



Gaddesden Row JMI

SEND Policy

Policy Review

This policy is a live document. Monitoring, review and evaluation is built into the annual school self-review cycle

The policy was last reviewed in March 2024

Signature

Date

Headteacher

Signature

Date

Chair of Governors

SENCo: Hannah Smith
SEND Governor: Miriam Barrow

If you have an issue regarding the SEND provision, please email Hannah Smith SEND Co-ordinator at senco@gaddesdenrow.herts.sch.uk

Introduction

The whole team at school is committed to providing a welcoming, attractive and stimulating environment to support the needs and develop the learning of the children. Every child and family in our school community is valued and diversity is celebrated. A team of qualified teachers and teaching assistants staff our school. The school provides a broad and balanced curriculum in a safe, stimulating and caring environment that allows everyone to achieve, develop, learn and grow.

Aims

- To welcome pupils with SEND and meet their needs in a positive way so they achieve their best.
- To be an inclusive school and help each child to experience success.
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career.
- To identify and address pupils' needs through the graduated approach and the four-part process of assess, plan, do and review ensuring that there is careful monitoring and assessment of pupils throughout their time at school.
- To provide an inclusive education for all pupils with SEND and use our best endeavours to remove barriers to learning by providing high quality teaching differentiated for individual pupils.
- To work with parents to gain a better understanding of their child and involve them in all stages of their child's education.
- To share a common vision and understanding with all stakeholders.
- Where possible, pupils are able to participate in and are involved in the process of information gathering and reviewing progress.
- To give transparent resourcing to SEND
- To provide curriculum access for all and to make reasonable adjustments for disabled children to help alleviate any substantial disadvantage they experience because of their disability as set out in the Equality Act 2010.
- To work towards inclusion in partnership with other agencies and to ensure support agencies are used affectively
- To encourage confidence and raise self-esteem by providing a caring environment so children with SEND can achieve their best.
- To develop existing skills of all staff in the identification, assessment of and provision for pupils with SEND and to provide training and support as appropriate
- To facilitate and support children/families through the Common Assessment Framework (CAF)/Families First Assessment (FFA)/ Early Help Module (EHM).

Strategies used:

- Differentiation
- Grouping for particular tasks
- Open ended / structured / graduated tasks
- Pace
- Use of questioning
- Providing individualised methods of recording to include verbal, pictorial and the use of ICT.
- Manipulatives to be used where possible
- Use of teaching assistance support
- Group support. When children are withdrawn to work in small groups or individually, every effort is made to ensure that they do not miss the broad and balanced curriculum to which they are entitled.
- Outside agency support

Roles and responsibilities

Class teachers are responsible for:

- Including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum
- Being aware of SEND policy and liaising with the SENCo for advice on assessment and strategies to support
- Be familiar with the School Information Report and implement strategies accordingly
- The teaching and monitoring of all their pupils and identifying and reporting any concerns about SEND to the SENCo
- Planning and delivering differentiated support for all pupils with identified SEND. These should be additional to or different from those provided as part of the school's usual differentiated curriculum
- Reviewing the effectiveness of the support in securing progress to inform the next steps in a graduated approach for support
- Tracking all children receiving additional support on a class provision map
- Termly feedback given to parents with a child on the SEND register

Giving feedback to parents of pupils with SEND:

- The day-to-day responsibility
- Working with outside agencies and implementing advice given
- Attending meetings with outside agencies, parents e.g. CAF / FFA / EHM / PSP meetings
- Attend training
- Planning with teaching assistants to ensure quality provision for pupils with SEND

SENCo is responsible for

- The operation of the SEND policy
- Working closely with the Head teacher
- The co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Working closely with teachers, school leaders and other staff within the school, helping them to identify pupils with SEND
- Working closely with parents and keeping them informed.
- Reporting to the governing body

- Attending CAFs/FFA/EHM
- Liaising with outside agencies and arranging meetings. Providing a link between agencies, parents and staff.
- Monitoring class APDR maps
- Maintaining the SEN register
- Managing and supporting the TAs when working with pupils on the SEND register
- Monitoring the progress of the SEN children through the school's assessment package
- Attending SEND briefing
- Working closely with the SEND governor
- Attending training courses and feedback relevant information to staff

Teaching Assistants

The teaching assistants work alongside the SENCo and teachers to support children with SEND. They help with identifying, assessing and monitoring the pupils. They are also involved in review meetings and CAFs / FFAs.

TAs are responsible for:

- Being aware of the school's SEND policy
- Helping with identification and assessment
- Liaising with the class teacher regarding the progress of the children in interventions
- Keeping records of progress of children in interventions
- Supporting children with SEND in the classroom
- Attending training
- TAs also perform MSA duties

Head Teacher

The Head Teacher is responsible for:

- Monitoring and evaluating the progress of all the pupils and for making strategic decisions which will maximise their opportunity to learn
- The Head Teacher and the governing body will delegate the day to day implementation of this policy to the SENCo
- The Head Teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
 - Analysis of the whole-school pupil progress tracking system
 - Class provision maps
 - Pupil progress meetings with individual teachers
 - Regular meetings with the SENCo
 - Discussions and consultations with pupils and parents

Governors

The Governing body adheres to the provisions of the Code of Practice when carrying out its duties towards all pupils with SEND. The governing body has identified a governor to have specific oversight of the school's provision for pupils with SEND. The governing body does its best to ensure the necessary provision for any pupil identified as having special educational needs. The SENCo reports to the Governing body on a termly basis.

The SEN Governor is responsible for:

- Helping raise awareness of SEND issues at governing body meetings
- Ensuring that the school's SEN budget is appropriately allocated to support pupils with SEN
- Giving up-to-date information to the governing body on the quality and effectiveness of SEN and disability provision within the school.
- Helping to review the school's policy on provision for pupils with SEND
- Have clear working knowledge of the SEND Code of Practice
- Be aware of their school's systems with regard to SEND provision
- Build a good working relationship with their SENCo

Identification of SEND

Children and young people with SEND may need extra help because of a range of needs. Sometimes having special educational needs can include more than one of these areas:

Communication and Interaction

- Autistic Spectrum Disorder (ASD)
- Speech, Language and Communication (SLCN)

For example, where children have speech, language and communication difficulties, which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others. Having English as an additional language is not, on its own a special educational need.

Cognition (understanding and learning)

- Moderate Learning Difficulties (MLD)
- Profound and Multiple Learning (PMLD)
- Severe Learning Difficulty (SLD)
- Specific Learning Difficulty (SpLD)

For example, where children learn at a slower pace than others their age, have difficulties with organisation and memory skills, or a specific learning difficulty affecting one particular part of their learning performance such as in literacy or numeracy.

Social, mental and emotional health (SEMH)

For example, where children have difficulty managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning or that have an impact on their health and wellbeing.

Sensory / Physical need

- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)
- Hearing Impairment (HI)
- Visual Impairment (VI)

For example, children with visual and/or hearing impairments, or a physical need that means they need additional ongoing support and equipment.

Many children with SEN may also have a disability. The Equality Act 2010 requires that our setting must make reasonable adjustments, including the provision of auxiliary aids and services, so that disabled children and young people are not disadvantaged compared with other children and young people. This duty is anticipatory- people need to think in advance, about what disabled children and young people might need.

Children who receive SEN support may, at some point, require support from outside agencies such as, speech and language, educational psychologist, autism advisor and other specialist advisory support. Before a referral is made, parental consent will be obtained.

The SEND register:

The SEN register is fluid and therefore children may be removed from the register following specific interventions if the child is making good progress. Parents are consulted prior to this happening. Children may be placed on the SEN register because they have difficulties in one of the '**Categories of SEND**' previously mentioned. Again, parents are consulted prior to this happening.

There used to be 2 levels to the SEND register (School Action and School Action Plus). However, with the new Code of Practice, there is only one level on the register and that is referred to as SEN support.

The EHCP (Educational, Health, Care Plan) has now replaced Statements of Educational Needs.

What is an EHCP?

The majority of children with SEND or disabilities will have their needs met within local mainstream early years' settings, schools or colleges. Some children may require an Education Health Care Plan needs assessment in order for the council to decide whether it is necessary for it to make provision in accordance with an EHCP.

An Education, Health and Care Plan will set out clearly the special educational needs of a child, what support they need and who should provide it.

- The **Education** section of the Plan will explain what provision needed for the child to achieve the best they can in their learning. It will say which school or college the child will attend.
- The **Health** section of the plan will set out any health services or health support that the child needs to ensure that can learn and participate fully in the curriculum.
- The **Social Care** section of the plan will explain any services that the council will provide to support the child and family to live as ordinary a life as possible.

The process for identifying and assessing pupils is determined by a circular model of assessing, planning, doing and reviewing known as the **graduated approach** ('Every teacher is a teacher of SEND').

Parents are involved at all stages and the school has an open door policy allowing regular opportunities for liaison with their child's teacher, Head teacher and SENCo.

“What is the graduated approach?”

The [SEN Code of Practice 2015](#) defines a ‘Graduated Approach’ as:

“a model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increases specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.”

“What does this actually mean for my child?”

Once it has been decided that your child has **SEND**, a four-step process, which is set out in the [SEND Code of Practice](#) (i.e. a graduated approach) should begin.

“What are these four steps?”

Assess: Schools are required to carry out a clear analysis of the pupil’s needs, drawing on the assessment and experience of the pupil, their progress, attainment, where relevant, their behaviour in comparison to their peers and national data. Alongside this, the views of parents and the pupil’s own views should influence the assessment. Information from external services including health and care professional should also be taken into account where appropriate.

Plan: parents, teachers and support staff who work with the child should be made aware of their needs, outcomes set, support provided and any teaching strategies and approaches, which should all be recorded and monitored regularly.

Do: the class teacher remains responsible for the pupil and should work closely with other staff to ensure the support is provided and monitor its effectiveness.

Review: regular reviews should take place between all relevant staff and parents.

Admission arrangements

Please refer to the admissions policy.

The admission arrangements for all pupils are in accordance with the national legislation, including the Equality Act 2010. These include children with any level of SEND; those with Educational, Health, Care Plans and those without.

Transition

At Gaddesden Row, we have a robust set of transition arrangements. Teachers within the school liaise closely before the pupils transfer to a new class. If a child has an EHCP the new class teacher will attend the review so that they can become familiar with the child’s needs before they enter the class.

Gaddesden Row has a well-developed transition programme with secondary schools.

- SEND records are transferred
- SENCOs from both school meet to discuss the needs of the children with SEN

- Pupils are given the opportunity to visit the secondary school they will be attending. They are given extra visits if it is considered beneficial and will help with their confidence.
- Secondary SENCo will attend reviews.

Monitoring and review

The SENCo monitors the movement of the children with SEND in school. The SENCo provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

The SENCo monitors closely the progress in the school and regularly meets with teachers and the Head teacher to discuss action points. The SENCo attends all Pupil Progress Meetings.

The Governing body reviews this policy annually and considers any amendments in the light of the annual review findings.

