



Gidea Park

PREPARATORY SCHOOL AND NURSERY

Special Educational Needs and Disability (SEND) Policy

This policy applies to all pupils in school, including in the EYFS

Reviewed	<i>March 2021</i>
Next review	<i>March 2022</i>
Revised by	<i>Miss L King</i>
Signed off by	<i>Mrs K Whiskerd</i>

SEND POLICY

General Statement

Gidea Park College is an inclusive school, committed to the equal treatment of all pupils including those with special educational needs and disabilities (SEND). This policy works towards eliminating disadvantages for pupils with SEND by:

- using best endeavours to ensure that all pupils (including those with medical conditions) get the support needed in order to access the School's educational provision
- not treating disabled pupils less favourably than their peers
- ensuring that pupils with SEND engage as fully as practicable in the activities of school alongside pupils who do not have SEND, making reasonable adjustments as needed
- ensuring parents are informed when special educational provision is made for their child and are kept up to date as to their child's progress and development.

This SEND policy is part of our safeguarding suite of policies. We take safeguarding very seriously, and all our policies are developed with the highest priority placed on children's safety and in the light of our safeguarding policy. All of our school policies are interlinked and should be read and informed by all other policies. In particular, this SEND policy is linked to the following policies:

- Behaviour Management
- Anti-bullying
- Medical
- Admissions
- Equal Opportunities
- Curriculum
- Accessibility Plan

This SEND policy is written to comply with the 2014 Children and Families Act and the SEND Code of Practice (January 2015) together with the Equality Act 2010. This policy also complies with the statutory framework for EYFS (April 2017).

SEND Organisation

Overall responsibility for overseeing all aspects of the School's SEND provision sits with the Head.

The designated Director, with special responsibility for the oversight of the SEND policy and provision, is Ms C Askew at ILG.

SEND Team

Inquiries about an individual child's progress should be addressed at first to the form teacher, since he or she is the person who knows the child best. Other enquiries can be addressed to:

Miss L King: SENCo

Mrs K Scott: SEND Teaching Assistant

Please make an appointment with the school office if you wish to speak to Miss King, or she can be contacted on lking@gideaparkcollege.co.uk

SENCo

The SENCo, Miss L King, is also the Deputy Head (Pastoral) and is a member of the senior leadership team. Her responsibilities include:

- determining the strategic development of the SEN and disability policy and provision in the School, together with the Head and designated Director
- having overall day-to-day responsibility for the operation of the SEN and disability policy
- coordinating specific provision for children with SEN and disabilities
- ensuring all staff understand their responsibilities to children with SEN and the School's approach to identifying and meeting SEN
- ensuring that teachers are given any necessary information relating to a child's learning support needs and/or disabilities (if known) so that teaching practices are appropriate
- ensuring parental insights are considered by the School to support their child's SEN and disability
- liaising with external professionals and agencies, as appropriate
- ensuring that the School keeps records of all pupils with SEN up to date.

Teachers

All teachers are responsible for helping to meet a pupil's needs (irrespective of any specialist qualifications or expertise). All staff are expected to understand this policy so that the School can identify, assess and make provision to meet those needs.

SEND Policy

1. Defining SEND

- (a) **SEN:** The 2014 Code of Practice says 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 2014 SEN Code of Practice: 0-25 Years – Introduction xiii and xiv

The above definition also applies to those children within our EYFS who would have the above difficulties were special educational provision not made for them.

The School's support for those children whose first language is not English is set out in the School's English as an Additional Language (EAL) Policy.

- (b) **Disability**

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

Not all pupils who have SEN are disabled. Not all disabled pupils have SEN.

2. SEND at Gidea Park College

Our objectives are:

- 2.1. To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND
- 2.2. To ensure that every child experiences success in their learning and achieves to the highest possible standard
- 2.3. To enable all children to participate in lessons fully and effectively
- 2.4. To value and encourage the contribution of all children to the life of the school

- 2.5. To work in partnership with parents
- 2.6. To work with the Proprietors to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- 2.7. To work closely with external support agencies, where appropriate, to support the needs of individual pupils, although we do not fund this directly
- 2.8. To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

Around 10% of our children are either at SENS (SEND support) or have statements/EHC Plans (Education, Health and Care Plans). This is slightly below the national average but means that all teachers expect to have children with SEND in their forms.

3. Types of SEND

- 3.1. **Communication and Interaction:** Autistic spectrum and language disorders
- 3.2. **Cognition and Learning:** Dyslexia, dyspraxia and dyscalculia; moderate learning difficulties, global developmental delay
- 3.3. **Social, Emotional and Mental Health:** ADHD, ADD, emotional difficulties
- 3.4. **Sensory and/or Physical needs:** Visually impaired, physically disabled

4. Identifying children at SENS (SEND Support)

Children with SEND are identified through a number of routes all of which are part of the overall approach to monitoring progress of all pupils:

- 4.1 The progress of every child is monitored at pupil progress meetings. Where children are identified as not making progress in spite of quality teaching, they are discussed with the SENCo in the first instance, and a plan of action is agreed. Slower than expected progress does not necessarily mean that a child has SEN (and should not automatically lead to a pupil being recorded as having SEN).
- 4.2 Form teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 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
- 4.3 Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Form Teachers or some parental support. Otherwise, the child is monitored by the SEND department and intervention arranged as appropriate.
- 4.4 We can recommend outside agencies who will undertake standardised tests. We do not fund these services.
- 4.5 Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have ASD or ADHD or some other disability.

5. Working with Parents and Children

We aim to have good and informative relationships with our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings (Michaelmas, Lent and Trinity terms) or during informal meetings to discuss the child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having SEND.

In order to discuss any appropriate support, the SENCo will invite the parents to a meeting with herself and the child's teacher to:

- Formally let them know that their child is being placed at SENS
- Discuss assessments that have been completed
- Agree a plan and provision for the next term

This is part of the graduated cycle of 'Access, Plan, Do Review' required in the Code of Practice.

Depending on their age, and their interest, the child may be invited to attend all or part of the meeting.

Records are kept of these meetings and copies are available to parents.

Thereafter, parents and children are invited to a meeting at least each term to review progress made, set targets and agree provision for the next term. In the Trinity Term, there is an annual review of the child's progress.

6. Paperwork for children at SENS (SEND Support)

Once a child has been identified as needing SENS the following paperwork is completed:

- 6.1. A **One Plan** is used for children with a high level of need to record the child's strengths and interests, what they enjoy about school, what they find hard and what helps them to achieve. This document also identifies what is currently working for the child and what needs to be changed. It is completed with the child, the parent and the child's teachers, and acts as a guide for setting targets throughout the year. The document will be reviewed regularly throughout the year and may be adjusted and/or re-written depending upon the child's progress.
- 6.2. An **Individual Support Plan** is produced for all children at SENS which sets termly targets for the child. It details how the targets will be met, through which intervention, who will conduct the intervention and how regularly.
- 6.3. Annually a one-page **Pupil Profile** is also produced for all teachers. This reflects the child's interests and personality as well as giving specific strategies which help the child in the wider school environment as well as in the classroom.

7. Moving to an EHCP (Education, Health and Care Plan)

If children fail to make progress, in spite of high quality, targeted support at SENS, we may apply for the child to be assessed for an EHC Plan. Generally, we apply for an EHC Plan if:

- The child is 'Looked After' and therefore additionally vulnerable
- The child has a disability which is lifelong and which means that 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 the mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.

If the application for an EHC Plan is successful, a member of the Local Authority (LA) will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting. This is then reviewed by all relevant parties before being finalised; this process can take up to 20 weeks.

8. Teaching and Learning

8.1. Inclusion

We believe that all children learn best with the rest of their form. Our aim is for all children to be working independently, in form, at the cusp of their potential. Children with SEND are entitled to be taught by their teacher, not always by a TA. Teachers aim to spend time each day working with all children with SEND, individually or as part of a group.

8.2. Support

When allocating additional TA support to children, our focus is on outcomes, not hours; we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

The school has a range of interventions. When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child.

8.3. Targets

Targets for children at SENS are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the form teacher, who monitors progress towards the targets during the intervention, and by the SENCo who monitors overall progress after the intervention

- Interventions are planned at appropriate intervals.
- At the end of each block, children's progress towards their targets is assessed and recorded.
- A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class.

The SENCo monitors interventions to identify 'what works'.

8.4 Entitlement to additional time and/or support in external assessments

Children who have been diagnosed as having a learning difficulty may be entitled to support, such as additional time and/or modified provision, to complete external assessments. Parents should speak with their child's Form Teacher or SENCO) with regard to any application for additional support as soon as reasonably practicable. The SENCO will process applications for appropriate examination access in conjunction with the child's form teacher.

9. Adaptations to the Curriculum Teaching and Learning Environment

Gidea Park College is disability accessible in the outside blocks and we have a plan available which would allow us to make reasonable adjustments for children with physical disabilities. The main building is a Georgian house and cannot be adapted reasonably.

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

All of 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 a good practice to support all children but is vital for those who particularly need it. All of our children access the full curriculum, and we recognise achievement and expertise in all curriculum areas. As part of normal differentiation, curriculum content and ideas can be simplified and made more accessible by using alternative planning or resources.

Children who have been diagnosed as having a learning difficulty may be entitled to support, such as additional time and/or modified provision, to complete external assessments. Parents should speak with their child's form teacher and SENCo with regard to any application for additional support as soon as reasonably practicable.

10. Access to Extra Curricular Activities

All of our children have equal access to before school, lunchtime and 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.

Form trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEND, disability or medical needs.

11. Staff Expertise

Our teachers are very experienced in working with children with SEND and all have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in-house or Local Authority courses.

Our SEND TA is ELKLAN trained which helps her support children with communication difficulties especially in Pre-School and the Pre-Prep. Other TAs and HLTAs (Higher Level Teaching Assistant) have expertise and training on other areas or specific interventions. All TAs work with children with SEND.

Our SENCo is fully qualified and has 25 years of experience of working with students with SEND; she attends regular trainings which are cascaded to other members of staff. We have regular staff training sessions with a SEND basis.

We will recommend specialists such as Educational Psychologists, but these are not funded by the school.

12. Children with Social, Emotional and Mental Health Needs

Behaviour is not classified as SEND. If a child shows consistent unwanted behaviours, the form teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) our pastoral lead will help to support the child.

If both parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS. In some circumstances, the school (with parental permission) may refer a child to CAMHS.

If the child is felt to have long-term social, emotional or mental health needs – for example with anger management - the school offers a range of social skills or other interventions. All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

The school has a zero-tolerance approach to bullying, especially towards children with SEND and disabilities. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills, in the first instance on a no blame basis.

13. Transition Arrangements

13.1. Transition into and within school

We understand how difficult it is for children and parents as they move into a new form or a new school and will do what we can, according to the individual needs of the child, to make transitions between forms, including from the Pre-School, as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet or a Social Story

Enhanced transition arrangements are tailored to meet individual needs.

13.2. Transition to Secondary School

We will assist in the transition from Year 6 to Secondary School to ensure that all details and concerns are discussed with the receiving school.

14. Bullying and Behavioural Issues

The School recognises that disabled pupils or those with SEND may be particularly vulnerable to being bullied. The School's Anti-bullying Policy makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

15. Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgemental attitude throughout the school. Please refer to our Equal Opportunities policy to find out more.

16. Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

All complaints are taken seriously and are heard through the school's complaints policy and procedure.

17. Withdrawal

Where, after all reasonable adjustments have been made or considered, the School feels that it is unable to accommodate a SEND pupil or meet their needs, the School may require parents, after appropriate consultation, to withdraw their child. Fees in lieu of notice will not be chargeable in these circumstances.

18. Havering's Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Havering's Local Offer is available from the website: www.havering.gov.uk.

19. Review

The school will review this policy on an annual basis to ensure the School meets the needs of those pupils with SEND.