

Goddard Park Community Primary School



Our Special Needs Policy



Date of last review: Autumn 2017

Date of next review : Autumn 2018

Introduction

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

All governing bodies of maintained schools, 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 SEND. 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 Local Authority.

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 SEND 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 SEND

At different periods during a child's time in education, they might have a Special Education Need and/or Disability, the Code of Practice describes SEND as:

"A child or young person has a SEND 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."

Special Educational Needs and Disability Code of Practice (June 2014)

If a learner is identified as having SEND, 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 high quality 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 SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

Our SEND profile for October 2017 shows that we have 25% of children from Reception to Year 6 identified as having SEND, 2.46% of the school population have an Education and Health Care Plan (EHCP).

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

- 29% linked to Cognition and Learning
- 29% linked to Communication and Interaction
- 39% linked to Social, Emotional and Mental Health
- 4% linked to Physical and Sensory

We identify children with SEND through:

- Concerns raised by parents/carers, external agencies, teachers, or the pupil's previous school, regarding a pupil's level of progress or inclusion;
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills;
- Whole school tracking of attainment indicates a lack of expected progress is a major concern;
- Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health
 4. Sensory/physical

Educational Health and Care Plan

From September 2014 children who would have previously been given a Statement of Special Educational Needs, will now 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 previous 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 Categories of SEND

Children with and without an Education Health and Care Plan (EHCP) are provided for within our school setting. Specialist outside agencies support staff with provision. The SEND provided for are:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health (SEMH)
4. Sensory/physical

Support is provided through Quality First Teaching within the class, adult led group work to support or to deliver an intervention or specified individual support, which may include the involvement of outside agencies e.g. Speech and Language service (SALT).

Children with SEND have SMART targets/outcomes.

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 and Secondary schools to ensure a smooth transition
- Children with SEND are given full access to the school's broad, balanced and relevant curriculum
- Children with SEND will be involved in on-going conversation to develop an understanding of their own learning, progress, support and targets/outcomes

- Provision will be carefully planned in order to overcome a child's barriers to learning
- Support strategies will be informed by the class teacher, parents/carers and the child to identify strengths, barriers to learning
- 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 SEND 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/s to learning. This provision is detailed and outlined on a provision map which is a working document to record the interventions and support provided for children with SEND. 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. It includes baseline assessment to measure

progress and effectiveness of strategies/interventions. This forms part of the Assess, Plan, Do Review process for these learners.

Arrangements for consulting parents of children with SEND and involving them in their child's education

Parents and carers will be involved in all decisions regarding the education of their child through Early Help Record meetings, Education Health and Care Plan Annual and 6 month reviews, meeting with other professionals, home school books and parent's evenings. Parents also can meet with their pupil's teacher, SENCO and Headteacher. Parents are invited to contribute to Education Health and Care Plans (EHCP) and Early Help Record and Plan (EHR and P).

Arrangement for consulting pupils with their SEND and involving them in their education

Pupils are involved in their education through a number of ways. Younger pupils or those that have communication difficulties, are observed in the class and visual prompts may be used to gain their wants and needs. Pupils complete a child friendly one-page profile, which includes information about interests, strengths, challenges, wishes and aspirations for the future. These are kept in class files as they inform the class teacher when identifying short term outcomes, planning of lessons and interventions. If developmentally appropriate, the pupil is invited to their review, where they contribute to the report.

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 2017-18 is £298,894. In addition, £77,265 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 SEND. 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 SEND or any child raising concern of having SEND.

We have introduced intervention tracking sheets, which detail outcomes, and support us to evaluate the impact that the additional support is having for learners with SEND and identify what is working effectively, what needs revising and next steps for the learners. Moreover, on the Provision Map 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, and SENCO, who identify 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.

How children with SEND will be included in activities outside the classroom including school trips

- We aim for all children to be included in all areas of the curriculum and aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, we will aim to provide alternative activities which will cover the same curriculum areas. Parents and pupils will be consulted.

Pupils with medical needs

Pupils with medical needs will be provided with a detailed Health Care Plan, compiled in partnership with the School Nurse and parents and if appropriate, the pupil themselves.

Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse or hospital as being competent.

All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within Supporting pupils at school with medical conditions (DfE) 2014.

Support for SEN Pupils' Well-being

We offer a wide variety of pastoral support for pupils and these include a following the JIGSAW programme that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.

Small group interventions are used to promote pupils' well-being, interaction skills, emotional resilience and well-being.

Pupils with SEND may have access to the Learning Mentors. Monitoring of these pupil's emotional and social development occurs at the beginning and end of each period of intervention, in addition to overall academic progress.

To ensure pupils feel safe and reduce anxiety at lunchtimes, nurture based area is provided (Rainbows), where there is a higher staff ratio and pupils can play in a less busy environment.

Schools uses CPOMS to record and track behaviour (and safeguarding), therefore incidents, or potential incidents of bullying can be identified and intervention put in place to support both parties. Mrs Zoe Grove-Welsh (Deputy Head) is responsible for overseeing Learning Support.

A number of staff have completed the 'Understanding Mental Health' training provided by Swindon College (2016/17).

Staff training

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

A number of the Senior Leadership Team and Learning Mentors are Team Teach trained to support pupils with challenging behaviour that can put them/others at risk.

All of our teachers and TAs have had training in supporting children on the Autistic Spectrum (ASC).

The majority of our staff have ongoing training on Read Write Inc.

Examples of other training which staff working with children with SEND may attend include training to support the transition between EYFS and KS1, training on how to support pupils with SEMH, and writing social stories.

Staff may also access other training which becomes available.

Three of our SENCOs are studying for the National Award for Special Educational Needs Coordinators.

Who is responsible for provision?

Class teachers are responsible for the provision, progress and attainment of all the pupils in their class, which includes pupils with SEND.

The person responsible for overseeing the provision for pupils with SEND is Mike Welsh (Headteacher).

Those who oversee and support with SEND provision for pupils with SEND are:

- o Carmen Franklin - Early Years SENCo (Deputy Head)
- o Sarah Mann - KS1 Years 1 and 2 SENCo (Assistant Head)
- o Sue Chivers - KS2 Years 3 and 4 SENCo (Assistant Head)
- o Carolyn Lee - KS2 Years 5 and 6 SENCo (Assistant Head)
- The SEN Governor (SENDGo) responsible for monitoring the policy and provision for children with SEND is Fiona Boyd.

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.

Admission Arrangements for Children with Special Educational Needs.

Parents/carers considering whether their child should join the school, firstly contact the School Office on 01793 342342. The Office staff will arrange a meeting to meet the Headteacher, Mr Mike Welsh, or the Deputy Head (finance), Mrs Fiona Godfrey, to discuss how the school could meet the child's needs. Formal application to join the school, is then be made by contacting the Local Authority's Admissions authority. If the child has an Education and Health Care Plan, the Local Authority's Special Educational Needs Assessment Team will work with parents/carers to ensure an appropriate school placement, that meets the needs of the child, is made.

How can we support your child when joining or leaving this school? Or moving to another class?

Transition

We recognise that transitions can be difficult for a child with SEND and take steps to ensure these are as smooth as possible.

If a child is joining Goddard Park:

- We encourage parents and pupils to visit prior to starting
- We aim to make a home visit

If a child is moving to another school:

- we will contact the school SENCO and ensure they know about any special arrangements or support that needs to be made for your child
- we will pass all records about your child as soon as possible
- SENDIASS can support you and your child with their transition (Swindon Local Offer)

When moving classes within school:

- information will be passed on to the new class teacher and a handover meeting will take place with the new teacher. All SEND files will be shared with the new teacher
- some children will have a transition book made to support them
- your child spends time with the new teacher/class (move up afternoon), we can also arrange additional visits to the new classroom environment if this is beneficial

In Year 5:

- if your child has an EHCP, transition to secondary school will be discussed at the annual review.

In Year 6:

- the member(s) of the Year 6 team will attend Primary Transition Day.
- the SENCO of the secondary school will visit and discuss the specific needs of the children with the Year 6 teachers and SENCO
- if needed, a teaching assistant may attend the transition day with a child/children
- children will work with year group staff and Learning Support Mentor, to prepare them for the transition
- where possible, and if required, a child/children will visit their new school on several occasions and in some cases staff from the new school will visit the child in this school.