

Gaywood Primary School



SEN-D POLICY

Introduction

Welcome to our SEND Policy which is part of the Norfolk Local Offer for learners with Special Educational Needs and Disabilities (SEND), and is updated annually.

At Gaywood Community Primary School we are committed to working together with all members of our school community, including pupils, parents/carers, governors, and members of staff. The key staff involved in supporting the Learning of children with learning difficulties are:

Mr Paul Shanks – Headteacher

Mrs Anne Waters – Special Educational Needs and Disabilities Co-ordinator

Mrs Carolyn Paterson – SEND Governor

Mrs April Rose - Lead Nurture Learning Support Assistant

Aims

At Gaywood Community Primary School we believe in participation for all. We want all adults and learners to participate in learning and we strive to work with all members of our community. We want to create an inclusive culture in our school and we aim to be responsive to the diversity of children's backgrounds, interests, experiences, knowledge and skills.

We value high quality teaching for all learners and actively monitor teaching and learning throughout the school and always aim to create a learning environment which is flexible enough to meet the needs of all the children in our school, including those with SEND.

Roles & Responsibilities

The Governor specially designated to oversee SEND provision in the school will compile reports to the Governing Body, which will include a written report of numbers of children at different stages on the SEND Register and details of the SEND budget and resources.

The Subject Lead will:

- oversee the day-to-day operation of the school's SEN policy
- co-ordinate the activities of the recently formed Inclusion Team
- co-ordinate provision for children with special educational needs
- liaise with and advising fellow teachers
- liaise with teaching assistants in conjunction with fellow teachers
- oversee the records of all children with special educational needs
- liaise with parents of children with special educational needs
- contribute to the in-service training of staff
- carry out further assessments in order to provide information regarding specific children's levels of potential and achievement, and to suggest future actions.
- update details of support on a provision map.

- use appropriate assessments from the list below to provide more information on, and monitors the progress of children with Special Educational Needs:- Single word reading test, Single Word Spelling Test, BPVS, Boxall Profile, Diagnostic interviews in Number Sense, Sandwell Early Numeracy Test, Dyslexia Screener.
- inform and consult with parents as to the actions being taken to help the child, and of the outcome of this action.
- request support from external services, in consultation with parents, at a review of the child's MP3. External support services assesses the child so that they can advise school staff on new MP3 with fresh targets and accompanying strategies, provide more specialist assessments to inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.
- Liaise with the Year 6 teachers to ensure all Year 6 children can access SATs or are dis-applied
- request a Statutory Assessment of the child's needs, discussion with parents/carers, if the implementation of help and advice provided by specialists at School Support has still not resulted in progress being made by the child.
- implement the targets set in the Educational Health Care Plan (EHCP) and organise an Annual review of the Educational Health Care Plan.
- facilitate smooth transition for all SEN-D children into and from other schools
- liaise with Behaviour support staff to support children's learning and behaviours effectively

When a child is identified as having a learning difficulty the Teachers will:

- provide interventions that are additional from those provided as part of the school's usual differentiated curriculum.
- provide a record of a child's progress on their MP3 and this will be reviewed termly with the child.
- plan differentiated activities that stimulate learning and where necessary ensure communication with TAs is appropriate so they can deliver their activities to a high standard as well

The children will be encouraged to:

- Reflect on their own learning and be part of the target setting process

Support staff will:

- Deliver stimulating 1 to 1 and group sessions that engage and further the learning of the children
- Support the resourcing of activities and creation of a stimulating working environment
- Provide feedback on the children's performances and behaviours when required
- Attend multi-agency meetings where appropriate

Identification, Monitoring & Assessment

A child that is placed on SEN Support or has an EHCP will receive interventions as outlined in the provision map. The triggers for intervention through *School Support will be* underpinned by evidence about a child, who despite receiving differentiated learning opportunities makes

- Little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment across the curriculum and is working at National Curriculum levels substantially below that expected of children of a similar age
- Presents persistent emotional or behavioural difficulties which are not helped by the behaviour management techniques usually employed in the school
- Has sensory or physical problems, and continues to make little or no progress despite the provision of appropriate resources and so could require additional specialist equipment or regular advice or visits by a specialist service
- Has ongoing communication and / or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

To find out if our support is effective we will follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step. Before any additional provision is selected to help a child, the SEN-D Co, Behaviour Support Teacher, class teacher, parent/carer and learner, where appropriate, all agree what they expect to be different following this intervention. A base-line will also be recorded, which can be used to compare the impact of the provision. Progress of each target will be reviewed regularly, by all involved. Progress data of all learners, including those with SEND, is collated by the whole school and monitored by teaching staff, senior managers and governors.

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. When there is uncertainty about an individual child, teachers, with the support of the EAL teacher, will look carefully at all aspects of a child's performance in different subjects. They will establish whether the problems the child has in the classroom are due to limitations in their command of the language that is used there, or arise from special educational needs. Please refer to EAL policy.

Health & Safety Statement

The school is committed to provide and maintain a safe and healthy working environment for staff and pupils at all times. We aim to ensure that safe working methods are in place and provide safe equipment. We comply with statutory requirements and where possible best practice.

We provide effective information, instruction and training to enable staff and pupils to be competent in their roles and in tasks they undertake.

We ensure adequate resources are made available to fulfil our health and safety responsibilities and objectives.

Class Teachers follow the particular health and safety measures to be adopted in their own teaching areas as laid down in the relevant Code of Practice, if issued, and to ensure that they are applied.

All accidents, defects and dangerous occurrences are reported to the Headteacher.

Pupils allowing for their age and aptitude, are expected to exercise personal responsibility for the health and safety of themselves and others. They should observe standards of dress consistent with safety and/or hygiene and observe all the health and safety rules of the school and in particular the instructions of staff given in an emergency.

They are expected to use and not wilfully misuse, neglect or interfere with things provided for their health and safety.

Complaints Procedure:

If a parent has any complaint about the provision of Special Educational Needs in the school they should contact the SENDCo and/or Headteacher.

After consultation with the Headteacher and SENDCo the matter may be discussed with the Governor responsible for SEND.

If the complaint cannot be resolved at this level the issue may be brought before the curriculum sub-committee and subsequently before the Governing Body.

The Headteacher or Governors will at any of these stages contact the LA for further clarification and advice on any issue that has been raised.

Have your Say

Gaywood Community Primary School aims to shape and develop provision for all of our learners, ensuring achievement for all. This SEND Policy declares our annual offer to all learners with SEND, but to be effective it needs the views of all parents/carers, learners, governors and staff. So please engage with our continuous aim to 'assess, plan, do and review' provision for SEN.

Subject Lead	Anne Waters
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