

## SEN and Disability Policy

### Rationale:

At Gosforth Park First School every child is equal, valued and unique. We aim to provide an environment where all pupils feel safe and can flourish. We will respond to individuals in ways which take into account their varied life experiences and particular needs. Gosforth Park First School is committed to providing an appropriate and high quality education to everyone within its community. We seek to raise achievement, remove barriers to learning and ensure inclusion for all children, supporting them to become confident individuals living fulfilling lives, making a successful transition into adulthood.

### Objectives:

- To ensure equality of provision for pupils with special educational needs (SEN) and disability
- To take into account legislation related to SEN and Disabilities, including part 3 of the Children and Families Act 2014, The SEN Code of Practice 2014, The Special Educational Needs and Disability Regulations 2014, The Special Educational Needs ( Personal Budgets and Direct Payments) Regulations, Section 49, The Order setting out transitional arrangements, Section 137, Equality Act 2010, The Mental Capacity Act 2005, Working Together to Safeguard Children 2013, Supporting pupils at school with medical conditions 2014
- To provide full access for all pupils to a broad and balanced curriculum
- To ensure that the needs of pupils with SEN are identified, assessed, planned for and regularly reviewed to improve outcomes
- To enable pupils with SEN to achieve their potential
- To ensure parents / carers are fully engaged in decision making
- To take into account the views, wishes and feelings of pupils
- To provide advice and support for all staff working with pupils with SEN
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEN
- To work collaboratively with outside agencies to ensure that children requiring a higher level of need receive appropriate and necessary provision.

In every class at Gosforth Park First School there is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. However if we feel that there is a barrier to a child's learning and progress then monitoring and advice re next steps to support a child will be undertaken by the SENCO and with outside agencies as required. Gosforth Park First School values the abilities and achievements of all our pupils. We are committed to providing the best possible learning environment for all our children.

### Roles and Responsibilities:

The Special Educational Needs Coordinator (SENCO):

- overseeing the day-to-day operation of the policy
- coordinating provision for pupils with SEN
- liaising with the Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services

- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

### **Coordination of SEND provision**

The Special Educational Needs Coordinator (SENCO) is Mrs J Sara who is also the Headteacher

If you wish to contact the SENCO to discuss any concerns regarding your child please telephone the school office on 0191 2852559.

Mrs Wilson LSA / Mrs Hall LSA/ Mrs Matthewson LSA / Mrs Loftus LSA (Learning Support Assistants), support individuals and groups of pupils at SEN support level of provision, both in class and through withdrawal for targeted interventions / programs.

Mr D Brannigan is the governor responsible for SEN.

The link governor for SEN will liaise with the SENCO on a termly basis. The SENCO – Headteacher will provide the link governor with reports as necessary and in her capacity as headteacher reports for the full Governing Body.

Mrs J Sara is the designated teacher for child protection and she is supported by Mrs L. Lamb the deputy head teacher. The designated member of staff for looked after children is also Mrs Sara supported by Mrs Hall.

Mrs Sara and Mrs Lamb are the designated members of staff responsible for managing pupil premium.

### **Access to Facilities and Provision:**

Please refer to school's accessibility plan which outlines how we:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

### **Allocation of Resources:**

The head teacher / SENCO is responsible for the operational management of the budget for SEN provision. The school will use a range of additional funding including the notional SEN budget and, where applicable, pupil premium to provide high quality appropriate support for pupils with SEN.

### **Access to the Curriculum**

The broad and balanced curriculum is differentiated to enable all children to access the learning. Teachers have high expectations for all pupils. In planning and teaching, teachers provide suitable learning objectives, meet the pupils' diverse learning needs and remove the barriers to learning. For the majority of the week pupils with SEN are taught with their peers in mainstream classes. Teachers are responsible and accountable for the progress and development of the pupils. However, in order to maximise learning, some pupils are withdrawn, individually and in small groups, to take part in targeted, time limited interventions planned to meet particular needs.

Pupils with SEN are actively encouraged and supported to join in and benefit from additional activities and clubs as well as any wider community activities.

### **Identification, Assessment, Planning and Review Arrangements:**

Gosforth Park First School follows the graduated approach of assess, plan, do and review

as outlined in the Code of Practice (2014). This approach is embedded in whole school practice for all pupils and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils'. (Teachers' Standards 2012)

School assessment data, teacher judgments and, where appropriate, assessments from outside agencies are used to identify pupils who require additional and different provision. A provision map outlines all SEN support and is updated each term.

The following are **not** SEN but may impact on progress and attainment:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Receipt of pupil premium
- Being a looked – after child
- Being a child of service personnel

### **SEN support – four part cycle**

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils in school. Termly pupil progress meetings support the early identification of pupils who may have SEN. Where concerns are identified an initial concerns checklist is completed and discussed with the SENCO.

#### **Assess**

The class teacher, working with the SENCO will carry out a clear analysis of a pupil's needs. As required LSAs also contribute to the assessments. This assessment will be reviewed regularly. Where appropriate, professionals will help to inform the assessment. Parents will be asked to contribute to the assessment.

#### **Plan**

Parents will be formally notified of the needs of their child through discussions with the class teacher and/or the SENCO before a written account of the pupil's areas of need is shared. Adjustments, interventions, support and review date will be agreed with staff, parents and pupil. This will be recorded on the individual provision map.

#### **Do**

The class teacher will remain responsible for working with the pupil on a daily basis and retain responsibility for their progress and outcomes. The class teacher with the SENCO will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved. The SENCO will support the above.

#### **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed on the agreed date. Reviews will be held with parents at least three times per year, this can be at parent meetings and in review meetings. The class teacher, working with the SENCO, will revise the support in light of the pupil's progress. If a pupil does not make expected progress over a sustained period of time school will consider involving specialists. School liaises with the following *services* –

*Educational Psychology Service*

*School Health*

*School Improvement Service (SIS)*

*SEN support*

*SEN Teaching and Support Service (SENTASS)*

*and, when appropriate, Social Services and Looked after Children Team.*

### **Additional Top Up Funding**

Where a pupil's needs exceed the nationally prescribed threshold (currently £6,000) additional funding will be applied for from the local authority.

### **Education, Health and Care Plans**

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil, the pupil has not made expected progress, school or parents may consider requesting an Education, Health and Care assessment. School will provide the local authority with evidence of the action taken as part of SEN support.

**Further details on provision for pupils with SEN can be found in the SEN Information Report .**

### **SEN Information Report**

This report can be found on the school website. It outlines the provision Gosforth Park First School makes for all pupils with SEN within the four broad areas of need –

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical.

### **Transition Arrangements**

Transition is carefully planned by the SENCO and other key members of staff in order to ensure successful transition from Gosforth Park First School to the feeder middle school .Pupils and parents/carers will be involved in the planning for the transfer to the new setting. Key information about SEN provision will be shared with the next school /setting through the review process. Transition reviews are held in the summer term and additional visit planned in to the feeder middle school

### **Partnership with Parents/Carers:**

Gosforth Park First School has very positive attitudes to parents/carers and values their important role in their child's education. Parents/carers are always informed when their child is placed on the SEN list and the graduated response, outlined in the Code of Practice, is explained to them. Parent Partnership Service information is also given. They are fully involved in the review process. If required interpreters can be arranged for parents who require translation during meetings. Written information is in accessible formats and sufficient notice is given for meetings to enable parents/carers time to prepare.

If required the Common Assessment Framework (CAF) is used to coordinate support for children and their families who have a range of needs.

### **Pupil Participation:**

The views of all pupils are valued. Pupils with SEN are supported to be involved in decision making and to be able to express any concerns. All pupils are aware of their individual targets and these are discussed and reviewed with them. Pupils opinions are asked before review meetings and if they wish from KS2 they can attend review meetings if they wish to.

### **Monitoring and Evaluating the Success of Provision:**

A variety of methods are used to monitor and evaluate the provision and achievements for the pupils with SEN:

Regular observation of teaching by the senior management team

Analysis of assessment data, with high expectations for the progress expected between key stages for all pupils,

Assessment records that illustrate progress over time

Assessments for those pupils who are withdrawn for targeted interventions  
Success rates in respect of individual targets  
Monitoring by the governor with responsibility for SEN – information presented to the Governing Body by the Headteacher-SENCO  
The views of parents/carers and pupils.  
Questionnaire for parents of pupils with SEN  
Pupil views of additional and different provision they receive.  
Regular meetings between headteacher- SENCO,LSAs ,class teachers and Teaching Assistants.  
Provision Mapping – used as a basis for monitoring the impact of interventions.  
LA audit to externally validate provision and outcomes for pupils with SEN – Achievement Partner

### **Staff Development:**

The SENCO ensures staff are informed of local and national developments in relation to SEN and Inclusion. Training needs are identified and, where appropriate, outside agencies are used to deliver the training. Newly qualified teachers are offered support and in school training by the SENCO.

### **Medical Conditions**

A medical diagnosis or a disability does not necessarily imply SEN. It is the child's educational needs rather than a medical diagnosis that must be considered. However medical conditions may have a significant impact on a child's experiences and the way they function in school and if not properly managed could hinder their access to education. Therefore consultation and open discussion between the child's parents, the school, the school nurse or the child's GP and any specialist services providing treatment for the child will be essential to ensure that the child makes maximum progress.

Gosforth Park First School will follow the recommendations of the Children and Families Act 2014 with regard to arrangements to support pupils with medical conditions. Where a pupil also has SEN, their provision will be planned and delivered in a coordinated way with their healthcare plan.

### **Admission Arrangements:**

The school has adopted the criteria set out in the LA's admission policy. The school welcomes pupils with known special educational needs and disability, as well as identifying and providing for those not previously identified as having SEN.

### **The Complaints Procedure:**

Initially an attempt will be made to resolve a complaint about SEN provision at school level, within one week of the complaint having first been made. The procedure is firstly that the class teacher attempts to resolve matters, then if required the SENCO and /or head teacher becomes involved.

If the complaint is unresolved, then the person making the complaint is advised of their rights under Section 23 of the Education reform Act to make a complaint. The Governing Body will consider the complaint, after which, if necessary the LA will become involved. School will inform parents/carers of the local authority's commissioned independent disagreement resolution service. Details can also be found in the Local Offer.

**This SEN and Disability policy will be reviewed and amended annually.**

Date: November 2014

Review: November 2015 or earlier if deemed appropriate  
June 2016

Signed *Margaret Higgins* on behalf of the Governing Body  
Headteacher *Jiní Sara*