

## Goosewell Academy SEND Policy

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (revised 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (April 2015)
- School SEND Information Report regulations (2014)
- Statutory Guidance on Supporting pupils at school with Medical Conditions Dec 2015
- School Accessibility Plan
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Teachers Standards 2012

All teachers at Goosewell have the highest aspirations and expectations for **all** pupils, including those with special educational needs.

### **Roles and Responsibilities**

- The class teacher is responsible for all children in their class including those with SEN
- The school SENCO is Julie Mills who is a member of the school Senior Leadership Team
- The school SEN link Governor is Kirsty King
- Both the SENCO and SEN Governor can be contacted via school on Plymouth 482960
- Experienced SENCOs in post prior to 2014 are not required to hold the NASENCo award.
- The school SENCo holds an M.Ed and P.G. Diploma in Dyslexia and Specific Learning Difficulties

### **The aims of this policy are:**

- To ensure that children with special educational needs are identified, assessed and adequately provided for.
- To identify the roles and responsibilities of staff in providing for children's special educational needs
- To work in partnership with children, young people and their parents
- To enable all children to have full access to all elements of the school curriculum
- Delegate resources fairly and efficiently in response to an identified need
- To ensure all children with SEN achieve their very best and become confident individuals.

### **Identification of Special Educational Needs**

A pupil has SEND where their learning difficulty or disability calls for special educational provision to be made for them and that provision *'is different from or additional to'* that normally available to pupils of the same age. For some children, SEND can be identified at an early age. However, for other children and young people difficulties become evident only as they develop.

- The identification of SEND is built into the school's overall approach to monitoring the progress and development of **all** pupils.
- Class teachers will assess each pupil's current skills and levels of attainment on joining school and building on information from previous settings.
- Class teachers make regular assessments of progress for all pupils. Where pupils are making less than expected progress given their age and individual circumstances a discussion will be

had with parents and where necessary, the school SENCo, to determine how best to support a child. This is known as a Graduated Approach.

- Characteristics which may raise concerns will include:-
- A lack of progress which is significantly slower than that of their peers starting from the same baseline.
- Failure to match or better the child's previous rate of progress resulting in a widening of the attainment gap.
- A deterioration in behaviour or emotional and social wellbeing.
- Physical and sensory needs.
- Concerns raised from home.

The SEN Code of Practice identifies four areas of need. In practice, individual children or young people often have needs that may span across all these areas and their needs may change over time.

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory (hearing and sight) and/or Physical needs

Where it is decided that the child does have additional educational needs, the child will be added to the school SEND register. For some children an Individual Education Plan (IEP) will be written by the class teacher and reviewed in collaboration with the class teacher and parents at least 3 times a year. Not all children at SEND level will have an Individual Educational Plan.

### **The Role of an IEP**

Individual Education Plans detail small steps for learning in addition to quality first teaching or group work that occurs as part of normal classroom practice. The IEP is administered by the class teacher and reviewed by the class teacher with parents through the assessment process of 'assess, plan, do, review'. Meetings with parents will include discussion around the progress made against set targets. The SENCO role is to monitor and oversees this process.

### **Progression**

Where a pupil fails to make less than expected progress despite evidence of continued support and intervention that is matched to the pupil's area of need, the school may consider involving specialist or outside agency support. Parents will always be involved in any decision to involve specialists along with the child's class teacher and parental consent is always required. In many cases, there is a charge for accessing specialist agency support; funding for which will come from the school's notional SEND budget and will be monitored by the SENCO and head teacher.

Under the Children and Families Act 2014, the Local Authority has to provide a clear and transparent 'Local Offer' of all services across Education, Health and Social Care. A link to the Local Offer can be found on the school website under SEN alongside the School SEN Information Report which details the school's SEN provision.

Where pupils are subject to an Education, Health and Care Plan (EHCP) the school will work in close partnership with any specialist agencies as named on the EHCP to provide support and specialist advice.

## **Non SEN concerns**

There are other factors that may impact on progress and attainment that are not considered SEND:

- Disability
- Attendance and punctuality
- Health and Welfare
- English as an additional language
- Being in receipt of pupil premium grant
- Being a looked after or previously looked after child
- Being a child of a serviceman or service woman

Any concerns relating to a child's behaviour may be an underlying response to a need which the school will work with parents to identify.

It is the responsibility of all teachers to plan, monitor and communicate with regard to pupil's welfare and learning needs, including SEN Support pupils. All members of staff adhere to a Graduated Approach under the guidelines of the SEN Code of Practice, updated September 2015, in support of children with SEND and adhere to the School Review Cycle.

Policy agreed date: APRIL 2019

Policy review date: APRIL 2020