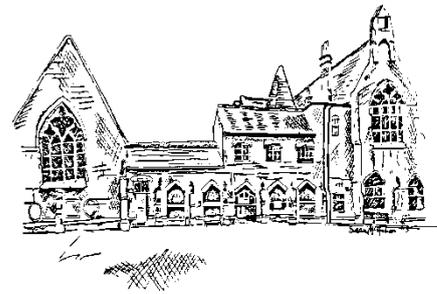


St Gabriel's CE Primary School Special Educational Needs & Disability SEND Policy



The information in this document is derived from the 2014 SEND Code of Practice

Aim

St Gabriel's CE Primary School aims to provide all children with the opportunity to access the school curriculum with reasonable adjustments made, where necessary, to enable participation in every aspect of school life. St Gabriel's CE Primary School aims for early identification of need and through appropriate assessment, provision of high quality support to address the identified need. St Gabriel's CE Primary School encourages the participation of children and parents in decisions regarding identification, assessment and support of need. Collaboration between specialists and services is key to this process that aims to remove barriers to learning and prepare children for further education and independence throughout life.

Definition of SEND

The *2014 SEND Code of Practice: 0 to 25 years* states that a child has special educational needs:

- If they have a learning difficulty or disability which calls for special educational provision to be made for him or her
- Has a significantly greater difficulty than the majority of other children of the same age
- 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

Children with a special educational need may have a disability, "a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities" as defined by the Equality Act 2010. 'Long term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. It includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children with a disability may not have a special educational need but if a child requires special educational provision, this will be addressed by the SEN definition. Children with a disability must not be directly or indirectly discriminated against, harassed or victimised as set out in the Equality Act 2010. It requires that thought must be given to what disabled children might require and what adjustments might need to be made to prevent disadvantage.



SEND needs are grouped into four broad areas:

- **Communication and interaction**

Children with speech, language and communication needs (SLCN) may experience difficulty saying what they want to, understanding what is being said to them, or they do not understand or use social rules of communication. Children with SLCN may have one or more of these difficulties. Children with a diagnosis of Autistic Spectrum Disorder are likely to have difficulties with language, communication, imagination, and how they relate to others.

- **Cognition and learning**

Children with a cognition and learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Needs in this category are identified as moderate learning difficulty (MLD), severe learning difficulty (SLD), and profound and multiple learning difficulties (PMLD). Children may need extra support with learning, communication, mobility and may experience physical disability or sensory impairment.

- **Social, emotional and mental health**

Children with a social, emotional or mental health difficulty (SEMH) may be withdrawn or isolated, or display challenging disruptive or disturbing behaviour. This may be due to depression, anxiety, attention deficit hyperactive disorder (ADHD) or attachment disorder.

- **Sensory and/or physical**

Children with a sensory and/or physical need have a disability which prevents or hinders their use of the educational facilities provided for the broad school population. Children may have a vision impairment (VI), hearing impairment (HI), or multisensory impairment (MSI). These difficulties can be age-related and change over time.

School SEND aims

- For pupils, parents and staff to have high expectations for pupil achievement and progress
- For pupils to have access to the full school curriculum, appropriately differentiated for their ability and need
- For pupils to take part in every aspect of school life with reasonable adjustments made where necessary
- To identify pupils requiring SEND provision as early as possible in their schooling
- For the views, wishes and feelings of the pupil and their parents to be sought and taken into account when identifying and planning support for additional need
- Pupils and their parents to be informed and supported to enable participation in decisions regarding SEND provision
- Pupils should feel they can achieve their best in our school environment where they are safe and listened to



How we provide for pupils with SEND

The school offers a continuum of provision to meet the diversity of pupils' needs. All classes are of mixed ability. Teachers differentiate where appropriate and may plan activities that are grouped according to need. Teaching assistants (TAs), Learning Support Assistants (LSAs) and Specialist Teachers provide additional intervention programmes under teacher supervision where appropriate. TA support is targeted at individuals and small groups of children who are catching up on their basic literacy, numeracy, communication, and fine and gross motor skills. Computers and interactive whiteboards are available in every class as well as being centrally located in the ICT Suite.

All pupils who meet the definition of SEND (as stated above) will be recorded on the school's SEN Register which is administrated by the SENCo. Pupils who have been recognised as needing additional support are recorded as K; those who have a *Statement of SEN* are recorded as S; and pupils with an *EHC Plan* are recorded as E. Some pupils with a *Statement* or an *EHC Plan* may have a Learning Support Assistant (LSA) who provides 1:1 support as stipulated on their *Statement/Plan*.

A range of extra-curricular activities such as singing, art, sports and outings are also available to encourage learning in diverse environments.

Supporting an identified need

A four part cycle is followed to ensure identified needs are effectively supported:

1. Assess

Class teacher, with support from the Special Educational Needs Coordinator (SENCo), should monitor progress and attainment, consider their own experience of the pupil, and explore previous records of the pupil's progress, attainment and behaviour. The SENCo should also consider parent reports of behaviour.

This process of assessment should be reviewed regularly. Where outside agencies are involved with a child, their assessments should also form part of the overall assessment of the child. Where appropriate, school may request assessments by outside agencies.

2. Plan

Parents/carers must be notified when a pupil is to be provided with SEN support. The plan of support and targets must be informed and agreed by the pupil and parent/carer. School will state a review date for appraisal of the outcomes of the support plan. All staff working with the pupil will be made aware of the support plan and targets.

The plan of support will be delivered by a trained teacher, TA or LSA. Parents are expected to reinforce or contribute to targets at home.

3. Do

The class teacher is responsible for the day-to-day administration of the pupil's support plan. The SENCo will support the class teacher to deliver the support plan.



4. Review

The support plan should be reviewed on or around the agreed date. The class teacher and SENCo will determine the impact and quality of support using pupil progress, attainment and behaviour records. Pupil and parent/carer views will contribute to the review process.

A pupil who has a *Statement of SEN* or an *EHC Plan* will have an annual review of their *Statement/Plan*, led by the SENCo and the local authority who administer the *Statement/Plan*.

Specialists available for your child

St Gabriel's CE Primary utilise the following external specialists when required:

- Educational Psychology Service
- Speech and Language Service
- Child and Adolescent Mental Health Service (CAMHS)
- Cheyne Child Development Service
- ACE Team (previously Westminster Attendance Service)
- Occupational Therapy
- Physiotherapy
- Sensory Service (Hearing and Vision Impaired)
- School Nurse
- Autism Outreach Team
- Other external agencies
- The local authority
- SENCo staff in other local schools

Supporting and planning transitions

Careful planning and preparation takes place for all children as they move from one year group to the next. Extra support is in place for children at the beginning and end of Key Stages.

- Transition between year groups- Class teachers meet to discuss the strengths and challenges of their children. They may be accompanied by the SENCo where there are children on the SEN Register present in the transitioning class
- Nursery to Reception- Teachers visit local nurseries in the Summer Term to discuss the strengths and challenges of children who intend to begin Reception the following September
- Key Stage 1 to Key Stage 2- Class teachers from Year 2 and Year 3 meet to discuss the strengths and challenges of their children. They may be accompanied by the SENCo where there are children on the SEN Register present in the transitioning class
- Key Stage 2 to Key Stage 3- Transition planning for Year 6 begins at the start of their school year. Their class teacher will make parents and pupils aware of the nearest



good and outstanding local schools and provide information on applying through Westminster Admissions. More information can be found on their website <https://www.westminster.gov.uk/school-admissions>. St Gabriel's CE Primary School will share information with a pupil's receiving school. The SENCo will meet with the receiving school SENCo where possible. All SEND records will be forwarded to the receiving school. St Gabriel's Primary School will not maintain copies of these records

Involving parents and pupils

Parents are informed of progress at Parent/Teacher Evenings which are held every term. Parents are provided with an End of Year Report in July of each academic year which records effort and attainment. Parents are encouraged to be involved in the planning and reviewing of support for their child. Parents of children with SEND are invited to meet with the SENCo at least once a term to discuss aspirations, planning and progress. For children with a *Statement/Plan*, an Annual Review will be held each year to discuss pupil progress and ensure the *Statement/Plan* reflects the pupil's ability and provides adequate support of their needs. Pupil and parent views are collected prior to the meeting and both parent and pupil are invited to attend the meeting. Pupils will participate in the formulation of their *Individual Education Plan* (IEP) and this will be shared with parents.

Requesting an EHC Plan

Who can request an application for an *EHC Plan*

School or parents can make an application for an *EHC Plan*. The Local Authority will expect to see evidence of action taken by school as part of SEN support.

Transition of a *Statement of SEN* to an *EHC Plan*

Pupils who hold a *Statement of SEN* will transition to an *EHC Plan* in Year 3 and Year 5. Westminster Local Authority will lead on Annual Reviews for pupils in Year 6, and will transition their *Statement of SEN* to an *EHC Plan* in Year 7.

Recording and use of data

Data recording and data sharing occur in line with the *Data Protection Act 1998*. School will record all additional input, its aims and outcomes.

The SENCo is responsible for completing all paperwork related to a *Statement/Plan*. Class teachers are responsible for completing paperwork related to supporting pupils with EAL needs and determining levels of language acquisition.

Where additional support is provided to a pupil, this is recorded on a provision map. For pupils on the SEN Register, teachers are provided with an outline of the pupil's strengths and challenges and a summary of the support identified, including that provided by



outside agencies. Pupils on the SEN Register will formulate their IEP with the SENCo and, where appropriate, their LSA. This will be shared with parents and the class teacher.

The additional needs assessments and strategies for individual SEND pupils are kept electronically and shared as is appropriate. Each class teacher has a confidential SEND folder for their year group which contains a summary of their pupils' strengths and challenges, as well as strategies identified by professionals to support the needs of the child.

Related Legislation and Guidance

Working Together to Safeguard Children (2013)

The Children Act 1989

Equality Act 2010

Reasonable adjustments for disabled pupils (2012)

Supporting pupils at school with medical conditions (2014)

The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)

Related School Policies

Admissions Policy

Attendance Policy

Behaviour Policy

Child Protection Policy

Medical Policy

Equality Policy

Anti-Bullying Policy

Safeguarding Policy

Teaching & Learning Policy

Confidentiality Policy

Review of the SEND Policy

The school undertakes a thorough review of both policy and practice as identified in School Improvement Plan, in conjunction with the Governing Body.

This policy was written on: 22nd September 2015

This policy was updated on: 21st February 2017

Last review date: Summer 2018

Next review date: Summer 2020

