



Infinity Academies Trust

Ready to learn; Prepared to flourish.

Little Gonerby CE Primary Academy

SEND Policy

IAT-CUR-005 – SEND Policy

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Document Management Information

Policy Reference	IAT-CUR-005 – SEND POLICY
Applicable to:	All stakeholders at Little Gonerby CE Primary Academy
Development and Consultation:	This policy has been produced with key personnel at the academy in line with the guidance from SEN & Disability Code of practice
Dissemination:	To be shared with all stakeholders at the academy via the Trust document manager Every
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Revision History

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1.0	Added to the new template following revisions to the policy	31-10-2023
1.1	Reviewed by Headteacher and SENCo – minor amendments made. Key responsible people section added.	24-01-2024

1.0 Introduction, Aims and Objectives

At Little Gonerby CE Primary Academy and within the love of God, we aim to equip all of our learners with the skills, knowledge, experiences and understanding they need in order to succeed in their next phase of education. As such, we go out of our way to make sure that the needs of all our pupils are met. Wherever possible we will go above and beyond to put extra resources and support in place at our academy. We recognise that all children are individuals and have special needs, which we aim to address in our delivery of a broad, balanced, relevant and adapted curriculum.

2.0 Our legal responsibilities

This policy complies with the statutory requirements laid out in the **Special Educational Needs and Disability Code of Practice 0-25 (January 2015) DfE/DoH** which requires all schools to 'have regard to the Code of Practice' and has been written with reference to the following guidance and documents:

- **Children and Families Act (2014)**
- **Equality Act 2010:** The School has a statutory duty not to directly or indirectly discriminate against disabled children and young people and must make 'reasonable adjustments', including the provision of auxiliary aids and services for them, and the school must have an 'anticipatory duty' towards disability.
- **Equality Act 2010: Advice for Schools (DfE February 2013):** Non-statutory advice from the DfE to help schools understand how the Equality Act affects them and how to fulfil their duties under the Act.
- **Working Together to Safeguard Children (2018):** Statutory guidance from the Department for Education which sets out what is expected of organisations and individuals to safeguard and promote the welfare of children.
- **Reasonable adjustments for disabled pupils (2012):** Technical guidance from the Equality and Human Rights Commission.
- **Supporting pupils at school with medical conditions (2014):** Statutory guidance from the Department for Education.
- **The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)**

This policy can be read in conjunction with the school's policies on

- Behaviour Policy
- Safeguarding & Child Protection
- Equality & Inclusion
- Accessibility audit & plan
- Supporting pupils with medical needs
- Curriculum
- Learning and Teaching
- Feedback, Assessment and Marking
- Health & Safety

3.0 Definition of Special Educational Needs (SEN)

A child or young person has special educational needs and disabilities if they have a learning difficulty and/or a disability that means they need special health and education support. 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 other 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 others of the same age in mainstream schools or mainstream post-16 institutions. A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special

educational provision was not made for them (Clause 20 Children and Families Bill). This is a broad definition covers children and young people from 0- 25 years of age. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEND definition.

The SEND Code of Practice (sec 6.28 onwards) refers to four broad categories of need:

- communication and interaction,
- cognition and learning,
- social, emotional, and mental health difficulties, and
- sensory and/or physical needs.

These areas give an overview of the needs that must be planned for.

At Little Gonerby these allow a 'signpost' approach to supporting needs and give a framework for identifying needs. We do not use these categories to 'label'; we consider the whole child and work from what the child can achieve in a positive approach to support.

The following do NOT constitute a special educational need necessarily but may impact on progress and attainment:

- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

Under the Code of Practice identifying behaviour alone as a need is no longer acceptable.

Concerns regarding behaviour should be regarded as an underlying response to a need which should be recognised and supported through knowledge of the child or young person.

All children are entitled to an education that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to achieve their best and become confident individuals living fulfilling lives.

4.0 Objectives

Our SEND Policy aims:

- (a) to enable every pupil to experience success
- (b) to keep an ongoing register of all children whom we consider having special educational needs.
- (c) to identify those children as early as possible on an assess, plan, do and review cycle to monitor their progress and needs closely and regularly.
- (d) to provide learning programmes geared to their needs.
- (e) to work collaboratively with parents, other professionals, and support services.
- (f) to ensure that parents or carers can play their part in supporting their child's education.
- (g) to involve the child to encourage a move from dependent to independent learning.

We acknowledge that each child's learning remains the ultimate responsibility of the class teacher but at every stage, support, advice, and guidance will be provided by the SENCo and outside specialists as necessary.

5.0 Educational Inclusion

In our academy, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they

are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

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

Teachers respond to children's needs by:

- providing support for children who need help with communication and language,
- planning to develop children's understanding using all available senses and experiences,
- planning for children's full participation in learning, and in physical and practical activities,
- helping children to manage their behaviour and to take part in learning effectively and safely,
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Support staff assist teaching staff in responding to children's needs by:

- sharing in the assessment of needs and planning of objectives,
- carrying out differentiated activities or programmes of work, with small groups or individuals, as specified by the teacher,
- using suitably modified resources or activities to help meet specific objectives.

6.0 Admission of children with SEND

Following the LA and our agreed admission and equal opportunities policies, a child will be offered a place at Little Gonerby if it is available. It is important when registering a child that the parent/carer fills in the information sheet/medical information honestly and informs the school of any previously identified special needs.

For children joining the school at EYFS with recognised SEND, the school will work closely with the nursery from which they are joining us to meet with keyworkers and discuss any additional requirements your child may have. Written information about your child will be shared and any special needs paperwork or individualised plans.

Should it be felt by parents and carers or the school that your child would benefit from a more personalised transition program we will be happy to work with you to arrange this.

For children with SEND joining the school at different times of the year or in different year groups, we highly recommend that both you and your child visit the provision prior to starting. In addition, a transition visit can be arranged for your child to spend time in their new classroom prior to their commencement date to familiarise themselves with the setting, the cohort and the adults that will be working with them. You may also find it useful to arrange a meeting with the SENCo to discuss your child's needs.

7.0 Special Needs Provision within The Academy

The Head Teacher:

The Headteacher will have overall responsibility for all special educational needs matters. The Head Teacher works with the Governing Body to determine the school's policy and resources allocation.

The SENCo is responsible for coordinating provision:

The SENCo fulfils the role as described in the Revised Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015), namely, to be responsible for:

- Developing and reviewing the SEND policy in partnership with the headteacher and governing body,
- Overseeing the day-to-day operation of the SEND policy,
- Liaising with parents of pupils with SEND,

- Co-coordinating provision for children with SEND,
- Advising on the 'Graduated Approach' to providing SEND Support,
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively,
- Writing Provision Maps of Intervention,
- Ensuring that the school keeps the records of all pupils with SEND up to date,
- Being a key point of contact with external agencies, other professionals, and other schools,
- Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) regarding reasonable adjustments and access arrangements,
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND.

Class teachers are responsible for:

- Identifying pupils who require extra or different support in class, raising initial concerns and consulting the SENCo for advice and support,
- Differentiating activities for all students, including more or less able children,
- Writing Individual Education Plans (IEP) and implementing targets in class,
- Monitoring individual progress,
- Managing teaching assistants in their classrooms on a day-to-day basis,
- Liaising with parents.

Teaching Assistants will support the pupil by:

- Implementing an individual or group of pupils' access to, and progress in, the curriculum including focused work directed by the teacher,
- Implementing activities designed to achieve targets on IEPs,
- Encouraging and promoting pupil independence,
- Liaising with teachers and the SENCo giving feedback and suggesting development,
- Working with individuals or groups of pupils (e.g., Waves 2 or 3 support),
- Carrying out specific teaching programmes,
- Helping to prepare resources and adapting materials,
- Attending planning and review meetings as appropriate.

The Governing Body (Academy Champions) will ensure that:

- The SEND policy is implemented fully,
- The success of the SEND policy is reported annually,
- A governor with responsibility for SEND is appointed,

A Graduated Approach to SEND Support

The Academy is committed to ensuring that all pupils receive their entitlement to a broad, balanced, and relevant education. All Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Every teacher is a teacher of every child, including those with SEND.

Quality first teaching, adapted for individual pupils, is the first step in responding to pupils who have - or may have - SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Pupils are only identified as SEND if they do not make adequate progress once they have had good quality personalised teaching and the appropriate intervention and adjustments.

The Academy regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and providing support and training

for teachers to identify and support vulnerable pupils and to develop their knowledge of SEND.

In addition to this day-to-day monitoring of pupils by classroom teachers and support staff, standardised tests are administered where appropriate.

SEND Pupil Progress Meetings are held three times per year and form part of the Assess, Plan, Do Review cycle. The SENCo is responsible for ensuring that appropriate provision is identified, put in place, and reviewed.

The teacher and SENCo consider the information gathered from high quality and accurate formative assessment to monitor the child's progress, alongside national data, and expectations.

For a higher level of need, the Academy draws on more specialised assessments from external agencies and professionals.

If, despite good quality teaching and differentiated learning opportunities and support targeted at an identified area of weakness a pupil:

- Makes little or no progress,
- Shows signs of difficulty in developing basic literacy and mathematics skills that result in poor attainment,
- Presents persistent emotional difficulties,
- Has sensory or physical problems and makes little or no progress despite provision of specialist equipment,
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of an appropriately differentiated curriculum.

The SENCo, along with the teacher, will:

- Seek further assessment,
- Plan future support,
- Discuss arrangements with parents or guardians,
- Update IEPs / provision map,
- Monitor and review progress,
- Write behaviour plans alongside the Learning Mentor.

Once a Special Educational Need has been identified and the needs are discussed with parents or guardians, with their agreement, the pupil is placed on the School SEND Register.

If a pupil:

- Continues to make little or no progress in specific areas over a long period of time despite additional targeted support,
- Continues to have difficulty in developing basic literacy and mathematical skills,
- Has emotional difficulties which substantially and regularly interfere with their learning, or that of the group, despite having an individualised behaviour management programme,
- Has sensory or physical needs requiring additional specialist support,
- Has ongoing communication difficulties which impede social relationships and cause substantial barriers to learning.

The SENCo will:

- Enlist specialist support,
- Implement specialist advice,
- Discuss arrangements with parents,
- Help draw up and distribute an Individual Education Plan (IEP) or Pastoral Support Plan (PSP).

If a pupil fails to make progress through this graduated process, the school, parents and specialist services will consider requesting the LA to initiate an Education Health Care assessment which may lead to the creation of an Education Health Care Plan which brings together education, health and social care needs. **As part of a request for an Education Health Care Needs Assessment, evidence will generally be available to demonstrate:**

- Action taken through the Plan, Do, Review cycle,
- Provision Maps, IEPs, PSPs
- Attainment and progress over time in literacy and numeracy,
- Educational and other assessments,
- The involvement and agreement of other professionals including health and social welfare,
- Services,
- The views of parents and pupil.

The pupil will continue to be supported by the Academy through the referral and assessment process.

Identification, Assessment & Provision

The procedures followed for the identification, assessment, and provision of pupils with special educational needs are determined by our statutory requirements under the Revised Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015), recognising that there is a continuum of SEND and that it is our responsibility to respond appropriately, seeking outside support where necessary. Early identification is vital. The class teacher records the concern on an internal referral form and a copy is given to the SENCo. At this stage the class teacher will be responsible for collecting as much relevant information as possible about the child and the difficulties he/ she is experiencing. The class teacher will put him/ her on a Wave 2 intervention appropriate to the child's needs. The class teacher informs the parents or carers at the earliest opportunity to alert them of the concern/s and enlist their active help and participation.

8.0 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.

Little Gonerby uses the following graduated approach to respond to children's special educational needs:

Placing children on our 'Monitoring' list

Where a pupils' attainment or progress is cause for concern teachers will share their concern with the child's parents and the SENCo. The quality of teaching and learning these children receive will be monitored and they may be offered some additional support (through the school's Provision Mapping process). Their progress will be closely monitored.

Placing children on the SEND Register

Where there is concern that 'everyday' quality teaching is not enough to support their needs there is a discussion with relevant staff, parents/carers, and the child as appropriate. If it is decided that additional provision is required, specific learning programmes (in addition to those usually on offer in the classroom) are drawn up. The provision is recorded on the Class Provision Map and the child's progress is carefully monitored.

9.0 Individual Education Plans

If, despite receiving adapted/differentiated learning opportunities, a child:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematical skills, which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties, which are not met by the behavioural management techniques usually employed in the school.

- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

There is often the need for greater involvement of external agencies e.g., Working Together Team, Specialist Teaching Team, Educational Psychology Service, PATHWAYS (Behaviour Support). Pupils will probably need a more individual intervention programme, and these will be recorded on an Individual Education Plan (IEP) or a Pastoral Support Plan (PSP).

Where schools seek the help of external support services, those services will need to see the child's records to establish which strategies have already been employed and which targets have been set and achieved. They can then advise on new and appropriate targets for the child's IEP or PSP and on accompanying strategies. The targets set may require specialist assessment arrangements to measure the child's progress. If so, outside specialists (for example educational psychologists) may be required for this. The SENCo will liaise with the educational psychologist making sure that the Child Psychology Service gives appropriate advice and support to both parents and colleagues.

The SENCo, class teacher, and external specialists, should consider a range of different teaching approaches and appropriate equipment and teaching materials, including the use of information technology. The external specialist may act in an advisory capacity or provide additional specialist assessment or be involved in teaching the child directly. The delivery of the interventions recorded in the IEP or BMP continues to be the responsibility of the class teacher.

10.0 Application for an Education, Health & Care (EHC) Plan

Where a child's needs are considerable and there is little progress following interventions and support from professional agencies the decision may be taken to request an EHC Plan. This process will involve presenting to the local authority detailed records of our provision and its impact for their consideration. Parents and carers will be fully involved in the process and have the opportunity to contribute to the reports.

The EHC Plan is a legal document and is reviewed annually.

11.0 Partnership with parents

Our SEND Information Report can be found on the school website.

At all stages of the special needs process, the school keeps parents fully informed and involves both parents and pupils. We take account of the wishes, feelings and knowledge of pupils and parents at all stages. We encourage parents to make an active contribution to their child's education.

We have regular meetings to share progress with children and their parents/carers. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

12.0 Monitoring and evaluation

- The SENCo monitors the movement of children within the SEN system in school.
- The SENCo provides staff and governors with regular summaries of the impact of the policy on the practice of the school.
- The SENCo is involved in supporting teachers involved in drawing up the Class Provision Maps and IEPs for children.

- The named governor with responsibility for special needs is kept informed of developments.
- The Trust reviews implementation of the policy regularly.

13.0 Supporting Pupils at School with Medical Conditions

The Academy recognises that pupils with medical conditions need supporting whilst at school to enable full access to education, including school trips and physical education. Where a child has a disability, the Academy will comply with its duties under the Equality Act 2010 to support pupils with a disability or medical conditions. Please also read the Supporting pupils with medical needs policy.

14.0 Training and Resources

The training needs of staff are identified and planned through Professional Development reviews. To maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are expected to undertake regular training and development.

Upon taking-up a post within our academy, all teachers and support staff undertake induction including a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

15.0 Staff Development

We are committed to maintaining the highest standards of teaching and learning across the school, including for those children with SEND.

In line with the SEND Code of Practice (2014), the SENCo is a qualified teacher, who holds a National Award in Special Educational Needs Co-ordination

In addition, the SENCo attends SEND Cluster Group meetings, and other training or briefing meetings provided by the Local Authority.

Where a particular need is identified, suitable training is sought for any staff working with children with SEND, either within the school's Professional Development Programme or provided elsewhere.

The School has regular Professional Development for teachers and teaching assistants to ensure that they are up-to-date with current information and practice.

16.0 Complaints Procedures

We aim to make the best provision we can for our children with special needs. When parents have concerns, we like to deal with them promptly and encourage parents to speak to the class teacher or to the SENCo without delay. The SENCo welcomes contact with parents as soon as their child's special educational needs have been identified. In the event of dissatisfaction, parents have recourse to the school's complaints policy, which can be found on the school's website.

17.0 Key Responsible People

Joe Hawkins – Headteacher

Gemma Parker – SENCo

Sarah Robertson – SEN Academy Champion