



Reviewed Autumn 2020

To be reviewed Autumn 2021

Special Educational Needs, Inclusion and Disability Policy

### 1) Introduction

This policy outlines how Goostrey Community Primary School meets its duties and obligations to provide a high quality education for all of its pupils, including those with Special Educational needs.

Goostrey is a highly inclusive school. It is the school's belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential.

The law states (Code of Practice 2014) that a child has a special educational need if he/she has significantly greater difficulty in learning than the majority of others at the same age. They may have a disability or health condition which prevents or hinders them from making use of educational facilities of a kind generally provided by others of the same age.

The Code of Practice outlines four areas of need that schools must make provision for:

- Communication and interaction.
- Cognition and Learning.
- Social, mental and emotional health.
- Sensory and/or physical.

This policy will have due regard to legislation, including: Children and Families Act 2014, Health and Social Care Act 2012, Equality Act 2010, Mental Capacity Act 2005, Children's Act 1989, SEN Code of Practice.

The School has a named SENco who is a qualified teacher. The school has a named governor who ensures the SEN policy works within the guidelines of the Code of Practice (2014).

Parents can access information and support from the Cheshire East Information Advice and Support (CEIAS) team at [www.ceias.cheshireeast.gov.uk/home.aspx](http://www.ceias.cheshireeast.gov.uk/home.aspx)

### 2) Aims

To have the children and parents at the heart of all decision making.

- To ensure early identification of a child's needs.
- To ensure a high level of staff expertise to meet pupils' needs through well targeted professional development.
- To ensure support and reasonable adjustments for pupils with medical conditions and make sure they fully included in the life of the school.

- To ensure there is effective assessment, careful monitoring and high quality provision for all children, including those who may have special educational needs.
- To collaborate effectively with Local Authority, education, health and social care services to ensure a multi-agency approach to meeting the needs of vulnerable learners.
- To support the child to reach his/her potential and make progress.

### 3) **Responsibilities:**

#### **The Headteacher:**

- Ensure that those teaching or working with the pupil are aware of their needs, and have arrangements in place to meet them.
- Ensure that teachers monitor and review the pupil's progress during the course of the academic year.
- Cooperate with local authorities during annual EHCP reviews.
- Ensure that the SENCO has sufficient time and resources to carry out their functions.
- Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school.
- Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensuring that teachers understand the strategies to identify and support vulnerable pupils and possess knowledge of the SEN most frequently encountered.

#### **The SEN Coordinator (SENCO):**

- Be a qualified teacher.
- Attain the National Award in Special Educational Needs Coordination within three years of appointment.
- Collaborate with the Governing Board and headteacher, as part of the school leadership team, to determine the strategic development of SEN policy and provision in the school.
- Collaborate with the school governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Undertake day-to-day responsibility for the operation of SEN policy.
- Oversee the specific provision made to support individual children with SEN, including those who have EHCPs.
- Liaise with the relevant designated teacher where a looked after pupil has SEN.
- Advise on a graduated approach to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaise with the parents of pupils with SEN.
- Liaise with early years' providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Be a key point of contact with external agencies, especially the LA and LA support services.

- Liaise with the potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned.
- Provide professional guidance to colleagues and work closely with staff members, parents, carers, and other agencies, including SEN charities.
- Be familiar with the provision in the Local Offer and be able to work with professionals providing a support role to the family.
- Ensure, as far as possible, that pupils with SEN take part in activities of the school together with those who do not have SEN, including on forums.
- Ensure that the school keeps the records of all pupils with SEN up-to-date.

### **Class teachers:**

- Plan and review support for their pupils with SEN, on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupil themselves.
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- To track achievement and attainment for SEN pupils evidenced from the child's starting point.
- To track and record provision for interventions undertaken by SEN children and the impact of these.
- Use appropriate assessment to set targets/outcomes which are deliberately ambitious.
- Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving. Provide the necessary scaffolding and equipment to allow children to access lessons.
- Complete discussion forms when meeting with parents of children with SEN.

### **Governing Board:**

It is the responsibility of the Governing Board to ensure that this policy is adhered to.

#### **4) Supporting Children with SEN:**

- Children and parents should be central to all decision making. Children and those who know them best should have the opportunity to say what they have done, what they are interested in and what outcomes they are seeking.
- Support and provision should be tailored to meet the needs of the individual.
- Children's progress and provision should be monitored closely.
- To identify pupils with SEN, school will make regular assessments of all pupils. All children should be assessed on entry. Assessment data will be regularly analysed to identify attainment gaps and rates of progress.
- School will provide extra support to pupils falling behind or making inadequate progress given their age and starting point.
- School will assess whether pupils have significant learning difficulties when progress continues to be inadequate, despite high quality teaching targeted at their areas of weakness.

- School will follow a graduated approach to meet children's needs. There will be clear assessment of needs; planning (with the pupil and parents) of interventions and support to put into place; implementing the interventions; reviewing the effectiveness of provision and making necessary revisions.
- The school has a tiered approach to SEN support in school and some children may be placed on the School Support List at some point during their time in school. There are three tiers to the list:

**Complex** – Children have been identified as having significant and complex difficulties and have an EHCP in place. These children are included within the school's SEN data and hold a School Focused Plan (SFP).

**SEN Support** – Children who have been identified as having special needs additional to and different from the mainstream curriculum. These children are included within the school's SEN data and hold a School Support Plan (SSP)

**First Concerns** – Children who have been identified as having emerging difficulties or a small gap in attainment compared to their peers. These children are not part of the school's SEN data but are tracked by the SENco and by teachers on their class booster/intervention records.

Where any need is identified, it is the responsibility of the class teacher to take steps to address the issue in partnership with the school SENco. This may include intervention groups, extra time to finish work, support materials, teaching styles etc. At this stage the child may be placed on the 'First Concerns' list and the appropriate paperwork completed in partnership with parents. If no progress is made after an agreed period of time (no less than half a term), the child may be placed on the 'SEN list' list; parents will be informed and a School Support Plan (SSP) will be produced. Outside professionals might be consulted. If the child continues to make inadequate progress an EHCP needs assessment may be initiated. Parents and children will be kept fully informed at all stages of this process. If a child closes the gap adequately, they can be removed from the School Support List. Teachers should follow the 'plan, do, review' cycle

School will follow Local Authority guidelines for converting and reviewing a child's EHCP.

The school will ensure all those teaching and working with a child named on an EHCP are aware of the child's needs and that arrangements are in place to meet them.

Any child, at some time, may be offered additional support through small group or 1:1 activities in order to boost their skills and confidence.

All pupils, including SEN pupils can be included in intervention and booster groups and these will be evaluated by the staff member responsible – progress will be reviewed and monitored using the 'Booster Tracking' sheets.

The school SENCo will map all provision across the school and track progress of all children on the 'School Support List'.

School will ensure children with SEN have smooth and successful transition points from KS1 to KS2 or KS2 to KS3. School communicates regularly with local high schools and provides tailored transition programs for Year 6 children.

The school SENCo is responsible for the resources used in special educational needs provision.

The school SENCo monitors the SEN provision in school using a self-evaluation. This assesses the impact of provision and the SEN policy against a set of 'outstanding' criteria.

## **Gifted and Able Children**

At Goostrey Community Primary School we value the individuality of all our children. We are committed to giving all our children every opportunity to achieve the highest standards. The school recognises that the needs of high achieving children should be catered for and recognises this as a 'special educational need'.

Our school tracking and monitoring system identify the most gifted and able pupils across the school. We need to ensure that these children attain the highest standards and achieve as well as they possibly can across the curriculum. Gifted and able children may need extra support to reach their potential and this can be addressed through high level class teaching and management as well as booster / extension group work.

## **Aims**

As stated in our mission statement our school aims to be an inclusive school. This therefore includes any child that has a specific ability or a talent. It also means that equality of opportunity will be a reality for all our children:

- To contribute to the ethos of excellence in the school.
- To guide and advise teachers who have pupils with particular abilities or talents.
- To raise awareness of those pupils' needs whilst recognising that all pupils may have talents in one area or another.
- address the issue of underachievement and the needs of those pupils who are not fulfilling their potential.

## **Guidelines**

A proportion of each class will be identified at Goostrey Primary School as being at a 'Greater Depth' level in different subject areas.

There may be pupils who are recognised as able or talented but are underachieving.

We will use a range of strategies to identify able children. The identification process is ongoing and begins when the child joins our school and involves staff, pupils, parents and carers. Data will also be taken into account.

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

Opportunities for Able and Talented pupils, in the cluster, to work together will be taken as appropriate.

## **Conclusion**

Able and Talented pupils have equal access to all aspects of the curriculum and school life. The school recognises that some able and talented pupils may be keen to specialise early in some activities and will support families in allowing the children to access appropriate opportunities.

## **Inclusion**

### **INTRODUCTION**

We are committed to giving all our children every opportunity to achieve the highest of standards. This policy helps to ensure that this happens for all the children in our school - regardless of their age, gender, ethnicity, attainment or background.

### **Aims and Objectives**

Our school aims to be an inclusive school. This means that equality of opportunity must be a reality for all our children. We make this a reality through the attention we pay to the different groups of children in our school:

- girls and boys
- minority ethnic and faith groups.
- Children with special educational needs or a disability.
- children who need support to learn English as an additional language.
- gifted and talented children.
- any children who are at risk of disaffection or exclusion.

The National Curriculum is our starting point for providing a curriculum that meets the specific needs of individuals and groups of children. We do this through:

- setting suitable learning challenges.
- responding to children's diverse learning needs.
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.
- providing other curriculum opportunities outside the National Curriculum to meet the needs of individuals or groups of children. (This includes speech and language therapy and mobility training.)

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- do all our children achieve as much as they can ?
- are there differences in the achievement of different groups of children?
- what are we doing for those children who are not achieving their best ?
- are our actions effective ?

### **Teaching and learning style**

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. When planning their work, teachers take into account the abilities of all their children.

When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs. The child will receive appropriate booster interventions to support their needs.

Where the attainment of a child significantly exceeds the expected level of attainment, teachers will extend and deepen the breadth of work within the area or areas for which the child shows particular aptitude.

Teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability.

Teachers ensure that children:

- Feel secure and know that their contributions are valued.
- Appreciate and value the differences they see in others.
- Take responsibility for their own actions.
- Participate safely in clothing that is appropriate to their religious beliefs.
- Are taught in groupings that allow them all to experience success.
- Use materials that reflect a range of social and cultural backgrounds, without stereotyping.
- Have a common curriculum experience that allows for a range of different learning styles.
- Have challenging targets that enable them to succeed.
- Are encouraged to participate fully, regardless of disabilities or medical needs.

## **Children with disabilities**

Some children in our school have disabilities and consequently need additional resources. The school is committed to providing an environment that allows these children full access to all areas of learning. A full assessment of need is conducted for any child identified as having a need due to a disability.

Teachers modify teaching and learning as appropriate for these children. For example, they may give additional time to children with disabilities to complete certain activities. In their planning teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers ensure that the work for these children:

- Takes account of their pace of learning and the equipment they use.
- Takes account of the effort and concentration needed in oral work, or when using, for example, vision aids.
- Is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials.
- Allows opportunities for them to take part in educational visits and other activities linked to their studies.
- Includes approaches that allow hearing-impaired children to learn about sound in science or music, and visually-impaired children to learn about light in science, and to use visual resources and images, both in art and design,

and technology. Approaches to teaching and learning will be in accordance with outside professional advice and guidance.

- Uses assessment techniques that reflect their individual needs and abilities.

### **Disapplication and modification**

The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children without recourse to disapplication or modification. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child.

In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents and the Local Education Authority. The school's Governor with responsibility for special educational needs would also be closely involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

### **Summary**

In our school the teaching and learning, achievements, attitudes and well-being of every child are important. We follow the necessary regulations to ensure that we take the experiences and needs of all our children into account when planning for learning. This policy is to be implemented with due regard to Health and Safety and in accordance with Equal Opportunity and Racial Equality policies

### **Conclusion:**

As a school we respect the fact that children have different educational and behavioural needs. We understand that children acquire and communicate information at different rates and need a range of different teaching approaches and experiences. We will use our best endeavours to ensure that all children's needs are met.

**Review Date: Autumn 2021**