



*Growing together, hand in hand.*

# **SEND policy and information report September 2024**

## **PURPOSE**

At Gorsemoor Primary School, we recognise that many children have a range of Special Educational Needs (SEN) and may have different starting points. We ensure that those children have suitable, supportive, child tailored provision in order for them to achieve individual targets and to progress.

<b>Reviewed by:</b>	Hayley Porter Inclusion Lead (SENDCo, DSL)
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<b>Last reviewed on:</b>	September 2023
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<b>Next review due by:</b>	September 2025
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## Introduction

At Gorsemoor Primary School we are committed to providing a warm, caring and safe environment for all our children so that they can learn and play in a relaxed and secure environment. Our school is a place where every person has the right to be themselves, to be included and to learn in a safe and happy environment. Everyone at our school is equal and treats each another with respect and kindness.

## Policy Development

The following policy takes into account the SEN Code of Practice 2014 which in itself reflects the information included in the SEN and Disability Act 2001, Equality Act 2010 and the Children and Families Act 2014.

## Aims

At Gorsemoor every member of staff is a teacher of special educational needs with the desire to raise the aspirations and expectations for all. The aims of our special educational need and disability policy and practice in this school are:

- To provide a SENDCo who will put into practise the SEN Inclusion Policy and provide support
- and advice for all staff working with special educational needs pupils.
- To make reasonable adjustments for those with SEND 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 <https://www.gov.uk/government/collections/national-curriculum>
- 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 as defined in the SEND Code of Practice 2014:
  - Communication and interaction
  - Cognition and learning
  - Social, mental and emotional health
  - 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 whole school staff expertise to meet pupil need, 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.

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

At Gorsemoor we acknowledge that whilst a child may have a clear primary need, they may have additional areas for development in more than one area identified in the Code of Practice.

We always take into consideration the whole child. As part of the identification process we take into account other factors which may be impacting upon a child’s progress and attainment. These may include:

- Disability – a child may have a disability and a special educational need although under the current disability equality legislation, a disability alone does not constitute SEN.
- Attendance and punctuality
- Health and welfare
- English as an additional language
- Being in receipt of pupil premium
- Being a looked after child
- Being a child of a service man or woman.

Quality First Teaching

Our creative curriculum celebrates the different learning styles of all of pupils and supports inclusion and adaptation to address the needs of all of our pupils. We give children the opportunity to record their work in a range of different forms which suits their needs and enables them to experience success.

We are a very inclusive school. Wherever possible children are taught alongside their peers so that every child has a level of challenge appropriate for them and also experiences success. Teachers adapt their teaching and the learning environment constantly in order to cater for their pupil’s academic, sensory and physical needs.

## Identification of concern

When teachers feel that a child has a special educational need, this may be because they are not making the same progress as other pupils, early identification and intervention is explored to ensure the child receives the help to achieve success.

As part of the teachers quality first teaching they will observe the child's learning characteristics and how they cope within our learning environments, assess their understanding of what they are learning in school and if appropriate use tests to help them to pinpoint the difficulty. This will help us to identify the child's need and plan strategies to support their learning. This action will be the first cycle of assess – plan – do – review and will be recorded on the schools notification of concern paperwork. When reviewed, if progress remains limited, the teacher may approach the SENDCo for additional support and advice, along with discussions with parents and carers. A second cycle of assess – plan – do – review will be implemented. This will be recorded on schools continuation of concern paperwork.

If concerns remain, a child may be placed on the special educational needs register and appropriate individual SMART targets, in consultation with parents and the child, will begin the next round of assess – plan – do – review following the school's Graduated Response.

When pupils have an identified special educational need and/or disability before they join our school, we work very closely with the people who already know them including parents and use the information already available to identify what possible barriers to learning may be within our school setting and to help us plan appropriate support strategies.

## Managing pupils' SEN

Personalised learning targets will be reviewed termly with the child, parents and teacher. Consideration will be given to reviewing previous targets and setting focused next steps to ensure the child makes progress. On the special needs register, there is one level of school based support and in addition a very small minority of pupils who have an educational, health and care plan. If parents believe that their child has a special educational need we will discuss this with them and assess their child accordingly. Often these assessments will be carried out by school, though we will sometimes request advice from more specialised services such as Educational Psychology, Speech Therapy, Occupational Therapy or our Advisory Team. Any referrals will be completed in collaboration with the SENDCo and all relevant parties. We will always share the findings with parents/carers and in consultation plan the next steps to best support their child.

During every stage of managing a child's SEN, consideration is given as to whether or not external agency advice should be called upon. Where appropriate advice has been sought, implementation of this advice will be evidenced in the child's individual targets and will be discussed with parents/carers and the child.

More detailed information and costings are recorded in the school's Local Offer, SEN information Report and SEN Development Plan and Provision map. Children do not remain indefinitely on the SEN register. When a child makes sufficient progress in their learning and the barriers to

their learning have been sufficiently supported they may be removed from the SEN register but will continue to be monitored within whole school monitoring of progress.

## Roles and Responsibilities

People in the Process	Responsibilities
<p>Hayley Porter – Inclusion Lead/SENDCo/DSL</p> <p>Safeguarding team Emilie Lees (Co-Headteacher), Nicki Costello (Co-Headteacher), Clare Walton (Family and Multi Agency Liaison Officer)</p>	<ul style="list-style-type: none"> <li>• First point of contact for advice if the staff are concerned about a child.</li> <li>• Responsible for maintaining child concern logs and ensuring schools safeguarding policy and training are kept up to date.</li> <li>• Access information from staff and make decisions about whether concerns are sufficient to notify Initial Response.</li> </ul>
<p>Hayley Porter – Inclusion Lead/SENDCo/DSL <a href="mailto:hporter@gorsemoor.staffs.sch.uk">hporter@gorsemoor.staffs.sch.uk</a> 01543 274788</p>	<ul style="list-style-type: none"> <li>• Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school. This includes developing and monitoring the schools graduated response of support for our SEND pupils and supporting the assessment of progress and impact.</li> <li>• Ensuring that parents/carers are: involved in supporting their child's learning kept informed about the support their child is Getting involved in reviewing how they are doing Liaising with all the other people who may be coming into school to help support a child's learning e.g. Speech and Language Therapy, Educational psychology etc...</li> <li>• Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.</li> <li>• Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.</li> <li>• To evaluate, in conjunction with all relevant stakeholders, the effectiveness of the schools SEND provision.</li> </ul>

<p>The Governing Body</p> <p>Lauren Smith – Inclusion Governor Contactable via the school office</p>	<ul style="list-style-type: none"> <li>• To ensure that provision of SEN is of a high standard.</li> <li>• To have regard to the Code of Practice when undertaking responsibilities.</li> <li>• To report annually to parents on the effectiveness of the school's SEN policy.</li> <li>• To have in place a designated person who will make sure that where it is known that a pupil has special educational needs, those needs are made known to all who are likely to teach him or her.</li> <li>• To have in place a strategy to monitor the school's SEN policy.</li> <li>• To work with the Co-Headteacher's and SENDCo to ensure they are aware and involved in the whole school issues of SEN and inclusion.</li> <li>• Challenging the schools SEND team to ensure ALL children are reaching their full potential.</li> </ul>
<p>Emilie Lees, Nicki Costello Co-Headteachers</p>	<ul style="list-style-type: none"> <li>• The day to day management of all aspects of the school, this includes the support for children with SEND.</li> <li>• They will give responsibility to the SENDCO and class teachers but is still responsible for ensuring that your child's needs are met.</li> <li>• They must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.</li> <li>• Support the school SENDCO in terms of budgeting the SEND provisions.</li> <li>• Directing the SENDCo in the allocation of Pupil Premium funding.</li> </ul>
<p>Class Teachers, HLTA's, TA's</p>	<ul style="list-style-type: none"> <li>• Checking on the progress of a child and identifying, planning and delivering any additional help they may need (this could be things like targeted work, additional support) and letting the SENDCO know as necessary.</li> <li>• Writing Individual Learning Plans (ILP's), and sharing and reviewing these with parents at least once each term and planning for the next term.</li> <li>• Ensuring that all staff working with a particular child in school are helped to deliver the planned work/programme for</li> </ul>

	<p>the child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources, as well as Adapted quality first teaching.</p> <ul style="list-style-type: none"> <li>• Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.</li> </ul>
Parents/Carers	<ul style="list-style-type: none"> <li>• To work closely with the school in order to develop a partnership that will support SEN pupils.</li> </ul>
Pupils	<ul style="list-style-type: none"> <li>• To make pupils aware that they can be a partner in the delivery of their individual programme as set out in their ILP's. We aim to make children to take an active role in their learning and to become independent learners.</li> </ul>

## Training

All of our staff are trained in a variety of approaches which means that we are able to adapt learning to a range of SEND: specific learning difficulties (including dyslexia); Autism; Speech, Language and communication needs; and behavioural, social and emotional difficulties. Our training is regularly updated via our INSET days and support from other professionals.

## Storing and Managing Information

Children's current individual targets and notification of concern documents are working documents and are professionally shared with relevant staff within school and following consultation with parents outside agencies that may be working with them.

Every child on the SEN register has a file where reports, consultations and communication logs with parents/carers and/or outside agencies are stored. They are stored in a locked filing cabinet and online system which is accessed only with the knowledge of the SENDCo or Co-Headteachers.

All staff at Gorsemoor complete Safeguarding Level 1 and/or Level 1 & 2 training which includes information on the need for confidentiality. If documents need to be destroyed they will be shredded. On transition to Secondary school, files will be delivered via the local authorities internal mail, hand delivered or sent by registered post.

## Pupils with Medical needs

Pupils with medical needs will be provided with a detailed Health Care Plan, compiled by the school, with parents, the pupil and in consultation and following advice from medical professionals. All medicine administration procedures adhere to the LA policy and DfE guidelines included within Supporting pupils at school with medical conditions (DfE) 2017. Medicine should be brought into school with the child's name, the dosage and times of the dosage clearly marked on, medicine is signed into the office. When medicine is administered, two members of staff are present to check and it is logged onto the school's online medical tracker.

## Reviewing the policy

The SEN Policy will be reviewed annually by SENDCo, Co-Headteachers and the Governing Body. The views of all stakeholders will be taken during the reviews of the children's progress on a termly basis. This information will feed into the review of the SEND policy.