



Goldthorn Park Primary

SEND Policy



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SENDCo: Miss J Clapp - National Award for SEN Coordination (NASENDCO)





SEND Policy

Introduction

The Goldthorn Park SEND policy reflects the fundamental principles of the New SEND Code of Practice 0-25 years (DFES, 2014) and the Children and Families Act 2014. The School's SEND Information Report is available on the website and will be updated regularly.

Goldthorn Park uses the following definitions of SEND:

Pupils have a *learning difficulty* if they:

- A) have significantly greater difficulty in learning than the majority of the children 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 children of the same age in schools within the area of the local education authority.

The school recognises that provision for pupils with SEND is the responsibility of the whole school and that all teachers are teachers of pupils with SEND.

Aims and Objectives

The Goldthorn Park SEND policy aims to promote maximum achievement and attainment for children with SEN and /or disabilities (SEND) at Goldthorn Park because:

'All children deserve a good education, with staff in schools giving them the confidence, self-belief and teaching that they need to fulfil their potential.'
(DFE, 2011:65)

The SEND policy is written for all staff because, in order for SEND systems to change, to enable improvements in practice for all pupils with SEND and their parents and families, all Staff - particularly Teachers and Support Staff - need to be actively involved at the appropriate level because, after all:

'All Teachers are teachers of SEN'

(DfES, 2001; House of Commons, 2006, Lamb, 2009)



The Aims of the SEND Policy are:

- To promote an inclusive ethos throughout the school;
- To enable pupils with SEND to have their needs met;
- To take into account the views of the pupils with SEND;
- To ensure children are safe (following guidelines from 'Keeping Children Safe in Education' September 2020);
- To encourage good communication with parents of children with SEND;
- To facilitate full access to a broad, balanced and relevant education, including an appropriate curriculum for the Early Years Foundation Stage and the National Curriculum, for pupils with SEND.

To attain this, members of Staff at Goldthorn Park Primary School will:

- Recognise the needs of the individuals;
- Differentiate teaching methods to suit individual needs;
- Differentiate the curriculum content so that it is attainable by all;
- Take consideration of the SEN Code of Practice;
- Acquire appropriate specialist support whenever possible;
- Provide a stimulating and positive environment;
- Develop working partnerships with parents;
- Provide suitable and adequate resources;
- Share information and expertise through SEND procedures and meetings.

An Inclusive Vision

Goldthorn Park Primary School is committed to inclusion. This means that where possible we endeavour to support children with special educational needs within our school, where all children get the same opportunities to learn and mix socially with each other.

Part of the School's strategic planning for improvement is to develop cultures, policies and practices that include all learners. The school aims to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways that take account of their varied life experiences and needs. Children with Special Educational Needs are in most cases catered for



from within the mainstream resources of the school. If needed provision from the Local Authority may be sought, where deemed necessary.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to cognition and learning, communication and interaction, sensory, physical impairments, social emotional and mental health.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Early Years Foundation Stage and Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning and we recognise that these may be long or short term.

At Goldthorn Park Primary School we aim to identify these needs as they arise and provide teaching and learning contexts that enable every child to achieve to their full potential.

Goldthorn Park sees the inclusion of children identified as having Special Educational Needs as an equal opportunities issue and we will also aim to model inclusion in our staffing policies, relationships with Parents/Carers and the community.

The role of the SEND Co-ordinator is to:

- oversee the day-to-day operation of the School's SEND policy
- monitor the effectiveness of the policy
- work closely with Staff and direct their work
- liaise with and advise fellow Teachers
- keep the SEND register up to date
- keep the local SEN offer on the website up-to-date with relevant information about SEND
- monitor and track the progress of children with SEND; use the school tracking systems
- analyse the impact of provision
- monitor and track intervention programmes across the school



- liaise with Parents and keep them informed about their child's progress and changes to SEND within school
- promote an inclusive environment and inclusive practice within school
- co-ordinate the provision and resources for pupils with SEND
- oversee the records on all pupils with Special Educational Needs
- contribute to the in-service training of Staff
- liaise with External Agencies including the Educational Psychology service, Speech and Language, Child and Adolescence Mental Health Services (CAMHS), the local authorities SEND Team, Visual/Hearing impairment service, Occupational Therapy, Physiotherapy, Educational Outreach, School Nursing Team/Social Care services
- liaise with Nursery and external provisions to ascertain the SEND of incoming pupils
- represent the interests of pupils with SEND at relevant meetings in the school
- support children identified with high needs
- provide different strategies, resources, techniques when and where appropriate
- provide and organise training for all staff where needed
- work 1-1 with identified children to support their learning and where relevant follow advice from an external report - e.g. Local Authority Specialist SEN Teacher, Educational Psychologist, Local Authority Special Needs Early Years Practitioner, Speech and Language Therapist, Lead Pastoral Worker.

The role of the Class Teacher is to:

- have a knowledge of the pupils who have been identified as having Special Educational Needs and ensure targets are in place to address the child's needs
- promote inclusion in the classroom and give each child every opportunity to succeed, including those with SEND
- ensure advice from external agencies is used appropriately to support children with SEND
- use differentiation and a variety of strategies and approaches in order to maximise the achievement of all pupils including those with SEND
- monitor the progress of individual pupils in order to identify areas where a pupil is not progressing even when the teaching style has been differentiated



- plan, organise and deliver, intervention programmes to allow children to make progress
- build strong relationships with Parents and Carers of children with SEND.

The role of the Class Teaching Assistant is to:

- be aware of children with SEND within the class
- assist and support the Classroom Teacher in the delivery of a broad and balanced curriculum
- follow the daily planning set out by the Classroom Teacher
- assist the Classroom Teacher in the delivery of targeted support for SEND children
- be aware of the targets on each child's Individual Learning Support Plan (ILSP)
- provide intervention programmes for SEND children as directed by SENDCO/ClassTeacher or Senior Leaders in school
- when working 1-1 with a child promote the child's independence as well as develop their learning

Identification of Pupils with SEND

The importance of early identification, assessment and provision for any child who may have SEND cannot be over-emphasised. The earlier action is taken, the more responsive the child is likely to be, and the more readily can intervention be made without undue disruption to the organisation of the school. Assessment should not be regarded as a single event but rather as a continuing process. (DfES, 2001, para 5:1)

Early identification is vital. The Class Teacher informs the Parents at the earliest opportunity to alert them to concerns and enlists their active help and participation.

The Class Teacher will assess and monitor the child's progress in line with existing school practices. This is an ongoing process. Children may then be highlighted to the SENDCO to do further assessments.

The Class Teacher, with the support of the SENDCO, will plan an appropriate programme of support.



Parents are informed at every stage of the process to ensure they understand and can support with learning as well.

If a Teacher feels that they have identified a child with SEND, the Teacher should speak to the SENDCO. The starting point of the conversation will always be a review of the strategies currently being used and the way in which these might be developed. The review may lead to the conclusion that the pupil requires help over and above that which is normally available.

Children are placed on the SEND register dependent on their need. Some children may only have one specific area of need whereas other children may have multiple needs. Some children may have an Education, Health and Care Plan (EHCP).

The SEND Process

The process:

- encourages the participation of pupils and their families;
- integrates the work of education, health and care providers;
- follows a cyclical, graduated approach.



Medical Needs

Children who have a medical condition but do not require special needs provision will be placed on a Medical Register not the SEND register.

SEND De-registration

If a teacher feels that the intervention strategies and additional provision that have been provided for a child have been successful, then through discussion with the SENDCO it may be decided to de-register the child. The Parents will be informed by letter and given the opportunity to discuss the matter. The child will then be removed from the SEND register.

Organisation

The SEND register is regularly updated and electronically kept on Goldthorn's Learning Platform and a more detailed report generated from SIMS Capita.

- The SENDCO supports/guides Teachers and Teaching Assistants
- SEND has a high priority within school and Staff are updated termly and when needed
- All children have their own SEND folder stored in the Inclusion Room/on SIMS Capita
- Individual Learning Support Plans (ILSPs) are written by the SENDCO with input from Class Teachers/External Professionals/Parents/Carers
- Teachers will review ILSPs of children, within their class. Parents are given the opportunity to discuss ILSP targets with the Class Teacher and/or SENDCO. Parents are invited to discuss their child's learning /progress once a term or as and when needed, using online and face to face communication means.

Evaluation

The SEND Policy and its effectiveness within school is evaluated:

1. through reviews of ILSP's and through Annual Reviews of pupils with an Education, Health and Care Plan
2. through monitoring the success of strategies devised to achieve the targets set by Teachers for pupils identified as having SEND
3. through monitoring the attainment and progress of SEND children on a half termly basis.

Monitoring

The progress of pupils identified as having SEND is monitored in the following ways:

- Individual Provision Maps
- Teachers monitor the progress of pupils in relation to their predicted learning outcomes
- Teachers monitor the progress of pupils with SEND in the classroom and give feedback to the SENDCO
- pupils with an EHCP have Annual Reviews alongside half termly reviews



- pupils with ILSP's have half termly (or sooner if targets have been achieved) reviews
- through annual school reports
- termly through the school tracking system, as pupils who are making inadequate progress can be easily identified.

Partnership with Parents/Carers

The school recognises that Parents play an active and valued role in their child's education and that they have unique strengths, knowledge and experience to contribute to the shared view of their child's needs.

'Parents have a vital role to play in supporting their child's education'
(DfES, 2001, para 1:5)

Thus, all Goldthorn Park Staff members are committed to good, honest, open and (where possible and appropriate) 'face-to-face communication with parents, treating them as equal partners with expertise in their children's needs'. (*Lamb Inquiry: Special Educational Needs and Parental Confidence*)

The two-way, on-going dialogue between Goldthorn Park Staff and Parents/Carers is absolutely vital and is achieved in a variety of ways, including:

- informal meetings with Teachers;
- formal meetings with Teachers - Parental Consultation which is used to discuss progress and review the child's Individual Learning Support Plan (ILSP) in consultation with the child's Parent/Carer;
- informal and formal meetings with the school SENDCO - arranged either at the request of the SENDCO, school Staff and/or Parent/Carers;
- formal review meetings with Parents, school Staff and any Outside Agencies involved with the child's education
- annual school reports
- in the case of a child with an Education, Health and Care Plan the statutory annual review will take place.

Professional development for SEND

Goldthorn Park Primary School recognises that partnerships can, in some cases, be challenging, requiring positive attitudes by all, and, in some circumstances, additional support and encouragement will be required for parents. Thus, the



school has identified a set of key principles in communicating and working in partnership with parents:

- ensure positive attitudes to parent;
- ensure only user-friendly information and procedures are used and that there is an awareness of support needs
- make no presumptions about what parents can or cannot do to support their children's learning
- acknowledge and draw on parental knowledge and expertise in relation to their child
- focus on the children's strengths as well as areas of additional need
- recognise the personal and emotional investment of parents and be aware of their feelings
- ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings
- respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers
- recognise the need for flexibility in the timing and structure of meetings.

Outside Agencies

Goldthorn Park Primary School believes that all Outside Agencies who work with children with SEND should focus on identifying and addressing the needs of children and enabling them to improve their situation through:

- early identification
- continual engagement with the child and Parent/Carers
- focused intervention
- dissemination of effective approaches and techniques.

The objective should be to provide integrated, high quality, holistic support focused on the needs of the child. Such provision should be based on a shared perspective and should build wherever possible on mutual understanding and agreement. Services should adopt a flexible child-centred approach to service delivery to ensure that the changing needs and priorities of the child and their parents can be met at any given time.



The following External Agencies are often working within school:

- Educational Psychologist Service
- Speech and Language Therapy Service
- Occupational Therapy Service
- Child and Adolescent Mental Health Service (CAMHS)
- Hearing and Visually Impaired Services
- School Nurse
- Special Needs Early Years Service
- Specialist SEND Teacher
- Pastoral Worker

The SENDCO - Miss J Clapp (National Award for SEN Coordination - NASENDCO) attends termly SEND Network meetings to update and revise developments in SEND, as well as any other training opportunities that arise.

Policy Review

As recommended by the Local Authority this policy will be reviewed in **Autumn 2024** if not before, dependent on new Government procedures.

The School's SEND Information Report will be updated yearly and can be accessed on the school website.

