



# **Goldsmith Primary Academy**

## **Special Educational Needs and Disability (SEND) policy**

Reviewed : April 2020

Next Review April 2021

## **What are Special Educational Needs?**

*A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.*  
(Code of Practice 2014)

## **Aims of the policy**

At Goldsmith Primary Academy we are determined to meet the educational needs of all our pupils, to encourage independence and full participation in the life of the school. A number of pupils will, at some stage of their school career, experience some degree of special educational need. Working within the guidelines of the Code of Practice, it is the Governor's intention that the educational needs of all pupils are identified and provision made to meet these as early as possible. It is expected that all relevant information concerning children with special educational needs will be treated with the appropriate respect and confidentiality.

Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught. Goldsmith Primary Academy will have due regard for the Special Needs Code of Practice when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEN provision is being made for their child.

## **Objectives of the policy**

At Goldsmith Primary Academy, the aims of our Special Educational Needs and Disability policy and practice are:

- To make reasonable adjustments for those with a disability by ensuring increased access to the curriculum, the environment and to printed information for all
- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement.
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum to better respond to the four areas of need:
  1. Communication and interaction
  2. Cognition and learning
  3. Social, mental and emotional health
  4. Sensory/physical
- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil needs, through well-targeted continuing professional development.
- To support pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

## **Identification and review of pupil needs**

Children and young people make progress at different rates and in different areas throughout their school life. This may be affected by their health, absence from school, difficulties in their home circumstances, or other reasons such as their lack of English if they are newly arrived in this country. These reasons alone

would not mean that a child or young person has Special Educational Needs. We identify whether children and young people have SEN in the following ways:

- Information that we may receive when a child or young person transfers to the school;
- Considering information and assessments that we may receive from other professionals outside of the educational area e.g. health services;
- Identifying where pupils have greater difficulties in learning in relation to other children of the same age;
- Constant monitoring of progress of individual children at regular intervals;
- Considering whether the pupils rate of progress is in line with the progress of other children of the same age
- Listening to what children and young people and their parents/carers tell us; Pupil observation indicates that they have additional needs in one of the four areas
  1. Communication and interaction
  2. Cognition and learning
  3. Social, mental and emotional health
  4. Sensory/physical
- Seeking further views through consultations with other external educational professionals e.g. Educational Psychologists, Advisory Teachers.

### **A Graduated Response to SEN support**

Goldsmith Primary Academy has a graduated approach to supporting all children in school. We use a four stage cycle of support to help identify needs. Assess – Plan – Do – Review.

Pupils receive High Quality teaching in class. A requirement for additional support is identified by all staff involved with the child to identify their next steps. Parents and pupils are consulted in this process.

If appropriate, an Individual Education Plan (IEP) is drawn up by the class teacher. A copy of the IEP will be shared with parents and reviewed half termly. To support targets outlined in the IEP, children may be included in intervention groups which may include:

- additional general support by the teacher or learning support assistant in class
- use of a particular resource (e.g. a writing slope.)
- 1:1 or small group support.
- assessment from an outside agency, e.g. Speech and Language

The length of time of the intervention will vary according to need. The targets and interventions will be regularly reviewed by staff, parents and the pupil to ascertain the effectiveness of the provision and to inform future planning.

These interventions are recorded on a provision map (for each year group). This is a record of the interventions, timings, cost of and the impact of the intervention.

Pupil Progress Meetings are held each term. At these meetings, the class teacher will meet a senior leader to discuss the progress of individuals in their class. This shared discussion may highlight areas that require further support which can then be planned for.

Parents are invited to discuss and have copies of targets and provision for their child at every review stage for all stages of SEN support.

The progress of all children will be monitored termly and reviewed using the school's pupil data tracking system, pupil Progress Meetings and provision mapping sessions. Any child, including those not on the SEND register will receive appropriate targeted intervention if they are not making acceptable levels of progress. This support/intervention may be provided by the class teacher, a teaching assistant or school based counsellor according to the identified needs.

### **Allocation of resources for vulnerable pupils, those with SEN or who are disabled**

We must recognise that children have different degrees of difficulty, so the additional support that they receive will depend upon how great their difficulty is, children with greater need receive more support. We use a whole school provision map to set detailed additional activities/interventions/support that we use to provide support to different levels of need as part of our Graduated Response. This school takes its duties regarding SEND very seriously and commits significant resources to meeting children and young people's individual needs.

The resources that we allocate are;

- Comparable with similar schools in Walsall, and we allocate them fairly and equitably according to the level of need;
- Based on our professional assessment of the level of difficulty the pupil is experiencing in relation to other children of the same age;
- Compared with those of similar schools to ensure that we are not out of line;
- Moderated through advice, help and support from external agencies and the central SEN support services in Walsall who routinely work across a number of schools

We have a range of different external services regularly available to us for SEND support and these include:

Advisory Teachers for SEN, Educational Psychologists, Specialist Sensory and SALT staff: Education Welfare Officers and Attendance Support Workers, Behaviour Support Workers. We may also call upon school health services, social services and other key statutory and voluntary agencies that work in specialist areas in Walsall.

### **Supporting pupils and families**

At Goldsmith Primary Academy, we welcome and value working in partnership with parents. We acknowledge the importance of parental knowledge and expertise in relation to their own child. We encourage all parents to work with us for the benefit of their children and this is particularly important for parents whose children have SEN. Parents will be consulted termly following the review of their child's provision and their views will be considered when planning new targets.

Parents can find out more about local authorities approach to SEN through the Local Offer website:

<https://www.wcld.co.uk/kb5/walsall/asch/localoffer.page?localofferchannel=0>

Parents can also access the School's annual SEN Information Report which is published on the School's website. A copy of the SEN Information Report can also be requested from the SENCo.

### **Links with other agencies**

Goldsmith Primary Academy has links with other agencies, working together to support both pupils and families:

V.I Services  
SEN team – Walsall Council  
Advisory Teacher  
Educational Psychologist  
Speech and Language Therapists  
School Health Team – Community Nurse/Paediatrician  
CAMHS- Child and Adolescent Mental Health Service  
Physiotherapy Service  
Occupational Therapy Service  
Children's Services  
Sensory Services  
Exclusions and Reintegration – Walsall Council

### **Admission Arrangements**

The admission arrangements for the school treat children with SEN who do not have an Education, Health and Care Plan exactly the same as for all other children and are administered in accordance with the guidance set out in our Admission policy.

### **Transition**

Links with secondary schools are made and additional support is provided by the most appropriate outside agency according to the specific needs of individual children. Information is shared with secondary school SENCo prior to pupil transition days. Additionally, the Pastoral team at Goldsmith Primary Academy work alongside any specialist staff in supporting every child to make a smooth transition to secondary school.

To support all pupils, the transition from class to class within Goldsmith Primary Academy allows all pupils to work with their new teacher before the new academic year begins. For SEN pupils, teachers produce a Transition Book that allows parents to talk through and share any new routines before the start of the new academic year, to ensure a smooth transition into their new class.

If pupils are transferring from another school, the previous school records will be requested immediately and a meeting will be set up with parents to identify and reduce any concerns.

### **Supporting pupils with medical conditions**

We expect all of our pupils to have access to all parts of the curriculum, together with all other children and we will make reasonable adjustments for those with additional needs to ensure that there are no barriers to this. Occasionally and with the agreement of both the child and young person and their parents/carers a joint decision will be made to vary part of the normal curriculum to undertake an individual replacement activity better suited to that child or young person's needs. This may be to allow for such things as therapy treatments to take place etc. We will also ensure that there are no barriers to children and young people with SEN taking part in all of the activities of the school that are generally on offer to all pupils, and alongside their peers.

Staff who administer medicine complete training and are signed off by the community nurse as competent. All medicine administration procedures adhere to DfE guidelines included within "Supporting pupils at school with medical conditions" (DfE) 2014.

### **Monitoring and Evaluating of SEND**

We regularly monitor the progress of all our pupils, and children and young people with SEND are no exception. We set targets for improvement for all children and will ensure that these targets are made available to both the pupils involved and their parents. It is particularly important for children with SEND that:

- Parents work with us and support the additional work that we are doing;
- We have the same high expectations for pupils with SEND as we do for all;
- We regularly monitor and review our provision; and
- Report at least yearly on progress to the Governing Body

External monitoring of our provision and arrangements is provided by the OFSTED Inspection process.

### **Training and Resources**

The professional development of all staff involved in meeting the needs of pupils with SEND is ongoing and continuous. A wide range of training opportunities is provided which includes;

- Skill sharing and the demonstration of teaching techniques and strategies organised within the school

- Professional development sessions and one-off sessions on relevant subjects provided by staff such as Advisory Teachers or Educational Psychologists. These courses are tailored specifically to the needs of the school and reflect the changing needs and priorities of the school
- Attendance at courses organised with whom the school has a service level agreement
- Other courses which are relevant to the work being undertaken. This can be generated by staff interest or can be undertaken at the request of the SENCO
- The SENCO regularly attends network meetings in order to keep up to date with local and national updates in SEND.

### **Roles and responsibilities**

At Goldsmith Primary Academy, all stakeholders have roles and responsibilities:

**Governors** - Fulfilling their statutory duties with regard to special educational needs. Ms S. Woolley is the current Governor with responsibility for SEN. She has regular contact with the SENCO and the Senior Management of the school to keep up-to-date with, and monitor the school's SEN provision.

**Staff** - Acting on the principle that every member of staff is directly responsible for meeting the needs of all pupils, within their teaching groups, by working in partnership with the SENCO, pupil, parents and other agencies and by participating in appropriate training.

**Pupils** - Being involved in the planning of their education through having a say in their targets and reviews of their progress.

**Parents** - Working in partnership with the school to help meet their child's needs.

### **Responsibility for co-ordination of SEN provision**

At Goldsmith Primary Academy the SENCO is a member of the Senior Leadership Team – Mrs S. Ayres. The Role of the Special Educational Needs Coordinator (SENCO):

- Managing the day to day operation of the SEN policy;
- Coordinating the provision for children with special educational needs;
- Liaising with and advising colleagues;
- Overseeing the records of all children with special educational needs;
- Liaising with parents of children with special educational needs;
- Contributing to the in-service training of staff;
- Managing the school-based assessment and completing the documentation required by outside agencies and the LEA;
- Managing a range of resources, human and material, to enable appropriate provision for children with special educational needs;
- Liaising with secondary school SEND Departments to ensure the effective transfer of pupils' SEND records
- Working closely with the SEND link governor.

### **Storing and managing information**

Pupils with SEND and/or pupils with other agency involvement have a personal file that contains relevant information about their specific needs. All files and information are stored in a central location in a locked cupboard in order to meet the confidentiality policy. Access to any information is only permitted through named personnel.

### **Accessibility**

We have made the following general adaptations to the facilities to support increased access for children and young people with disabilities and SEN;

- Blinds and carpeting are available in some rooms to assist access for children with sensory needs.
- Steps and raised areas are painted yellow to support visually impaired children.
- Handrails are used for steps both inside and outside to support physically impaired children.
- A medical room has been provided in order to enable a safe place for insulin testing/injections.

A full access audit has been undertaken and a plan exists to improve access over time, which is available on request. This is available as part of the school's Access plan.

### **Bullying**

There is an anti-bullying philosophy and ethos at Goldsmith Primary Academy. No forms of bullying will be tolerated and any incidents of bullying will always incur a disciplinary sanction, in line with the Anti-Bullying policy.

### **Complaints**

We will always be open to receiving either compliments or complaints from parents of children with SEN in the school.

In the first instance these should be relayed to the SENCo either by calling for a discussion/ to make an appointment, or by writing into school.

Meeting in school with SENCo - in the unlikely event that this does not allay your concerns, then the next stage would be to organise a meeting in school with the SENCo to discuss this further.

Meeting in school/ discussion with Head Teacher - if you are still not satisfied that your concerns have been resolved then you should either phone the Head Teacher for a conversation or appointment to meet, or put your concerns in writing.

A copy of the school's complaints procedure is available from the Head Teacher.

### **Reviewing the policy**

This policy will be reviewed annually at the beginning of each school year, through the school's established procedures for monitoring and evaluation. These involve:

- Discussion at senior management level
- Consultation with phase leaders and staff
- Discussion within the Learning and wellbeing team
- Feedback from parents and children on Inclusion provision
- Progress and tracking data
- Consultation with the governing body
- Analysis and publication of OFSTED/HMI/LEA reports