

# Gretton School

## Policy for Special Educational Needs and Disability

### 1 Rationale

Gretton School believes that all children and young people are entitled to an education that enables them to make progress so that they achieve their best and become confident individuals, living fulfilling lives and making a successful transition into adulthood. The school therefore endeavours to raise the achievement of all children, including those with special educational needs and disability, by removing any barriers that will impact on their progress. This policy outlines the school's provision that underpins such achievement for pupils with SEND.

### 2 Definitions

SEND is when pupils may need additional or different provision to enable them to achieve their educational potential. This may be because they have difficulties and needs in one or more of the following areas:

- Cognition and Learning
- Speech, Language, Communication and interaction
- Social, Emotional and Mental Health
- Sensory
- Medical & Physical

### 3 Aims

Our aim is to ensure that all children with SEND are valued, respected and equal members of the school, and that the provision for children with SEND is therefore an important responsibility for the school as a whole. While the governing body, headteacher, SENCo and all other members of staff have important responsibilities, all teachers are teachers of pupils with SEND.

### 4 Objectives

- To ensure that the culture, management and practices of Gretton School are designed to meet the needs of all pupils, including those with SEND.
- To ensure that the needs of pupils with SEND are identified, assessed and provided for and are then regularly reviewed.
- To enable pupils with SEND to maximise their achievements.
- To offer all pupils with SEND access to a broad, balanced and relevant curriculum including the Foundation Stage and the National Curriculum as appropriate.
- To work in partnership with parents to enable them to make an active contribution to the education of their child.
- To ascertain, and to take into account, the views and wishes of the child and parent/carer.

### 5 Strategies and procedures

#### 5.1 Admission Arrangements

The Governors are responsible for the admission arrangements which accord with those prescribed in their Admissions Policy. The school acknowledges its responsibility to admit pupils with already identified special needs, as well as identifying, and providing for those not previously identified as having SEND.

## 5.2 Identification, Assessment, Provision and Review

Gretton School seeks to identify and to make provision for pupils with SEND as soon as possible, although we are aware that some children will develop at a slower rate than others (see Appendix 1).

It is the class teachers' initial responsibility to identify pupils with SEND as they are best placed to know, on a day-to-day basis, how each child is progressing with their learning. The class teacher is responsible for making the assessments and professional judgements necessary to establish whether adequate progress is being made. Such judgements will be based on classroom observations and curriculum assessments, supplemented, where appropriate, by standardised tests. Reference will also be made to the outcomes from baseline assessments and any age-related expectations. Notes from termly 'Pupil intervention meetings' (PIMs) will also inform a class teacher's judgments at this stage.

Once a concern has been raised about a child's progress, further investigation will be necessary. The class teacher and Special Educational Needs Co-ordinator (SENCo) will discuss the areas causing concern, referring to the SEN Code of Practice and the Gloucestershire Guidance for Education and SEND Professionals booklet which provide information about areas of difficulty that could be experienced by children with SEND throughout their Primary Education. The following broad categories are used to consider the child's area of need although these may overlap:

### Cognition and Learning

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### Communication and Interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

Children with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

### Social, emotional and mental health difficulties

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.

### Sensory and/or physical needs

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

The child's progress will be compared to the information and statements within the appropriate area of need. If, after careful consideration, the class teacher and SENCo feel a child's difficulties are significant, the concern will be raised with the parent/carer at the next Parents' Evening or, if this is not for some time, a meeting will be arranged to discuss the child's progress. This will be an important meeting and a time for the parent/carer to share their thoughts and any concerns about their child.

If it is agreed the difficulties are impacting on the child's progress and additional provision is deemed necessary, the pupil will be placed on the SEN Register. This document identifies the area of need for each child and the degree of any difficulty, categorising whether the pupil is at the initial **SEN Support** stage (previously School Action or School Action+) or whether they have an **Education, Health & Care (EHC) plan** (formerly a Statement of SEN). If a child's needs are such that it is deemed unnecessary to be placed on the SEN Register straight away, they will be added to the 'Concerns Register' and will be monitored closely.

The school's approach to identifying and appropriately responding to a child's SEND needs is in line with Gloucestershire's Graduated Pathway (See Appendix 2). **The Graduated Pathway** is based on a simple Assess, Plan, Do, Review model. Once it has been agreed that a child has additional needs, a '**My Plan**' (previously an Individual Learning Plan or ILP) will be created to document how the school will support those needs. It will incorporate the views of the parent/carer and child and take into account any background information that may help to plan the support needed.

The My Plan will set out a plan for provision under the headings below, written in language that is easily understood by all parties involved.

<b>Area of my life:</b>	<b>My needs:</b>	<b>My outcome:</b> These are my goals (these should be specific, measurable, agreed, realistic and timed with a review date)	<b>Actions:</b> What will help me achieve my goals	<b>Resources used:</b> What is being used to help me achieve my goals (Who will do what, when and how often)	<b>Review date:</b> What is working and not working
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Short-term, achievable outcomes (usually 3 or 4) will be listed alongside a need. Actions and resources will be described in order to make explicit how the goals can be attained. In the case of other areas of SEN, such as those related to a physical or medical need, an Individual Health Plan (IHP) will identify the support the child will be offered.

All plans will explain which members of staff will be working with the child and a date will be set for a review. Staff working with the child will have a copy of the plan and be aware of their role in implementing the support. The plan will also identify the contribution the parent/carer can make to the programme, perhaps with strategies or activities that could be used or completed at home. All children with a My Plan will be supported by the SENCo to complete a 'My Profile' document. This record aims to help a child share personal information in order to help those working with them understand their motivations, preferences, goals and self-image.

For those pupils at '**SEN Support**' level, the provision may include extra help and individual work tasks within the class so that the child can access the National Curriculum and address their key targets. It may also include up to four withdrawal sessions a week with a teaching assistant or teacher, depending on the child's needs. These sessions will last between 15 and 45 minutes and will take place in such a way that the child will not miss any specific teaching time from English or mathematics lessons. They will also aim to ensure that

the child still has access to their Guided Reading, Mental Maths and daily Phonics lesson.

Some of the intervention programmes available include:

- Reading Buddies - parents and members of the community are paired with a pupil and visit twice weekly
- Group tuition in Maths & English (reading and/or writing) - across several year groups
- Speaking & Listening, Language & Communication - use of Chatterbox resource with individuals
- Phonics/Nessy 1:1 tuition - teaching assistants in YR, KS1 & lower KS2
- Specific Learning Difficulties: Dyslexia (SpLD) 1:1 tuition or screening using LUCID software
- Maths Closing the Gap Numicon 1:1 tuition
- Homework support (lunchtime and after school)
- Learning Mentor: Friendship group / Confidence building - individual or small groups.
- Fizzy - physical development programme, individual or small groups
- Accelerated/write programme.
- Numbershark

Some SEND pupils may need support from professionals outside the school setting in order to achieve a successful learning journey or to address their specific need. The school has access to a whole range of services and agencies that can help provide for and support pupils. These include: Health services as well as services offered by the Local Authority - specialist support teachers, educational psychologists, teachers for hearing and visual impairment, advisory teachers, behaviour support and voluntary organisations. If referral to such specialist support is made, the SENCo, will help to liaise with the particular agency.

The formation of a **My Plan+** may be necessary when a child's additional needs require assessment and intervention from different agencies such as education, health and social care. The + denotes that there is an assessment attached to the plan as the child/young person and/or their family have needs which require a deeper understanding before a plan can be completed. A 'my assessment' often involves the support of an Early Help Co-ordinator. The new 'Graduated Early Help Pathway' builds on the positives of the Common Assessment Framework and SEND Graduated Pathway to develop one, holistic pathway of early help and support.

Conducting a 'my assessment' gives everybody involved (sometimes called a Team Around the Child or TAC) to air their views and express their hopes for the future. The child and their family also contribute to the 'my assessment' by telling their 'story' and providing a background to the need for support. The team around the child look at the support and help already in place for a child and explore what is available through the Local Offer. The plan is then agreed and as with My Plan, My Plan+ uses regular reviews to show what is working / not working towards the outcomes to be achieved.

Where the implementation of the My Plan + framework has failed to meet the educational outcomes, the team around a child (TAC) will make a request for an Education, Health and Care Plan (**EHCP**). An EHC Plan is a statutory plan that is created when a child's education needs cannot be met within the additional resources already in place. The EHC Plan sets out what is needed to ensure a child achieves his/her goals. At this stage the child's parents/carers can discuss how some of the resources available are to be used. Options to consider could range from contributing ideas about how best to use some of the resources to the option of taking a proportion of the resources as a direct payment. For example, as long as it would achieve one or more of the outcomes identified in the plan, parents/carers may decide to purchase a service independently on behalf of their child. A pupil on an EHCP will have a formal annual review where amendments to their provision will be identified and also termly reviews as for other children on the SEND register.

My Plans are working documents which are monitored by the class teachers as part of their normal planning

and assessment. However, the parent/carer and child will be invited to a review meeting with the teacher each term - in October/November, February/March and July, so that progress can be discussed. Any teaching assistants or other teachers involved with the pupil's support will have contributed to the feedback at this meeting. A record of the agreed outcomes and actions will be made and will feed into the next My Plan, ensuring any continuing support closely matches the needs of the pupil. At the end of each school year the class teacher's annual report to parents reviews the individual progress made by children with SEN and parents are invited to school to discuss this report as part of the review process.

Pupil intervention meetings (PIMs) between the teacher and Headteacher provide a further opportunity to track a pupil's progress and enable the staff to evaluate the effectiveness and impact of any support plan and, if necessary, this will be amended in order to improve the rate of progress.

### **5.3 Access to the curriculum**

All pupils at our school have access to a broad, balanced and relevant curriculum and all teaching and support staff are aware of 'inclusion' and the need to set high expectations for every pupil, whatever their prior attainment. Pupils with SEN are therefore taught with their peers, in class with the teacher. They study the curriculum appropriate for their age, however, the learning environment will be adapted to ensure they can access this effectively. Teachers will address any barriers to learning which may exist for certain children and a range of teaching strategies, including flexible pupil groupings, will be used to match pupils' learning needs and styles. Strategies adopted to support SEN pupils may include such things as: using a visual timetable, providing writing frames to structure work, using coloured pens to separate lines of writing, varying the background colour on the interactive whiteboard, providing a sloping personal writing desk and using IT or assistive technology. The school acknowledges that its practices make a difference. Because of this, the school and teachers periodically review issues related to pupils with SEN and classroom organisation, teaching styles and methods, materials and tasks to determine how these could be improved.

### **5.4 Access to the wider curriculum**

In addition to the statutory curriculum the school provides a range of extra-curricular clubs, additional trips and enrichment activities. Pupils with SEN are actively encouraged to join in and benefit from these opportunities. Their participation is monitored by the class teacher who liaises with parents to facilitate the child's involvement.

### **5.5 Arrangements for Dealing with Complaints from Parents**

Gretton School seeks to involve parents at all stages of their child's education. This is felt to be particularly important for parents of children with SEN, so that the school and the parents can work in partnership to provide the extra support which such children require. Close liaison between home and school maximises the child's chances of making good progress and reduces the chances of misunderstandings.

If parents have concerns about the SEN provision being made for their child they should initially talk to the class teacher. The SENCo is also available to discuss with parents any issues that concern them, as are the headteacher and the SEN Governor & Parent Advocate. Parents are also made aware of the services of SENDIASS Gloucestershire and helped to make contact with the service if they so desire.

### **5.6 Arrangements for In-Service Training**

The SENCo attends local SENCo cluster meetings where possible and updates staff on current SEN issues. Teaching and non-teaching staff are able attend relevant courses and training when these are provided or identified as a need.

### **5.7 Links with Other Agencies**

The school receives advice and help from Gloucestershire SEN Monitoring Team and other services eg. Communication & Interaction team. Contact is made with such services and other agencies, such as Health, as and when it becomes necessary, in order to make provision for each child's needs.

## **5.8 Transfer Arrangements**

- The school maintains contact with Gretton Playgroup and other Early Years settings through their visits to the school in the Summer.
- When children with already identified SEN join Gretton School, from another school or setting, their transition documents and copies of My Plans, are given to the class teacher. The SENCo and class teacher discuss the provision to be put in place and the parents are invited to school to discuss their child's needs. Other staff members are made aware of the arrival of the new child at the weekly staff meeting.
- When a pupil at Gretton with SEN transfers to another primary school the transition document and child's SEN records are sent to the new school. If appropriate, when complex needs are involved, a meeting is arranged between the receiving staff and Gretton's SENCo.
- When children with SEN transfer to secondary school at the end of Year 6, the SENCo ensures any transition documents and records of SEN provision at Gretton are forwarded to the relevant school. An opportunity is arranged for the pupil to be visited by a member of the new school staff so that they can be reassured about the support that will be on offer and they can ask any questions. If necessary, an escorted visit to the secondary school (in addition to any planned induction days) will allow the pupil to see specific facilities.
- Gretton school staff will also offer an opportunity for parents of SEND pupils in Y4 & 5 to discuss secondary schooling options and any concerns they have about support in the next phase of education.

## **6 Roles and Responsibilities**

### **6.1 The governing body:**

- determines, with the headteacher, the school's approach to SEN provision and establishes the necessary staffing and funding;
- does its best to ensure that the necessary provision is made for all pupils with SEN;
- monitors the progress of pupils with SEN;
- reports to parents on the implementation of the school's SEN policy?
- appoints an SEN governor to oversee the school's SEN provision and a SENCo to co-ordinate provision.

### **6.2 The SEN Governor**

- monitors the school's implementation and evaluation of its SEN policy;
- ensures that parents are notified when a decision has been made to provide SEN support for a child;
- keeps the governing body informed about the school's SEN provision.
- conducts an annual survey of the parents / carers of SEN pupils to hear their views and to establish what is going well and what needs to be improved.

### **6.3 The Headteacher**

- manage the school's SEN provision and deployment of the school's delegated budget, ensuring resources

- are targeted to meet pupils' needs effectively;
- report to the governing body on the school's SEN provision.

#### **6.4 The Special Educational Needs Co-ordinator (SENCo)**

- coordinates provision for children with SEN
- liaises with the relevant Designated Teacher where a looked after pupil has SEN
- offers advice to staff about providing SEN support and is responsible for the induction of new staff into the school's SEN procedures
- advises on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaises with parents of pupils with SEN
- liaises with early years providers, other schools, professionals and support services
- is a key point of contact with external agencies, especially the local authority and its support services
- works with the headteacher and governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensures that the school keeps the records of all pupils with SEN up-to-date

#### **6.5 Teaching staff**

- are responsible for providing high quality teaching targeted at all pupils;
- are involved in the development and implementation of the school's SEN policy and provision;
- are responsible, with the help of the SENCo, for carrying out the school's procedures for the identification and assessment of children with SEN;
- are responsible, with the help of the SENCo, for preparing My Plans and for delivering the special needs provision;
- are responsible for reviewing progress made by children with SEN against the targets set in their My Plans with their parents at appropriate points throughout the year.

#### **6.6 Non-teaching staff**

- are involved in the development and implementation of the school's SEN policy and provision;
- are responsible for delivering the special needs provision;
- are responsible for communicating on a day-to-day basis with the class teacher about progress made, challenges met and difficulties overcome.

#### **6.7 Parents of Pupils with SEN**

In accordance with the SEN Code of Practice the school believes that all parents should be treated as equal partners in their child's education. Parents are welcomed into school at all times and are encouraged to maintain regular contact with class teachers. In this way they can make their views known and play an active part in their child's progress. The school strives to provide clear information to parents and to offer support. When it has been decided that a child should have SEN provision put in place, the relevant school processes are discussed and they are given an 'Introduction to SEN' booklet to explain some of the key terms and procedures as well as the Gloucestershire Parent Guide on Additional Needs. Parents are made aware of their child's entitlements within the SEN framework and are signposted to the SENDIASS Gloucestershire Service which is very knowledgeable in the area of SEN. They are also made aware of the role of Alison Silver, our parent advocate, who is available to give informal advice and support to parents who might find it beneficial.

## **7. Review period and date of next review**

The school and the governing body are committed to the regular monitoring and evaluation of the provision for children with SEN. The school uses a number of methods to do this, including:

- Consideration of success rates with My Plan targets at review meetings;
- Gathering of parents' and pupils' views formally at review meetings as well as informally through pupil conferencing and through the SEN governor survey;
- Scrutiny of pupils' work by class teachers and the SENCo;
- Tracking of assessment records of pupils with SEN, including teacher assessments, spelling and reading ages, optional tests for Y3/4/5, statutory tests (Y6 SATS & Y1 Phonics) and scores from any standardised tests or assessments which show progress over time;
- Maintenance of pieces of assessed work;
- Observation of teaching and intervention sessions made by the headteacher and SENCo;
- Meetings between the SENCo and class teachers and between the SENCo and the SEN Governor.
- Completion of the LA SEN self-evaluation document each year.

This policy is reviewed annually.

Last reviewed November 2016. Next review November 2017.

## **8. Guidance on teaching**

N/A

## **9. Links**

This policy links closely to the Equal Opportunities Policy, the Supporting Children with Medical Needs & Intimate Care Policy, the Behaviour & Discipline, Early Help, Anti-Bullying Policy and the Teaching, Learning & Curriculum Policy. All the school's other Welfare policies are also relevant, especially the Safeguarding Policy.

Policies are available at: <http://www.gretton.gloucs.sch.uk/index.php/information/policies>

**Identification of Children with Special Needs  
How to Place a Child on the SEN Register  
Flow Chart**

**Does this child appear to be making adequate progress?**

If this question crosses your mind, use curriculum assessments of the child's working level (e.g. through the use of standardised tests, Target Tracker, PIMs meeting notes), and, perhaps more significantly, classroom observations to gather evidence to establish an answer.

**In other words, use your professional judgement as a class teacher.**



**I don't think this child is making adequate progress – what next?**

Look through the areas of need in the 'Gloucestershire Intervention Guidance for Special Educational Needs and Disability in Educational Settings' document. The Code of Practice describes four areas of special educational needs and provision:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical.



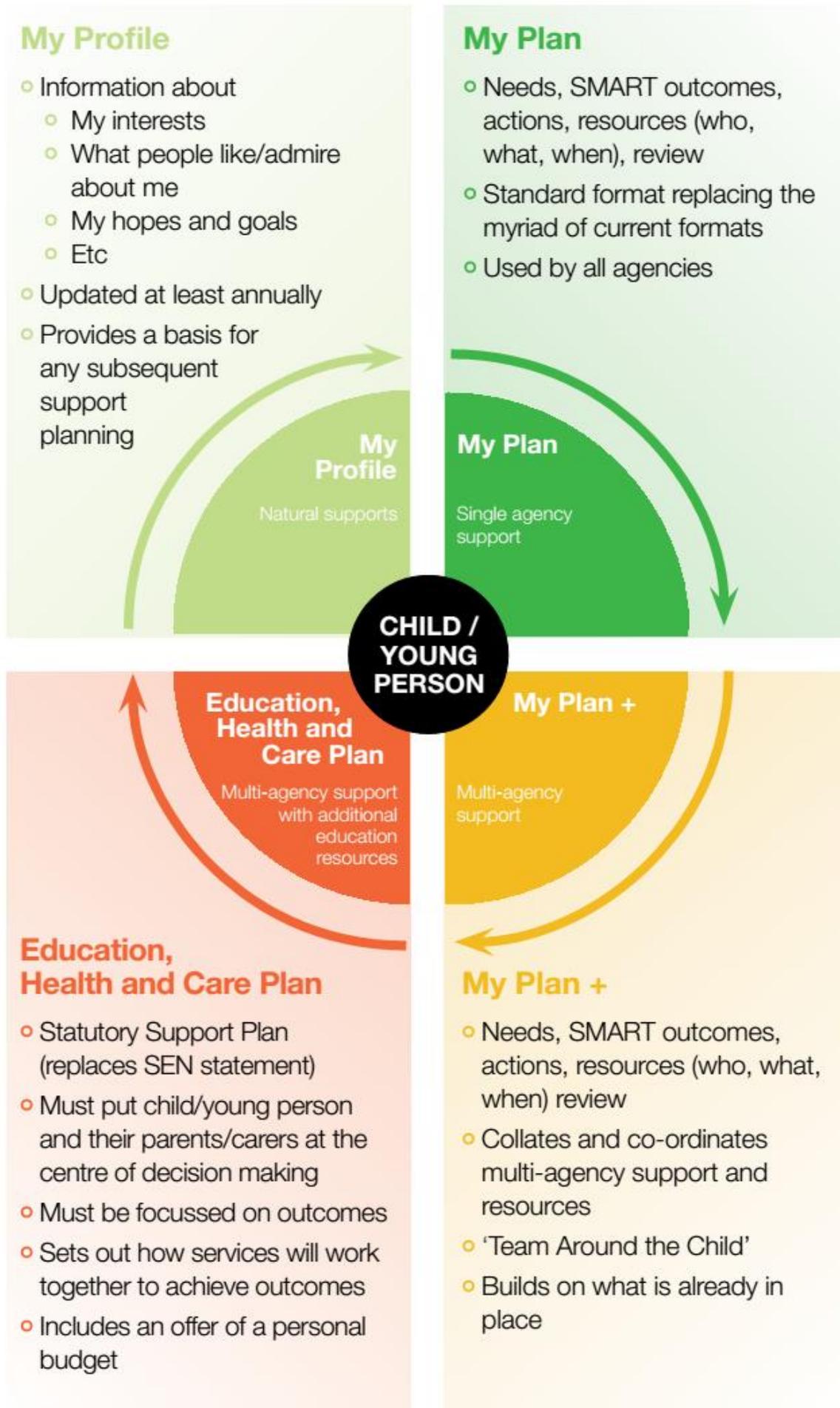
**... it is time to speak to the SENCo**, who will discuss the child's progress, considering the evidence presented. In collaboration with the class teacher, the SENCo is likely to recommend that the child be placed on the SEN Register, based on a combination of teachers' judgement and the audit criteria set out in the 'Areas of Need' in the Code of Practice.



The SENCo/Class Teacher will discuss concerns with the child's parents and a myplan will be created containing specific targets set for the child, appropriate to their needs.

If a child's needs are such that it is deemed unnecessary to be placed on the Special Needs Register according to the audit criteria set out in the 'Areas of Need' in the Code of Practice, they will be added to our 'Concerns Register' and they will be monitored closely in PIMs meetings.

## The Graduated Plans for Gloucestershire



# The pathway for the graduated and integrated approach

