



# Gillibrand SEND Policy

## 2019 - 2020

### Initial Statement

We at Gillibrand are committed to meeting the special educational needs of pupils and ensuring that they make progress. Every child is valued as special and is encouraged to reach their full potential. At Gillibrand every teacher is a teacher of every child or young person including those with SEND. All teachers are passionate about enabling all children to enjoy a broad and balanced curriculum.

SENCO: Ashley Clayton

The SENCO is also the Headteacher

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SEND Governor: Carol Johnson

### COMPLIANCE:

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 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 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

**This policy was created in consultation with SENCO / Headteacher / SEND Governor / SLT / Parents of Pupils with SEND**

Policy reviewed: November 2019

Next Review date: November 2020

# **Gillibrand Primary School**

## **high standards... high status... high expectations**

### **Mission statement**

At Gillibrand Primary School we encourage our children to be happy, to be confident and to believe that they can succeed. To achieve this, our curriculum embraces:

**Community** – our school sees itself as a central part of the community.

**Arts and Culture** – developing an appreciation for Music, Drama, Dance, Art and Cultural Diversity.

**Aspirations** – enabling all pupils to encounter possibilities that they may aspire to.

#### **We strive for:**

**high standards** from everyone involved in the school;  
**high status** for every person as an individual and  
**high expectations** of every child as they strive to further develop their knowledge, skills & understanding and build on their previous successes.

### **Aims**

The aims of Gillibrand Primary School are:

- to teach the knowledge and skills relevant to the individual needs of all our pupils.
- to develop positive attitudes towards learning so that our pupils may grow in confidence and strive for even greater levels of achievement.
- to provide a caring environment where self-discipline, respect for others and good manners are valued and encouraged.
- to provide an exciting, stimulating and challenging curriculum that is broad and balanced.
- to develop positive links with parents, governors, children, staff and the wider community to enable the school to play a full and active role in the community which it serves.
- to celebrate achievement.

### **Objectives**

In order to achieve our aims and to ensure that children with special educational needs achieve their full potential and make progress we will:

- identify and provide for pupils who have special educational needs and additional needs

- work within the guidance provided in the SEND Code of Practice, 2014
- ensure good working relationships with parents and carers and the community
- provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Policy
- provide support and advice for all staff working with special educational needs pupils
- include the voice of the child in monitoring and reviewing IEPs.

## **IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

At Gillibrand Primary School we identify children with SEN as early as possible, through regular contact with our feeder Early Years settings and by assessment at the start of the Foundation Stage Year using a baseline screening programme.

When children transfer from another school the SENCO will have contact with the previous school to ensure clear transfer of assessment data and pastoral care information. Where children have been given a Statement of SEN/EHC or where outside agencies have been involved, a meeting will be carried out to ensure continuity of provision and care is provided. When appropriate, children can also be assessed using a range of SEN assessments (i.e. WRAT, Naglieri, BPVS etc.)

Throughout the school we monitor and track the progress of all children by an ongoing process of planning, teaching and assessment. Children with SEND may be identified at any stage of this process during their school life.

In the Foundation Stage and Years 1 and 2 the assessments used are:

- Baseline at Foundation Stage
- The Foundation Stage Profiles
- The P scales, using the Lancashire PIVATS programme
- Termly assessments of progress
- The end of Key Stage 1 SATs tests

### **Key Stage 2 the assessments used are:**

- The P scales, using the Lancashire PIVATS programme
- Termly assessments of progress

Where assessment information and the opinions of teachers, parents and any professionals involved indicate that there could be a special educational need then the definition of SEN and the types of SEN outlined in the Code of Practice 2014 and the Children and Families Act will be adhered to.

## Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

### TYPES OF SEN

SEN is divided into 4 types:

- **Communication and Interaction** - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.
- **Cognition and Learning** - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- **Social, mental and Emotional Health** - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
- **Sensory and/or Physical Needs** - this includes children with sensory, multisensory and physical difficulties.

Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN.

Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEN.

### Disability

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition. The school’s equality Policy and the Accessibility Plan can be found on the school’s website.

## **A Graduated Approach to SEN**

At Gillibrand we adopt a high quality teaching approach which is differentiated for individual pupils. All teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching differentiated for individual pupils is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for high quality teaching. We regularly and carefully review the quality of teaching for all pupils including those at risk of under achievement through lesson observations and book scrutinies and pupil progress meetings. Professional development opportunities are provided for all staff to extend their knowledge and understanding of SEND and high quality teaching.

## **Identified Concerns**

If a teacher is concerned about some aspect of a child’s progress, behaviour or well-being (s)he will decide what action to take within the normal daily classroom routine. If the child is having learning difficulties in one or more areas, the teacher will adapt resources or change the teaching method being used, to suit that child. If a child is having behavioural problems the teacher will follow the Behaviour for Learning Policy and when appropriate, with guidance from the SLT and SENCO, put in place individual strategies to help the child overcome the problems. Parents will be kept informed. Any well-being concerns may be discussed with the counsellor employed by school.

## **Teacher referral**

If a teacher has a concern about a child they will discuss their concerns with the SENCO and staff who have responsibilities for pastoral/medical issues.( if needed) These children are then monitored on individual provision maps which are reviewed termly by the teacher, in discussion with the parents and highlight what provision is being made to meet the needs of children in each class. Where a pupil is identified as having SEND, we will put into place strategies and support aimed at removing the barriers to learning. This SEND support is part of a four part cycle through which earlier decisions are revisited, refined and revised with a growing understanding of the child’s needs and of what supports the pupil in making good progress and securing good outcomes.

## **Assess**

If a child's performance is still causing concern and they fail to make expected progress in spite of the strategies the teacher has used in class, the child will be placed on the **SEND Support** List following discussions with parents, children and staff. The decision over whether a child is or isn't making expected progress is based on observation, scrutiny of work and discussions with the class teacher, SENCO and Headteacher at pupil progress meetings. Comparisons are made between national and local data and the rate of progress of the child involved. If it is decided that the child is not making progress despite the level of high quality teaching, Initial Intervention and support given within the class, then the teacher and the SENCO will look at any evidence and assessment data to decide on strategies which are additional to, or different from those already being provided in the classroom to help the child to make progress.

## **Plan**

An IEP is written by the class teacher and the SENCO, in consultation with parents and the child, based on their understanding of the child's barriers to learning, their strengths and their areas for development. This sets out the learning that the child is working towards, and describes the strategies and arrangements needed to help the child achieve these targets. The targets are discussed with the child in age-appropriate language to ensure the child's view and opinions are taken into account when devising individual plans to further their progress. The IEPs will be reviewed three times a year and parents will be invited to the reviews. If they are unable to attend then a copy of the new IEP will be sent home and the parent's views will be welcomed. Progress towards the targets is discussed at Parent's Evenings or by request at other times through discussions with the class teacher or SENCO. Children who school consider will require an EHCP will have a personal profile, written in consultation with the parents and the child, which is reviewed annually. It outlines personal information about how that child learns, what he/she enjoys, their strengths and particular requirements they may need to help them learn. As children move through the SEND process their profile will grow in detail depending on the complexity of the child's difficulties and the involvement of outside agencies and professionals within the graduated response.

## **Do**

The class teacher has the responsibility for working with the child on a daily basis and alongside the teaching assistants. Records must be maintained to monitor intervention, progress against the child's targets and the adaptation of intervention where necessary. Where the intervention and support involves group or 1:1 teaching away from the class the class teacher retains responsibility for the progress of the child. All class teachers work closely with teaching assistants and any outside agencies/specialist teachers to plan and assess the impact of support and to see how they can be linked to the classroom teaching. Where possible strategies should be included as part of the quality first teaching that all receive as this is where the greatest difference can be made. The SENCO is responsible for supporting the class teacher where possible, whether that is with analysing work, providing specific assessments or advising on interventions and support. The SENCO will also decide on the whether there is a need for staff training to enhance the support that is provided for children.

## **Review**

Individual provision maps are reviewed termly in consultation with all professionals involved in the support of the child, the parents and the child. At the review meeting decisions are made about the future actions that may be taken to meet the child's needs. These may be:

- a) to reduce the amount of help.
- b) to continue with the existing level of help with new targets being set.
- c) to increase the level of intervention if there has been little progress.

There can be some triggers which impact on whether a child needs further intervention from outside agencies. These can be characterised by progress 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.

If necessary a decision could be made at the review meetings and pupil progress meetings that extra support is needed from outside agencies, such as specialist teachers, speech and language therapists etc.

## **Education Health Care Plans**

Where a decision is made that a child's needs are complex, long term and severe and a concern over their progress, despite the extensive support that the school and outside agencies have put in place then a request will be made by the school to the LEA for a formal assessment towards an Education and Health Care Plan. Under the Code of Practice (2014) a child's parents or a person over the age of 16 can make the request for a formal assessment towards an EHC plan. The school will make this decision based on the discussions with the parents and all the professionals involved in the child's education. The LEA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous individual education plans and targets for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate
- Assessments against National Curriculum year group expectations in English and Maths
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist

Following a request for assessment or the child or young person having otherwise been brought to its attention, the local authority must determine whether a statutory education, health and care assessment is necessary, make a decision, and communicate its decision to the child's parent or young person.

*Where a pupil has an Education and Health Care plan, the local authority alongside the school will review progress and provision on a yearly basis.*

## **Criteria for Exiting the SEND List**

If, through the intervention and support that has been put in place, children make rapid progress and are then in line with the attainment and expectations of their peers then they may be removed from the SEN list in consultation with parents, the child, the class teacher and SENCO. If other professionals or outside agencies have been involved then they may also be consulted if it is needed.

## **SUPPORTING PUPILS AND FAMILIES**

Parents of children with SEND are kept fully informed of the provision that is being made for their children. Parents receive a copy of the child's IEP each term and are invited to review progress towards the targets at the class Parent's Evenings and at termly review meetings. Class teachers and the SENCO have regular meetings with parents and encourage active involvement with the school to help remove barriers to their children's learning and to aid children in overcoming their difficulties. The school will always ask permission of parents before approaching other professionals and outside agencies for information about their child. Information about SENDIASS is made accessible to parents as a source of support. The SENCO brings the organisation to the notice of parents whenever possible.

Parents are given the details of the Local Authorities Local Offer <http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>

and the provision and support available.

Details regarding the school's SEN information report can be found on the school website <http://www.gillibrand.lancsngfl.ac.uk>

## **SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

Children at Gillibrand Primary School, who have medical problems will not be placed on the School's Special Needs Register unless they have a Statement for their medical needs or their condition is significant enough to affect learning achievement or the health and safety of themselves or others.

Children in school who have medical problems will be placed on the School's Medical Register. A form is given to parents to complete, before their child enters Gillibrand Primary School, giving significant medical details. This will be regularly updated.

Any child who has any particular needs in school will have this identified on the list next to their name. If a child has a particular care plan then a copy is held in the Headteacher's Office. If particular training is required, i.e. Epipen training, then that will be carried out and kept up to date by relevant staff. Epipens are clearly labelled, kept in the Headteacher's Office and easily accessible to staff. Inhalers are kept in children's trays. The asthma register is regularly updated and copies are kept in the classrooms.

There is a file in the office, which holds emergency references for every child, in case they may require hospital treatment.



The school policy for supporting pupils with medical conditions is available via this link:

<http://www.gillibrand.lancsngfl.ac.uk>

## **MONITORING AND EVALUATION OF SEND**

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents.

Pupil progress is monitored on a termly basis in line with the SEND Code of Practice. SEND provision and interventions are recorded on a SEND provision map and within the class teacher's provision map for their class, which is updated when the intervention is changed. These interventions are monitored and evaluated termly by the SENCO and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

Evidence of the effectiveness of this policy on progress in learning or improvements in behaviour for children with SEN will be shown by:

- ongoing teacher and TA observations of the child in the daily classroom setting
- differentiated short-term planning by the class teacher to meet the child's needs
- records and evidence of the child's work showing progress towards curriculum objectives
- evidence of progress towards targets at the IEP reviews
- discussion at an appropriate level with the child about their progress
- discussion with parents about the child's progress
- discussion with outside agencies about the child's progress.

## **TRAINING**

The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Head and SENCO.

The SENCO will keep fully up to date about special educational needs issues by attendance at training and cluster meetings. In addition, the SENCO will develop her skills through attendance at specialist training discussions with outside specialists, reading and through subscription to professional bodies.

The English and Maths and Assessment subject leaders will attend training when appropriate.

Other teaching staff will be kept up to date informally by the Head and SENCO and formally at staff meetings and training.

Non-teaching staff who support individual pupils and groups of pupils need to have a wide range of curriculum and special educational needs knowledge. This will be frequently updated during regular TA meetings and by attending appropriate INSET.

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding. For those with the most complex needs, additional funding (High level needs HLN) is retained by the local authority. Access to this funding is carried out through applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding. It would then be the responsibility of the SENCO, senior leadership team and governors to agree how the allocation of resources is used.

## **ROLES AND RESPONSIBILITIES**

The Governing Body has identified a governor to have oversight of special educational needs provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements. At Gillibrand Primary School this role is undertaken by **Carol Johnson** who will meet regularly with **Mrs. Ashley Clayton** who is the SENCO.

The headteacher is Mrs Ashley Clayton. She is supported by a Specialist Special Needs Teacher. Mrs Clayton will keep the governing body informed about the special educational needs provision made by the school.

The SENCO will work closely with the special educational needs governor, SEND Teacher and staff to ensure the effective day to day operation of the school's special educational needs policy. The SENCO will identify areas for development in special educational needs and contribute to the school's development plan. She will co-ordinate provision for children on the SEND Support List.

All teaching and non-teaching staff will be involved in the formulation of the special educational needs policy. They are responsible for differentiating the curriculum for pupils with special educational needs and will monitor their progress. All teachers who have responsibility for areas of the curriculum will review and monitor the progress made by pupils in their subject area and the effectiveness of resources and other curriculum material. All staff will work closely with the SENCO.

## **STORING AND MANAGING INFORMATION**

Documents relating to pupils on the SEND List are stored in:

- A locked Cabinet in Headteacher's Office – official documentation
- Teacher's Classroom – IEPs
- School Secure Server – IEPs
- Secure School Archive - any information requiring to be kept for the required amount of time.

A copy of SEND records will be passed on to a child's next setting when he or she leaves Gillibrand Primary School.

## REVIEWING

The policy will be reviewed annually in consultation with parents, children, governors and the Senior Leadership team.

## ACCESSIBILITY

To ensure access for pupils or parents with disabilities the school has, in line with the 2002 SENDA and the 2006 DDA, put in place an Accessibility Action Plan and a Disability Equality Scheme.

The school's Accessibility Action Plan 2017-2020 is located under SEN on the school website.

[http://www.gillibrand.lancs.sch.uk/files/Policies/Accessibility\\_Action\\_Plan\\_2017.2020\\_\(1\).pdf](http://www.gillibrand.lancs.sch.uk/files/Policies/Accessibility_Action_Plan_2017.2020_(1).pdf)

### Arrangements and adjustments for End of KS2 SATs

Appropriate arrangements and adjustments are made for those children who have an identified need. Examples of these are:

- Reader provided
- Extra time
- Exemption from participation

## ADMISSIONS

Pupils with special educational needs will be admitted to Gillibrand in line with the school's admissions' policy. The school is aware of the statutory requirements of the SEND and Disability Act and will meet the Act's requirements. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having special educational needs. If the school is alerted to the fact that a child may have a difficulty in learning every effort will be made to collect all relevant information, plan a relevant differentiated curriculum and attend all possible link meetings to aid a smooth transition.

### TRANSITION TO HIGH SCHOOL:

Arrangements are in place with all local high school to ensure a smooth transition for all SEND children. SENCOs are invited in to meet with the staff to discuss children's specific needs. School arranges additional visits to high school when needed.

SENCOs from high schools are also invited to EHCP reviews for children in Year 6

## COMPLAINTS

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then the SENCO and class teacher will discuss the concern with the parent.

If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Headteacher. If the Head is unable to resolve the difficulty the parents concerns should be put in writing to the SEN Governor (**Carol Johnson**).

The Chair of Governors, (**Simon Thain**) will be involved after other avenues to resolve the situation have been exhausted.

## **BULLYING**

At Gillibrand we seek to provide a safe, secure and positive environment in which children and adults can grow and develop, making full use of the range of facilities available to them.

We are committed to a value system within which children and adults involved with them are entitled to be treated with respect and understanding and to participate without fear of intimidation. Any behaviour that undermines this is unacceptable. All children are encouraged to treat each other equally and to value those traits which make each person unique and individual. All our children have the right to feel secure, to be able to trust without fear, and to expect protection from adults in positions of care and responsibility. They also have a basic right to take full part in their education in an environment that does not subject them to cruelty or create despair. All bullying is unacceptable, regardless of how it is delivered or what excuses are given to justify it. For further information please see the schools Anti Bullying Policy on the School Website.

Updated/reviewed: November 2019

**NEXT REVIEW DATE:** November 2020