

## **GORSE HILL PRIMARY SCHOOL SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY 2021-2022.**

At Gorse Hill Primary School, we seek to ensure that all children achieve to high standards, regardless of 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 Coordinator is Mrs Dickinson. The EYFS SEN Lead is Mrs Shuttleworth.

### **AIMS**

Our aims are for all children to be able to access the curriculum equally, to allow them to achieve to the highest standard they can. We aim to include all children in lessons, delivered by the Class Teacher, as much as possible. This will allow children of all ages, needs and abilities to gain the most from the curriculum and enhance their learning.

### **WHAT WE MEAN BY SPECIAL EDUCATIONAL NEEDS AND DISABILITIES**

We feel it is important for everyone to have a concrete knowledge of Special Educational Needs and Disabilities and what is meant by this. Children who have needs that are additional to, or different from the average needs of children their age, may be classed as having 'Special Educational Needs'. This means they often require more personalised support or provision to allow them to make good progress. Children who have English as an Additional Language are not considered to have SEND, although the two needs do sometimes cross.

### **GIFTED AND TALENTED**

Children on the SEND register may also be on the Gifted and Talented register in other areas. Teachers must ensure that extra challenge is given to the children in this area which will allow them to continue to excel. For more information on the Gifted and Talented register, please refer to the Gifted and Talented policy.

### **QUALITY FIRST TEACHING**

The SEND Code of Practice states that the initial and most consistent support for children with SEND is for them to receive 'Quality First' or 'High Quality' teaching from their class teacher, who is ultimately responsible for their progression and education. It is essential that all children, particularly those with SEND have access to Quality First Teaching the majority of the time.

### **INTERVENTIONS AND SUPPORT**

Although each class teacher is responsible for the education of the children in their class, there are times when timely and effective interventions are needed in order to assist children in their progression.

Children may also receive additional support from Teaching Assistants, in class, at the delegation of the teacher.

## **PROCEDURES**

There are a variety of procedures in place to put children on, and take them off the Special Educational Needs Register. This requires close monitoring and use of strategies by the class teacher, to ensure the child does in fact have an additional need, as many children progress after a 'catch up' intervention. In this case, they do not have a Special Educational Need. Teachers should refer to The Graduated Approach document for strategies and next steps.

The process is reversed to take children off the SEND register.

If a teacher is concerned about a child who is new to the school or in Year 6, they can complete a 'Cause for concern' sheet and return to the SENCo. The SENCo will then process this and equip the class teacher with techniques and advice in order to support the child quickly and effectively. This may involve other professionals or agencies.

We have an understanding that although some children have an identifiable SEN need, their needs may be met by reasonable adjustments in the classroom. However, we still want to recognise, monitor and support these children to ensure that they are receiving the appropriate support. The SEN register has been split in to two; 'SEN support' (reasonable adjustments and classroom support) and 'SEN intervention' (where specific interventions and possible outside agencies are needed. Children on the SEN intervention register will receive a personalised 'Pupil Passport' each term, whereas SEN support will receive one per academic year, a copy of which will be sent home to parents. Pupil Passports are designed to be completed after a discussion with a child about how they feel about their own learning. The class teacher will use this information, along with their own judgements, to complete the passport. Using this method instead of a target setting Individual Education Plan is important at Gorse Hill, as we believe it allows anyone working with the child to gain a perspective of the whole child, including the best skills and techniques to help them with their learning. Children will be set personalised English and Maths targets by their Class Teacher.

## **HEALTH AND SAFETY**

The health and safety is paramount for all of the children here at Gorse Hill. Where children have specific health and safety requirements, the SENCo and Headteacher will ensure that reasonable adjustments are made to ensure that all of the child's needs are met. Where it is required, particularly with medical needs, all staff will be trained to ensure each child is safe and can be properly attended to if the need should arise.

Where there are concerns about a child's welfare, the 'Team Around the Child' will hold meetings to discuss this, and the Learning Mentor, Miss Coxe, will involve the appropriate services to ensure that all children are healthy and safe. For more details, please refer to our Safeguarding Policy.

## **BEHAVIOUR**

In the majority of cases, teaching staff should refer to the school's behavior policy as much as possible for children who are displaying undesirable behaviour. There must be careful consideration of behaviour procedures where children with certain Special Educational Needs and Disabilities are concerned, and in this case, class teachers should liaise with the SENCo to create more personalised behaviour strategies and procedures.

## **STAFF DEVELOPMENT AND INSET**

All staff are aware of the various needs within school and are currently receiving training based on Speech and Language Communication Needs and Dyslexia. All staff are to access training as planned, but may use the IDP materials online to refresh knowledge as and when the need arises.

**For further information on the provision for children with Special Educational Needs and Disabilities at Gorse Hill Primary School, please refer to our 'Information Report' which can be located on our school website.**