEND policy, budget and provision in the school.
- The day-to-day operation and implementation of the SEND policy.
- Coordinating the specific provision made to support individual pupils with SEND, including those with EHC plans.
- Advising on a graduated approach to providing SEND support.
- Liaising with the parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies.
- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Providing professional guidance to colleagues and working closely with staff members, parents and other agencies, including SEND charities.
- Being familiar with the provision in the Local Offer, the SEND Children Thrive document and being able to work with professionals who are providing a supporting role to the family.
- Ensuring, as far as possible, that pupils with SEND take part in activities run by the school, together with those who do not have SEND.
- Ensuring that the school keeps the records of all pupils with SEND up-to-date, in line with the school's GDPR Protection Policy.
- Participating in training and CPD opportunities, some of which emphasise mental health to a greater extent.
- Providing training to relevant class teachers.
- Supporting teachers in the further assessment of a pupil's particular strengths and weaknesses, and advising on effective implementation of support.

Classroom teachers will be responsible for:

- Planning, doing and reviewing the support for pupils with SEND on a graduated basis, in collaboration with parents, Special Needs Support Staff, Learning Support Staff and the SENDCo and, where appropriate, the pupils themselves.

- Quality first teaching
- Setting high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring every pupil with SEND is able to study the full national curriculum.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.

Identifying and Meeting Special Educational Needs

The decision as to whether a child has a Special Education Need will be made based on the individual pupil. Information may be gathered from:

- The views of the child and their parents
- The child's class teacher or support staff via a "Causing Concern" form
- The child's significant and persistent behaviours reported on the Behaviour Log
- The child's progress
- The child's attainment
- Reports from other professionals (such as medical professionals, educational psychologists, advisory teachers etc)
- Previous schools if the child is a new starter

When a new concern has been raised, the Special Educational Needs Co-ordinator (SENDCo) will meet with the class teacher and discuss the areas of concern and address and monitor the issues over the course of the next half term. Teachers will use the SEND Children Thrive – Matching Provision to Needs document to find evidence-based strategies to target the identified concerns. These will also be outlined on the Causing Concern Forms. Parents/carers will be informed of the concerns and be invited to share their views.

Following a period of monitoring, the child's progress and attainment will be reviewed.

At this point, a decision may be made to include the child on the SEND register provided that there is evidence that:

- there has been little or no progress made with existing interventions;
- additional support is required to develop English or mathematics skills;
- additional support is required for emotional, behavioural, mental health or social development;

- additional support is required for sensory or physical impairments;
- additional support is required for communication or interaction needs;
- children have needs similar to other children with additional needs within the class, e.g. lack of phonic knowledge or phonological skills, spelling;
- children have more severe or longer term needs that are likely to result in an application for further professional advice.

Once a child is entered on to the SEND register within school they will have a SEND profile created in the form of a 'One Page Profile' and will receive personalised individual targets and support. These targets will be reviewed termly collaboratively with parents/carers and class teachers.

Working with outside agencies

In order to identify and meet the needs of our children, it is sometimes necessary to work with outside agencies. Before this happens, parents will be consulted to ensure they understand the impact of this and give their consent.

These may include (but are not limited to):

- Social Services
- Education Welfare Service
- School Nurse
- Speech Therapy
- CAMHs
- Occupational Therapy
- CLASS
- Tameside Specialist Outreach Support Service
- ISCAN
- Educational Psychology

Admission and Transition Arrangements

We aim to make admission into school and transmission to another school or department as smooth as possible. Before entry to school, children will be invited to come in and look round the school. For children with Special Needs, there may also be extra visits and, if needed, transitional books with photographs to welcome them.

For children transferring to Secondary Education, visits are arranged once the receiving school has been allocated. Most children get at least 2 full days at their receiving school in the July prior to them starting in the September. For children with Special Needs the SENDCo will liaise with the staff from the receiving schools to ensure that all information and documentation is passed on and that transition is as easy as possible for the pupil. Children with additional communication and

interaction needs will attend two transition workshops led by Tameside Specialist Outreach Support Service.

Complaints Procedures

Regular communication between school and home ensures that any concerns parents have are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issue, the governing body.

Our complaints procedure sets out the steps in making a complaint in more details. This is available on the school website.

Where can I find further information?

- Local Offer for Tameside: <http://www.tameside.gov.uk/localoffer>
- Tameside Special Educational Needs and Disability Information, Advice and Support Service - SENDIASS (formerly Parent Partnership Service): <http://www.tameside.gov.uk/sendias>
- If you wish to contact the SENDCo/INCo - Nazia Suleman, please call school on 0161 338 4262, to make an appointment or email directly on nazia.suleman@gorsehall.tameside.sch.uk.

November 2022