

Gooseacre Primary Academy

Policy for Special Educational Needs and Disability

Introduction

At Gooseacre Primary Academy we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils regardless of their needs or abilities.

Not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of disability; this policy covers all of these pupils.

This SEND policy is written to comply with the 2014 Children and Families Act, the SEN Code of Practice 2015 together with the Equality Act 2010.

The 2015 Code of Practice states that:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Taken from 2015 SEN Code of Practice: 0-25 years.

We recognise that pupils learn at different rates and that there are many factors that influence achievement and attainment. Many pupils, at some time in their school career, may experience difficulties which pose barriers to learning; these may be long or short term.

At Gooseacre Primary Academy we aim to identify these needs as they arise and provide teaching and learning contexts that enable every child to achieve to his or her full potential.

The academy's website includes information on our SEN offer, which details the support we can offer to children with SEN. On the website there is also a link to Barnsley's local offer, which shows the provision available.

The SEND Co-ordinator is Mrs K. Pearson

Aims and objectives

- ✚ to identify at the earliest opportunity pupils with special educational needs and disabilities and ensure that their needs are met
- ✚ to ensure that children with special educational needs and disabilities experience success in their learning and achieve to the highest possible standard
- ✚ enable all children to participate in lessons fully and effectively
- ✚ to ensure that parents are informed of their child's special needs and provision and that there is effective communication and partnership between parents and school
- ✚ to value and encourage the contribution of all children to the life of the school
- ✚ to promote effective partnership and work closely with outside agencies when appropriate
- ✚ to work with the governing body to enable them to fulfil their role with regard to the SEN policy
- ✚ to ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

Around 16% of our children are either at SEN support or have an EHCP (Education, Health and Care plan).

Types of SEND which we currently have in the academy, include children with a diagnosis as well as those with learning profiles consistent with the diagnosis:

Communication and interaction

- autism
- Speech sound disorders

Cognition and learning

- dyslexia, dyspraxia and dyscalculia, moderate learning difficulties, global developmental delay

Social, Emotional and Mental Health

- ADHD, attachment disorders, emotional difficulties, mental health difficulties

Physical and Sensory

- Hearing impaired, Visual impaired

Admission Arrangements

The Governing Body has agreed with the LA admissions criteria which do not discriminate against pupils with special education needs or disabilities, and its admissions policy has due regard for the guidance in the Code of Practice. Parents or carers seeking the admission of a pupil with mobility difficulties are

advised to approach the school well in advance so that consultations can take place. The school has an Accessibility Strategy.

Identification and Assessment of Special Educational Needs

Children with SEN are identified by one of three assessment routes, all of which are part of the overall approach to monitoring progress of all pupils:

- The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress in spite of quality first teaching they are discussed with the SENDCo and a plan of action is agreed. This is then discussed with parents as necessary.
- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2015 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
 - is significantly slower than that of their peers starting from the same baseline
 - fails to match or better the child's previous rate of progress
 - fails to close the attainment gap between the child and their peers
- Parents sometimes ask us to look more closely at the child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by quality first teaching or some additional support. Otherwise, the child is placed at SEN support level on the SEN register, and will receive additional support, as compared to peers of the same age.

Working with parents and children

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed at parents evening (termly) or during an informal meeting to discuss the child's progress. A school focused plan will then be written by the class teacher and the SENDCo in order to set targets, and review progress and provision. This will be shared with parents, and meetings will be held termly to review and set new targets.

Multi-Agency Working

The academy works closely with a wide range of external support services to ensure the best possible provision is made for pupils with special education needs and disabilities. This includes regular support from the nominated Education Welfare Officer, Educational Psychologists and access to support from specialist advisory teaching teams for children with sensory impairment, physical difficulties, social communication and interaction difficulties.

Termly liaison meetings are held with the Health Visitors/Community Nursery Nurses to ensure a smooth start to school for children in the Foundation Stage. Speech and Language Therapists, Physiotherapists and Occupational Therapists also play a key role in the wellbeing of our pupils. Regular multi-agency liaison meetings, with representation from Social Services, Health, and the Educational Psychology Service are held to ensure effective collaboration in identifying and making provision for vulnerable pupils.

Paperwork for children at SEN Support

Once a child has been identified as needing SEN support, the following paperwork is completed:

- Annually, a school-focused plan is produced and this is then reviewed termly.

These plans will detail:

- the short-term SMART targets for the pupil
- the teaching strategies to be used
- the provision to be put in place

- when the plan is to be reviewed
- success and/or exit criteria
- one page profile

Moving to an EHCP (Education, Health and Care plan)

If children do not make progress, in spite of high quality, targeted support at SEN support, we may apply for the child to be assessed for an EHC plan. Generally, we apply for an EHC plan if:

- The child has a disability which is lifelong and which means they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

Children who we think will manage in mainstream school, albeit with support, are less often assessed for EHC plans. Having a diagnosis (e.g. ASD, ADHD or dyslexia) does not mean that a child needs an EHC plan.

Teaching and Learning

We believe that all children learn best through quality first teaching in a whole class situation. Our aim is for all children to work independently, in class, to reach their potential. Children with SEN and disabilities are taught by their class teacher and may be supported by a teaching assistant, sometimes individually or as part of a group.

When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to provide children with sufficient support to enable them to reach their targets, but without developing a learned dependence on an adult.

The academy has a range of interventions available which are listed on a provision map. When considering an intervention, we assess the child to ensure the interventions are well matched to the children. Interventions are closely monitored by the SENDCo, to ensure that the gap between the child and their peers is closing.

Adaptations to the curriculum teaching and learning environment

Gooseacre Academy is disability friendly. The school is one level, corridors are wide and we have an easy access toilet.

Other adaptations to the physical environment will be made, as appropriate, to accommodate children with physical or sensory difficulties.

All our classrooms are inclusion-friendly. We aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it.

Access to extra-curricular activities

All our children have equal access to after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class visits are part of our creative curriculum and we aim for all children to benefit from them. No child is excluded from a visit because of SEN, disability or medical needs.

Children with social, emotional and mental health needs

If the academy and parents are concerned that a child may have mental health needs, we encourage parents to speak to their GP or the SENDCo about a referral to CAMHS. We also support children socially and emotionally through a number of interventions within the academy. In addition, we work closely together with

the Barnsley Educational Psychology service, who provide us with advice and guidance as well as working with children.

Transition arrangements

Transition into and within the academy

As an academy, we ensure that transitions between classes and key stages are as smooth as possible for all our children. In terms of our SEN children, we provide extra transition, dependent upon the needs of the child. This may include:

- Additional meetings for the parents and child with the new class teacher
- Additional visits to the classroom environment for the child
- A transition booklet including photographs of key people and places in the child's new classroom

Transition to secondary school

As an academy we have very good links with the local secondary schools. Enhanced transition arrangements are in place for SEN children, and these can be tailored to individual needs. The SENDCo from the secondary school is invited to the annual reviews of the children in year 6, to ensure the transition is as smooth as possible.

Complaint Procedures

The schools' complaint procedures are set out in the school prospectus. The child's class teacher will work closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty. Parents of pupils with SEN or disabilities whose concerns cannot be resolved by the usual school procedures can request independent disagreement resolution. The school will make further information about this process available on request.

Training

The academy makes an annual audit of training needs for all staff taking into account school priorities as well as personal professional development. In-service training and individual professional development is arranged and matched to these targets. Particular support will be given to NQTs and new members of staff.

In addition:

- ✚ The SENDCO attends regular network meetings to share expertise, update and revise developments in Special Needs Education.
- ✚ Termly SEN training is provided through staff meetings by the SENDCO.
- ✚ Training sessions are delivered to teaching assistants by the SENDCO.
- ✚ Support staff, through annual performance management and staff review meetings, are given the opportunity to extend their personal professional development

Policy date: September 2021

To be reviewed: September 2022