



**SEND Policy
September 2019**

Introduction

At Gomer Junior School, the progress and attainment of all pupils is a reflection of our successful quality first teaching and inclusive educational provision. We ensure all learners have appropriate access to the most relevant and suitable educational tools to enable a successful learning journey. We recognise that every pupil is an individual and that some learners require additional support in order to be able to make good progress and attain to the best of their abilities.

Aims

We aim to work in partnership with pupils and their families at every stage of the SEND process;

- to ensure that the special educational needs of pupils are identified quickly, accurately assessed, and planned for from a well-resourced provisions;
- to provide targeted support that meets the special educational needs of each child;
- to enable all pupils to have full access to all elements of the school curriculum and the facilities provided for others.
- to make clear the expectations of all partners in the learning support process including the learner;
- to maintain and develop effective working relationships to enable all stakeholders to work in partnership at every stage of the SEND process.

Identification of Need

There are 4 primary areas of special educational needs:

- Communication and Interaction
- Cognition and Learning
- Social, Mental & Emotional Health
- Sensory and/or Physical development.

The SEN Code of Practice states:

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.'

A child of compulsory school age has a learning difficulty or disability if he or she:

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

At Gomer Junior School pupils are identified as having SEND through a variety of ways including the following:-

- Liaison with Infant school/previous school e.g. a child has previously been identified as having SEND.
- Attainment in core subjects is well below age expected levels
- Progress in core subjects is significantly slower than expected for his/her age
- Health diagnosis through a paediatrician
- Specialist Teacher advice
- Diagnostic screening and assessment carried out in school
- Concerns highlighted by parent/carers and/or class teachers.

If a parent/carer has any concerns regarding their child's learning ability or a physical disability, or has had a medical diagnosis confirmed which may be affecting their child's education, they should talk the school at the earliest possible moment. Contact should be made with the child's class teacher or SEND Leader.

A child's needs are assessed continually by the class teacher and SEND Leader. Following this formative assessment, allocation of additional support is planned. Progress and attainment assessments are discussed in termly pupil progress meetings, which include the Leadership Team, SEND Leader and Class Teacher.

Disabled Pupils

Under the Equality Act 2010 pupils are disabled if they have, 'a physical or mental impairment that has long-term and substantial adverse effect on their ability to do normal daily activities'.

The SEN definition may also include those affected with:

- Sensory impairments such as sight or hearing loss;
- Long term health conditions such as asthma, diabetes, epilepsy and cancer.

Gomer Junior School is wheelchair accessible and has an accessible toilet. We also have an accessible shower/wash down fitting and have a door opening directly onto a circulation space which can be secured from the inside. The facilities include a hoist for safe and effective manoeuvre of disabled pupils.

Inclusion and Equality

We respect the fact that pupils:

- have different educational and behavioural needs and aspirations;
- have a variety of abilities;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Pupils covered by the SEND definition are provided with facilities and provisions to facilitate their learning, so that they are not at a substantial disadvantage compared to their peers.

Equality and respect for others is promoted through our school values and Foundations for Learning; this aims to foster good relations between all pupils, including those with SEND and those without.

Planning and Progression

The SEN Code of Practice, Jan 2015 states,
'For pupils aged 2 or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children in the same mainstream school'

In our school:

- Planning focuses on inclusive practice by removing barriers to learning
- Learning is differentiated in class to meet the needs of all pupils based on both formative and summative assessments.
- Planning ensures TAS are used in class to add value, through high quality provision, to what the inclusive teaching provided by class teachers.
- TAs and Teachers deliver high quality small group and one-to-one structured interventions, in addition to quality first teaching for those in the SEND group.
- Planned interventions are accompanied with structured supporting resources and planning.
- Participation of pupils and parents/carers in the decision making and planning process is supported.
- In very severe cases, where a child cannot remain in the classroom, highly structured interventions are put in place to ensure quality learning takes place alongside that planned for the mainstream class. Where possible, all pupils are given additional provision within the normal classroom environment.
- Teachers and TAs are prepared with knowledge of pupil's needs, current attainment and progress information misconceptions and specific needs.
- Connections are made between the out-of-class interventions and classroom teaching with careful timetabling of TAs so they are able to make links between additional provision that has been delivered and other learning in class.
- Planning and progression for the SEND group are tracked termly at learning review meetings. These meetings include The Senior Leadership Team, SEND Leader and class teachers.

Planning to use Outside Agencies

In achieving provision which will meet the wide range of pupils' differing needs at Gomer Junior School, we are supported by a number of specialised health or educational bodies.

Those agencies most commonly involved in supporting pupils are:

- Health
- The Speech and Language Therapy Service to Schools (SALTs)

- The Occupational Health Therapy Service for Pupils (OTs)
- Child and Family Consultation Service (CFCS)
- The Child Development Clinic (CDC)
- The School Nursing Service
- Education
- The Educational Psychology Service (EPS)
- The Behaviour Support Service (BSS)
- The Language Communication and Interaction Service (LCIS)
- Services for the Hearing or Visually Impaired
- Complex Needs and Dyslexia Service (CNDS)
- The Hospital and Home Tuition Service

Making a referral

1. Before making a referral to a specialised service, the school consults with parents or carers. An exception to this practice occurs when the school has information which indicates that a pupil may be at risk of harm. In such circumstance we undertake our statutory duty by making a referral to the Children and Young People's Services.
2. The school then takes instruction from that team on how to proceed – whether to make a Child Protection referral and whether to inform parents/carers of that referral.

Funding to Support Inclusion

- In a minority of cases and only when a pupil presents with needs which are so 'exceptional' as to necessitate a very high level of additional support, the school will make representation to the Local Authority to secure an Education, Health and Care (EHC) plan.
- Subject to Annual Review, the funding is awarded to the school on behalf of the pupil to meet the costs of the necessary additional provision for the pupil.
- Parents/carers and the pupil (as appropriate) are invited to each Annual Review meeting to discuss their pupil's progress and the support which they receive. The SEND Leader, Inclusion Manager and Class Teacher attend this meeting and we invite all professionals involved in supporting the pupil.
- The SEND Leader takes the leading role in securing, reviewing and managing provision for pupils who have exceptional needs.
- The majority of SEND pupils will have their needs met through mainstream provision, however
- Parents are entitled to ask the Local Authority to conduct an Education, Health and Care (EHC) needs assessment. If it is felt that this is necessary the LA will follow the statutory guidelines and produce an EHC Plan.
- SEN top up funding is also available to those pupils whose requires support just over the £6,000 notional budget for SEN.
- If allocated top-up-funding, up to £6,000 would enable an SEN child to receive additional targeted support earlier and with less bureaucracy.

Assessment

Progress and attainment of the SEND group is tracked by class teachers and ultimately by the SEND Leader.

Where specific learning programmes have been used for intervention, assessment tools provided are used to track progression. These may be used in addition to the usual formative and summative assessment carried out in classes.

Tracking is used to plan further support and intervention and move pupils on and off the SEND register depending on achievements and current abilities. Diagnostic tracking identifies specific needs within a subject and enables teachers and TAS to quickly identify effective intervention to close-the-gap.

Pastoral Support for SEND

We are an inclusive school. All staff believe that pupils having high self-esteem is crucial to a child's wellbeing. We have a caring, understanding team looking after our pupils.

- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore, and should be the parent's first point of contact if an issue arises with their child or if circumstances change.
- If further support is required the class teacher liaises with the SEND Leader for further advice and matters of this nature often get referred to our Learning and Pastoral Support team (LaPS).
- The schools Learning and Pastoral Support team work under the direction of the LAPS co-ordinator. They provide support in Social, Mental & Emotional Health issues. They work closely alongside outside agencies such as Health and Social Services, and the Behaviour Support Team to appropriately support pupils in need.
- Our Service Club provides support for pupils and their families who are linked to the Armed Forces; pupils whose parent(s) are Service personnel may face difficulties that are unique to the nature of their serving parent's employment. This club provides the mechanisms to meet the varying needs and the of pupils from Service Families who may have SEN.

English as an Additional Language

The term EAL (English as an Additional Language) is used to refer to pupils whose main language at home is other than English.

Our main aim is for all EAL pupils to become confident in speaking, listening, reading and writing to enable them to access the curriculum and communicate effectively with their peers and other adults.

Provision for pupils with EAL

The SEND Leader will liaise with class teachers and EAL Aspect Leader if a new pupil has English as an additional language and specific provision can be made, based on the individual's need.

Gifted, Able and Talented

Gifted pupils

Gifted refers to pupils who achieve, or have the ability to achieve, *significantly* above average in one or more of the National Curriculum subjects other than art, performing arts or physical education.

Able pupils

'Able pupils' refers to students who achieve, or have the ability to achieve, above average in one or more of the National Curriculum subjects.

Talented pupils

Talented refers to those students who achieve, or have the ability to achieve, *significantly* above average in art, performing arts, physical education or in areas requiring visio-spatial skills or practical abilities (these could include a range of non-traditional areas).

Teaching, Learning Curriculum and Organisation

As appropriate, teachers will provide differentiated activities and a range of support and resources for gifted and talented pupils.

Ongoing assessment against year group objectives and National Curriculum Levels are maintained and used formatively to set new curriculum targets for individuals so that they can achieve at the highest level and always aim to make further progress. Pupils are involved in this process.

In addition and especially at the end of Key Stages, extension activities that are more demanding of their abilities or enrichment activities that provide new and different ways of working will be provided.

Opportunities will be identified, for Gifted, Able and Talented pupils to work on various projects. This will include links with external supports such as local businesses.

If appropriate teachers would approach local secondary schools for resources and or advice to support pupils.

Monitoring and Evaluation

The Head Teacher and SEND Leader will monitor the effectiveness of this policy on a regular basis and, if necessary, make recommendations for further improvements.

The SEND Leader will report to the Governors every term to inform them about the progress of pupils with SEND and current provision being delivered. This report does not refer to individual pupils and confidentiality is maintained at all times.

The SEND Governor (Mrs Sue McAdam) is responsible for helping to monitor SEND provision. They monitor the SEND group's performance and ensure appropriate application of the SEND policy in daily practice.

The Governors agree priorities for spending within the SEND budget with the overall aim that all pupils receive the support they need in order to make progress and barriers to their learning have been effectively removed.