



Greysbrooke Primary School

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## **Policy for Special Educational Needs and Disabilities**

We believe in Inclusion being at the heart of effective education. As a school we are totally committed to meeting the diverse needs of all pupils, aiming to ensure that the learning environment is one where individuality is recognised and barriers to learning are removed.

Our aim is for all children, whatever their need, to have access to the curriculum, recognising the right of every child to be entitled to a broad, balanced and relevant curriculum.

To be effective in our quest we operate the following policy of Special Educational Need taking into consideration the current Code of Practice that became effective from September 2014.

## Principles

- All children have a right to an education which offers an equal opportunity to every individual.
- Every member of staff has a contribution to make in supporting the needs of pupils within school.
- No child should be disadvantaged by a special learning need
- All children have a right to be taught within the mainstream environment in accordance with their assessed needs.
- Pupils with severe or complex needs have a right to have these needs formally assessed.
- All children have a right either directly or through their parents, to express a preference in relation to their education needs and provision.
- Partnership should exist between school, parents and all agencies involved in supporting the needs of the child.

## Educational Inclusion

We aim to offer excellence and opportunity to all of our children, whatever their ability or needs. We have high expectations of all our children and we aim to remove the barriers to learning. We want all our children to know that they are a valued part of our school community.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers, with the support of relevant agencies, respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all their senses and of varied experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;

### **Special Educational Needs**

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCo to consider what else can be done. This review may lead to the conclusion that the pupil requires help over and above that which is normally available.

The need to provide interventions that are different or additional to those provided as part of school's working practices usually happens when a child is not making what the school considers to be adequate progress.

Adequate progress can be defined in a number of ways. It might be progress which:

- 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, but less than that of the majority of peers
- matches or betters the child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the child's behaviour.

The SENCo will provide an in school assessment of a child's need and work in partnership with the teacher, parent, teaching assistant and outside agencies as required to ensure appropriate intervention measures. Graduated Support Plans (GSPs) with agreed targets and intervention will be designed in collaboration with parents and children.

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices.

The triggers for intervention will be concern, underpinned by evidence, about 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 literacy or mathematics skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which needs greater support than the behaviour management techniques usually employed in the school
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

In some cases outside professionals from health or social services may already be involved with the child. Where these professionals have not already been working with the school staff, the SENCo may contact them if the parents agree. The SENCo will support the further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken. The child's class teacher will remain responsible for working with the child on a daily basis. Parents will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

Other issues may impact on progress and attainment but do not mean a child has SEN;

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation-these along do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare

- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a 'Looked After' Child by their Local Authority
- Being a child of a Service personnel

Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four –part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil’s needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the ‘Graduated Response’

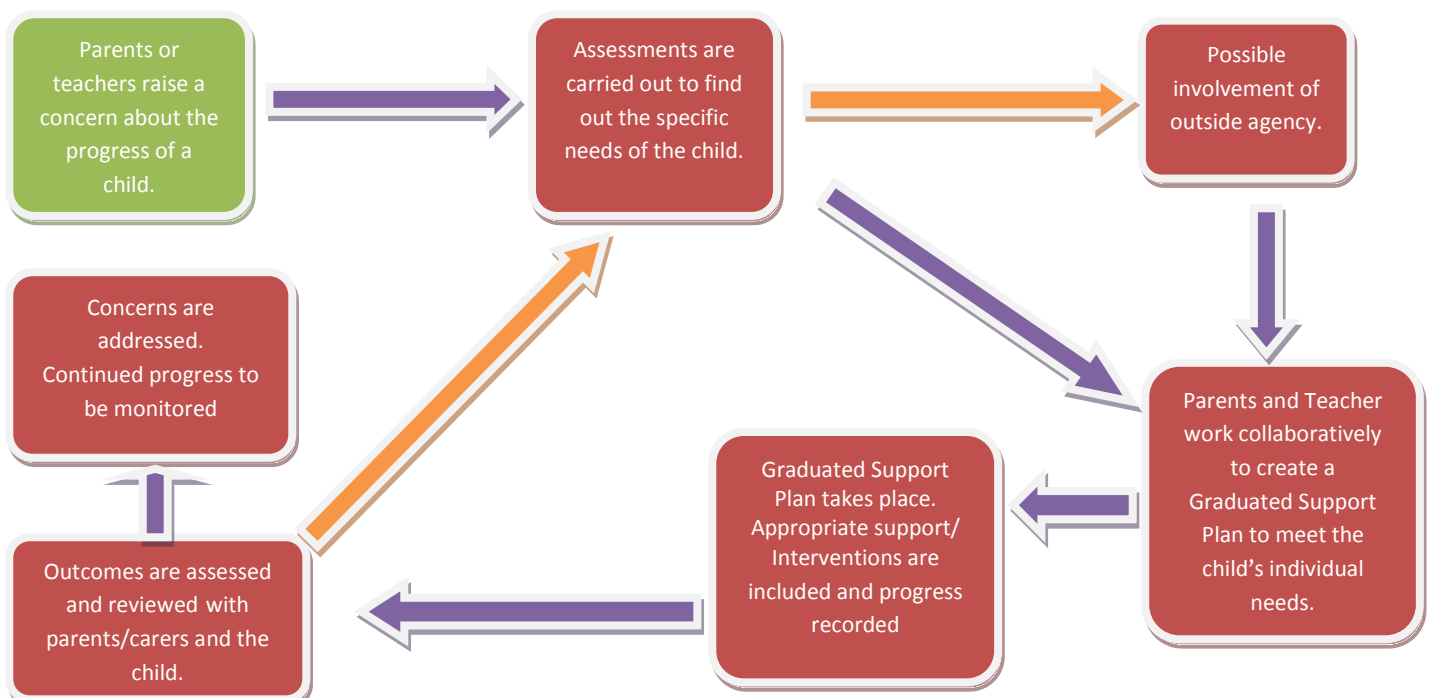
## Graduated Response

Our process by which our school identifies and manages children and young people with SEN:

As the Code of Practice suggest pupils are identified as SEN if they made less than expected progress once they have had intervention/adjustments alongside good quality personalised teaching. Class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Teaching Assistants, Intervention or the SENCo.

### Our Graduated Approach to SEN

The school will involve you in all decisions and listen to your views:



Our school decision around whether to make special educational provision involves the teacher, the SENCo and the Headteacher who considers all of the information gathered from within the school about the pupil's progress, alongside data, and expectations of progress. This includes formative assessment.

For pupils with SEND, Graduated Support Plans are devised by the Class teacher in liaison with parents and the SENCo. They are addressed by teachers and teaching assistants who provide intervention teaching across the school.

All children who are in receipt of a Graduated Support Plan will be added to the school SEND register. Children can be added or removed from the SEND register at any time throughout their time at Greysbrooke.

## Supporting Pupils and Families

- Some pupils who have special educational needs and disabilities (SEND) may have a Statement, or Education, Health and Care Plan (EHCP) which brings together health and social care needs as well as their special educational provision.
- Under the Children and Families Act 2014 local authorities are required to publish and keep under review, information about services that they expect to be available for children and young people with disabilities and special educational needs aged 0-25. This is called the Local Offer. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for professionals in understanding the range of services and provision in the local area. To find out more about Staffordshire's Local Offer please visit :  
<http://helpyourself.staffordshirecares.info/kb5/staffordshire/directory/localoffer>
- Arrangements are made for pupils in school accessing SATs. Mr Storer or the Year 6 teacher completes additional time, scribe, translation requests on the NCA tools website in line with statutory guidance.
- Special arrangements are also made for pupils who may need to work in an alternative room to all pupils carrying out their SATs or take rest breaks.
- A provision timetable of arrangements is arranged by Mr Storer in liaison with class teachers for the SATs.

We aim to make times of transition as easy as possible for the children in our school. If appropriate, when starting at our school we:

- Meet with the child and their parents/carers to talk about their needs and answer any questions about our school.
- Carry out home visits and visits to Nursery/Pre School settings.
- Read reports from people who have worked with the child.
- Arrange visits to our school so they child gets to experience it before they start properly.

Based on needs, when moving to a new year group or school we:

- Introduce the child to their new teacher and teaching assistant during a transition day.
- Hold a Learning Review Evening at the end of the Summer Term so that we can talk to the child and their family and answer any questions they may have about the new year group or school.

- Hold transition meetings between teachers to pass on key information and targets that will ensure a smooth transition can take place.

## Nature of intervention

The SENCo and the child's class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include

- different learning materials or special equipment
- some group or individual support;
- extra adult time to devise the nature of the planned intervention and to monitor its effectiveness;
- staff development and training to introduce more effective strategies.
- access to support services for one-off or occasional advice on strategies and equipment

## Graduated Support Plans

Strategies employed to enable the child to progress will be recorded within an Graduated Support Plan (GSP). The GSP will include information about:

- the short-term targets set for the child
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- outcomes (to be recorded when GSP is reviewed)

The GSP will only record that which is additional to, or different from, the differentiated curriculum and will focus upon three or four individual targets that match the child's needs and have been discussed with the child and the parents.

The GSP will be reviewed at least twice a year and parents' views on their child's progress will be sought. Wherever possible, the child will also take part in the review process and be involved in setting the targets.

When school seeks the help of external support services, those services will need to see the child's records 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, or provide additional specialist assessment or be involved in teaching the child directly. The resulting report for the child will set out fresh 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 GSP continues to be the responsibility of the class teacher.

The school will ensure parents are kept informed and permission for external agency involvement is always sought from parents.

## School request for a statutory assessment

Where a request for a statutory assessment is made by the school to an LEA, the child will have demonstrated significant cause for concern. The LEA will need information about the child's progress over time, and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. This information may include:

- Graduated Support Plans for the pupil

- records of regular reviews and their outcomes
- the pupil's health including the child's medical history where relevant
- National Curriculum levels attainments in literacy and mathematics
- educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- views of the parents and of the child
- involvement of other professionals such as health, social services or education welfare service.

## Statutory Assessment of Special Educational Needs

Statutory assessment involves consideration by the LEA, working co-operatively with parents, the child's school and, as appropriate, other agencies, as to whether a statutory assessment of the child's special educational needs is necessary. A child will be brought to the LEA's attention as possibly requiring an assessment through a request by the child's school, from a parent or a referral by another agency. Where the evidence presented to the LEA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LEA will consider the case for a statutory assessment of the child's special educational needs. The LEA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LEA to determine the child's special educational provision through a statement. **An Educational Health Care Plan** will include:

- the pupil's name, address and date of birth
- details of all of the pupils special needs
- identify the special educational provision necessary to meet the pupil special educational needs
- Identify the type and name of the school where the provision is to be made
- Include relevant non-educational needs of the child
- Include information on non-educational provision

All children with EHCP will have short-term targets set for them that have been established after consultation with parents, child and include targets identified in the statement of educational need. These targets will be set out in an GSP and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the GSP will continue to be the responsibility of the class teacher.

## Annual review of an Educational Health Care Plan

All ECHP must be reviewed at least annually with the parents, the pupil, the LEA. The school and professionals involved invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the plan. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved.

At the review in year 5, the aim should be to give clear recommendations as to the type of provision the child will require at the secondary stage. It will then be possible for the parents to visit secondary schools and to consider appropriate options within the similar timescales as other parents. The SENCo of the receiving school should be invited to attend the final annual review in primary school of pupils with ECHPs, to allow the receiving school to plan an appropriate GSP to start at the beginning of the new school year and enable the pupil and the parents to be reassured that an effective and supportive transfer will occur.

## Records

Files containing advice, GSP and records of progress are held centrally for children and for those children with an ECHP. Learning strategies and outcomes relating to individual targets are also held and maintained by the Teaching Assistant and classteacher.

## Role of the SENCo

- manage the day-to-day operation of the policy;
- co-ordinate the provision for and manages the responses to children's special needs;
- support and advises colleagues;
- oversee the records of all children with special educational needs;
- act as one of the links with parents;
- act as the link with external agencies and other support agencies;
- monitor and evaluates the special educational needs provision, and reports to the governing body;
- manage a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs;
- Draw up an annual action plan with staff to address the needs of pupils.
- Manage the records and SEND folders for all children with special educational needs.
- Monitor and evaluate the special educational needs provision and report to the governing body.
- Liaise regularly with the SEND Governor
- Contribute to the professional development of all staff.
- Ensure that the Code of Practice is followed.

## Role of the Class Teacher

- Have responsibility for the teaching of children with SEND
- Provide quality first teaching for all children including differentiated work appropriate to cover the needs of individual children (generally to support 3/4 ability bands within the class).
- Mark work and provide appropriate feedback, in line with the school marking policy, to enable children to improve their learning.
- Assess performance in class and through summative materials in line with the school assessment policy.
- Identify children working significantly above and below the ability bands within the class, discuss with SENCo and initiate an initial support programme.
- Plan and implement support for identified pupils.
- Inform parents/carers of initial assessments and the action to be taken and record any parental meetings on SIMS.
- Discuss progress and targets with identified children on a regular basis.
- Complete relevant documentation when applying for additional support of an Educational Health Care Plan.
- Offer a review meeting with parents at least twice a year, ensuring a review form is completed, for pupils identified with an additional need.
- Provide transfer information to next class/school.

## Role of Teaching Assistants

- Support class teachers in delivering the differentiated curriculum to all children including specific support activities and intervention programmes.



- Support class teacher during an identified child's initial support programme.
- Provide verbal feedback to the class teacher to enable assessment to be made.
- Provide feedback and evidence of children's learning related to the targets set by the teacher.
- Support children on wave 3 and Statutory Assessment stage in groups by preparing and delivering specific learning in line with their individual needs.
- Meet with class teacher, SENCo, child, parents and outside agencies at review meetings to discuss progress and statutory assessment needs.
- Maintain evidence of work covered and assessments made.
- Maintain the evidence folder for children being supported by making appropriate annotations on the provision map or individual plan.

## Admission Arrangements

It is our policy to meet the special educational needs of all our pupils and accept pupils as individuals prepared to help a child gain full access to the school's curriculum and wider opportunities.

## Allocation of Resources

We have Teaching Assistants attached to all year groups providing support via a combination of 1:1, small group and class support to aid the teacher in delivering GSP targets and supporting the children in gaining full access to the curriculum. Teaching Assistants are provided with non contact time to liaise with class teachers and SENCo and to prepare resources. All Teaching Assistants are fully involved with Professional Development and all TAs have the opportunity to attend relevant courses to further their knowledge and expertise. There are regular training sessions involving TAs within school and opportunities for TAs/ SENCo and other subject leaders to share their experiences, knowledge and expertise.

Support materials are held centrally for access by class teachers and teaching assistants which can then be distributed for individual, group, class use.

## Links with support services and other outside agencies

We work closely with agencies which can provide additional advice / support in school.

We are supported by SENSS and a member of the SENSS team will work with a limited number of children to provide more detailed assessments and advice on strategies we can use. SENSS will meet with parents as requested.

An Educational Psychologist provides support in school for children who are recognised as requiring to be put forward for Statutory Assessment. The Educational Psychologist will meet with parents and provide parents and school with supporting advice.

A Speech Therapist liaises regularly with the SENCo and can provide advice and support programmes for individual children which can be followed through in class.

The School Nurse liaises with the SENCo on health and social issues relating to pupils.

The SENCo also liaises with other services including School Doctor, Community Paediatrician, Sensory Support Service, Behaviour Support, Midland Psychology and representatives from Child and Mental Health Service and Social Services.

## Complaints Procedure

If a parent has reason to complain regarding the level or appropriateness of provision for their child then the parent shall be invited to meet with the classteacher and SENCo. If a resolution is not forthcoming then the parent shall meet with the Head Teacher. Parents are advised of the schools governor for Special Educational Needs (Lynda Jones) should they need to take the matter further.

## Working in partnership with parents

Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

Parents are notified of SEND involvement from the outset and encouraged to take an active part in their child's learning. Parents are invited into school to meet with the class teacher and/or SENCo. Following initial contact with school parents are encouraged to keep in close contact with school via the SENCo and to attend review meetings. The SENCO and class teacher provides parents with learning support strategies to assist their child at home.

## The role of the governing body

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs and does its best to secure the necessary provision for any pupil identified as having Special Educational Needs. The governors ensure that all teachers are aware of the importance of providing for these children. They report annually to parents on the success of the school's policy for children with special educational needs. The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The SEN governor/headteacher ensures that all governors are aware of the school's SEN provision.

## Monitoring and review

Policy and provision is kept under review by regular meetings between the Head and the SENCo. All staff are invited to attend relevant SEN training as and when appropriate. The governing body will review this policy regularly.

## Conclusion

We hope that when the time comes for a child to move on from Greysbrooke, the child will feel that they have had their needs recognised and that the support provided by the school has enabled them to access the curriculum to their potential and provided them with skills allowing them to move forward to the next stage of their education with a high level of self esteem and self confidence.

2017-2018

This policy complies with the statutory requirements laid out in the Special Educational Needs and Disability Code of Practice 0-25 years (September 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (February 2013)
- SEND Code of Practice 0-25 years (September 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and Key Stage 2
- Safeguarding Policy
- Keeping Children Safe in Education
- Accessibility Plan
- Teachers Standards 2012

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