



Gaywood Primary School

SEND ~ 2018

The governing body of Gaywood Primary School is committed to providing high quality education for all its pupils, based on: equality of access, opportunity and outcomes. We fully subscribe to the five outcomes of Every Child Matters and, therefore, the Government's aim for every child, whatever their background or their circumstances, to have the support they need in order to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

Special educational needs (SEN)

A child has special educational needs

- If they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- Is a child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - has a significantly greater difficulty in learning than the majority of others of the same age, or at is a significantly greater difficulty in learning than the majority of others of 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

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Disabled children and young people

The Equality Act 2010 sets out the legal obligations that schools, Early Years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- They **must not** discriminate for a reason arising in consequence of a child or young person's disability
 - They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage

Role and responsibility of the SENCo

The Designated Teacher should:

- Be an advocate for SEN-D children.
- Ensure a smooth and welcoming induction for the child and carer/s or parent/s.
- Ensure entry to examinations for all SEN-D children.
- Co-ordinate support for the child in the schools and liaise with other professionals and carers as necessary.
- Ensure staff and governors receive relevant information and training.
- Ensure confidentiality for individual children and only share personal information on a need to know basis.
- Provide written information to assist planning/review meetings and ensure attendance as far as possible.
- Encourage SEN-D to participate in extra-curricular activities and out of hours learning.
- Oversee the day-to-day operation of the school's SEN-D policy
- Create a termly provision map detailing support for children with SEN-D
- Liaise with and advise teachers and support staff
- Ensure that parents and child are fully involved in the setting and reviewing of their ITP targets along with their class teacher or the SENCo.
- Ensure that In accordance with the SEN Code of Practice 2014 the 4 stages of support are:
'Assess, Plan, Do, Review'

This graduated approach is implemented in all areas of support for children with SEN-D.
This is regardless of if a child has a recognized diagnosis, disability, EHCP or not.

- Oversee the records of all children with SEN-D
- Liaise with parents of children with SEN-D
- Organise the training of staff
- Measure impact of the interventions
- Use appropriate assessments to monitor the progress of children with SEN
- Provide letters or reports that detail parents and schools concerns that can be taken to a meeting with a family GP
- Liaise with members of the external services, in consultation with parents so they can assess the child and provide advice to staff as to further actions necessary.
- Organise assessments for EHCP and annual reviews of Educational Health Care Plans
- Facilitate the smooth transition for all SEN-D children into and from other schools
- Provide an SEN Information Report to share with the Governors and Parents/Carers.
- Ensure the school website displays the required information

Roles and responsibilities of all teaching staff

The class teachers will:

- As with all children, we have high aspirations and celebrate the educational and personal achievements of SEN-D children.
- Ensure entry to examinations for SEN-s children.
- Be familiar with the SEN-D Code of Practice and respond appropriately to requests for information, to support the completion of referrals and other documentation needed, as part of review meetings.
- Liaise with the SEN-D Co where a child is experiencing difficulty.
- Provide a record of a child's progress towards their individual targets on an ITP (Individual Targets Plan) and review it informally half termly and termly with the child and parent / carer
- Plan appropriately challenging/ differentiated activities that stimulate learning and ensure communication with Support Staff is appropriate, so they can deliver their input and support to a high standard
- Provide interventions that are additional from those provided as part of the school's usual differentiated curriculum.

The teaching assistants will:

- Deliver stimulating 1 to 1 and small group sessions that engage and further the learning of the children, with specific direction and provided resources where necessary, from the class Teacher.
- Support the resourcing of activities and creation of a stimulating working environment
- Provide feedback on the children's performances to the class Teacher and or SENDCo and where there are behaviours- record these on a behaviour log form or in a home school book.
- Attend or contribute to multi-agency meetings where relevant

Role and responsibility of the Governing Body

The governing body will:

- Ensure that admission criteria prioritise EHCP, according to the Code of Practice on Admissions
- Ensure all governors are fully aware of the legal requirements and Guidance for SEN-D
- Ensure that there is a named Designated Teacher for SEN-D children
- Nominate a governor who links with the Designated Teacher, receives regular progress reports and provides feedback to the governing body
- For child protection and confidentiality reasons, ensure that information will be collected and reported in ways that preserve the anonymity and respect the confidentiality of the pupils concerned
- Review the effective implementation of this policy, preferably annually and at least every three years
- Ensure that the schools' other policies and procedures give SEN-D equal access in respect of: Admission to school, The National Curriculum and public examinations, additional educational support where this is needed, extracurricular activities, work experience and careers guidance.

Single Equality Scheme and Action Plan

Our Single Equality Scheme and Action Plan, enables us to outline a framework for action which covers all six equality strands: age, disability, gender, race, religion and belief and sexual orientation to ensure that we meet our responsibilities of providing an inclusive primary curriculum for all children.

Training

Designated staff for SEND, Looked After and Adopted Children will attend necessary training as appropriate.