



## GOLCAR JUNIOR, INFANT AND NURSERY SCHOOL POLICY FOR SPECIAL EDUCATIONAL NEEDS

### 1. Introduction

At Golcar Junior, Infant and Nursery School we believe that every child has the right to a broad curriculum that meets their needs. Every teacher at Golcar is a teacher of SEN who is responsible for every child's progress and we commit to ensure that every child is included in all aspects of school life. We recognise that at some point in any child's time at Golcar Junior, Infant and Nursery School he/she may require additional support to continue to make progress. Regardless of the need and the length of time for which support is required, the school will endeavour to meet that need. If this support cannot be provided by our experienced staff, then we will seek external specialist support.

This policy complies with the statutory requirements in the SEND Code of Practice 0 - 25 years 2014 and should be read in conjunction with the following guidance, information and policies:

- The Single Equality Policy
- The Access Information
- The school's SEN information on the school website
- The LA Guidance - available at <https://www.kirklees.gov.uk/beta/special-education/special-education-documents.aspx>
- and school's policy
- The Safeguarding Policy
- Curriculum Policy
- Behaviour policy
- Anti-bullying policy
- Admissions Policy

In accordance with the overarching principle of the Code of Practice, this policy has been co-produced with: staff (SENCO, Senior Leadership Team), Governing Body (SEN Governor), parents and families.

### 2. Who has responsibility for SEND provision in school?

The school has a Special Educational Needs and Disability Coordinator (SENCo) who ensures that the provision for children with SEND is appropriate and is meeting their needs. Currently Miss Horton is the SENCo and she is a qualified SENDCo with the NASENDCo Award (Post-Graduate National Award for Special Educational Needs Co-ordinator).

The head teacher and the SENCo meet to discuss the allocation of staff and to discuss children with SEND; ensuring their individual needs are being met and that resources are allocated appropriately. The Governing Body has a SEND governor, Mr Markus Farrington.

### 3. Aims and Objectives

- To provide equal opportunities for children of all needs and abilities in our school, recognising that any child may have Special Educational Needs and Disabilities (SEND) at some time in his or her educational career.

- To operate a whole school approach to the management and provision of support for SEND that takes into account all of a pupil's needs ( Assess, plan, do, review model)
- To provide maximum access to a broad, balanced and relevant education in which children can demonstrate progression and continuity.
- To work within the guidance laid down in the SEND Code of Practice: 0 - 25 years July 2014
- Through our identification and assessment, ensure that the necessary provision is made for any pupil who has SEND.
- Work in partnership with parents, outside agencies and the Educational Psychologist to ensure the best provision is provided for our children.
- To ensure that parents/carers have a clear understanding of how the school supports children with SEN, and their involvement in this
- To provide an appropriately qualified and experienced SENCO in post who can ensure that the SEN Policy is put into practice
- To provide support and advice for all staff working with SEND pupils
- Seek and take into account the views of the child.

#### **4. Definition of Special Educational Needs and Disabilities (SEND)**

Children have Special Educational Needs and Disabilities if they have a learning difficulty or a particular need, which calls for special educational provision to be made for them. Children have a Special Educational Need and Disabilities if they:

1. Have a significantly greater difficulty than the majority of children of the same age; or
2. Have a disability or barrier to learning, which 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 authority (LA).
3. Are under compulsory school age and fall within the definition at (1) or (2) above or would do so if special educational provision was not made for them.

The Code specifies four broad areas of need:

- Communication and Interaction (including Autism Spectrum Disorder)
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

Other factors may impact on progress and attainment: attendance and punctuality, English as an Additional Language, being a Looked After Child, health and welfare, being in receipt of Pupil Premium, Disability (the Equality Act and the Code of Practice state that schools and settings have a duty to make 'reasonable adjustments' - these alone do not constitute SEN).

#### **5. A Graduated, Whole School Approach to SEN Support**

Class teachers are accountable for the progress and development of children and young people in their class. They oversee the work of any support staff in their lessons and collaborate with any specialist staff. Their planning takes additional adult support into account and is discussed with those staff. However any intervention and support does not replace high quality teaching.

The impact of the teaching on a child's learning is reviewed regularly through marking and formative assessment and at the end of a half term/ term through summative assessment. The progress of all children is assessed and teaching and differentiation is adapted to meet the needs of individuals and groups. All children, but particularly those at risk of underachieving, are discussed in depth at end of term pupil progress meetings. At these meetings the impact of teaching is discussed and adaptations and strategies to be put in place are suggested. The school may decide, in collaboration with the parent/carer, to place a child on the SEN register at SEN Support. This decision will be made following discussion between the class teacher and the SENCo about the best way to meet a child's needs and the gaps/ barriers to learning he/she is experiencing. Information to support this discussion will come from a range of sources i.e. formative assessments, summative assessments, progress measures and any specialist assessments. Following this discussion information will be shared with parents and their opinions sought.

Every child on SEN Support has a different profile of needs and we adopt a personalised approach to ensure that we meet those needs. In accordance with LA Guidance if a child's needs are more complex, we will use a Support Plan to record outcomes, provision, resource and strategies in place.

Once it has been decided that a child requires SEN support the following process will take place:

#### **Assess**

- The class teacher will assess the barriers to learning or gaps in learning faced by him/her. This assessment will be based on his/her knowledge of the child along with accompanying evidence in books, following assessments, from other members of staff e.g. Educational Teaching Assistants (ETA) and from parents.

#### **Plan**

- The class teacher will plan interventions/ strategies designed to remove the barrier/ bridge the gap seeking advice and support from the Leader for Inclusion. These interventions/strategies may be delivered by the class ETA.

#### **Do**

- The class teacher will ensure that the planned intervention/strategies are delivered having regular discussions with the relevant ETA and the SENCo about their impact.

#### **Review**

- Following an identified period of time the impact of the intervention/strategy will be assessed and the information shared with parents and the child. A further assessment of need will be carried out to determine whether the barrier/gap still exists. Should this be the case then further discussions will take place with regards to the next steps following the 'assess, plan, do, review' model.

Any planned additional interventions/strategies are recorded on the school's provision map which shows any additional support received by a child.

Examples of possible planned interventions/strategies:

- Visual timetable
- Beat Dyslexia/Word Wasp/Hornet Primer
- Movement Group
- Targeted support in Reading
- Targeted support in Maths
- Targeted support in Literacy

- Social, Emotional and Mental Health and Well-being provision

The school is part of the Golcar Additional Needs Partnership. Advice is sought from this group and strategies suggested incorporated into a child's learning programme. Where further support is required, the SENCo, following discussions with parents, will make a referral through the single point of referral panel, to a specialist service i.e. occupational therapy, autism outreach, speech and language, behaviour support

The impact of any intervention on the learning and progress of a child is part of the discussions had at the termly pupil progress meetings. Interventions are monitored termly by the SENCo and senior leadership team for effectiveness in ensuring progress.

Some children and young people on the SEN Register may have more significant SEN, and there may be a number of specialist services involved with the child and their family. As a result of the monitoring cycle, it may be felt that they are not making the expected progress towards identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, and if so a request can be made for an Education, Health and Care (EHC) assessment of need. This would involve the child, parents/carers, and all agencies involved with the child, and may lead to the issuing of an Education Health and Care Plan (EHCP) which will bring together health and social care needs, as well as their special educational needs and provision. Children and young people with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school which will be included on the provision map. Their progress will be monitored by the school and also through an annual review, where the outcomes on the EHCP will be considered.

## **6. Criteria for Exiting the SEN Register**

Children and young people are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support. Decisions about whether a child should remain on the SEN Register are made in partnership with the parent/carer at the end of each monitoring cycle. Decisions will be based on:

- the child's attainment and progress
- whether it is felt their needs can be met through appropriately differentiated learning following the high quality first teaching
- whether there are felt to be barriers to learning/ gaps in learning which need an additional intervention/strategy

The needs of all children are monitored closely and if they require additional resources e.g. coloured overlays, laptop, coloured paper to support their learning and progress then these will continue to be provided.

## **7. Supporting Pupils/Students and Families**

We aim to work in partnership with our parents and families and to ensure that they are fully informed about all matters relating to their child's SEN. Our school's offer is on our website, [www.golcarjin.com](http://www.golcarjin.com) and is updated regularly, and we guide parents towards the LA Local Offer

for information about wider services. In addition to information about the personalised support we offer their child, we also provide information about:

- Our admissions arrangements
- Our links with other agencies - in our school's offer
- Our arrangements for examination and assessment access - please talk to your child's class teacher or the SENCo
- Our transition arrangements-please speak to the class teacher or the SENCo

## **8. Supporting Pupils at School with Medical Conditions**

At Golcar Junior, Infant and Nursery School we recognise that children and young people at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children and young people with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have SEN and may have a statement, or Education Health and Care Plan (EHCP). If so, the SEND Code of Practice (2014) is followed.

## **9. Monitoring and Evaluation of SEND provision**

At Golcar teaching and learning is monitored and evaluated on a regular basis:

- By the teacher/ETA following each lesson/learning opportunity
- By Senior Leadership Team (SLT) through scrutinising planning and evaluating its impact on learning and progress in books
- By the SLT through formal lesson observations and informal 'drop ins' and through the analysis of end of term and end of year data
- By the governing body through the end of year data, termly feedback from the Headteacher and governor visits
- Through feedback given by parents and children following questionnaires, formal and informal conversations
- By the SENCo through intervention progress, monitoring and scrutiny

In each one of the above processes the progress, attainment and impact of provision for children with SEND is scrutinised and relevant changes made in order to have further impact. Our monitoring and evaluation cycle is embedded into school practice and is a continual cycle of review aimed at improving the provision and outcomes for all pupils.

## **10. Resources**

### **a) Funding for SEN**

All schools receive an amount of money to support children with special educational needs. This is provided as part of the schools' block formula allocation. It is the responsibility of each school to ensure that they have a 'notional budget' which caters sufficiently for the special educational needs of the children and young people within their school. The Education Funding Agency describes the funding available within schools for SEN pupils as being made up from 3 elements:

- Element 1 Core Educational Funding Mainstream per pupil funding (AWPU)
- Element 2 Schools Block Funding Contribution of up to £6k for additional support required by children and young people with high needs, from the notional SEN budget.

- Element 3 High Needs Top Up funding from the LA to meet the needs of individual children and young people with EHC plans.

The amount of money in the schools' block funding identified for Element 2 is based on a formula which is agreed between the schools and the Local Authority. Schools receive an annual school block allocation made up of a number of elements in order to enable them to support special educational needs within the school and specifically to fund the first £6,000 of a pupil's SEN support.

Additional resources for individual statements and EHC plans - Element 3 are allocated by top-up funding from the High Needs block budget. The level of top up funding for each pupil is allocated at four levels i.e. A, B, C or D depending on the type and level of need of each pupil. High Needs pupils with statements or EHC plans are therefore supported by a combination of school block funding (Element 2) and high needs top-up funding (Element 3).

#### **b) Workforce Development**

SEN training and professional development of staff will look different year upon year and is largely dependent on the identified needs and provision for pupils. Training needs which are identified will be built into the school's CPD programme and all staff are encouraged to access. The school's SENCo regularly attends the Local Authority's SENCO network meetings in order to keep up to date with local and national issues in SEND along with the Golcar Additional Needs Partnership meetings which are attended by SENCOs and an Educational Psychologist each half term. In addition, specialist training such as speech and language intervention, social groups and teaching strategies linked to specific difficulties such as Autism, ADHD or Mental Health are accessed via traded services with the educational psychologist service and/or the single point referral pathways.

Teachers and support staff will be involved in identifying pupil difficulties and underlying causes of SEN. The Kirklees Graduated Approach Toolkits for each area of SEN will be utilised to guide decisions for staff training and the acquisition of new skills linked to intervention and support for pupils. The SENCO, and where applicable other agencies, will support staff at each level of their training and professional development linked to SEN provision. The effectiveness of SEN training and professional development forms part of the whole school development plan to ensure good outcomes for all pupils.

### **11. Roles and Responsibilities**

- The SENCo is currently Miss Horton.
- Mr Beech is the behaviour and inclusion support officer.
- The SEN Governor is Mr Markus Farrington.
- The school employs support staff. They carry out a range of roles across the school and are line managed by the SENCo or their phase leader/assistant head teachers. They work closely with the class teachers who oversee their work and plan with them.
- The Designated Safeguarding Leaders are Mrs Turner, Miss Gallant, Mrs Broadbent, Mr Metcalfe and Miss Horton.
- The member of staff responsible for Looked After Children is Miss Horton.
- The staff responsible for managing the school's responsibility for meeting the medical needs of pupils is Mrs Turner.

## **12. Storing and Managing Information**

Documents relating to children and young people on the SEN Register are increasingly stored electronically on the school SENCO drive. Historical paper based documents are stored in the filing cabinet in the SENCo office. The storing and managing of information meets requirements for GDPR (2018).

## **13. Reviewing the Policy**

This policy will initially be reviewed annually and in light of the legislation changes.

## **14. Dealing with Complaints**

Should a parent of a child with SEN wish to make a complaint this can be done following the procedure in the school's complaints policy, a copy of which is available on the school website.

## **15. Bullying**

At Golcar Junior, Infant and Nursery School we have a whole school approach to mitigating the risk of bullying, and developing independence and building resilience in our pupils with SEN. We do this through work in RSHE and assemblies throughout the year. The school's behaviour and anti-bullying policies can be found on the website.

**All policies mentioned can be found on the school website at [www.golcarjin.com](http://www.golcarjin.com)**

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