

Gusford Primary School

“Promoting Achievement and Success.”



SEND Policy

SENDCO (Special Educational Needs and Disability Co-ordinator): Mrs P. Coleman

The named SEND governor: Mr. Daniel Alcock.

This Policy takes account of:

- **The Special Educational Needs and Disability Code of Practice 0 -25 years (2015)**

This policy takes reference to:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors'/trustees' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

Approved by:	FGB	Date:	September 2024
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Last reviewed on:	20th August 2024
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Next review due by:	September 2025
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Introduction and aims

All children are entitled to an education that inspires their curiosity in learning, one which is matched to their needs and promotes high standards. An education that enables every child to reach their full potential. The SEND Code of Practice, 2015 states pupils should:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

Our special educational needs and disabilities (SEND) policy aims to:

Make sure we are fully implementing national legislation and guidance regarding pupils with SEND

- Gusford Primary School will:
 - Support and make provision for pupils with special educational needs and disabilities
 - Provide pupils with SEND access to all aspects of school so they can engage in the activities of the school alongside pupils who do not have SEND
 - Help pupils with SEND fulfil their aspirations and achieve their best
 - Help pupils with SEND become confident individuals living fulfilling lives
 - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
 - Support pupils with SEND to break down or overcome their learning barriers
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

Gusford Strategic Vision for SEND

How we will address SEND needs:

- Early identification of SEND needs,
- Early intervention,
- To use effective and evidence informed strategies to support SEND
- Intervention matching pupils' needs
- Build strong partnerships and communication with families: parents/children,
- Strong graduated response,
- Teachers and LSAs are leaders of SEND.

Why we address SEND needs

- To close gaps and improve outcomes for all children with SEND.
- To ensure every teacher and learning support assistant is a teacher of SEND
- To provide the most effective support we will assess interventions to ensure they are positively impacting learning gaps and track pupil progress to adapt support as required.

Definition of SEND

A child has a special educational need or disability if he or she has a learning difficulty or disability that means he or she:

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

- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided by others of the same age in mainstream schools.
- A disability is defined as a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on the person's ability to carry out normal day-to-day activities.

Identifying Special Educational Needs (SEN)

Within the SEN Code of Practice 0-25 guidance, there are 4 main areas of need:

- 1) **Communication and interaction**
Speech, Language and Communication Needs (SLCN)
Autistic Spectrum Disorder (ASD)
- 2) **Cognition and Learning**
Specific Learning Difficulty (SpLD)
Moderate Learning Difficulty (MLD)
Severe Learning Difficulty (SLD)
Profound and Multiple Learning Difficulty (PMLD)
- 3) **Social, Emotional and Mental Health**
- 4) **Physical and/or Sensory**
Visual Impairment (VI)
Hearing Impairment (HI)
Multi-Sensory Impairment (MSI)
Physical Disability (PD)

There are many factors which may also impact on progress and attainment, but which are not SEN. These include:

- Disability (The Code of Practice outlines the “reasonable adjustments” duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and punctuality
- Health and welfare
- EAL
- Being a child in care
- Being in receipt of Pupil Premium grant
- Wellbeing / Emotional health

Inclusion Team:

At Gusford, we have a team of people whose responsibility it is to identify pupils in need of additional help and to provide appropriate support to enable pupils to make good progress.

Strategic SEN Team:

Mrs. Hopkins – Deputy Head / Inclusion and Safeguarding
Mrs. Coleman – SENCO

Supporting SEN identification and implementation:

Class teachers
Teaching Assistants
Parent Liaison Officer - Mrs Hockley

Parents work with staff when identifying pupil's SEN needs.

At Gusford, **Quality First teaching**, provided by the class teachers, is of paramount importance. The SEN Code of Practice states that pupils are only identified as SEN if they do not make adequate progress once they have received intervention and adjustments alongside the personalised teaching that we provide. This can be characterised as 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

Teachers are responsible and accountable for the progress of the pupils in their class, including those that access support from teaching assistants or outside agencies. High quality teaching, differentiated for individual pupils, is the first step to responding to those pupils who may have SEN.

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. The SENCO routinely reviews the progress of all pupils and will conduct additional assessments in order to identify possible barriers to learning for those pupils who are not making adequate progress.

When considering if a child needs to be placed on the SEN register, the SENCO, teachers and support staff work closely to gather relevant information about the child using an assess, plan, do, review cycle. The school's data is used as well as additional assessments, to find out where exactly the child's needs lie. In some cases, it may be necessary to involve outside agencies and other professionals. We work closely across school to gain information about health and social care needs where relevant. We also liaise with parents to gain their views of the needs of their child and where possible we talk with the children about their learning needs and how they like to be supported.

Placing a child on the SEN register

If a child is placed on the Special Needs Register, an Individual Education Plan (IEP) is drawn up indicating specific targets for the child to work towards and the additional support required to help the child meet these targets. These IEPs are written by the class teachers with the support of the SENCO. At Gusford we use Edukey to record our SEND provision. All class teachers and Teaching Assistants have access to pupil's IEPs, as do parents and carers. Sometimes it is necessary to refer to external agencies or other professionals such as Suffolk County Council's Specialist Education Service, an educational psychologist or speech and language therapist. Information and advice obtained from such professionals' feeds into the IEP targets, the interventions and reviews.

Class teachers remain responsible for working with the child on a daily basis. Whenever interventions involve other teaching away from the main class, the class teacher remains responsible for the child's progress. All staff that work with each child, work closely together to plan and assess the impact of interventions.

In a small number of cases it may be necessary to seek further assessment of a child's needs through an application for an Education Health Care Plan Needs Assessment, (EHCPNA). This plan brings together a child's education, health and social care needs. The SENCO works closely with colleagues, parents and children in these cases.

The effectiveness of intervention and its impact on pupil progress is reviewed regularly. When evaluating the impact on pupil progress the SENCO works closely with the teacher and teaching assistant, parents and pupils to revise support in light of any changes of need, impact of intervention and progress made by the pupil.

Education, Health and Care Plans (EHCP)

Where a pupil has an EHCP, we are committed to providing inclusive and tailored support for pupils with an Education, Health, and Care Plan (EHCP). Each child with an EHCP will receive individualised provision based on their specific needs, as outlined in their plan. We work closely with parents, carers, and external agencies to ensure that the support provided aligns with the goals and outcomes specified in the EHCP. Regular reviews are conducted to assess progress, adjust interventions, and ensure that the child is making the best possible progress.

Managing the SEN register

In order to manage the pupils on the SEN register, the SENCO regularly monitors the needs of the children on it. Where necessary, provision and support are adapted or changed to reflect the changing needs of the child. The SENCO is responsible for keeping the register up to date and for ensuring that relevant reports from other professionals are shared with staff working with the child and parents. The level of provision given to each child on the register is based on the child's individual needs. In addition to the SEN register the SENCO maintains a monitoring list of children who may be at risk of underachieving. The progress of these children is monitored closely and if the decision is made that additional support may be required then the child, in consultation with parents, will be added to the SEN register and an IEP created to identify the support required.

If, as a school, we are unable to meet the needs of a child with SEN internally we will include other professionals. We work closely with other professionals to support the needs of children in our school. The costing of such input is the responsibility of the Headteacher and the monitoring of these services and their input lies with the SENCO.

If we identify that additional funding and support is needed then we can apply for further funding from the Local Authority. We use the advice and guidelines from Suffolk County Council to assess the needs of the child to determine whether their needs meet the criteria for receiving additional funding through a High Needs Funding application.

A child can be removed from the SEN register if their needs have been met and they no longer require support that is different to or more than their peers. We place these children on the monitoring list for 6 months. If all parties agree that their additional needs have been met, children are removed from monitoring.

THRIVE (focus for pupils in EYFS and KS1)

Gusford has one THRIVE practitioner. Our THRIVE practitioner supports the emotional and social development of our pupils. The THRIVE approach helps us to identify and address the underlying emotional needs that may be affecting a child's learning and behavior. By providing targeted, individualized support, our THRIVE practitioner helps children develop resilience, self-regulation, and healthy relationships, ensuring they are ready to engage with their education. This proactive approach enables us to create a nurturing and inclusive school environment where every child feels understood, valued, and able to thrive both academically and personally

ELSA (focus for pupils in KS2)

~~Gusford has one ELSA practitioner. ELSA supports the emotional needs of children and young people. The intervention is designed to build resilience and resourcefulness, decrease the risk of mental illness, reinvigorate learning provision and help children who are at risk of underachieving or exclusion, to stay in school and re-engage with learning.~~

Gusford has one ELSA practitioner. We use an Emotional Literacy Support Assistant (ELSA) practitioner to provide targeted emotional and social support to our pupils. The ELSA program is designed to help children who may be experiencing difficulties with emotions, friendships, or self-esteem, ensuring they have the emotional resilience needed to succeed in school and in life. By offering personalised interventions, our ELSA practitioner helps children develop strategies to manage their feelings, build positive relationships, and improve their overall well-being. This

support is integral to creating a safe, supportive, and inclusive school environment where every child can thrive emotionally, socially, and academically.

Supporting Families

Gusford School has a Parent Liaison Officer (PLO), she liaises closely with the SENCO to discuss needs for children and families. The PLO works with parents and children to support them in a range of ways. The PLO and SENCO have access to and information about a wide range of agencies who can also offer specialist support and advice.

Tests

Children with SEN are able to access tests within school using a range of modified resources and with additional support. These modifications are part of their everyday school support. We are able to put in place specific access arrangements in accordance with STA guidelines. Children may have the following support to help them access tests:

- reader
- extra time
- rest breaks
- working 1:1 with an adult or as part of a smaller group
- access to modified test materials for children with visual impairments / Irlans

The responsibility for organising access arrangements for SEN pupils is shared between the Deputy Headteacher, class teacher and SENCO.

Transition

To ensure a smooth transition from class to class, teachers meet to discuss the needs of each pupil in their class. This meeting takes place between the current teacher and new teacher. In addition to this, pupils spend time with their new teacher which gives them an opportunity to get to know each other and their new surroundings. Some pupils may need some additional support with transition and the SENCO, alongside other colleagues, ensures that these pupils are involved in a range of activities during the second half of the summer term to help them prepare for the change. Additional visits are also organised for vulnerable pupils due to move to high school. The SENCO works closely with the year 6 transition lead and SENCOs of receiving high schools to ensure that information is shared about each SEN child's needs and to discuss how provision will continue or alter. Parents are also given the opportunity to discuss their child's needs with the receiving high school.

Monitoring and Evaluation of SEND

The SENCO carefully monitors and reviews the quality of provision we offer to all pupils. The school uses Edukey – Provision Map to monitor the progress of interventions. This is done by regularly reviewing IEPs, matching needs to interventions, using research informed provisions, learning walks and observations, paired observations with SLT, phase leaders and ALT SEND leads, book and planning scrutiny's as well as leading staff continued professional development. Our SEN Governor supports the SENCO to strategically oversee the monitor provision for SEN pupils.

Resources, Training and Funding

We receive a fixed sum for each pupil within the school and may receive High Needs Funding depending on the level of need for each pupil. There are also other sources of funding which can be obtained. For example, for those pupils who are looked after by the Local Authority and those pupils who are in receipt of free school meals. We aim to spend 80% of our SEND funding on staffing to mediate (facilitate), assess, implement and reinforce learning. 20% of our funding is used to pay for specific resources to break down or remove barriers to learning for our pupils or

access professional services. High Needs Funding is spent directly on the pupils for whom it is allocated. This facilitates further specific resources, services or additional adult support.

Staff training and development needs are linked to the school's improvement plan and closely monitored by the senior leadership team. In order to maintain and develop the quality of teaching and provision to respond to strengths and needs of all pupils, all staff are encouraged to undertake training as part of their on-going professional development. We work across the school to share expertise and good practices. Focused SEN training is part of the schools continued professional development offer.

The SENCO and SLT lead SEND CPD for staff on a regular basis as well as identifying external CPD that support pupil needs and staff development in line with the school improvement plan and the SEND action plan. The SENCO leads CPD for Teaching assistants.

Roles and Responsibilities

- **Parents / Carers**

Parents and carers play a crucial role in supporting the education of their child and have a responsibility to engage with their child's school when it consults with them on decisions affecting their child and to inform the school of any changes to circumstances that may affect their child.

- **Class teacher**

The class teacher will be responsible for delivering high quality teaching differentiated or adapted for individual pupils; identifying any possible SEN concerns and liaising with parents and the SENCO.

- **SENCO**

The SENCO's responsibility is to co-ordinate and evaluate the provision for SEN pupils, liaise with parents and other professionals to ensure that a child's needs are identified and met and to make relevant referrals for specialist provision where appropriate.

Mrs. Coleman is the SENCO

Mrs. Hopkins is the designated teacher for Looked After Children (LAC).

- **Head teacher**

The head teacher has overall responsibility for the strategic development of SEN policy and provision and the management and deployment of staff and resources.

- **SEN Governor**

The SEN governor's responsibility is to liaise regularly with the SENCO about developments in SEN. Monitoring should be undertaken so that statutory requirements for meeting SEN within the school are met. The SEN governor will hold the SENCO to account.

Then SEN Governor is Mr Daniel Alcock

- **The Governing Body**

The governing body is responsible for ensuring that the school fulfils its statutory duties. It will establish and review this policy having regard to the Code of Practice on the identification and assessment of special educational needs. It will hold the head teacher to account for the provision of children with SEND. It will ensure that governors receive appropriate training to fulfil their roles.

- **The Local Authority**

The local authority must consult parents of children with SEN in the development of its policies. Where a child requires an EHC needs assessment, it must ensure that the child's parents are fully included in the process from the start, are fully aware of their opportunities to offer views and information and are consulted about the content of the EHC Plan.

Dealing with Complaints

In the first instance, any parent or carer with a concern about the implementation of the SEN policy should speak to their child's class teacher or the SENCO. If they wish to pursue a complaint they should contact the head teacher and follow the school's complaints procedure. If the complainant remains a concern after following the complaints procedure, parents have the right to ask the Department for Education's School Complaints Unit to take up the matter.

This policy will seek to develop practice in accordance with changes and reports into SEN policy and practise (such as changes made following research and reports)

- Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP) Improvement Plan Right Support, Right Place, Right Time March 2023
- <https://researchbriefings.files.parliament.uk/documents/SN07020/SN07020.pdf>

This Policy has been written in reference to the following relevant documents:

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy

For more information about the provision for SEND pupils at Gusford, refer to the SEN Offer on the Gusford website: <https://www.gusfordprimary.net>

Appendix

Roles and Responsibilities.

The Governing Body will:

- do its best to ensure that the necessary provision is made for any pupil with SEN
- ensure that, where the 'responsible person' (the head teacher) has been informed by the LEA that a pupil has special educational needs, those needs are made known to all who are likely to teach them
- ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have special educational needs
- consult the LEA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of coordinated special educational provision in the area as a whole
- 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
- report to parents on the implementation of the school's policy for pupils with special educational needs
- have regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs
- ensure that parents are notified of a decision by the school that SEN provision is being made for your child.

The SENCO, working closely with senior management and fellow teachers should:

- ◆ have responsibility for the day-to-day operation of the school's SEN policy and for coordinating provision for pupils with SEN, through School Waves of intervention and EHCPs
- ◆ liaise with and advise fellow teachers
- ◆ maintain the school's SEN register and oversee the records on all pupils with special educational needs.
- ◆ contribute to the in-service training of staff
- ◆ liaise with external agencies including the LEA (SNOs), the educational psychology service and other support agencies, medical and social services and voluntary bodies
- ◆ manage Learning Support Assistants where they are employed to provide special needs support
- ◆ liaise with parents of children with special educational needs
- ◆ be closely involved in the strategic development of the SEN policy and provision to raise the achievement of pupils with SEN

The head teacher and all school staff

The head teacher has the responsibility for the day to day management of all aspects of the school's work, including provision for children with SEN. The head teacher should keep the governing body informed and work closely with the school's SENCO.

All staff should be involved in the development of the school's SEN policy and be fully aware of the

school's procedures for identifying, assessing and making provision for pupils with SEN. Every teacher and teaching assistant is a teacher of SEN. The progress and attainment of pupils with SEN remain the responsibility of that child's class teacher as per the Teaching Standards, 2011 and the Special Educational Needs Code of Practice: 0 to 25 years, 2015