



Gorse Ride Schools Special Educational Needs Policy

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. In addition to the governing body, the school's head teacher, the Inclusion Manager and all other members of staff have important day-to-day responsibilities. All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.

At the heart of the work of every primary school 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. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

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 Termly Planning Meeting 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

Provision

The school will assess each child's current levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from the Early Years setting and the Inclusion Manager and child's class teacher will use this information to:

- provide starting points for the development of an appropriate curriculum
- identify and focus attention on action to support the child within the class
- use the assessment processes to identify any learning difficulties
- ensure ongoing observation and assessment provide regular feedback about the child's achievements and experiences to form the basis for planning the
- next steps of the child's learning
- involve parents in implementing a joint learning approach at home

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.

In order to help children who have special educational needs, the school will adopt a graduated response that recognises there is a continuum of special educational needs and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. The school will record the steps taken to meet the needs of individual children. The Inclusion Manager will have responsibility for ensuring that the

records are kept and available as needed. If schools refer a child for a statutory assessment, they should provide the LEA with a record of their work with the child including the arrangements they have already made.

The key test of the need for action is evidence that current rates of progress are inadequate. Adequate 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

Provision provided at Gorse Ride is based on the needs identified and may take a variety of forms, depending on the severity of need. Initially when a class teacher or the Inclusion Manager identifies a child with special educational needs, the class teacher will provide interventions that are additional to those provided as part of the school's usual differentiated curriculum. Additional interventions may be provided through small group work or one-to-one support both in and outside of the classroom area. Triggers for this type of intervention are:

- little or no progress even when teaching approaches are targeted particularly at a child's identified area of weakness
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour 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

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. This would normally happen at a review of the child's Individual Provision Plan (IPP) or at the termly School's Planning Meeting.

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 resulting IPP for the child will set out fresh strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the IPP continues to be the responsibility of the class teacher.

Individual Provision Plans

Strategies employed to enable the child to progress will be recorded within an Individual Provision Plan (IPP). The IPP will include information about:

- the short-term targets set for the child
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- outcomes (to be recorded when IPP is reviewed)

The IPP will only record that which is additional to, or different from, the differentiated curriculum. The IPP will be written jointly by the class teacher and Inclusion Manager. The IPP will be reviewed at least twice a year and parents' views on their child's progress will be sought. This will normally be carried out at the Autumn and Spring Term Parent's evenings. Summer term IPPs will be sent home and/or discussed with parents at a mutually agreeable time.

School request for a statutory assessment

Where a request for a statutory assessment is made by the school 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 short-term targets set for them that have been established after consultation with parents, child and include targets identified in the EHCP. These targets will be set out in an IPP and 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 year 5, the aim should be to give clear recommendations as to the type of provision the child will require at the secondary stage. It will then be possible for the parents to visit secondary 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 Inclusion Manager will record the names of children identified as having special needs on the Provision Map. The Provision Map details the names of the children receiving additional provision, type of provision and nature of the special educational need. It is the Inclusion Manager's responsibility to ensure the Provision Map is an accurate picture of what is happening in the school. It will be updated at least termly following the IPP 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:

1. A pupil with Special Educational Needs achieves the success criteria set out in the Individual Provision Plan.
2. A pupil with Special Educational Needs shows improved achievements in standardised tests and SATS.
3. 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.
4. The name of a pupil with SEN can be removed from the Provision Map or the level of concern/provision decreases.