

Goddard Park Community Primary School



Our Special Needs Policy



Date of last review: Summer 2016

Date of next review : Summer 2017

Introduction

Welcome to Goddard Park's SEN policy which is part of the Swindon Local Offer for learners with Special Educational Needs (SEN).

All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for SEN. The information published must be updated annually. The required information is set out in the SEND Code of Practice 2014 which can be found here (<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>)

At Goddard Park we are committed to working together with all members of our school community and within the cluster.

If you have any specific questions about the Local Offer please go here www.thelocaloffer.co.uk

If you feel that your child may have SEN please speak to the Class Teacher.

Our Approach to Learning

We value high quality differentiated teaching for all learners and actively monitor teaching and learning in the school. For more information on how we see teaching and learning view our policies on the school website. The school's Home School Agreement signed by all parents in September each year details the importance we give to the on-going working partnership between home and school. We are continually developing our teaching to provide the best learning opportunities for all, including staff, and these are all planned in detail within our School Evaluation and Development Plan

Assessment for learning is an integral part of teaching and learning for all pupils at Goddard Park. When a pupil seems to have more difficulty than others in school, adjustments are made for this in terms of the activities, presentation, teaching styles, timing etc of lessons. In most cases, this on-going formative assessment should allow all children to achieve the concept or skill being aimed for. Where it does not, strategies or resources that are 'additional to and different from' must be identified that will allow the child to access the curriculum: Special Educational Needs Provision.

At Goddard Park we wish all children to:

- be enthusiastic and confident learners
- aspire to do their best and make the most of their abilities
- develop independence, initiative and creativity
- develop self-respect, integrity and honesty
- develop respect, tolerance and consideration for other people
- develop a caring and responsible, attitude, and to look after things

How we Identify SEN

At different periods during a child's time in education, they might have a Special Education Need. The Code of Practice describes SEN as:

"A child or young person has a SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age: or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post - 16 institutions."

If a learner is identified as having SEN, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning.

Learners can struggle to make progress for many reasons. They may have been absent from school, they may have attended many schools and not had a consistent opportunity for learning. Others may have EAL (English as an additional language) or may be worried or concerned about other issues, such as home life, that might distract them from their learning. We also acknowledge that being a Looked After Child may also impact on progress. At Goddard Park we are committed to ensuring that all learners have access to learning opportunities, and for those who are risk at not making progress, we will intervene and support their needs. However, this does not mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

Our SEN profile for 2014 - 2015 shows that we have 17.36% of children identified as having SEN, and 9.09% of those are children with statements. As that 9.09% go through their next transitions they will be known as having Educational Health and Care Plans.

The current breakdown of children identified as having SEN is as follows:

49% linked to *Cognition and Learning*

24% linked to *Communication and Interaction*

26% linked to *Social, Emotional and Mental Health*

1% linked to *Physical and Sensory*

Educational Health and Care Plan

From September 2014 children who would have previously been given a statement of Special Educational Needs, now will be put forward for an Education Health and Care Plan.

"A local authority must conduct an assessment of education, health and care needs and prepare an Education Health and Care Plan when it considers that it may be necessary for special educational provision to be made for the child or young person through an EHC plan. This is likely to be where the special educational provision required to meet the child or young person's needs cannot reasonably be provided from within the resources normally available to mainstream early years providers, schools and post 16 institutions." *Draft SEN Code of Practice (October 2013)*

An Educational Health and Care Plan is very similar to the current statement of Special Educational Needs. The main difference is that the support is now from 0-25 years of age for all children who attain one of the plans. Furthermore, an Educational Health and Care Plan works with all agencies meeting with the parents/carers and child.

The New Categories of SEN

In the past, children identified with SEN would either be considered School Action or School Action Plus. In the future children with special needs will be listed under the following 4 headings that relate to the nature of their need and not the amount of support they are receiving.

The new Code of Practice SEN headings will be;

1. Learning and Cognition
2. Speech, Language and Communication
3. Social, Emotional and Mental Health
4. Physical and Sensory

All children identified with SEN will now be recorded as being in one of those categories to ensure we can provide appropriate support.

Assessment of SEN at Goddard Park Primary School

Many people are involved in identifying a learner's difficulties. Class Teachers, Teaching Assistants, parent/carers and the learner themselves may all notice the problems a child might be experiencing towards their learning. At Goddard Park our assessment procedures involve the child, their parent/carer and the Class Teacher. We use a range of assessment types to support our assessment. Once a child has been assessed, various interventions and support are put in place so that the child can have the support necessary to progress and overcome their barriers to learning.

Interventions are planned by teachers and delivered by our Teaching Assistants/Learning Mentors or Class Teacher. However, for some learners we might want to seek specialist support. Please see our Local Offer for further details.

What we do to Support Learners with SEN at Goddard Park Primary School

Goddard Park strives to be an inclusive school and staff recognise that there is a continuum of special educational needs that should be reflected in a continuum of provision and breadth of study. It is understood that good practice in special needs is at the core of good teaching and learning.

- Early identification of SEND and subsequent monitoring is a priority
- Every consideration will be given to the views of the parents/carers in decision making processes
- Staff work closely with preschool settings and Secondary schools to ensure a smooth transition
- Children with SEND are given full access to the school's broad, balanced and relevant curriculum
- When appropriate children with SEND will be involved in on-going conversation to develop an understanding of their own learning, progress, support and targets
- Provision will be carefully planned in order to overcome a child's barriers to learning
- Individual Plans will be created between the class teacher, parents/carers and the child to identify strengths, weaknesses and effective strategies of support
- Information will be shared effectively with parents/carers, learning support staff and others teachers involved in curriculum delivery
- The school has a separate policy on medical conditions and the Management of Medication (please see our website)

Furthermore, every teacher is required to adapt the curriculum to guarantee access to learning for all children in their class. The Teacher Standards 2012 detail the expectations on all teachers, and we at Goddard Park School are proud of our teachers' ability to do this. The Teacher Standards are available on the DfE website.

The school does not tolerate bullying and PHSE (Jigsaw) lessons and Assemblies make children aware of how to deal with any concerns they have. See Behaviour Policy and Safeguarding Policy.

We take every opportunity to ensure that our staff are fully trained to be able to support the individuals with Special Educational Needs by arranging for them to attend specialist training when it becomes necessary. Our teachers use various strategies to support all children in their class and adapt access to the curriculum for all.

Every learner, that we identify as having SEND, is entitled to a form of provision that is 'additional to or different from' a differentiated curriculum. The type of support that provision provides is dependent upon the learners' needs and what has been identified as needed to overcome their barrier to learning. This provision is detailed and outlined on a provision map which is created annually and updated termly describing the interventions and support needed for all children with SEN. The provision map is written by the class teacher and overseen by the SENCo with input from the class teachers, once needs have been identified.

Funding for SEN at Goddard Park School

As a school we receive funding from the Education Funding Agency to support the needs of all learners with SEN. The amount of funding for SEND we received for 2014 -2015 is £44,400. In addition, £36,419 is expected to be provided by the Local Authority for individual named children that require higher level support.

Furthermore, as a cluster we work supportively together, to share good practice, sharing resources, monitoring of impact and provision for learners with SEN.

How do we Find Out if this Support is Effective?

Monitoring is an integral part of teaching and leadership at Goddard Park. The SENCos consistently monitor the provision for all children with SEN. We follow the 'assess, plan, do, review' model. Before any additional provision is provided the parents/carers are made aware either from the class teacher or SENCo.

Furthermore, once a term there is a Pupil Progress Meeting for all children, which gives the class teacher an opportunity to discuss any child with SEN or any child raising concern of having SEN.

In addition to this, parents/carers and children are involved in writing and reviewing an Individual Plan or Individual Play Plan. These allow us to evaluate the impact that the additional support is having for learners with SEN and identify what is working effectively. Moreover, each intervention programme that is run is recorded, with progress noted and dated. A baseline is also recorded, which can be used to compare the impact of the provision. This information is monitored by the Class teacher who identifies interventions that have worked effectively and those that have not.

Progress data of all learners is collected and assessed by the teachers, senior leaders and governors. Our school data is also monitored by the Local Authority and Ofsted.

Parents/carers receive details about their child's progress at Annual Reviews (if they have a statement or Education, Health and Care Plan), Parents Evenings and through their school reports.

Any complaints or concerns to do with our SEN provision can be discussed by contacting;

Carmen Franklin (Early Years SENCo)

Sarah Mann (Year 1 and 2 SENCo)

Sue Chivers (Year 3 and 4 SENCo)

Carolyn Lee (Year 5 and 6 SENCo)

Reg Thoburn - SEN Governor

Mike Welsh - Head Teacher

All staff at Goddard Park School are aware of the Equality Act 2010. This legislation places explicit duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

The Equality Act 2010 definition of disability is:

"A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long term adverse effect on his ability to carry out normal day to day activities." *Section 1(1) Disability Discrimination Act 1995*

This includes children with long term health conditions such as Asthma, Diabetes, Epilepsy and Cancer. Children and young people who suffer from these conditions would not necessarily have SEN, but there is a definite overlap between disabled children and young people and those with SEN. Therefore, children and young people may be covered by both SEN and disability legislation. The school has an Accessibility Policy to ensure that any pupil who is physically disabled has equal access to the curriculum.

For more information about the provision for equality see the Equality policy.