

Goodrich Community Primary School

SEN Policy and Information Report



Approved by:

Date:

Last reviewed on: 25th April 2021

Next review due by: 25th April 2022

Definition of Special Educational Needs (SEN)

A pupil has SEN if they have a learning difficulty or disability which calls for 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 the majority of the 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.

Legislation and guidance

This policy and information report 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 SEN and disabilities

The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

Goodrich Community Primary School acknowledges that the identification of children with special educational needs will be according to the Code of Practice. The whole staff is committed to actively seeking to identify children with special educational needs and to providing a range of learning experiences within the mainstream curriculum that allows for their inclusion.

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 (assess, plan, do, review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what support the pupil in making good progress and securing good outcomes.

Aims

- To identify and assess children with SEN as early as possible.
- All procedures for identifying children with SEN are understood by everyone.
- We provide matched activities within a balanced and broadly based curriculum, in a way that supports children with SEN.
- Records relating to SEN follow the child through the school, which are

- clear, accurate and up to date.
- We work in partnership with parents and aim to give honest and accurate information regarding their child.
- We maintain close links with the support services and other professionals and agencies.
- All children are given access to the curriculum at an appropriate level and that each child's learning and achievements are maximized at every stage of their primary school career.

Roles and Responsibilities

Deputy Head for Inclusion is Italia Simeone.

The Special Educational Needs Co-ordinators (SENCOs) are Anna Olds and Susanne Gosney.

They will:

- Work with the Headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services, for example the Educational Psychologist
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date
- To ensure target plans are written in conjunction with teachers and reviewed twice per academic year.
- To hold annual review meetings for children with an Education, Health and Care Plan (EHCP)
- To ensure that provision for pupils with SEN is mapped
- To ensure that the impact of SEN interventions is assessed for each pupil
- To meet regularly with the Deputy Head for Inclusion to discuss individual children, resources and use of time.
- To ensure that the school's SEN register & provision map is updated

- To update the SEND report annually and to make it available on the school's website.
- To keep parents informed of their child's progress
- To report to Governors as requested by the Head teacher.
- To work in conjunction with the class teachers.
- To manage Teaching and Learning Assistants along with the Deputy Head for Inclusion and ensure their impact on learning through regular reviews.
- To lead INSET on SEN in school as appropriate.
- To keep their own skills updated by reading, researching & attending INSET on SEN and appropriate related external courses.
- To keep up to date with any legislation and to help ensure that the school complies with all existing legal requirements.

The SEN Governor

The SEN Governor will:

- Help to raise awareness of SEN issues at Governing body meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the Governing body on this
- Work with the Headteacher, Deputy Head for Inclusion and SENCOs to determine the strategic development of the SEN policy and provision in the school

The Headteacher

The Headteacher will:

- Work with the SENCO and SEN Governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Planning and matching an appropriate curriculum for all children
- Monitor progress regularly
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision

- Ensuring they follow this SEN policy
- Bringing to the attention of SENCOs those children who have special educational needs; to complete the relevant paperwork in line with the school's SEN policy, and to liaise with the SENCOs and parents/carers in reviewing the child's target plan

Admission Arrangements

The Governing body have agreed with the Admissions Criteria of the Local Authority which do not discriminate against pupils with special educational needs or disabilities and its admission policy has due regard for the guidance in the Codes of Practice which accompany the SEN and Equality Act 2010.

Families seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that appropriate consultations can take place.

Medical Conditions

The 2014 Act places a duty on mainstream schools and academies to make arrangements to support pupils with medical conditions. Goodrich works closely with the school nurse to ensure arrangements are made for pupils with medical conditions. These requirements extend beyond children with SEN and disabilities.

Individual Healthcare Plans will normally specify the type and level of support required to meet the medical needs of children with such conditions.

SEN information report

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

Provision for children with SEN

- In conjunction with the SENCOs and teachers, the school provides facilities for withdrawing children from class for small group sessions of extra literacy and/or numeracy support (where the criteria are agreed that withdrawal is beneficial and in the child's interest).

- Social communication groups overseen by SENCOs and SALT (Speech and Language Therapist)
- Early and High Language Groups overseen by SENCOs and SALT but carried out by a trained Learning Support Assistant.
- Learning Mentor Team to help children with Emotional and Behavioural Difficulties (EBD). This includes Circle of Friends, Self Esteem groups, a sensory room and Transition groups
- Access to and well established links with outside agencies.
- Small group teaching of English and Mathematics for children with specific learning difficulties.
- With the support of extra funding children with an EHC Plan are supported in small groups and encouraged to grow into independent learners.
- Sensory Room
- Forest school opportunities to support holistic learning.

Identifying pupils with SEN and assessing their needs

We will continuously assess each pupil's current skills and levels of attainment, especially on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Consulting and involving parents

The staff at Goodrich are committed to the principle of working in true partnership with parents/carers and recognise the unique and vital role they have in their children's education.

We will have an early discussion with parents when identifying whether their child needs special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Parents/carers views and contributions are valued and listened to. We readily recognise that parents/carers know their children best and have a great deal to contribute. Permission will always be sought from parents/carers before the involvement of any outside agencies.

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

Parents of children who receive SEN support or with an EHC Plan will be provided with regular progress updates either through meetings or via written reports.

The class teacher is responsible for informing parents/carers of new targets which should be shared at parent's evenings. Progress reports are sent out termly informing parents of what their child has achieved in an intervention.

Assessing and reviewing pupil's progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant

- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Statutory Assessment

For a very few children the help given through SEN support will not be sufficient to enable the child to progress satisfactorily. It will then be necessary for the SENCOs, parents, teacher, and any outside agency already involved, to consider whether a statutory multi-disciplinary assessment may be appropriate; for such a request to be made the child will have multiple and complex needs. The SENCOs will provide the Local Authority with evidence and clear documentation of the child's special needs and action taken to meet these needs (SA1 form)

The LA will assess the evidence and decide whether the child's difficulties or developmental delays are likely to be addressed only through an Education, Health and Care Plan (EHCP). If the LA decides to proceed further they will request further evidence from all professionals involved. The school's educational psychologist, who will most likely already have been involved with the child, will need to observe and work with the pupil again to inform the writing of his/her EHCP. SENCOs are responsible for facilitating this visit.

The preparation of an Education, Health and Care Plan (EHCP) is carried out under the regulations laid down in the Code of Practice 2014. Once an EHC Plan has been approved, it is mandatory that Southwark Education provides the service that the child requires, with the addition of any extra support provided by the school. The EHC Plan may mean support for the child in the class in this school or the offer of a place at a school, that specifically meets his/her needs. The EHC Plan is reviewed annually in school. The SENCOs are responsible for the organisation of the review. The EHC Plan will stay with the child as he/she moves to any school they might attend until the age of 25 years, providing the Annual Review sanctions it.

In some cases outside agencies may already be familiar with a child who the concern is about. Where these agencies have not been working with the school, staff or the SENCOs will contact them if the parents/carers agree.

In addition to parents evenings, those parents who have a child with an EHC Plan will be invited to an annual review meeting.

Supporting pupils on entry and moving between phases

Efforts are made to ascertain the needs of all children before they enter Goodrich school. The main feeder Early Years setting is our own Nursery school. Home visits and communication with current settings are carried out prior to starting at Goodrich. This enables the school to identify any needs in advance which results in a smooth transition.

When children with SEN transfer to other schools their SEN files and records are passed onto the receiving school along with the general school record, by the SENCOs. Learning mentors will liaise with new schools to ensure effective communication and continuity of provision.

The SENCOs aim to support parents/carers with their choice of secondary school for children with Special Educational Needs. Learning mentors lead transition sessions to prepare for Secondary School including inviting representatives from respective schools. Where appropriate, and with permission from parents, SENDIP (Special Educational Needs and Disabilities support from the Local Authority can be requested to help ease transition.

Links between the main local secondary school SENCOs and the Goodrich SENCOs are good. At secondary transfer all SEN records are passed onto the secondary school.

Where possible, and particularly at Special Secondary schools, visits are arranged to familiarise children with their new school in the preceding summer term, often accompanied by their support assistant.

Adaptions to the curriculum and learning environment

At Goodrich School children with special educational needs have full access to the curriculum and generally play and work alongside their peers. The curriculum delivered in each classroom is planned by the class teacher to meet the known individual needs of the children.

The curriculum is further differentiated for individual needs through the use of target plans for children on SEN support or with an EHC Plan. The plan should include information about the short- term targets and teaching strategies required for that individual to successfully access the curriculum. The target plan should be a working document, which is used to inform the class teacher's weekly planning.

It is the responsibility of the class teacher to ensure that the child is involved with his/her plan and is aware of the targets set.

Target plans are written by the class teacher together with the SENCOs and, where appropriate, the child's Learning Support Assistant (LSA). Targets are set and reviewed termly.

In addition support staff may be used within the classroom, under the direction of the class teacher, to work alongside children with special educational

needs, in order to enable them to develop independently and to accelerate their academic progress.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Allocation of Resources

- The school receives funding from the authority based on pupil numbers. The funding is used to support all children in successfully accessing the curriculum and making expected progress.
- The Local Authority provides additional funding for children with very complex needs who have an EHC Plan. This money contributes to the additional support that the child requires. Not all children with an EHC Plan however, receive additional funding.
- Top up funding is only given if the school can provide evidence that they have already spent £6000 on the child.
- The school has large number of Learning Support Assistants (LSAs) and Higher Learning Teaching Assistants (HLTAs) who are deployed around the school to support the learning of pupils who do not have an EHCP but have SEN.

Evaluating the effectiveness of SEN provision

The policy for SEN will be reviewed and evaluated annually.

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- School data analysis
- Reviewing the impact of interventions after 6 weeks
- Using pupil voice
- Monitoring by the SENCO – teaching observations, books looks and learning walks
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

This evaluation should be part of the ongoing whole school self-evaluation. Information compiled by the SENCOs should be available to judge the success of the provision made for children and how effective this is in terms of children making progress.

The child's SEN records will collate and record the school's responses at all stages and information collected at review meetings will be included. A combination of the following information regarding individual pupils will be readily available -

- Description and nature of pupil's difficulty.
- Strategies to be adopted.
- Target Plans.
- Reviews.
- Reports from outside agencies.
- Class teacher assessments demonstrating individual progress.
- Views of Parents / Carers.

Expertise and training of staff

The school is committed to providing and facilitating in service training for SEN for all staff. All staff are regularly updated on changes to the policy and practice at Government or LA level.

We have a large team of Teaching Assistants, including Higher Level Teaching Assistants (HLTAs) who are trained to deliver SEN provision.

We carry out regular in house training for speech and language, phonics, sensory room training, dyslexia.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are encouraged to be part of the playground buddy system
- Pupils with SEN are also encouraged to take part in after school clubs
- Pupils with SEN are encouraged and fully supported to take part in all school trips including residential stays.

We have a zero tolerance approach to bullying.

Working with other agencies

The school aims to work in true partnership with all outside agencies to ensure that all children receive appropriate help in order to allow them to reach their full potential.

The school works closely with Southwark SEN Inclusion team to facilitate the successful inclusion of children with SEN.

If a child is considered to be seriously at risk from neglect or abuse he/she will be referred by the designated lead person for Child Protection, to the Child Protection Team at the Southwark Social Services Department. This is a legal requirement and the school is not required to seek the permission of parents before doing so. A referral to social care will be made via a Common Assessment Framework form (CAF).

The following services/agencies are available to/involved with the school.

- Child psychology.
- Speech and Language therapist.
- Occupational therapist.
- Social Communication team.
- Hearing Support team.
- Community paediatrician.
- Child and Adolescence Mental Health Services (CAMHS).
- School nurses team
- Well-being clinic
- Education Welfare service.
- Social Care.
- Advisory teacher for Children Looked After.
- CENMAC - a team of advisory teachers working with Southwark who support pupils with physical disability.
- Physiotherapy
- Autism Support Team
- Family Early Help
- Education Welfare Inclusion

We also use expertise from other schools such as Summer House (PRU) and New Woodlands for behaviour and Rye Oak and Snowfields for children with Autistic Spectrum Condition.

The SEN annual report is available on the website and contains information about the implementation of the governing body's policy for children with Special Educational Needs. It must include information on:

- The success of the SEN policy.
- Significant changes in the policy.
- How resources have been allocated to and amongst children with SEN over the year.
- Any consultation with the LA and other schools.

Complaints Procedure

Most complaints/concerns can be resolved by informal discussions between the class teacher and parents. Should these concerns remain unresolved, discussion should ensue as follows:

1. Approach Class teacher
2. Refer to the SENCo
3. Speak to the Phase Leader
4. Contact the Deputy Head
5. Refer to Head teacher
6. Write to Chair of Governors
7. Written complaint to Southwark Education Authority.
8. For children who are undergoing Statutory Assessment, there are special appeals processes for parents who disagree with outcomes. Full details are sent to parents at that time. This policy works in conjunction with:
 - Behaviour for learning policy
 - Safeguarding policy
 - Attendance policy
 - Health and safety policy