Special Educational Needs and Disabilities (SEND) Policy

Approved by: Headteacher	**Date:** April 2024
Last reviewed on: March 2023	
Next review due by: April 2024	

Hugh Gaitskell Primary School
Inclusion and Special Educational Needs and Disabilities Policy

'Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years and lead happy and fulfilled lives.' (SEND Code of Practice Jan 2015)

Compliance

This policy complies with the statutory requirements laid out in the SEND Code of Practice (2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice (2015)
- Schools SEN Information Report Regulations 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- HGPS Medical Policy

Responsibilities

Mrs Kathleen McNulty: **The Head Teacher**, has responsibility for and an overview of all pupils at Hugh Gaitskell Primary School.

Ms Cathryn Daniels is Specialist Teacher (SpLD) / SENDCo and Mrs Amanda Armstrong is the SENDCo and Lead Practitioner for SEND responsible for Inclusion and takes the lead in managing the inclusion of pupils with additional needs, SEND, including SEMH and directly manages the SENDCo team.

In collaboration with the **SLT** and the governing body the **SENDCo's** determine the strategic development of the SEND policy and provision. The SENDCo's have the day to day responsibility for ensuring adherence to the SEND policy and liaising closely with parents and external agencies. The SENDCo's also where appropriate offers guidance and training to colleagues with the aim of securing high quality provision for pupils with SEND.

Our **SEND Governor** is: Claire Harrison

The Governing Body endeavours to follow the guidelines set down in the SEND Code of Practice 2015 to:

- Make sure that a child with SEND gets the support they need.
- Ensure that there is equal access where appropriate to school activities alongside their peers who do not have SEND
- Designate a teacher to be responsible for coordinating the SEND provision – the SEND co-ordinator or SENDCo

- Ensures that the SEND information report shows the arrangement for the admission of disabled children and any steps taken to ensure that such children are not treated unfavourably in comparison to their non-SEND peers.

The Classroom Teacher is responsible for delivering Quality First Teaching to all children at Hugh Gaitskell Primary School. They should have high aspirations for every pupil; setting clear progress targets for pupils to achieve and ensuring that Teaching Assistants are fully informed about planning, targets and the expectations for each child. With monitoring and support where required from the SENDCo team, class teachers use the four-step process of 'Assess, Plan, Do and Review' (APDR) when identifying and planning provision to remove barriers to learning for children with additional needs. It is our policy to ensure that parents are involved fully in the decisions made to support their child and that teachers are the first point of contact when parents want to discuss any concerns about their child's needs.

Teaching Assistants work in partnership with classroom teachers to carefully monitor the progress of pupils with SEND and make timely adjustments to provision as and when necessary. Focusing on the achievement of specific outcomes, Teaching Assistants should support pupils with SEND as part of a package of support for the individual child but never as a substitute for Quality First Teaching.

Our Rationale

Our vision is 'One World, One School'. Inclusion is at the heart of our school ethos and vision statement. Hugh Gaitskell Primary School's main aim is for ALL children to achieve great things and become successful learners. We aspire to offer excellence and choice to all children whatever their abilities or needs. We have high expectations and work hard to break down possible barriers to learning. Our pupils are responsible, thoughtful and tolerant individuals who have a real and relevant voice within the school.

As a large, vibrant community primary school, the leadership, teaching and the experiences we offer are rooted in our core values where the welfare of others, respect for moral values and individual differences of race, beliefs, gender and abilities are positively encouraged.

All staff at Hugh Gaitskell Primary School are committed to creating a safe learning environment where all children are valued and can belong, participate and achieve. We provide 'Quality First Teaching' (QFT) which responds to the diverse needs of all children. Provision is carefully planned and differentiated to ensure that children make progress through suitable learning challenges and have full access to the curriculum and life of the school. Some children will require additional support in order to make progress and overcome specific barriers to learning. This is achieved in a variety of ways for example, through specific in class provision or through intervention groups.

We aim to develop a culture of inclusion and diversity in which people feel free to disclose their SEND and are encouraged and able to participate fully in school life. We believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit here. Our vision of an inclusive school for all does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and

needs. We believe that educational inclusion is about equal opportunities for everyone regardless of age, gender, ethnicity, learning needs, attainment and background.

It is our hope that when our pupils become adults in the future, they will have an understanding and empathy towards those with SEND and will positively contribute to an inclusive society.

Identification and Assessment of SEND

All teachers at Hugh Gaitskell Primary School are teachers of pupils with SEND.

A pupil has SEND where their learning difficulty or disability calls for special educational provision, different from or additional to that normally available to pupils of the same age. (p94 Section 6.15 Code of Practice 2015)

The SEND Code of Practice 2015 describes four categories of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Need

At Hugh Gaitskell Primary School we identify the needs of children using a holistic, person centred approach. We also use school assessment systems to evaluate progress across academic progress, emotional and social development, physical development to establish if progress:

- Is significantly slower than that of their peers starting from the same baseline
- Is failing to show continuity in progress over time
- Is failing to close the attainment gap between the child and their peers

Our school provides QFT to every child, which includes personalised learning to meet individual needs through differentiated tasks, provision of support through modifying learning objectives, teaching styles and access to resources. Those children who do not make adequate progress with high quality, personalised teaching and the available interventions and adjustments will be assessed for SEND through the Graduated Approach. The SENDCo will work with staff to ensure that those children who may need additional or different support are identified at an early stage. Identification for assessing pupils with SEND will draw upon the teacher's assessment and experience of the pupil and is part of the whole school approach to assessment and monitoring.

The Arrangements for the Admission of Disabled Pupils

We use our rigorous admissions procedure to identify any pupils who may require adaptations or additional support prior to transitioning to HGPS. Part of this process involves working closely with feeder nurseries or any school who may support with information. Home visits or visits to school are arranged and discussions with parents and children support identification of provision required.

To further support the smooth transition of pupils with a disability, we work closely with external agencies and it may be necessary to prepare teaching staff through training prior to the pupil attending.

Steps Taken to Prevent Disabled Pupils being Treated less Favourably

- All classrooms are communication friendly in terms of visual support and teaching staff are supported in delivering a total communication approach through ongoing training and advice from our Commissioned Speech and Language Therapist.
- We have a Care Suite on the ground floor for pupils to access as needed.
- We make adaptations to classroom access by moving locations for a Year Group if possible (eg: from upstairs to downstairs with outdoor access).
- Provide universal access to educational materials that are dyslexia friendly
- On-going advice in partnership with professional teams as needed
- Training arranged to ensure staff are confident and informed to meet individual needs.
- Wider adaptations in line with identified needs (eg: space within classrooms).
- Inclusive practice involves classroom lessons and or additional targeted teaching interventions as needed. Barriers to learning removed through pupil voice, teacher observations, SENDCo monitoring and external professional advice.
- The regular monitoring of interventions and adaptations are carried out by the SENDCo's and Senior Leaders as part of the quality assurance process across school. External professionals may have input on this if requested for specialist adaptations or interventions.

A Graduated Approach to SEND Support – Assess, Plan, Do, Review

At Hugh Gaitskell Primary School we follow a 4 step process to meet the needs of children with SEND.

1. **Assess** the pupil's needs: we draw on assessment and experience of the child's progress and attainment. Information from parents and external services are also taken into account.

2. **Plan:** parents, teachers and support staff who work with the child are made aware of a child's needs provision, to support engaging the child in learning is identified and included in planning for learning. All teaching strategies, interventions and approaches are recorded and monitored regularly.

3. **Do:** the classteacher, SENDCo and TAs work together to ensure a child's additional requirements or personalised provision

as identified are implemented effectively and that there is evidence of impact through recorded progress.

4. **Review:** regular reviews take place between all relevant staff and parents and that this informs agreed continued actions to support the child effectively.

Our Provision

Our school operates a 'Same Day Intervention' policy with a 'keep up not catch up' approach. Through 'QFT', gaps in learning are identified quickly and if further intervention is needed, we offer a range of interventions and adaptations to assist our pupils.

The school receives additional funding for pupils with FFI (additional Funding for Inclusion, applied for and received from Leeds City Council) which is used to provide additional resources as required and appropriate for an individual child's needs. The allocation of resources within the school is based on providing the best possible provision to meet pupils' needs and to ensure that the best possible progress is made in every area

Area of Need	**Examples of provision offered at Hugh Gaitskell Primary School to support children who have 'Special Educational Needs'**
Cognition and Learning	-Differentiated curriculum planning, activities & learning style - Targeted teaching -Specialist Level 7 Qualified Teacher (SpLD) - Small group work - targeted actions planned for by teachers and delivered by a wider teaching team - Alphabet Arc spelling, letter recognition and phoneme activity - In class support from trained TAs & HLTAs -Talk Matters - Active Literacy Kit - Hertfordshire Phonological Awareness - 'Conquering Literacy Program' - Numicon -Plus 1 -SENIT maths - involvement of the Local Authority SENIT team - Speech and Language Therapy Plan focus delivered at a personalised and individual level - B Squared assessments -GL assessments -Engagement profile assessments -Turner Risdale (digits forwards and backwards - memory) -Fischer Family Trust (FFT) resources. **<u>During tests:</u>** *25% extra time* *Rest breaks* *Amanuensis* *Reader for maths* *Enlarged texts* - Follow advice from a range of external agencies across NHS and education. -Targeted individual reading - Individual Provision Map (IPMs) - BSquared assessments - Teaching & Learning policy - Assessment policy -SEND policy
Communication and Interaction	-Differentiated curriculum planning -Visual timetables - Transition books to support class to class / school to school -Use of symbols to support visual communication -SCERTS through our Chatterbug Speech & Language team -Use of Makaton -Structured school with class routines -ASD outreach

	-Occupational/ Physiotherapy input -Visual/symbol time tables in work stations -Small group pastoral care. -Speech and Language Therapy (SaLT) - Zones of Regulation - Autism Education Trust Progression Guidance assessments - used to inform targeted support -Involvement of specialist outreach services - Teaching & Learning policy - Assessment policy -SEND policy
Social, Emotional and Mental Health	- Parent policy - Whole school positive behaviour policy based on rewards & sanctions -Nourish and Nurture provision -Class based Circle time activities -Place2Be / Place2talk (one to one counselling) - Parent courses through P2B -Mind Mate Practitioner links with school -In class support from trained TAs -Individualised rewards & sanctions systems -Social Stories -Involvement of specialist outreach services (CAMHS) -Play therapy in Early Years -Break out areas -B Squared online assessments -Involvement of outreach services (AIP, Educational Psychologist) -Fiddle objects -Sensory objects -Sensory profile assessments.
Physical and Sensory Impairments	-Medical training for key staff -Brain gym/Wake Up Shake Up -Drinking water available in class -Development of practical skills in order to participate, compete and lead a healthy lifestyle. -Implementing specific programmes from OT/PT -In class support from trained TAs -Considered seating arrangements for VI/HI pupils -Children with weak fine motor skills use adapted scissors, pencil grips, Access to equipment e.g: ● writing slopes ● sloping desk ● adapted pencils ● coloured overlays ● wobble cushions - specialist advice from specialist physical disability teachers - specialist advice from specialist nurses at the LGI and community nurses and training for teams involved with specific children. -Social Stories

	-Sensory profile assessments -Pupil Passports -Access to advice from outside agencies e.g. physically, hearing, and visually impaired advisory teachers. - Teaching & Learning policy - Assessment policy -SEND policy

Care and consideration is given to placing a child on the SEND Register and a child may exit the SEND Register if they have made progress in line with their peers and their progress and attainment is no-longer a cause for concern.

Individual Provision Maps / Education Reports & Therapy Plan Targets / EHCP Outcome Trackers

All pupils identified as having an additional or special educational need will have an Individual Provision Map to support all staff in identifying what that child needs to remove barriers to learning, and to share this information with parents and wider teaching teams. In addition, some pupils may still have specific targeted support as identified on their Individual Provision Map. These plans also have specific details of how individual pupils are supported. These include information about the specific learning programmes and teaching strategies or materials used to achieve their targets and meet their needs as advised by external agency recommendations.

Teachers use the long term outcomes identified on a Pupils Education Health and Care Plan (EHCP) to identify medium term targets each term and short term targets every half term, to focus on achieving success towards the long term target. The short term targets are then included in the weekly planning to ensure teachers are meeting the needs of children with EHCPs effectively through the Assess, Plan, Do, Review process.

Across the EYFS, Key Stage 1 and Key Stage 2, there is a formal cycle of 'Pupil Progress Meetings' which inform parent consultation meetings and allow the passing of information from one year to the next at key transition points. All provision and target information is reviewed each term to monitor impact and inform parents of the graduated response made to a child's need. Review cycles fit in with parent consultation days, so that parents can be kept informed about what is being done to support their child, and their views sought.

Early Identification

Early identification is essential in ensuring that children receive the right support that they need early on. Staff in the Early Years Foundation Stage carry out home visits before children start school, meet with the child and parent(s) and work in partnership with parents if concerns are raised. The Early Years team carry out observations and assessments as part of their everyday practice. The Early Years Co-ordinator/ teaching team and the SENDCo meet regularly to ensure that each is aware of any concerns so that early intervention can take place. This may mean a referral to our Speech and Language Therapist (SaLT) or the Special Educational Needs Inclusion Team (SENIT) to seek further advice and assessment.

Further Assessment

At Hugh Gaitskell Primary School, a child who is identified as having Special or additional educational needs (SEND) will be supported either through School Support (which can be at one of any three stages: Universal, Targeted or Specialist). At these stages, reviews are half-termly with observations, academic assessments or AET review information supporting new targets for continued progress.

Some children may need to be supported through identified needs as outlined in an EHC Plan (Education, Health and Care Plan) and their long term Outcomes monitored through our EHCP Outcome Trackers. Termly reviews support assessments and updates against the pupils making good progress against meeting their long term EHCP Outcomes. Additionally, Annual Reviews for pupils with EHCPs support parents in engaging in the APDR process for their child.

For pupils in the Early Years who are identified as SEND at either School Support Specialist stage, or with an EHCP and who have funding, we carry out termly review meetings with parents to discuss progress and how the resources and provision has been used to support their child and the impact this is having.

If there are further concerns about a child's rate of progress further information gathering and assessment may take place depending on need. With parental agreement a referral will be made to external agencies and professionals for more specialised assessment, advice and support for strategies, such as an Educational Psychologist or Speech and Language Therapist.

Pupil Voice

At Hugh Gaitskell Primary School we believe in the involvement of the child, and the importance of taking their views into account in decision-making about their special educational needs. The school holds pupil-centred annual reviews. Children contribute to and attend all or part of their annual reviews as appropriate to their age and level of maturity. Children contribute to their annual reviews through sharing their successes and reflecting on what they need to help them learn. Progress is shared, previous targets are reviewed, new targets and actions are set with parents. Annual reviews are used for reviewing EHC Plans and agreeing outcomes, following Leeds Local Authority (LLA) guidance.

A child's views on their own learning are also logged in a 'Pupil Passport' document, where their views are regularly consulted with and recorded at least every term.

Parents Voice

The SENDCo and class teachers work together to ensure parents are fully informed and involved in decisions being made about provision for children with SEND. The school recognises that parents hold key information and have the knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. Views are sought before and/or during meetings.

Parents of any pupil identified with SEND may contact the Leeds Parents Advice for independent support and advice (SENDIASS) 0113 378 5020. Parents are invited to attend all annual reviews and 'Early Help' meetings. Parent conferences for all children are held termly with the class teacher.

Training

All staff regularly participate in high quality professional development at Hugh Gaitskell Primary School through staff meetings and INSET training. Some members of staff are coached by the outreach staff from the Area Inclusion Partnership, Reach Outreach, Special Educational Needs Inclusion Team and Speech, Leeds Early Years School Improvements Team and Speech and Language Therapists.

The Local Offer

The School will follow Local Authority Guidelines outlined in the local offer. This can be accessed on the school's website.

Who to contact for more information or to discuss a concern

The class teacher is the first person for parents to speak with if they have a concern with their child's development. If there continues to be a concern then a parent or carer should contact the main school office to arrange an appointment with SENDCo's Miss Cathryn Daniels or Amanda Armstrong Lead Practitioner for SEND.

SEND Policy To be reviewed: April 2025