



## **Goodmayes Primary School Special Educational Needs & Disability Policy**

### **Introduction**

Our guiding principle is one of Inclusion and we aim to provide Quality First Teaching for all our pupils. This includes appropriate differentiation for individual pupils, high quality resources and effective use of additional adult support. We aim to identify and break down possible barriers to learning so that all our pupils experience success. This does not mean treating all pupils equally; it means treating all pupils as individuals and ensuring they have the required provision to achieve the best possible progress.

This SEND policy details how we ensure that the needs of all our pupils with special educational needs are met.

When carrying out our duties towards our pupils with SEND, we have regard to the Special Educational Needs Code of Practice 2014.

### **Principles**

- We value all children in our school equally.
- All pupils are entitled to a broad and balanced curriculum which is differentiated to meet their individual needs and abilities.
- All children are entitled to experience success.
- All children are entitled to have their particular needs recognised and addressed.
- All children should be helped to reach their full potential – we have high expectations for everyone.
- Good special needs practice is good practice for all pupils.
- Additional intervention and support cannot compensate for Quality First Teaching.
- Pupils and their parents/carers know their child best and should be full partners in planning and reviewing support for their child.
- Pupils with SEND have a unique perspective on their own needs and should be central to all decision-making processes about their support.

### **Aims**

- To ensure that we take the views of the child into account when planning and evaluating their SEND provision.
- To develop and maintain partnerships and high levels of engagement with parents.
- To raise the aspirations of and expectations for all pupils with SEND.
- To ensure that every child has his or her individual needs recognised and addressed through Quality First Teaching and effective additional support.
- To ensure that all pupils have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities.
- To ensure that pupils with SEND engage in all the activities of the school alongside pupils who do not have SEND.



This policy will contribute to achieving these aims by ensuring that provision for pupils with SEND is a matter for the whole school and is a part of the continuous cycle of assessment and review.

### **Definition of Special Educational Needs & Disability (SEND)**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for pupils of the same age in mainstream schools or mainstream post-16 institutions

Children are not regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught. The needs of these pupils are explained in our Ethnic Minority Achievement/English as an Additional Language Policy.

### **Identification and assessment of pupils with special educational needs**

The identification of SEND is built into our overall approach to monitoring the progress and development of all pupils. This allows us to identify pupils who are making less than expected progress at an early stage. Inadequate progress might be that which:

- 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

We are aware that a number of factors may impact on a child's progress and attainment, including having English as an Additional Language, attendance and punctuality and family circumstances; therefore we do not immediately assume that a child has special educational needs.

The first response to inadequate progress is high quality teaching targeted at the child's areas of weakness. Most pupils will have their needs met through Quality First Teaching. This may include appropriate differentiation of learning tasks, adaptations to the curriculum and learning environment, the provision of additional practical or visual resources and time-limited interventions. We focus on early intervention to ensure 'gaps' are targeted and intervention is put in place at the earliest opportunity.

Where progress continues to be less than expected, the teacher will work with the SENCo to assess whether the child has SEND. The SENCo will gather information from the pupil, parents and class teacher. Discussions will be held with the pupil and their parents/carers in order to develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps.



**(See Flowchart: Identification of Children with Special Educational Needs & Disability.)**

Special educational needs can be categorised under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

We recognise that, in practice, individual children often have needs that cut across more than one of these areas and that their needs may change over time. Our purpose is not to ‘label’ a child, but to work out what action the school needs to take. We consider the needs of the whole child and ensure that support is focused on individual need and personal outcomes rather than classification/label.

Teachers are responsible and accountable for the progress and development of all the pupils in their class, including those who have or may have SEND and who access support from Teaching Assistants (TAs), Learning Support Assistants (LSAs) or specialist staff.

### **SEND Support**

When a pupil is identified as having SEND, we take action to remove barriers to learning and put effective special educational needs provision in place – SEND Support. Quality First Teaching remains our first response in relation to the identification of SEND, but we also ensure that the child receives high quality additional support and interventions carefully matched to their needs.

We adopt the graduated approach and four part cycle of ‘assess–plan–do–review’ as recommended in the SEND Code of Practice. In successive cycles the SEND Support received by the child is refined or revised depending on how effective it has been in achieving the agreed outcomes. Where a pupil continues to make less than expected progress despite the school’s best efforts, and with the agreement of the child’s parents/carers, we will involve appropriate specialists and outreach services.

An Individual Education Plan (IEP) will be written to show the short-term target set for the child, and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place once a term or term and a half.

If the IEP review identifies that support is needed from outside services, we will consult parents prior to any support being requested. In most cases, children will be seen in school by external support services. This may lead to additional strategies or strategies that are different from those used in SEND Support. The new strategies in the IEP will, wherever possible, be implemented within the child’s normal classroom setting.

Some pupils will make accelerated progress and cease to require SEND Support after a period of targeted intervention and these pupils will then be removed from the school’s register of SEND pupils. However, we continue to monitor the progress of such pupils closely to ensure their progress is maintained.



## **Education, Health and Care Plans**

A small number of children with the most complex needs may need the support of an Education, Health and Care Plan (EHC Plan) to enable them to achieve the best possible outcomes. If we believe that a child's needs require provision and resourcing over and above that which we make available to our SEND pupils from delegated funding, we will request that the Local Authority conduct an assessment of the child's education, health and care needs. We will involve the child and their parents/carers at every stage of the assessment process.

Prior to September 2014, the children with the most complex needs were issued with a Statement of Special Educational Needs rather than an EHC Plan. These children will continue to have a Statement until the Local Authority completes its transition from Statements to EHC Plans.

## **How Goodmayes Primary School adapts the curriculum and learning environment for pupils with SEND**

It is the responsibility of teachers to make the appropriate adaptations to the curriculum and learning environment to enable pupils with SEND to access learning opportunities and experience success alongside their peers. Our teachers have a clear understanding of the needs of the SEND pupils in their class and know a range of strategies that can be utilised to support pupils. They are able to draw on the expertise of the SENCo, outreach teachers and professionals from other external agencies for advice as needed. e.g. Joseph Clarke Service for the Visually Impaired, Redbridge Service for Deaf and Hearing Impaired Children.

## **Additional support for learning available to pupils with SEND**

The SENCo ensures that the school provides a range of intervention programmes to address the needs of groups of pupils and individual pupils within the school. Interventions available include: Reading Comprehension Skills, Emotional Literacy Skills SEAL, Writing Skills, Narrowing the Gap – Numeracy, Occupational Therapy Programme, Communication and Language Programme, Read Write Inc.

Some interventions are delivered by trained Teaching Assistants (TAs) under the direction of the teacher and/or the SENCo. Other interventions are delivered by teachers. The school-based speech and language therapist works closely with school staff to ensure that we address the needs of our pupils with language and communication needs effectively.

Some pupils are supported in class for part of the school day by a TA or LSA, either individually or in a small group. These pupils continue to have the same opportunities as their peers for learning in a group with the class teacher and the teacher remains responsible for their progress. TAs and LSAs understand the need to develop independence in the pupils with whom they work and support is only assigned when it is needed.

## **Support for pupils with social, emotional and mental health difficulties**

Some pupils' special educational needs relate to social, emotional or mental health difficulties. Whilst some pupils display their difficulties through challenging or disruptive behaviour, other pupils may become withdrawn or isolated. These difficulties may reflect underlying mental health difficulties such as anxiety or depression. Some pupils may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder. We address the needs of these pupils by individual or group interventions, liaising with



relevant outreach services and health professionals as appropriate. We have an allocation of 0.5 days per week from New Rush Hall Outreach Service.

### **Specialist provision, equipment and facilities**

We have a Sensory Room to meet the needs of our pupils and a lift which gives access to classrooms on all levels. If a child needs specialist equipment due to physical or medical needs, the SENCo will liaise with the relevant professionals to secure the equipment needed and any training for staff required in its use. e.g. Physiotherapy, Occupational Therapy, Newbridge Outreach, SERC.

### **How Goodmayes Primary School evaluates the effectiveness of its provision for pupils with SEND**

Intervention programmes are time-limited and the progress of children taking part is tracked. If there is no evidence that an intervention is effective, we will either adapt the intervention to more closely meet the child's needs or we will plan a different type of support.

The success of the education offered to children with SEND will be judged against the aims of this SEND policy. The SEND policy will be reviewed annually.

### **How Goodmayes Primary School assesses and reviews the progress of pupils with SEND**

We have robust tracking systems for monitoring the progress of all our pupils, including those with SEND. Pupil progress conferences are held termly, attended by the class teacher, SENCo and assessment coordinator, at which action is planned to address any lack of progress identified.

The 'assess-plan-do-review' cycle ensures that we match provision closely to each child's needs and that we respond quickly to any evidence of inadequate progress.

The progress of SEND pupils in relation to the objectives in their Statement of Special Educational Needs or the outcomes in their Education, Health and Care Plan are reviewed annually. A child's objectives or outcomes are broken down into smaller steps and recorded on the child's Individual Education Plan. These shorter term targets are reviewed at least termly. We involve the child and family fully in the planning and review process.

### **Admissions**

Pupils with SEND are admitted to the school on the same basis as any other child. The Governing Body uses the LA admissions criteria.

### **Roles and responsibilities**

Provision for pupils with special educational needs is a matter for the school as a whole. However some key individuals and groups have particular areas of responsibility:

### **Governing Body**

- to ensure that the necessary provision is made for any pupil who has special educational needs
- to consult with the local authority and the governing bodies of other schools when it



seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole

- to ensure that parents are notified of a decision by the school that SEND provision is being made for their child
- to ensure that pupils' needs are made known to all who are likely to teach them
- to ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs
- to ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources
- to review the SEND policy annually and to receive an annual report on the allocation of available resources and the success of the policy
- to appoint a member of the Governing Body to have special responsibility for SEND within the school who will meet on regularly with the SENCo and conduct visits to the school on a planned programme

### **The Headteacher**

- to manage all aspects of the school's work, including provision for pupils with SEND
- to keep the governing body fully informed
- to work closely with the school's SENCo
- to seek out and share best practice with the LA and other schools

### **The Special Educational Needs Co-ordinator**

The Special Needs Co-ordinator is Ms Fletcher. She is in school full time. Her key responsibilities include:

- to work in collaboration with the Headteacher, school governors and staff to develop a clear strategic direction for SEND
- to oversee the day-to-day operation of the school's SEND policy
- to coordinate and develop high quality provision to meet the needs of pupils with SEND
- to work in partnership with parents/carers of pupils with SEND to develop and review effective support for their child
- to work with teachers to monitor the effectiveness of interventions and the progress made by pupils with SEND
- to liaise with the relevant Designated Teacher where a looked after pupil has SEND
- to advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- to liaise with professionals from outside agencies, such as educational psychologists, outreach services, health and social care professionals, and independent and voluntary bodies, ensuring that appropriate referrals are made and strategies are implemented
- to liaise with other schools to ensure that pupils make smooth transitions between school placements
- to work with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regards to reasonable adjustment and access arrangements
- to promote the inclusion of pupils with SEND in the school community, ensuring they



- have access to the school's curriculum, facilities and extra-curricular activities
- to ensure that the records of pupils with SEND are maintained and kept up to date
- to support and advise teachers about differentiated teaching methods appropriate for individual pupils with special educational needs
- to coordinate the effective deployment of Teaching Assistants and Learning Support Assistants, providing support and training as needed
- to contribute to the in-service professional development of staff in relation to SEND

### **Teachers**

- to provide Quality First Teaching for all the pupils in their class
- to provide for the individual needs of all their pupils, adapting their teaching and the learning environment as appropriate
- to be accountable for the progress of all their pupils, including those who receive additional support from teaching assistants and specialist teachers
- to work with the SENCo to monitor the effectiveness of interventions and the progress made by pupils with SEND

### **Teaching Assistants / Learning Support Assistants**

- to support pupils with their learning under the direction of the class teacher and/or the SENCo, implementing strategies recommended by the teacher, SENCo or professionals from external agencies
- to develop the independence of the pupils with whom they work
- to provide feedback to the teacher and/or the SENCo on the progress of the pupils with whom they work to inform planning and review

### **Arrangements for training and staff development**

The school makes an annual audit of training needs for all staff taking into account school priorities as well as personal professional development. The school is allocated funding from the Section 251 Funding each year that it may use to meet identified needs. Particular support is given to Newly Qualified Teachers and other new members of staff.

### **Arrangements for partnership with parents**

We recognise the importance of working in partnership with parents. 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 pupils with special educational needs will be treated as partners and supported to play an active and valued role in their child's education.

We will always tell parents when their child is receiving help for their special educational needs and will involve them fully in planning and reviewing any SEND provision.

A child's class teacher will work closely with parents at all stages in his/her education and if parents have concerns their first port of call should be the class teacher.

Parents of any pupil identified with SEND may contact the Parents in Partnership Service of Redbridge for independent support and advice.



## **Pupil participation**

Pupils and young people with special educational needs often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in the decision-making processes, including the setting and evaluation of targets. We are committed to developing more person-centred ways of working to make it easier for our SEND pupils to express their views.

## **Storing and managing information**

See Goodmayes Primary School's Data Protection Policy.

## **Links with other mainstream schools and special schools**

Advanced planning for pupils in Year 5 is essential to allow a smooth transition to secondary school. The SENCo will liaise with the SENCo of the Secondary School to ensure that effective arrangements are in place to support pupils at the time of transfer.

When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

Goodmayes Primary School has good links with local special schools through the outreach services.

## **Links with other agencies and voluntary organisations**

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs.

The school receives regular visits from the nominated Education Welfare Officer for the area.

The SENCo works closely with the Educational Psychologist assigned to the school and meets with her at the beginning of each term to plan her work in the school for the term.

Other agencies and outreach services that the school works with include:

- Hatton/Little Heath Outreach
- Speech and Language Therapy Service
- Occupational Therapy Service
- Physiotherapy Service
- Joseph Clark Service for the Visually Impaired
- Redbridge Service for Deaf and Hearing Impaired Children
- Newbridge Outreach
- SERC (special Education Resource Centre)
- Early Years Advisory and Support Service
- CAMHS (Child and Adolescent Mental Health Service)
- Redbridge Child Development Centre



- Virtual School for Children Looked After
- Social Care services

### **Complaints procedures**

Under the Children and Families Act 2014 parents may seek advice on resolving disagreements with the LA and/or the Independent Mediation Service. The school will make available on request further information about this process.

### **Goodmayes Primary School's Local Offer**

Further information on Goodmayes Primary School's arrangements for supporting pupils with SEND can be found in the school's Local Offer which can be accessed via the FIND website: <http://find.redbridge.gov.uk>. Our School Local Offer forms part of the local authority's Local Offer, which is also available on this site and provides information for parents/carers on SEND services available within Redbridge and neighbouring boroughs.

### **Legislation and guidance relevant to this policy**

Children and Families Act 2014, Part 3  
Educational Needs and Disability Code of Practice: 0 to 25 years 2014  
Equality Act 2010  
Education Act 2011

### **Related school policies**

Equality Policy  
Accessibility Plan  
Health and Safety Policy  
Medicines in School Policy

<b><i>Policy Agreed by Governors:</i></b>	<b><i>Autumn Term 2017</i></b>
<b><i>Policy Review Date:</i></b>	<b><i>Autumn Term 2018</i></b>



## Procedure for Identification of Children with SEND

Appendix 1

Teacher has concerns about a child in their class in: -

- A particular area of the curriculum
- Language acquisition
- Social development
- Mental health
- Progress

Class teacher **MUST** talk to the child and identify any barriers

Class teacher discusses concerns with the relevant person (subject leader / phase group leader / subject specialist) to seek advice and support.

- Teacher to provide leader with any evidence already gathered.
- Notes to be taken at teacher & leader's meeting.
- Teacher to complete an 'Initial Concern Form', noting the child's specific difficulties (to start the formal evidence trail).

Leader looks at books, assessment tasks, planning & targets; discusses any barriers.  
Suggests intervention or ideas for the class teacher to support in class (this advice needs to be seen in subsequent planning the class teacher completes)

**This support / intervention should be time limited (up to 6 weeks & no longer).**

**All information must be recorded (in order to build a picture of the child).**

**Has the pupil made the desired progress within the intervention period?**

Yes

**Quality First teaching**

No

Class teacher discusses ongoing concerns with SENCo

**Within 2 weeks of concerns raised, SENCo will:**

- Look at planning, books, assessment tasks & data.
- Observe child within the classroom setting.
- Carry out a series of assessments.

Class teacher discusses concerns with parents.

Suggests ideas for supporting the child at home.

This meeting must also be minuted.

Teacher should inform parents that they have sought advice from other specialist teachers within the school.

**The child is identified as having SEND or**

**Underachieving**

Child is placed on relevant support programme.

**SEND**

- Parents invited to an initial meeting with SENCo & class teacher (minuted).
- Child placed on the SEND Profile with parental consent.
- SEND File set up and all paperwork gathered to date given to SENCo for inclusion in the file.



## Appendix 2

### Process for a Child on the SEND Profile

Parents will be invited for an initial meeting with SENCo and Class Teacher (minuted).

**Child will be placed on the SEND Profile at 'SEND Support' with parental consent and an SEND File is set up.**

An Individual Education Plan (IEP) is drawn up with SMART targets and review date (copy given to parents).

Any IEP work and specific interventions to be included within Class Teacher's planning.

Teacher will meet parents at least termly for review of the child's progress and to set new IEP targets (minuted).

#### **Teacher still concerned despite intervention.**

Teacher asks SENCo to undertake further observations / assessments of the child's specific needs.

SENCo meets with Class Teacher (and TA / LSA where appropriate) to discuss relevant outside agency input.

SENCo and Class Teacher meet with child's parents and to get verbal consent for outside agency input (minuted).

Teacher completes the relevant section of external agency referral form(s) (EYASS, Hatton Outreach, Churchfields, RCDC, SaLT, OT, Physio, NRH Outreach, SERC, EPS, CAMHS etc.) in liaison with SENCo.

Parents sign referral form.

SENCo countersigns referral form and sends to relevant agency with copies of IEPs, meeting notes and evidence of work.

IEP targets set with input and strategies from outside agency specialist and targets that are 1) different to or additional to a normal differentiated curriculum 2) specific to the child's area of SEN.

Child is allocated specific time with an LSA to support IEP targets.  
Termly meetings with SENCo, Class Teacher, LSA and outside agency specialist (minuted).

**The child fails to make progress and is significantly below their**

**SENCo will make a referral for an Education, Health & Care Plan**

#### **NOTES:**

- **These stages can be 'jumped' depending on the needs of an individual child.**
- **The SENCo will respond to the needs of a child on an individual basis.**