



GOODMAYES PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS & DISABILITIES POLICY

To be read in conjunction with Equality Policy, Accessibility Plan, Health and Safety Policy, Medicines in School Policy, Intimate Care Policy, Positive Handling Policy, Safeguarding & Child Protection Policy

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Link Governor	Mr Andrew Garland



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 with SEND experience success in their learning. We are dedicated to creating an inclusive environment that will enable children to achieve their full potential.

This does not mean treating all pupils equally; it means treating all pupils as individuals, according to their needs and ensuring they have the required provision to achieve the highest possible standard.

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 follow guidance provided in the Special Educational Needs Code of Practice 2015 and follow the principles outlined therein.

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 inclusive 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 where possible.

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 SEN engage in all the activities of the school alongside pupils who do not have SEN.

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, plan, do and review - the Graduated Response.

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:

- a) has a significantly greater difficulty in learning than the majority of others of the same age; or*
- b) 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 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

We will assess each child's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. The identification of SEN 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 SENDCo to assess whether the child has SEND. The SENDCo 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.)

The Code of Practice (2015) defines four broad areas of special educational needs:

- 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 include 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/s 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.

SEN 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 – SEN Support. Quality First Teaching remains our first response in relation to the identification of SEN, 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 (2015). 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 short-term targets set for the child, and the teaching strategies and interventions to be used. It will also indicate the date for the plan to be reviewed. In most cases, this review will take place once a term.

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 and/or

interventions identified 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 SEN 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 (EHCP) 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. The SENDCO will request that the Local Authority conduct a 'needs assessment' of the child's education, health and care needs. The request will be made in consultation with parents, children, class teacher and our school's educational psychologist. Completion of a referral will need to be accompanied by evidence of needs and areas of concern from adults who have worked with the child.

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 SEN 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 SENDCO, outreach teachers and professionals from other external agencies for advice as needed. e.g. Early Years Special Educational Needs and Disability Support Service (EYSENDSS) and Specialist Education and Training Support Service (SEaTSS).

Additional support for learning available to pupils with SEND

The SENDCO 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 (ELSA)
- Language for Thinking
- Zones of Regulation
- Phonic Boosters
- Handwriting Skills – Print Like a Pro
- Numicon
- Toe by Toe
- Communication and Language Programmes
- Attention Awareness (Bucket)
- Colourful Semantics
- Sensory / Social Stories
- Tac Pac
- Sensory Circuits

Some interventions are delivered by trained Learning Support Assistants (LSA) / Teaching Assistants (TAs) under the direction of the teacher and/or the SENDCo. Other interventions are delivered by teachers. The Speech and Language Therapist (SaLT) works closely with school staff to ensure that we address the needs of our pupils with speech, language and communication needs effectively. The London Borough of Redbridge (LBR) SaLT supports pupils with EHCPs who reside in LBR. Words First provides SaLT for our London Borough of Barking and Dagenham pupils with EHCPs.

Some pupils are supported in class for part of the school day by a TA or LSA, either individually, in pairs or in a small group. These pupils continue to have the same opportunities as their peers, 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 a school-based Learning Mentor and Emotional Literacy Support Assistants (ELSAs) who work under the supervision of the Educational Psychologist / Pastoral Support Team respectively.

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 SENDCo 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. We also have a small intervention room for sessions such as Attention Awareness (Bucket Time). Both rooms are timetabled for use and any additional sessions needed can be booked through the Senior TA for SEND.

N.B. The Sensory Room can only be used if the adult(s) booking it have a clear plan for the session and any equipment to be used. No one should be in either room alone with a child.

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 as well as their IEP and EHCP targets. 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 Meetings are held termly, attended by the Class Teacher and Assessment Coordinator, at which time action is planned to address any lack of progress identified. These actions are discussed with the SENDCo in the termly IEP meetings when IEPs are created or reviewed.

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 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, where possible, 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 Board 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:

SEND Governor / Governing Board

- 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 boards 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 Board to have special responsibility for SEND within the School who will meet regularly with the SENDCo and conduct visits to the School

The Headteacher

- To manage all aspects of the School's work, including provision for pupils with SEND
- To keep the Governing Board fully informed
- To work closely with the school's SENDCo
- To seek out and share best practice with the LA and other schools

The Special Educational Needs Co-ordinator

The school has a Special Educational Needs Co-ordinator whose key responsibilities include:

- To work in collaboration with the Headteacher, 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 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, Learning Support Assistants and specialist teachers
- To work with the SENDCo 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 SENDCo, implementing strategies recommended by the Teacher, SENDCo 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 SENDCo 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. TAs and LSAs receive training and resource time and are employed for an additional hour every week.

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 Redbridge Parents in Partnership SNAP Charity or Redbridge Information Advice and Support Services (RIASS) 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 enable them to 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 SENDCo will liaise with the SENDCo 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 SENDCo works closely with the Educational Psychologist assigned to the school and meets each term to plan work in the school for the term.

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

- Specialist Education and Training Support Service
- Speech and Language Therapy Service
- Occupational Therapy Service
- Physiotherapy Service
- Joseph Clark Service for the Visually Impaired
- Early Years Advisory and Support Service
- Emotional Well-Being and Mental Health Services
- 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 (Families Information Direct) website: [FiND](#). 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

Policy on Supporting Pupils with Medical Conditions

Intimate Care Policy

Positive Handling Policy

Safeguarding & Child Protection Policy

Procedure for Identification of Children with SEND

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 SENDCo

Within 2 weeks of concerns raised, SENDCo 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

Underachieving

Child is placed on relevant support programme.

SEND

- Parents invited to an initial meeting with Class Teacher and information passed to SENDCo
- SENDCo will observe/assess and tell parents about next steps
- IEP written and referrals to appropriate agencies made
- Child placed on the SEND Profile.
- Electronic SEND File set up and all included in the file.