



## Gosforth Park First School

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GPFS SEND Policy

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### Version Control

Document	Version	Date	Author	Change Description
GP-GB-PO-028	04	06/10/2021	James Hindess	Changed IEP process to SEN Support Plans
GP-GB-PO-028	03	16/11/2020	James Hindess	Formatting
GP-GB-PO-028	02	14/10/2019	James Hindess	Reviewed by SENCO and Standards and Curriculum Committee
GP-GB-PO-028	01	26/10/2018	James Hindess	Document release in QMS format



### 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 education that enables all pupils to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood.

#### Objectives:

- To ensure equality of provision for pupils with Special Educational Needs or Disabilities (SEND)
- To take into account legislation related to SEND 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, Keeping Children Safe in Education 2020, 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 SEND are identified, assessed, planned for and regularly reviewed to improve outcomes
- To enable pupils with SEND 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 SEND
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEND



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### **Roles and Responsibilities:**

The Special Educational Needs and Disability Coordinator (SENCO):

- overseeing the day-to-day operation of the policy
- coordinating provision for pupils with SEND
- liaising with the Designated Teacher for LAC (Looked After Children) where a looked after pupil has SEND
- advising on the graduated approach to providing SEND 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 SEND
- 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 or carers are informed about options, involved with decision-making 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 SEND up to date

### **Coordination of SEND Provision**

The school SENCO is Mr James Hindess who has achieved the National Award for SEND Coordination (NASC) with a distinction classification. Mr James Hindess is also Deputy Headteacher and a member of the Senior Leadership Team (SLT).

Individuals and groups of pupils at SEND support level of provision, are supported both in class and through withdrawal for targeted interventions/ programmes.

The governor responsible for SEND is Mr Eric Ferguson

The designated teacher for child protection is Mrs Leanne Lamb

The designated member of staff responsible for managing pupil premium is Mrs Leanne Lamb

The designated member of staff for Looked After Children (LAC) is Mr James Hindess

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

Please refer to school's accessibility plans 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



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### **Allocation of Resources:**

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

### **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 SEND 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 maximize 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 SEND 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** SEND but may impact on progress and attainment:

- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Receipt of pupil premium (PP)
- Being a Looked After Child (LAC)
- Being a child of service personnel
- Children from touring families
- Refugees

### **SEND support – four part cycle**

The identification of SEND 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 SEND. Where identified, initial concerns are discussed with the SENCO.

### **Assess**

The class or subject teacher will carry out a clear analysis of a pupil's needs. This assessment will be reviewed regularly. Where appropriate, the SENCO and/or professionals will help to inform the assessment. Parents will be asked to contribute to the assessment.



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**Plan**

Parents or carers will be formally notified in writing about their child's needs. Adjustments, interventions, support and review date will be agreed with staff, parents and pupil. This will be recorded on the provision map and individual targets and review recorded on a SEN Support Plan.

**Do**

The class or subject teacher will remain responsible for working with the pupil on a daily basis and retain responsibility for their progress and outcomes. The class or subject teacher 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. When meetings cannot be attended by parents every attempt will be made to rearrange. If parents do not wish to be involved in the process, Reviews will be sent by post to their home address. The class teacher or subject 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 Teaching and Support Service (SENTASS) and, when appropriate, Social Services and Looked After Children Team.

**Education, Health and Care Plans**

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a pupil, the pupil has not made expected progress, then school or parents will consider requesting an Education, Health and Care assessment, particularly where a number of professionals and agencies are working together to support a child. School will provide the local authority with evidence of the action taken as part of SEND support. Applications for Education, Health and Care Plans will be made when a pupil's needs exceed the nationally prescribed threshold (currently £6000).

**Further details on provision for pupils with SEND can be found in the SEND information document.**

**SEND information document**

This report can be found on the school website and is available from the school office. It outlines the provision Gosforth Park First School makes for all pupils with SEND and within the four broad areas of need – communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical impairment.

**Transition Arrangements**

Transition is carefully planned. In order to ensure successful transition to the next educational setting. The pupils and parents/carers will be fully involved in the planning for the transfer to the new setting. Key information about SEND provision will be shared with the next school /setting through the review process. Where children transfer to another first/primary school information about SEND provision will be forwarded to the next school within two weeks.



**Partnership with Parents/Carers:**

Gosforth Park First School has 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 SEND register and the graduated response, outlined in the Code of Practice, is explained to them. Parents are informed about **Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS)**. This service provides information, advice and support at any stage of a child or young person's education, and provides an Independent Supporter for families in the process of getting an Education Health and Care Plan. Parents/carers are fully involved in the review process. Interpreters are 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.

Gosforth Park First School is proactive in supporting parents in a variety of ways, including home visits, liaising with agencies, organising activities and facilitating and delivering training. Early Help (formally known as 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 SEND 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 a pupil review sheet is used to gather their views on their progress. The pupil review sheet is completed with the SENCO on a termly basis. Pupils in key stage 2 can be invited to attend their termly review meeting, if this is deemed appropriate, with their parents.

**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 SEND:

- 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 – e.g. reading ages
- Pre and post assessments for those pupils who are withdrawn for targeted interventions
- Success rates in respect of individual targets
- Monitoring by the governor with responsibility for SEND
- The views of parents/carers and pupils
- Questionnaire for parents
- Pupil views of additional and different provision they receive
- Regular meetings between SENCO and Head Teacher, key phase leaders and subject leaders
- Provision Mapping – used as a basis for monitoring the impact of interventions
- LA audit to externally validate provision and outcomes for pupils with SEND



### **Staff Development:**

The SENCO ensures staff are informed of local and national developments in relation to SEND and Inclusion. The SENCO will deliver training to teaching staff at the beginning of each academic year to outline roles and responsibilities in relation to children with SEND.

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**

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 SEND, 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 Local Authority's admission policy. The school welcomes pupils with known Special Educational Needs or Disability, as well as identifying and providing for those not previously identified as having SEND.

### **The Complaints Procedure:**

Initially an attempt will be made to resolve a complaint about SEND provision at school level, within one week of the complaint having first been made. The procedure is firstly that the class teacher / Key Phase Leader attempts to resolve matters, then if required the SENCO and /or Head of School 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 Local Governing Body will consider the complaint, after which, if necessary the local authority 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.

### **SENCO**

**Mr James Hindess**

### **Head Teacher**

**Mrs Leanne Lamb**

### **Link Governor**

**Mr Eric Ferguson**

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