

Goodrich SEN Policy

Definition of Special Educational Needs.

Children have special educational needs if they have a *learning difficulty* which 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; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided at our school.

Children must not be 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 are taught at school.

Special educational provision means:

- for children of nursery age and above , educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in our school.

A child is disabled if he/she has a physical or mental impairment which has a substantial or long-term adverse effect on his/her ability to carry out normal day-to-day activities.

Goodrich Community Primary School acknowledges that the identification of children with special educational needs will be according to this Code of Practice. The whole staff are committed to actively seeking to identify children with special educational needs and to providing a range of learning experiences within the mainstream curriculum that allows for their inclusion.

Aims

- We identify and assess children with SEN as early as possible.
- All procedures for identifying children with SEN are known and understood by everyone.
- We provide matched activities within a balanced and broadly based curriculum, in a way that supports children with SEN.
- Records relating to SEN follow the child through the school, which are clear, accurate and up to date.
- We work in partnership with parents and aim to give honest and accurate information regarding their child.
- We maintain close links with the support services and other professionals and agencies.
- All children are given access to the curriculum at an appropriate level and that each child's learning and achievements are maximized at every stage of their primary school career.

Roles and Responsibilities.

Italia Simeone is the Deputy Head for Inclusion. The special educational needs co-ordinators are Anna Olds and Susanne Gosney. They are responsible for supporting the early identification of special educational needs and they will co-ordinate the day-to-day provision of education for children with special educational needs, working closely with staff, parents/carers and other agencies. The SENCOs also provide related professional guidance to colleagues with the aim of securing first quality teaching for the children with SEN.

Role of class teachers.

With support class teachers are expected to identify and meet the special needs of the children in their class through quality first teaching. They have a responsibility to plan and match an appropriate curriculum for all the children and to monitor each child's progress on a regular basis, keeping evidence to indicate progress in areas of concern. Class teachers should look to their colleagues for advice and practical help to provide appropriate activities outlined in the child's target plan.

Support staff working with either small groups or individual children are expected to work with class teachers to provide bespoke provision.

It is the responsibility of the class teacher to bring to the attention of the SENCOs those children who have special educational needs (see appendix 1 – SEN ladder) to fill in the appropriate paperwork in line with the school's SEN policy and to liaise with the SENCOs and parents/carers in reviewing the child's target plan.

The SENCOs.

The responsibilities are:

- To play a key role in delivering the strategic development of the SEN policy and provision.
- To oversee the day-to-day operation of the school's SEN policy.
- To organise annual reviews.
- To ensure target plans are written in conjunction with teachers and reviewed twice per academic year.
- To hold annual review meetings for children with an Education, Health and Care Plan (EHCP)
- To ensure that provision for pupils with SEN is mapped
- To ensure that the impact of SEN interventions is assessed for each pupil
- To meet regularly with the Deputy Head for Inclusion to discuss individual children, resources and use of time.
- To give advice on the level of support and on appropriate resources and strategies to support learning.
- To ensure that the school's SEN register & provision map is updated regularly.
- To update the SEND report annually and to make it available on the school's website.
- To make contact with the Educational Psychologist and other support services in consultation with parents and class teachers.
- To keep parents informed of the process and how it affects their child
- To report to governors as requested by the Head teacher.
- To work in conjunction with the class teachers.
- To manage Teaching and Learning Assistants along with the Deputy Head for Inclusion and ensure their impact on learning through regular reviews.

- To lead INSET on SEN in school as appropriate.
- To keep their own skills updated by reading, researching & attending INSET on SEN and appropriate related external courses.

Admission Arrangements.

The Governing body have agreed with the LA Admissions Criteria which do not discriminate against pupils with special educational needs or disabilities., and its admission policy has due regard for the guidance in the Codes of Practice which accompany the SEN and Equality Act 2010.

Families seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place.

Medical Conditions:

The 2014 Act places a duty on mainstream schools and academies to make arrangements to support pupils with medical conditions. Goodrich works closely with the school nurse to ensure arrangements are made for pupils with medical conditions. These requirements extend beyond children with SEN and disabilities. Individual healthcare plans will specify the type and level of support required to meet the medical needs of children with such conditions.

Provision for children with Special Educational Needs.

- In conjunction with the SENCOs and teachers, where necessary the school provides facilities for withdrawing children from class for small group sessions of extra literacy and/or numeracy support. This is done outside of core subject teaching.
- Phono-graphix tuition from a qualified Phono-Graphix tutor for children with specific Literacy difficulties
- Touch typing tuition for children with dyslexia and/or Developmental Co-ordination Difficulties (dyspraxia) and specific literacy tuition from a specialist trained teacher
- Social communication groups overseen by SENCOs and SALT (Speech and Language Therapist)
- Early and High Language Groups overseen by SENCOs and SALT
- Access and regular input from the speech and language therapist
- Learning Mentor Team to help children with Emotional and Behavioural Difficulties (EBD). This includes Circle of Friends, Self Esteem Groups, a sensory room and Transition Groups. The Learning Mentor team also support families alongside children.
- Play Therapy sessions run by a trained counsellor
- Access to and well established links with outside agencies

- Small group teaching of English and Mathematics for children with specific learning difficulties
- With the support of extra funding children with an EHC Plan are supported in small groups and encouraged to grow into independent learners.

Facilities for children with special educational needs.

- Children who have particular problems with handwriting are able to access the curriculum and where appropriate this is done with the use of IT equipment such as laptops and iPads.
- Access to sensory room as and when appropriate.
- Access to equipment that has been recommended by specialists working with the child

Allocation of Resources.

- The school receives general funding from the authority based on pupil numbers. The funding is used to support all children in successfully accessing the curriculum and making the expected progress.
- The Local Authority provides funding for all children with an EHC Plan of their educational needs which exceed 20 hours. This money contributes to the additional support that the child requires.

Arrangements for the Identification of Special Needs.

Early identification involves:

- Class teacher in the Foundation Stage identifies child who needs further support to help them progress. Parents are informed and strategies put in place
- Child continues to make limited progress. Teacher informs SENCOs and gain verbal consent from parents for SENCO involvement. SENCOs will allocate key worker (Anna or Susanne) and observe/work with child in class. SENCOs will make recommendations and/or provide further resources. SENCOs will monitor progress.
- If it is considered necessary a referral to an outside agency will be made by Anna or Susanne who will contact parents to gain permission for referral. Outside referrals trigger School Action Plus and an IEP will be written.
- After having followed agency advice and child is still making limited progress Educational Psychologist will be consulted with a view to statutory assessment (statement).

Statutory Assessment

For a very few children the help given through SEN support will not be sufficiently effective to enable the child to progress satisfactorily. It will then be necessary for the SENCOs, parents, teacher, and any outside agency already involved, to consider whether a statutory multi-disciplinary assessment may be appropriate. For such a request to be made the child should obviously have demonstrated significant cause for concern. The parents would then be encouraged to make a request to the LEA for

a statutory assessment. The SENCOs will provide the authority with evidence and clear documentation of the child's special needs and action taken to meet these needs (SA1 form)

The LA will assess the evidence and decide whether the child's difficulties or developmental delays are likely to be addressed only through an Education, Health and Care Plan (EHCP). If the LA decide to proceed further they will request further evidence from all professionals involved. The school's educational psychologist, who will most likely already have been involved with the child, will need to work observe and work with the pupil again to inform the writing of his/her EHCP. SENCOs are responsible for facilitating this visit.

The preparation of an Education, Health and Care Plan (EHCP) is carried out under the regulations laid down in the Code of Practice 2014. Once an EHC Plan has been approved, it is mandatory that Southwark Education provides the service that the child requires, with the addition of any extra support provided by the school. The EHC Plan may mean support for the child in the class in this school or the offer of a place at a school, which specifically meets his/her needs. The EHC Plan is reviewed annually in school. The SENCOs are responsible for the organisation of the review. The EHC Plan will stay with the child as he/she moves to any school they might attend until the age of 25 years, providing the Annual Review sanctions it.

In some cases outside agencies may already be familiar with a child who is causing concern. Where these agencies have not been working with the school staff the SENCOs will contact them if the parents/carers agree.

Arrangements for Integration and Access to the Curriculum.

At Goodrich School children with special educational needs have full access to the curriculum and generally play and work alongside their peers. The curriculum delivered in each classroom is planned by the class teacher to meet the known individual needs of the children.

The curriculum is further differentiated for individual needs through the use of target plans for children on SEN support or with an EHC Plan. The plan should include information about the short- term targets and teaching strategies required for that individual to successfully access the curriculum.

The target plan should be a working document, which is used to inform the class teachers weekly planning.

It is the responsibility of the class teacher to ensure that the child is involved with his/her plan and is aware of the targets set.

Target plans are written by the class teacher together with the SENCOs and, where appropriate, the child's LSA. Targets are set and reviewed termly.

In addition support staff may be used within the classroom, under the direction of the class teacher, to work alongside children with special educational needs, in order to enable them to participate more independently and to ensure pupil progress.

Evaluating Success.

The policy for SEN should be reviewed and evaluated annually. This gives an opportunity to check whether the policy is working well or needs revision or changes. The school should review and evaluate the effectiveness of:

- Systems for identifying and assessing children with special educational needs.
- The provision made to meet children's special educational needs.

- The record keeping for special educational needs.
- The allocation of resources for children with special educational needs.
- The outcomes and the impact of any interventions.

This evaluation should be part of the ongoing whole school evaluation scheme. Information compiled by the SENCOs should be available to judge the success of identification and assessment, the provision made for children and how effective this is in terms of children making progress.

The child's SEN records will collate and record the school's responses at all stages and information collected at review meetings will be included.

A combination of the following information regarding individual pupils will be readily available -:

- Description and nature of pupil's difficulty.
- Strategies to be adopted.
- Target Plans
- Reviews.
- Reports from outside agencies.
- Class teacher assessments demonstrating individual progress.

Staff Training

The school is committed to providing and facilitating in service training for SEN for all staff. All staff are regularly updated on changes to the policy and practice at Government or LA level. Where appropriate or needed, individual staff are trained to ensure maximum pupil progress and emotional development.

Links with External Support Services.

The school aims to work in true partnership with all outside agencies to ensure that all children receive appropriate help in order to allow them to reach their full potential. The school works closely with the SEN Inclusion team to facilitate the successful inclusion of children with SEN.

If a child is considered to be seriously at risk from neglect or abuse he/she will be referred by the designated lead person for Child Protection, to the Child Protection Team at the Southwark Social Services Department. This is a legal requirement and the school is not required to seek the permission of parents before doing so. A referral to social care will be made via a CAF (Common Assessment Frame Work) form.

The following services/agencies are available to/involved with the school.

- Child psychology.
- Speech and Language therapist.
- Occupational therapist.
- Social Communication team.
- Play therapist.
- Hearing Support team.
- Community paediatrician.
- CAMHS – child and adolescence mental health services.
- School nurses team.
- Education Welfare service.
- Social Care.
- Advisory teacher for Children Looked After.

- CENMAC.
- Physiotherapy
- Autism Support Team

We also use expertise from other schools such as Summer House (PRU) and New Woodlands for behaviour and Rye Oak and Snowfields for children with ASC.

Parent Liaison.

The staff at Goodrich are committed to the principle of working in a true partnership with parents/carers and recognise the unique and vital role they have in their children's education. Parents/carers views and contributions are valued and listened to. We readily recognise that parents/carers know their children best and have a great deal to contribute.

Permission will always be sought from parents/carers before the involvement of any outside agencies.

The class teacher is responsible for informing parents/carers of new targets which should be shared at parent's evenings.

Parents of children on SEN support or with an EHC Plan will be provided with regular progress updates either through meetings or via written reports.

In addition to the review/parents evenings, those parents who have a child with an EHC Plan will be invited to an annual review meeting.

Transition.

Efforts are made to ascertain the needs of all children before they enter Goodrich school. The main feeder Early Years setting is our own Nursery school. Home visits and communication with current settings are carried out prior to starting at Goodrich. This enables the school to identify any needs in advance which results in a smooth transition.

When children with special educational needs transfer to other schools their SEN files and records are passed onto the receiving school along with the general school record, by the SENCOs. Learning mentors will liaise with new schools to ensure effective communication and continuity of provision.

The SENCOs aim to support parents/carers with their choice of secondary school for children with special educational needs. Learning mentors lead transition sessions to prepare for Secondary School including inviting representatives from respective schools.

Links between the main local secondary school SENCOs and the Goodrich SENCOs are good. At secondary transfer all SEN records are passed onto the secondary school.

Where possible, and particularly at Special Secondary schools, visits are arranged to familiarise children with their new school in the preceding summer term, often accompanied by their support assistant.

Governors

The School Governing Body has important statutory duties towards children with Special Educational Needs.

Section 317, Education Act 1996.

- Make every effort to ensure that the necessary provision is made for any pupil who has special educational needs.
- Ensure that where the 'responsible person'- the head teacher or the appropriate governor – has been informed by the LEA that a pupil has special educational needs, those needs are made known to all those who are likely to teach that pupil.
- Ensure that the teachers are aware of the importance of identifying and providing for, those pupils who have special educational needs.
- Consult the LEA and the governing bodies of other schools when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- Ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources.
- Report to parents on the implementation of the school's policy for pupils with special educational needs.
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Section 313, Education Act 1996.

- Have regard to this Code of practice when carrying out its duties toward all pupils with special educational needs.

Section 317A, Education Act 1996.

- Ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

The annual report for each school must also contain information about the implementation of the governing body's policy for children with special educational needs. It must include information on:

- The success of the SEN policy.
- Significant changes in the policy.
- How resources have been allocated to and amongst children with SEN over the year.
- Any consultation with the LEA and other schools.

The report should also demonstrate the effectiveness of the school's system for:

- Identification.
- Assessment.
- Provision.
- Monitoring and record keeping.
- Use of outside support services and agencies.

Treatment of Complaints.

If parents/carers are concerned or have complaints about the SEN provision for their child they should be addressed to the SENCOs who will respond by meeting with the parents/carers to discuss the situation.

If this does not resolve the situation an appointment should be made to meet with the Head teacher. Should the grievance persist the complaint should then pass to the official Southwark Complaints procedure at:-

Southwark Education/CEA,
John Smith House,
144 – 152 Walworth Road,
London SE17 1JL

Policy last reviewed November 2016 by Italia Simeone, Anna Olds and Susanne Gosney (Inclusion Team).