



## **Special Educational Needs and Disabilities Policy**

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## 1. Introduction

Goose Green Primary and Nursery School is a mainstream state-funded academy school that values and promotes inclusion as part of its mission to develop knowledgeable, curious and caring children. Supporting inclusion for all of our children, this policy is in line with other key policies such as those for Teaching and Learning, Equality, Anti-Bullying, Behaviour and PSHE. The responsibility for the management of this policy falls to the Head Teacher; the day-to-day operation of the policy is the responsibility of the Special Educational Needs Co-ordinator (SENCo). The Governing Body, Head Teacher and the SENCo will work together closely to ensure that this policy is working effectively.

High quality teaching is 'teaching that is differentiated to meet the needs of the majority of pupils'. Some pupils will need something *additional to or different from* what is provided for the majority of pupils; this is special educational provision and we will use our best endeavours to ensure that provision is made for those who need it.

Goose Green Primary and Nursery School ('Goose Green') will do its best to ensure that the necessary provision is made for any pupil who has special educational needs or disabilities. We will ensure that all staff in the school are able to identify and provide for those pupils who have special educational needs or disabilities (SEND) to allow pupils with SEND to join in the activities of the school.

The staff and governors of Goose Green will also work to ensure that all pupils with SEND reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments.

The roles and responsibilities of the Governing Body and staff members are set out in the Appendix to this policy.

## 2. Purpose of this Policy

This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of pupils with SEND. With this as an underlying principle, we believe that:

- All teachers are teachers of Special Educational Needs.
- Every teacher is responsible and accountable for the progress and development of all pupils in their class, even where pupils access support from support staff or specialist staff.

Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. Meeting the needs of pupils with SEND requires partnership working between all those involved, including school, parents/carers, pupils, children's services and all other agencies.

This policy provides the framework for a pupil-centred process that engages pupil, family, school and other professionals in planning for and implementing high quality, needs-led provision that is consistent across the school. This is to ensure all of our pupils are able to access the same



opportunities for learning and social development achieving maximum progress, fulfilling their potential and promoting their well-being.

This policy reflects the principles of the 0-25 SEND Code of Practice (2015).

### 3. School Admissions

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision.

## 4. A Graduated Response to Identifying and Supporting Special Educational Needs and Disabilities

### 4.1 Definition of SEND

Pupils have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him/her, namely provision **which is additional to or different from** that normally available in a differentiated curriculum. Goose Green regards a pupil of compulsory school age as having a special educational need or disability if they have:

- a) a significantly greater difficulty in learning than the majority of pupils of the same age, or;
- b) a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

A child under compulsory age has SEND if they are likely to be identified as having a special educational need or disability when of compulsory school age, or if this would be likely were no special educational provision made. (Section 20 Children and Families Act 2014).

Pupils are not 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.

There may be times in a pupil's school career when they are identified as having a special educational need or disability. These pupils will be provided with intervention and/or support that is 'additional to or different from' the normal differentiated curriculum. This may be on an ongoing basis or for a limited time. Many pupils with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act 2010.

### 4.2 Areas of Special Educational Need and Disabilities

The SEND Code of Practice 2015 sets out four broad categories of special educational need or disability (SEND). Goose Green is a mainstream school where we identify and support pupils with SEND, considering whether the needs of each child fall within one or more of the four categories of need:



- *Communication and Interaction* (e.g. speech articulation, stammering, speech and language delay, autism);
- *Cognition and Learning* (e.g. dyslexia, dyscalculia, global learning difficulties);
- *Social, Emotional and Mental Health Difficulties* (e.g. anxiety, depression, eating disorders, obsessive compulsive disorder (OCD));
- *Sensory and/or Physical needs* (e.g. visual impairment, hearing impairment, sensory needs, toileting issues, physical disability).

### 4.3 How We Identify and Support Pupils With SEND

All pupils' attainment and achievements are monitored by their teacher who is required to provide high quality teaching and learning opportunities differentiated for individual pupils. Where a pupil is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher. Adequate progress could:

- Be similar to that of peers starting from the same baseline;
- Match or better the pupil's previous rate of progress;
- Close the attainment gap between the pupil and their peers;
- Prevent the attainment gap growing wider.

Where pupils continue to make inadequate progress despite support and high quality teaching, the class teacher will work with the school's Special Educational Needs Coordinator (SENCo) to assess if a pupil has a significant learning difficulty and agree appropriate support. Details of assessment tools and materials used in our school can be found in the SEND Information Report on the school website.

In some cases it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or educational psychologist. This will always involve discussion and agreement with the pupil's parents/carers.

### 4.4 How We Adapt the Curriculum and the Learning Environment

Where a pupil is identified as having SEND, we take action to support effective learning by removing barriers to learning and put effective special educational provision in place. This SEN support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as **The Graduated Approach**.



Figure 1: The four-part cycle that underpins The Graduated Approach.



For pupils with low level special educational needs the cycle of Assess, Plan, Do and Review will fit into the regular assessment and planning cycle for all pupils. These are known as Pupil Progress Meetings. For those pupils with more complex needs or for whom a more frequent cycle needs to be employed additional meeting dates will be set and will include the Pupil Progress Meetings.

## 5. The SEND Register and Exit Criteria

The SENCo maintains the SEND Register of children identified as needing different or additional support because of SEND.

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is ***different from*** or ***additional to*** that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring SEN Support. At this point, through discussion and agreement with parents/carers, the pupil will be removed from the school's SEND register.

## 6. Monitoring and Evaluation of SEND

Regular monitoring of the quality of provision for all pupils including those with SEND follows the schools assessment and monitoring calendar. In addition, the cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their individual provision reviewed regularly, at least termly. For children who have a higher level of need (Wave 2 or 3) an Individual Support Plan will be put into place, this will set out the child's needs clear, track provision and enable collaborative working with a person centred approach to planning and target setting. Termly review meetings will be held and Parent, child, teachers and any other professionals working with the child will be invited in order to ensure best possible provision and support. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupil needs.

Pupil progress is tracked according to a calendar determined for each school year and where pupils are not making sufficient progress additional information is sought and appropriate action taken. The SENCO will attend whole school pupil progress meetings to help inform identification and planning for children with SEN.

## 7. Supporting Pupils and Families

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, the school endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.

At Goose Green we work to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child;
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education;
- Understand procedures and documentation;



- Make their views known about how their child is educated;
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.

Goose Green will have regard to the SEND Code of Practice 2015 when carrying out its duties towards all pupils with SEND and ensure that parents/carers are informed by the school that SEND provision is being made for their child.

Resources to support parents/carers are identified in Southwark's Local Offer, which can be accessed via the Goose Green website, alongside the Goose Green SEND Information Report.

## **8. Children in Care**

When a child is in care, the carers are accorded the same rights and responsibilities as parents. The school has both an appointed member of staff and a governor for Looked after Children.

## **9. Pupil Voice**

We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to share their views in a number of different ways (appropriate to age and ability).

These views are welcome at any time but are specifically sought as part of their Individual Support Plan, During Annual Review, as input to Pupil Progress Meetings and at the beginning and end of a targeted intervention. We ask all pupils to contribute to the setting of their own outcomes.

The Individual Support Plan has two sections, both a Child's version and Adult Version. The Child's Support Plan takes into account how the child feels about their learning, asks them to talk about what is going well and to think about their own development and targets. Goose Green Primary School understands that person centred planning allows for the child to feel that they are working together with parents and school to ensure best possible support and provision. A truly collaborative approach to planning with their voice at the centre.

Children with SEND are recognised as being more likely to experience bullying or discrimination; Goose Green also recognises the link with improving emotional and social development for all. The school's policies for Equality, Anti-Bullying, Behaviour and PSHE further address these matters; information regarding school development actions is published in the SEND Information Report.

## **10. Partnership with External Agencies**

The school is supported by a wide range of different agencies and teams. The school's SEND Information Report details which agencies the school have worked with in the last 12 months.

## **11. Transition**

A change of school, class and staff can be an exciting, yet anxious time for all pupils. We recognise that this can be very challenging for some pupils with SEND. We endeavour to make sure these



periods of change are carefully managed in a sensitive way to provide continuity of high quality provision and reassurance to pupils and families.

## 12. Statutory Assessment of Needs / EHC Plan

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil, the child has not made expected progress, the school or parents/carers should consider requesting an Education, Health and Care (EHC) needs assessment. The evidence gathered through the regular reviews outlined in this policy will help the Local Authority (LA) in determining when this statutory assessment of needs is required.

Where a pupil has an Education Health and Care (EHC) Plan, the Local Authority must review the plan every twelve months as a minimum. Schools have a duty to co-operate; Goose Green holds annual review meetings on the behalf of Southwark LA and completes the appropriate paperwork for this process.

## 13. Meeting Medical Needs

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils.

Where children and young people also have SEND, provision is planned and delivered in a co-ordinated way. For those pupils with an EHC Plan this will be used as it brings together health and social care needs, as well as their special educational provision.

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. In addition to the school's PE policy and Medical Conditions policy, the Health and Safety policy includes further relevant information, such as arrangements relating to school trips.

## 14. Training and Resources

### 14.1 Continuing Professional Development (CPD) for SEND

- All teaching staff at the school engage in weekly training sessions when High Quality Teaching is addressed.
- The SENCo and other SLT members provide regular CPD to other staff in school in specific aspects of meeting the needs of pupils with SEND.
- All staff have regular CPD meetings.
- The progress of all pupils including those with SEND is a core aspect of the performance management process and performance management targets look at how to develop staff skills in meeting individual pupil needs as necessary.



- External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions (e.g. epilepsy) or to train staff in the use of specific interventions.
- Peer support and guidance is available daily for all staff in school and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a pupil.

## 14.2 Funding

Funding for SEND in mainstream schools is mainly delegated to the school's budget. It is the expectation that schools provide support to their pupils with SEND from their SEND budget. Where a pupil requires an exceptionally high level of support that incurs a greater expense, the school can make a request for Additional Resource.

The school will need to be able to demonstrate how it has spent the funding to date and the impact of this as well as demonstrating why further additional funding is required and how it would be used. This additional 'top-up' funding is then paid from the local authority's high needs block into the schools budget.

## 14.3 Allocation of resources

- Resources are allocated to support children with identified needs.
- Each year we map our provision to show how we allocate human resources to each year group; this is reviewed regularly and can change during the academic year, responding to the changing needs within our classes.
- This support may take the form of differentiated work in class, support from a teacher or Teaching Assistant (TA) in focused intervention in groups, or for individuals.
- Specialist equipment, books or other resources that may help the pupil are purchased as required.

## 14.4 Personal Budgets

Personal Budgets are only available to pupils with an Education, Health and Care (EHC) Plan or pupils who are currently under-going a needs assessment for an EHC Plan. Parents/carers who would like to enquire further about using the personal budget should speak in the first instance to the SENCO.

## 15. Monitoring and Accountability

### 15.1 SEND Information Report

The SEND Information Report is updated at least annually every September and can be found on the school website. The website also provides the name and contact details of the SENCo, Governor with responsibility for SEND and the Governor with responsibility for Looked After Children, along with a link to Southwark's Local Offer.

You can find Southwark Borough Council's Local Offer at: <http://localoffer.southwark.gov.uk/>



## 15.2 Accessibility

The school is compliant with the Equality Act 2010 and Accessibility legislation. Goose Green works hard to develop accessibility and the school's *Accessibility Plan* detailing how this is being developed can be accessed from the school website.

## 15.3 Storing and Managing Information

Pupil SEND records will be kept in accordance to the DfE guidance contained in "Statutory Policies for schools" (February 2014)

([https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/284301/statutory\\_schools\\_policies.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/284301/statutory_schools_policies.pdf))

## 15.4 Responding to Complaints

In the first instance, parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the School's *Complaints Policy*.

If there continues to be disagreement with regard to SEND provision the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage.

ADOPTED AND SIGNED ON BEHALF OF THE SCHOOL GOVERNING BODY	Hannah Musisi
SIGNATURE OF GOVERNING BODY REPRESENTATIVE	
NAME OF HEAD TEACHER	Simon Wattam
SIGNATURE OF HEAD TEACHER	
DATE	Autumn 2020
Review Date	Autumn 2021



## Appendix - Roles and Responsibilities

Provision for pupils with SEND is a matter for the school as a whole. In addition to the Governing Body, Head Teacher and SENCo, all members of staff have important responsibilities.

### Governing Body

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2015) to:

- use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people’s Special Educational Needs;
- ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND;
- designate a teacher to be responsible for co-ordinating SEND provision – the SENCo;
- inform parents/carers when they are making special educational provision for a child;
- prepare a SEND information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time.

### Head Teacher

The Head Teacher has responsibility for the day-to-day management of all aspects of the school’s work, including provision for children with SEND. The Head Teacher will keep the Governing Body fully informed on SEND issues. The Head Teacher will work closely with the SENCo and the Governor with responsibility for SEND.

### SENCo

In collaboration with the Head Teacher and governing body, the SENCo determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.

The SENCo takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual children, working closely with staff, parents/carers and external agencies. The SENCo provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for children with special educational needs.

Through analysis and assessment of children’s needs, and by monitoring the quality of teaching and standards of pupils’ achievements and setting targets, the SENCo develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENCo liaises and collaborates with class teachers so that learning for all children is given equal priority.



The principle responsibilities for the SENCo include:

- Overseeing the day-to-day operation of the SEND policy;
- Co-ordinating provision for SEND pupils and reporting on progress;
- Liaising with the relevant Designated Teacher where a looked after pupil has SEN;
- Advising on the graduated approach to providing SEN support – Assess, Plan, Do, Review;
- Including teachers in the Individual Support Plan review meetings and encouraging a collaborative approach to planning.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Monitoring relevant SEND CPD for all staff;
- Managing the Inclusion team;
- Overseeing the records of all children with special educational needs and ensuring they are up to date;
- Liaising with parents/carers of children with special educational needs;
- Contributing to the in-service training of staff;
- Being a point of contact with external agencies, especially the local authority and its support services;
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies;
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned;
- Monitoring the impact of interventions provided for pupils with SEND;
- To lead on the development of high quality SEND provision as an integral part of the school improvement plan;
- Working with the Head Teacher and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- Ensuring the school's records relating to pupils with SEND are kept up-to-date; supporting the Data Manager in the submission of the census.

## **All Teaching and Non-Teaching Staff**

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs;
- Class teachers are fully involved in providing high quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered;
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENCo to carry out a clear analysis of the pupil's needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment;
- Teaching assistants will liaise with the class teacher and SENCo on planning, on pupil response and on progress in order to contribute effectively to the graduated response, (assess, plan, do, review). Where appropriate they will be invited to attend and contribute to the Individual Support Plan meeting/review

