

Gorsewood Primary School

SEND Policy



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| Written by: | HBC Emma Jackson | Date: September 2023 |
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| Next review due by: | 15.09.24 | |



SEND Policy

Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

This SEND Policy works alongside and in conjunction with the Local Offer <https://localoffer.haltonchildrenstrust.co.uk/> offered by Halton Local Authority and various other school policies namely the Attendance Policy, The Pupil Premium Policy and the Behaviour Policy. SEND provision is embedded in the Teaching and Learning Framework of the School. Provision for children with Special Educational Needs is a matter for the school as a whole. In addition to the Governing Body, the Head Teacher, the SENCO and all other members of staff both teaching and support staff, have very important day-to-day responsibilities.

Gorsewood is an inclusive school which works collaboratively with pupils, families and external agencies to provide the best possible outcome for all its pupils. All teachers are teachers of children with special educational needs and disabilities and we ensure staff are kept up to date with Best Practice/Quality First Teaching strategies. We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

Our curriculum is a broad and balanced one, offering high quality teaching which is differentiated and personalised is available for all pupils. At the heart of the work of every class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.

Legislation and guidance

This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Roles and responsibilities

The SENCO

The SENCO is Mrs Christine Westwood. They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

The SEN Governor

The SEN Governor is Christine Heffernan. Along with the Governing Board they will:

- The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

The Headteacher

The Headteacher is Emma Jackson. They will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
- Set clear outcomes and review progress towards them
- Discuss the activities and support that will help achieve the set outcomes
- Identify the responsibilities of the parent, the pupil and the school
- Listen to the parents' concerns and agree their aspirations for the pupil

Parents or carers

- Parents or carers should inform the school if they have any concerns about their child's progress or development.
- Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:
 - Invited to termly meetings to review the provision that is in place for their child
 - Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
 - Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
 - Given an annual report on the pupil's progress
 - The school will take into account the views of the parent or carer in any decisions made about the pupil.

The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions
- The pupil's views will be taken into account in making decisions that affect them, whenever possible.

Halton Graduated Approach

Wave 1

We want all children to fulfil their potential at Gorsewood. We aim to provide high quality, inclusive teaching which ensures that planning and implementation meets the needs of all pupils. This builds in high expectations for all pupils, including those with SEN. High quality inclusive teaching includes the day-to-day interactions that take place in the classroom and the different pedagogical approaches teachers use to engage, motivate learners which ensure good pupil progress. Progress at this stage will be tracked 3 times a year by the schools tracking system and parents kept fully informed. School reward systems will be paramount at this stage to encourage self-esteem.

Wave 2 Support.

If class teachers find that children are not making the expected progress with additional support it would then result in a discussion with the SENCo as to whether they need to access additional support. Individual Support Plans will be prepared by the class teacher and written in conjunction with the Code of Practice under the Children and Families Act 2014. Children have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them.

“Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age
- Have a disability that prevents or hinders them from making use of the educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority
- Are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them.” (Code of Practice Sept 2014).

The SENCO (Mrs Westwood) and Headteacher (Miss Jackson) who will arrange Additional SEND Support in any or all of the 4 areas:

- Communication and Interaction – Speech and Language
- Cognition and Learning – Academic
- Social Mental and Emotional Health - Wellbeing
- Sensory and Physical

Examples of Wave Two Strategies which are available to pupils can be found on our website <http://www.gorsewood.halton.sch.uk/page/what-is-send/33779>.

Once a potential special educational need is identified, four types of action should be taken to put effective support in place.

1. Assess
2. Plan
3. Do
4. Review

Where a pupil is receiving SEN support, school will meet termly with parents to set goals, discuss the activities and support they will help achieve them, review the progress and identify the responsibilities of the parent, pupil and school.

Wave 3 Support.

Specialist External Agencies and teachers with additional specialist qualifications may be called upon to provide intensive specific programmes to be followed by all adults coming into active learning situations with the child.

At Gorsewood, we work closely with Woodview CDC, Chatterbug Speech and Language, Halton Educational Psychology Service and Halton Specialist Teachers. With parental consent, we aim to have open communication with agencies to ensure we can develop the best strategies and support for the pupils in our school.

Individual pupil progress at Additional SEND Support Level will be intensively monitored 3 times per year by the school tracking system and personally by the Headteacher/SENCO with parents. A full report on the progress of children will be presented to the Governing Body once a year and the identified SEND Governor is encouraged to take a full challenging role regarding the progress of these children with the SENCO/ Head Teacher.

Educational Health Care Plan

The small minority of children still not making appropriate progress and have a significant level of need, the formal assessment procedures for an Education Health Care Plan will be started by the SENCO in conjunction with Parents and other Specialist Services following the legal assessment procedures outlined in the Local Offer by Halton Local Authority. Details of these arrangements are available from the SENCO at school.

Reviewed and Adopted by Governing Body: Sep 11, 2023

Most Recent Approval Date:

Review Date:

Policy to be reviewed when there is a change in HBC Policy or a change in legislation.