



SPECIAL EDUCATIONAL NEEDS POLICY

ADOPTED :

DATE OF LAST REVIEW :

REVIEWED BY :

DATE OF NEXT REVIEW :

June 2024

Governing Body

July 2026

SPECIAL EDUCATIONAL NEEDS POLICY

CONTENTS

DEFINITION OF SPECIAL EDUCATIONAL NEEDS 3

AIMS 3

INCLUSION 3

PARENTS 3

IDENTIFICATION, ASSESSMENT AND PROVISION 4

PROVISION 5

TERMLY REPORTS and PROVISION MAPS 7

REQUEST FOR A STATUTORY ASSESSMENT 7

STATUTORY ASSESSMENT OF SPECIAL EDUCATIONAL NEEDS 7

ANNUAL REVIEW OF AN EHCP 7

NATURE OF INTERVENTION 8

THE ROLE OF THE INCLUSION MANAGER 8

EVALUATION 9

LINKS WITH OTHER POLICIES AND DOCUMENTS 9

The Children and Families Act 2014 is key to driving changes to SEN and schools work within its framework. As part of the changes to SEN legislation all schools have been asked to provide a 'Local Offer' document detailing the SEN provision they provide. The Inclusion Manager has recently completed the Local Offer for Gorse Ride which can be accessed through the 'Wokingham Information Network'.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

Children have special educational needs if they have a **learning and/or physical difficulty** that calls for **special educational provision** to be made for them.

Children have a **learning difficulty** if they:

Have a significantly greater difficulty in learning than the majority of children of the same age
Have a disability that 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

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

AIMS

At Gorse Ride Schools we aim to:

ensure all children have equal opportunity to access the National Curriculum
ensure that the needs of pupils are identified and assessed and the appropriate support strategies are provided

INCLUSION

Children identified as having Special Educational Needs will be fully integrated into the class whenever possible. There will be times when some children will receive additional support in small groups or one-to-one in an appropriate location other than their usual class (refer to Provision).

PARENTS

The school will have regard to the **Special Educational Needs Code of Practice** when carrying out its duties toward all pupils with special educational needs and ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

Partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

IDENTIFICATION, ASSESSMENT AND PROVISION

Provision for children with special educational needs is a matter for the school as a whole and as such all teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility although the Inclusion Manager, Mrs Kathryn Dewey, is responsible for ensuring that all children identified are supported appropriately.

A child may be identified as having Special Educational Needs in the following ways:

- Information from the parents regarding the child's pre-school development
- Information from health visitors for the pupils being admitted to nursery
- Concerns expressed and recorded by the class teacher
- Information from another professional at the School's Planning Meetings e.g. Educational Psychologist or information from another professional report e.g. Speech and Language assessment
- Low EYFS assessments
- Low attainment and/or progress not in line with expected progress in literacy and numeracy every year
- Observation by the Inclusion Manager, Head Teacher or other member of staff

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and key stages, where appropriate. Class teachers will make regular assessments of progress, which may include progress in areas other than attainment, for example, social needs, for all pupils and identify those whose progress:

- 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
- Widens the attainment gap

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Children need to meet at least 1 of the following criteria before they are placed on the school's SEND Register:

- The child is working significantly below age related expectations and is not making progress despite targeted interventions being implemented and reviewed for at least 3 APDR cycles.
- Advice has been sought and provided from an outside agency and an individualised plan/programme has been provided for school to follow which is over and above the provision provided by the school's Universal provision
- A diagnosis (with supporting evidence from an outside professional) which is impacting on the child's learning and development and who's needs cannot be met at through the universal provision

Children who have a diagnosis which is not having an impact on their learning and development will be placed on the school's Additional Needs Register to ensure that reasonable adjustments are made as appropriate to their needs. If it is felt that their needs have changed their learning and/or development is being impacted, then they can be moved onto the SEND Register. This would be done after a discussion with staff and parents.

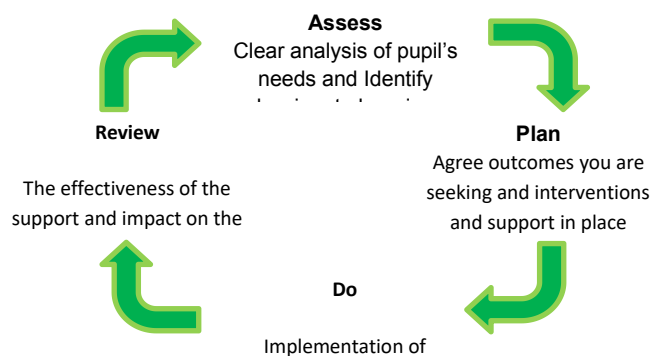
Once assessments have been carried out, the outcomes are discussed at Pupil Progress Meetings where staff discuss needs and barriers to learning. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our universal offer, or whether something different or additional is needed.

PROVISION

At the Gorse Ride Schools we believe that children learn best when they feel happy, motivated and safe. We are committed to ensuring that all children receive the highest quality education and care, including those identified with additional needs. We pride ourselves on celebrating our children's diverse needs and tailoring their learning experiences to ensure that these needs are met.

Provision for children with additional needs is a matter for the school as a whole. All teachers are teachers of children with additional needs and Quality First Teaching is our first step in responding to them. At the heart of the work of every class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. For those children identified as having an additional need reasonable adjustments will be made to ensure they make good progress from their starting point.

The school has follows a graduated response following an assess, plan, do and review cycle to ensure that every child, who needs it, has effective support in place for them.



We use [Wokingham's Ordinarily Available](#) document to help us distinguish between the following levels of support within school:

Universal Provision 1(U1) Quality First Teaching as part of Ordinarily Available Offer

Universal Provision 2 (U2) Targeted additional support as part of Ordinarily Available Offer

SEND Support (K) Targeted intensive additional support where child is placed on SEND register

EHCP targeted and personalised support following the outcomes and provision laid out in the Education Health Care Plan.

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs.

We follow the graduated approach and the four-part cycle of assess, plan, do, review. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. Children will have outcomes linked to any interventions that they are involved in. These interventions and class targets will be reviewed at least termly at Pupil Progress Meetings.

Progress can be defined in a number of ways. It might be progress which:

- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the child's behaviour

For some children, a Therapeutic (Risk Reduction) Plan will be written which has targets focused on specific behaviours that the school and parents feel need addressing. Therapeutic Plans will be reviewed every 6 weeks and these review meetings will involve parents, school staff and sometimes the behaviour support team, if appropriate.

In most cases the provision put in place will enable the child identified to make adequate progress. However sometimes there will be a need to request for support from external services, in consultation with parents.

The triggers for this will be that despite receiving additional support the child:

- continues to make little or no progress in specific areas over a long period
- continues working at National Curriculum levels substantially below that expected of children of a similar age
- continues to have difficulty in developing literacy and mathematics skills
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

When school seeks the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. 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 provision map continues to be the responsibility of the class teacher.

TERMLY REPORTS and PROVISION MAPS

Termly reports will be sent home to all children which detail short term targets for reading, writing and maths and an Individual Provision Plan (IPP) will detail the additional interventions that the child is taking part in for the term.

REQUEST FOR A STATUTORY ASSESSMENT

Where a request for a statutory assessment is made by the school, or a parent, to the LA, the child will have demonstrated significant cause for concern. The LA will need information about the child's progress over time, and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. The school will provide this evidence and information may include:

- individual provision plans for the pupil
- records of regular reviews and their outcomes
- the pupil's health including the child's medical history where relevant
- National Curriculum levels attainments in literacy and mathematics
- educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- views of the parents and of the child
- involvement of other professionals such as health, social services or education welfare service

STATUTORY ASSESSMENT OF SPECIAL EDUCATIONAL NEEDS

Statutory assessment involves consideration by the LEA, working co-operatively with parents, the child's school and, as appropriate, other agencies, as to whether a statutory assessment of the child's special educational needs is necessary. Where the evidence presented to the LA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LA will consider the case for a statutory assessment of the child's special educational needs.

The LA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LA to determine the child's special educational provision through an Education Health Care Plan (EHCP).

All children with EHCPs will have long-term targets set for them that have been established after consultation with parents, child. These targets will be set out in an IPP and suggested provision will be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the IPP will continue to be the responsibility of the class teacher.

ANNUAL REVIEW OF AN EHCP

All EHCPs must be reviewed at least annually with the parents, the pupil, the LA, the school and professionals involved invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the EHCP. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved.

At the review in years 1 and 5, the aim should be to give clear recommendations as to the type of provision the child will require at the next stage of schooling (Junior or Secondary transition). It will then be possible for the parents to visit schools and to consider appropriate options within the similar timescales as other parents. The Inclusion Manager of the receiving school should be invited to attend the final annual review in primary school of pupils with EHCPs, to allow the receiving school to plan an appropriate IPP to start at the beginning of the new school year and enable the pupil and the parents to be reassured that an effective and supportive transfer will occur.

NATURE OF INTERVENTION

The Inclusion Manager and the child's class teacher will decide on the action needed to:

- help the child to progress in the light of their earlier assessment (may include different learning materials or special equipment)
- some group or individual support
- extra adult time to devise the nature of the planned intervention and to monitor its effectiveness
- staff development and training to introduce more effective strategies
- access to LA support services for one-off or occasional advice on strategies or equipment

The class teachers and Inclusion Manager will record the names of children identified as receiving additional provision on a whole school provision map. It will be updated at least termly following the pupil progress meetings with class teachers.

THE ROLE OF THE INCLUSION MANAGER

The Inclusion Manager (SENCo) responsibilities may include:

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with special educational needs
- liaising with and advising fellow teachers
- managing learning support assistants
- overseeing the records of all children with special educational needs
- liaising with parents of children with special educational needs
- contributing to the in-service training of staff
- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies

EVALUATION

The SEN Policy of the school will be judged as effective when there is evidence of the following:

A pupil with Special Educational Needs achieves the success criteria set out in the Individual Provision Plan.

A pupil with Special Educational Needs shows improved achievements in standardised tests and SATS.

The parents of a child with Special Educational Needs, teacher, learning support assistant and Inclusion Manager agree at a review that progress has been made.

The name of a pupil with SEN can be removed from the SEND Register or the level of concern/provision decreases.

LINKS WITH OTHER POLICIES AND DOCUMENTS

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions