

# Gorse Hill Primary School



## SEND POLICY

Date of Policy	October 2024
Ratified by <i>Governors</i>	
Signature of Chair of <i>Governors</i>	
Reviewed	June 2023
Date of next review	June 2026

# Gorse Hill Primary School

## SEND Policy

At Gorse Hill Primary School, we seek to ensure that all children achieve high standards, regardless of any barriers created by Special Educational Needs and Disabilities. We celebrate the differences and achievements of every pupil, and we understand that treating every child equally does not mean treating every child the same. The school Special Educational Needs and Disabilities Coordinator is Mrs Dickinson and the EYFS SEND Lead is Mrs Shuttleworth. You can reach our SENDCo team on the following email: [send@gorsehillprimary.co.uk](mailto:send@gorsehillprimary.co.uk)

### Intent

At Gorse Hill Primary School, we take pride in providing a safe, stimulating and inclusive environment where every member of our school community is valued and respected. We are committed to the individual needs of all our children and valuing what each and every child brings to the curriculum. Our broad, balanced and creative curriculum and enrichment activities provide opportunities for all children to achieve and succeed.

We strongly believe that every teacher is a teacher of every child, including those with Special Educational Needs and Disabilities (SEND) and our SEND policy recognises the need for quality first teaching that is fully inclusive.

Through high quality assess, plan, do and review procedures, we aim to:

- Provide early identification of SEND.
- Ensure all children have access to a broad, balanced and ambitious curriculum through quality-first, inclusive teaching.
- Minimise barriers to participation in school life.
- Nurture and support the relationship between teachers and pupils through mutual respect.
- Build positive partnerships between school and families as a key role in supporting the child.
- Develop the child's independence and resilience.
- Carefully map provision and review the impact that interventions are having on progress of all vulnerable learners.
- Regularly monitor the progress of pupils and review pupil outcomes.
- Create SEND Pupil Passports that are tailored to the child's needs.
- Work cooperatively with external agencies including the local authority to ensure a multi-professional approach.

- Develop and adapt the learning environment to meet the changing needs of pupils with SEND.
- Provide relevant CPD to staff members.
- Have effective transition procedures to ensure continuity and support when moving through the school.

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

Our school recognizes the definitions of Special Educational Needs and Disabilities (SEND) described in Section 20 of the Children and Families Act of 2014:

*A child has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child has a learning difficulty if they:*

- a) *Have significantly greater difficulty in learning than the majority of others of the same age; or*
- b) *Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.*

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

### **Implementation**

At Gorse Hill Primary School, supporting the SEND pupils is a whole-school responsibility. Through quality first teaching, early identification and collaboration between leaders, teachers, support staff, external agencies and families; pupils with SEND will be supported to succeed through:

- **A constant cycle of ASSESS, PLAN, DO and REVIEW.** Teachers will identify the needs of pupils as early as possible through observations, progress data and regular pupil information meetings. A graduated response will be followed. Concerns will be raised with the SENDCO, phase leaders, and parents/carers where necessary, a pupil passport will be created with the child at the heart of this process. Reasonable adjustments will be made to the curriculum, targets set and external professionals involved where necessary.
- **Interventions and Support:** In addition to quality first teaching, there are times when timely and effective interventions are needed in order to assist pupils in their progression. For example, we have a highly skilled SEND Teaching Assistant who uses a multi-sensory approach to those pupils with specific learning needs or those with high needs.

➤ **A Graduated Response to SEND**

**Quality First Teaching**- we ensure that all children will receive high quality classroom teaching whereby they are included so that they can do well at school. Class teachers are responsible and accountable for all of the pupils in their class; including where pupils access support from teaching assistants or specialists staff. Quality First Teaching is the first step in responding to pupils who have, or may have SEND.

**THE SEND REGISTER**

The SEND register has been split into two categories:

**i) SEND SUPPORT**

Although some children have an identifiable SEND need, their needs can be met by reasonable adjustment within the classroom. These pupils are still recognised, monitored and reviewed to ensure they are receiving the appropriate support. These pupils are recorded as SEND Support and have a Pupil Passport which is reviewed annually.

**ii) SEND INTERVENTION**

Some children with SEND needs require specific interventions and often require the support from outside agencies. Children on the SEND Intervention register will receive a personalised 'Pupil Passport' each term. This child-led document outlines the support and provision for the child and is written with individuals at the heart of this process. Pupil Passports are reviewed and sent home termly.

It is the responsibility of the SENDCo to regularly update the SEND register.

If a child is to be removed from the SEND register, then the process is reversed.

**Education, Health and Care Plan (EHCP)**

An Education Health and Care Plan request can be made when a child's needs on the SEND register are beyond what the school can provide without additional funding or support.

The EHC plan is a legal document that outlines the support the local authority has an obligation to provide to support the plan.

An EHCP will combine information from: Parents, Class teacher, view of pupil, SENDCO, Health Professionals, Social Care and other Educational Advisors.

Children who hold an EHCP will be monitored and reviewed as part of the school's ongoing assessment system, including termly pupil progress meetings; pupil passport reviews and more formal annual reviews.

Requests for EHCPs are usually made by the school but can be requested by a parent.

- The SENDCO will review staff training needs and provide quality CPD where necessary; including keeping up-to-date with training sessions being offered by external agencies.
- Provision maps are created via EDUKEY and monitored and reviewed termly.

- All teachers are aware of the procedures to refer a child to external agencies such as SALT, CAMHS and OT as well as many others. Staff work collaboratively alongside other professionals to aid in the identification of particular needs as well as the implementation of support recommendations offered.

### **Medical Needs**

Medical needs of pupils at Gorse Hill Primary School are monitored in various ways. We have class medical registers which show a photograph of the child and their medical needs; specific details are noted regarding allergies and/or medications. Children with specific disabilities or medical needs may also have a Health Care Plan in place which is reviewed at regular intervals.

Pupils with specific medical conditions should be fully supported so that they have full access to education, including school trips and education. Some children with medical conditions may be disabled and where this is the case, the school will comply with the Equalities Act 2010. Please refer to the Schools Accessibility Plan.

### **Health and Safety**

All resources of children with SEND needs will be subject to the school's Health and Safety Policy and risk assessments will be carried out as appropriate for provision and equipment. All risks assessments are reviewed on a regular basis.

### **Behaviour**

All staff refer to the school's behaviour and relationship policy. Where behaviour concerns are expressed of pupils with SEND; careful consideration of behaviour procedures is necessary and class teachers are to liaise with the SENDCo to create a more personalized behaviour plan. At Gorse Hill Primary School, we recognise that behaviour is a form of communication and we work hard to meet the needs of the child and pupils in the class. Please refer to the Behaviour and Relationships Policy for further information.

## **Impact**

- All pupils are happy, safe and nurtured within school.
- Positive relationships are formed between staff and pupils mutual respect and a true understanding of the child as a whole.
- Pupils with SEND are expected to have a high level of engagement in all aspects of school life.
- All pupils, regardless of their starting point, have the same opportunities and experiences as their peers including a broad, balanced curriculum and enrichment activities.
- Support is implemented as early as possible to have the greatest impact.

- Interventions are tracked each term and progress is closely monitored to evaluate impact. Through a rigorous ASSESS, PLAN, DO and REVIEW process alternative interventions or levels of support are implemented where necessary.
- The voice of the child and family are heard. Their opinions are heard and taken into account through their learning journey.
- The classroom teacher and SENDCo are in regular contact with parents/ carers of pupils with SEND, to keep them up-to-date with progress and next-steps.
- Pupil Passports are completed termly for pupils on the SEND Intervention register and annually for pupils on the SEND Support register.
- Pupils with SEND generally make good progress. When expected progress is not made, plans are put in place to address this and allow for accelerated progress through interventions, external agency support or family discussions.
- Effective relationships are formed with external agencies.
- Staff feel knowledgeable and informed about the needs of their pupils with SEND and how best to support them- they ask for help when necessary and are fully supported through regular CPD and thorough discussions.
- Pupils transition smoothly and feel happy and safe when moving between year groups.
- Pupils leave Gorse Hill Primary School with the tools to be independent and resilient. Meetings between the Y6 teacher/ SENDCo take place with feeder Secondary Schools to ensure the needs of the child will be met and information about the best way to support the individual's learning needs can be shared.

**Useful Links:**

- [Gorse Hill SEND Information Report 2022-2023](#)
- [Gorse Hill Provision and Access Map 2022-2023](#)
- [Trafford Local Authority Offer](#)
- [Safeguarding Policy](#)
- [Behaviour and Relationship Policy](#)

# **Appendix**

## **Roles within SEND**

### **Role of the Class Teacher**

Class teachers are responsible and accountable for the progress and development of all of the pupils in their class; including where pupils access support from teaching assistants or specialist staff. Therefore, class teachers are required:

- To be aware of the school's procedures for the identification and assessment of and subsequent provision for SEND pupils.
- To inform the SENDCo of concerns about a child.
- To make observations and record information about the child.
- To keep parents informed of the child's progress and identified needs.
- To deliver a broad and balanced curriculum for all pupils based on the National Curriculum Programmes of Study and Gorse Hill curriculum drivers.
- To differentiate work to cater for the special education needs of children in the class.
- To incorporate multisensory teaching strategies into lesson plans when possible.
- To liaise with and support any staff within school, or beyond school, who is conducting assessment of or intervention with a child in the class.
- To work with children on the SEND Support and SEND Intervention registers to write Pupil Passports.
- To implement and monitor Pupil Passports.
- To review Pupil Passports and share with parents: termly (SEND Intervention pupils) and annually (SEND Support pupils).
- Be responsible for regularly updating and reviewing provision maps on EDUKEY

### **Role of SENDCo**

- To review and develop the school's SEND Policy.
- To oversee the day-to-day operation of the school's SEND Policy.
- To co-ordinate, monitor and evaluate the provision for pupils with SEND.
- To maintain the school's SEND register and oversee all records of children identified on it.
- To provide advice and support to colleagues and to ensure maximum use of resources and expertise.
- To liaise with parents of children with SEND in conjunction with their class teacher, in a supportive and positive manner.
- To liaise with the SEND Link Governor and provide termly updates for the Governing Body.
- To liaise with external agencies on behalf of pupils with SEND.
- To Liaise with the feeder and receiving schools to ensure continuity of action/ support.
- To keep up-to-date with current developments in the SEND field.
- To contribute to the in-service training of staff.

### **Role of the Headteacher**

- To determine the SEND Policy.
- To monitor the implementation of the SEND Policy, including progress and data reviews.
- To establish and recruit appropriate staff and to lead decision-making on the allocation of intervention work by the school team,
- To keep the Governing Body well informed about SEND in the school.

### **Role of the Governing Body**

- To ensure that the provision for pupils with SEND is of a high standard.
- To ensure that policy and practice meet the needs of pupils with SEND.
- To ensure that SEND pupils are fully involved in the full range of school activities.
- The SEND Link Governor, Dan Musson, will meet regularly with the SENDCo to discuss SEND provision at Gorse Hill Primary School.

We need to find an overview of staff training in the different interventions to put here too.

Do you have this or will Claire D have it?