

# Gorse Hall Primary and Nursery School



## Special Educational Needs and or Disability Policy

Last updated: November 2024

Review date: November 2025

## **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.

### **Legislation and Guidance**

This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names

the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

### Definition of Special Educational Needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

**Special educational provision** is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

### Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

### The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant

AREA OF NEED	
<b>Communication and interaction</b>	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.  Pupils who are on the autism spectrum often have needs that fall in this category.

AREA OF NEED	
<p><b>Cognition and learning</b></p>	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul>
<p><b>Social, emotional and mental health</b></p>	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
<p><b>Sensory and/or physical</b></p>	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## Roles and Responsibilities

Nazia Suleman – SEND Co-ordinator & Inclusion Manager

Pauline Ashton – Designated SEND Link 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 parent/carers 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.

**SEND Link Governor will be responsible for:**

- The SEND link governor is Mrs Pauline Ashton.
- The SEND governor will:
  - Help to raise awareness of SEND issues at governing board meetings.
  - Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this.
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

**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.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

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.

### **The graduated approach to SEN support**

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

#### **1. Assess**

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

#### **2. Plan**

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our Arbor system, and will be made accessible to staff.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

#### **3. Do**

The pupil's class teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

#### **4. Review**



The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

### **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/sendiaass>

- 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](mailto:nazia.suleman@gorsehall.tameside.sch.uk).

November 2024