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Special Educational Needs and Disabilities (SEND) Policy

Introduction

This policy complies with the statutory requirements in the Special Educational Needs and Disabilities Code of Practice 0-25 (January 2015). This document can be found on our school website.

This policy has been written with reference to the following documents:

- SEND Code of Practice 0-25 (September 2014, updated Jan 2015 and April 2020).
- The Children and Families Act 2014
- The Early Years Foundation Stage Curriculum 2014 updated September 2021
- The National Curriculum in England Key Stage 1 and 2 framework document 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was written by the SENDCo to support and provide information to the SEND Governor, the Senior Leadership Team, teaching staff, pupils and parents of pupils with SEND.

Staff at Galley Common



At Galley Common School the Special Educational Needs Co-ordinator (SENCo) and person responsible for the implementation of this policy is Mr. Pearson – one Year 2 class teachers. As required by the SEN Code of Practice, Mr. Pearson is a qualified teacher and a member of the wider Senior Leadership Team.



Mrs Salmon is our schools Learning Mentor and Thrive Practitioner, her role is to help support and provide guidance to both families and pupils at Galley Common School. Mrs Salmon may work closely with individuals who require extra support to help them overcome barriers or obstacles to their learning. This may include pupils who require interventions with their social, emotional, mental health and behavioural needs.

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Mrs Gordon is a Welcomm trained practitioner at Galley Common Infant School. WellComm is a speech and language toolkit that can be used with children from 6 months to 6 years of age. It is a means of tracking progress of all children and will identify any areas of concern in language, communication and interaction. If there are any identified areas of concern then your child's class teacher or the SENCO will inform you of this and discuss then next steps to best support your child.

The governor with responsibility for SEND is Mr John Price .

From September, 2014 the Special Educational Needs Code of Practice introduced changes to the law for children and young people with SEND. Statements of Special Educational Needs have been replaced with an Education, Health and Care Plan (EHCP) for those children and young people with complex needs. For children with less complex needs but who still require support, there is a new system called Special Educational Needs (SEN) Support which has replaced School Action and School Action Plus.

Philosophy and Aims

Galley Common School is an inclusive school providing a broad and balanced curriculum for all children. We believe that every teacher is responsible for the wellbeing, development and progress of every child in their class, including those with SEND.

The Early Years Foundation Stage Curriculum and the National Curriculum are our starting points for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning targets and challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.

Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children, thus enabling them to participate fully and effectively in curriculum and assessment activities. Such children may need support that is additional to or different from the support given to other children of the same age.

Children may have Special Educational Needs (SEN) either throughout, or at any time during their school life. This policy ensures that curriculum planning, teaching provision and assessment for children with special educational needs takes into account the type and extent of the difficulty experienced by the child.

Aims

The aims of this policy are:

- To create an environment that meets the needs of each child;
- To raise the aspirations and expectations for children with SEN;
- To ensure that the special educational needs of children are identified, assessed and provided for;
- To ensure all children make the greatest possible progress and reach their full potential;
- To identify the roles and responsibilities of staff in providing for children's special educational needs;
- To enable all children to have full access to the school's broad and balanced curriculum and extended services at their own developmental level;
- To ensure that parents are involved in supporting their child's education;

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- To ensure that our children have a voice in the decisions being made for them.

Objectives

How will we do this?

- Identify and provide for pupils who have SEN and additional needs;
- Work within the guidance provided in the SEND Code of Practice 2014;
- Operate a whole pupil, whole school approach to the management and provision of support for special educational needs;
- Provide support, training and advice for all staff working with children with SEND as and when they need it;
- Make clear the responsibilities and expectations of all partners in the process of inclusion and progress;
- Provide time for the SENCo to carry out the aims and objectives of this policy relating to the SEND code of practice.
- To work in partnership with outside agencies when a multi-professional approach is required to meet the needs of the pupil.

Identifying Special Educational Needs

It is the role of the class teacher to provide for the needs of all children within the class. If a class teacher feels that a child is not making adequate progress within the whole class provision, then they should raise concerns with the SENCo.

The definition of special educational needs according to the SEND Code of Practice 2014 is: A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

When trying to identify SEN, the SENCo will ask these questions:

- Has the child been carefully planned for through differentiation within whole class quality first teaching?
- Is the child receiving support through the school provision plan?
- Have there been any previous interventions in place?
- Have other professionals been involved with the child?
- What are the parent's thoughts on progress and development?

The class teacher and SENCo will also consider:

- Class records and tracking
- Foundation Stage Profile baselines or end of year results
- National Curriculum attainments
- Assessment results
- Behavioural observations
- Health and social problems
- A disability that requires additional support or facilities
- A change in the child's learning patterns
- Parental concerns

The class teacher must inform the parents/guardians of their concerns and discuss the following with them:

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- Child’s health and development
- Child’s behaviour and attitude at home
- Possible causes for the child’s difficulties
- Their perception of the child’s performance
- Any other agencies involved with the family

This information will be documented and shared with the SENCo through the completion and discussion of the school SEN concern form. A meeting with the SENCo and parents may then be arranged to discuss next steps.

The Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all of the intervention/adjustments and good quality personalised teaching available to them. (Pg. 88 Section 6.37 onwards.)

The code of practice has outlined 4 broad areas of need (Pg. 86 onwards in the SEND Code of Practice, 2014).

These four broad areas give an overview of the range of needs or difficulties that children may have. Teachers can refer to these 4 areas of need and begin to make notes and build a picture of a child’s development. They can then begin to plan for specific needs. The SENCo provides a pro forma for teachers to keep a record on. The four areas of need are set out below;

Communication & Interaction	Cognition & Learning	Social, Emotional & Mental Health (NOT BEHAVIOUR) issues	Sensory and/or physical needs
Speech, language and communication needs. May have difficulty saying what they want to or understanding what is said to them, or don’t understand/use social rules of communication.	Support when children are learning at a slower rate than peers, even with quality differentiation. This covers all learning difficulties (moderate, severe, profound) and needs can be complex. Specific learning difficulties include dyslexia and dyspraxia.	These difficulties manifest in many ways such as being withdrawn, isolated, or displaying challenging, disruptive or disturbing behaviour. The behaviours may reflect underlying difficulties.	Visual impairment (VI), Hearing Impairment (HI) and multisensory impairment (MSI) requiring specialist support or equipment. Physical disability.

The purpose of identification of need is to work out what action the school needs to take and the support that needs to be provided for the child.

At Galley Common School we identify the needs of pupils by considering the needs of the whole child, which will include not just the Special Educational Needs.

It is essential to consider factors that are **NOT SEN**, but may impact on progress and attainment. These include:

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Difficulties in pregnancy or birth or prematurity
- Delay in developmental milestones such as walking/talking
- The month of the child’s birth
- Attendance and Punctuality
- Health and Wellbeing

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- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant (PPG)
- Being in receipt of Pupil Premium Grant Plus (PPG+)
- Being a Looked After Child (LAC)
- Being a child of Serviceman/woman

Chapter 6.22 of the SEN Code of Practice (2014) states that, 'Professionals should be alert to other events that can lead to learning difficulties,' and these events may include those such as; bullying, bereavement, parental separation and sibling birth. We understand that this does not always lead to SEN but may have an impact on progress and well-being that can be severe. School staff have a pro-forma where they can record any concerns in relation to such events as this may help to build of a picture of the progress of the whole child.

A Graduated Approach to SEN Support

Ultimately teachers are responsible and accountable for the progress and development of the children in their class, including where pupils access support from teaching assistants or specialist staff. We understand that high quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEN. We know that additional intervention and support cannot compensate for a lack of good quality teaching by the class teacher. Targeted support and provision may need to be provided by adults other than the class teacher, for children who are identified as having SEN, and for children who have gaps in their learning or development.

ASSESS – PLAN - DO – REVIEW cycle.

Assess

Early identification and intervention is vital. The work in the Foundation Stage recognises the importance of Personal, Social and Emotional Development (PSED) Communication & Language (C&L) and Physical Development as the three Prime areas of Development. These areas are very closely linked to the four broad areas of need. Progress and development in these areas including Literacy and Maths are closely monitored. If a child leaves the Foundation Stage as below Emerging in any of the 12 Early Learning Goals from these 5 areas of learning, they will be provided with support through our school provision map. They will receive a carefully chosen intervention and progress will be monitored closely. If a child continues to need the additional support, parents will be invited in to discuss their child's progress with the SENCo, and a decision will be made as to whether the child needs to go onto the school SEN register. If parents/guardians are unable to come into school, this meeting will take place using a secure online meeting platform such as Microsoft Teams.

A decision that we need to make special educational provision for a child can be made at any time. The Head Teacher holds termly pupil progress meetings with each class teacher to discuss the progress and development of all children alongside national data and expectations of progress. If there is a concern relating to progress and development we will look at the best way to support the child. This will involve the Teacher and SENCo who will consider all of the information

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gathered from within the school about the child's progress and any concerns in relation to the 4 broad areas of need.

Plan

We will look at the Galley Common School provision map to see which intervention would best suit the child and begin working on individual targets. The class teacher will meet with parents at the earliest opportunity to alert them to concerns and enlist their active support and participation in moving forward.

The SENCo will meet with and work closely with the class teacher to plan an appropriate programme of support for the child with the aim of narrowing gaps or removing barriers to learning.

At Galley Common School the process by which we identify and manage children with SEN is that we place children who need a continued higher level of support onto the SEN register. Children who have gaps in their learning or development will be placed onto our school provision map. For children on the school provision map, interventions are provided by either the class teaching assistant or another experienced teaching assistant. A child on the SEN register may have additional 1:1 support from a teaching assistant and be supported by other outside agencies.

The teacher must plan carefully and direct teaching assistants clearly to ensure the planned work is effective.

The National Curriculum inclusion statement states that;

'Teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEND will be able to study the full National Curriculum.'

Do

The child will receive differentiated, targeted, group or individual support in a way that parents, teachers and the SENCo feel will have the most impact on progress. This is continuously monitored to ensure that the support provided is effective and that all staff are aware of the child's individual short-term and long-term targets.

Review

At the end of each term class teachers meet with the Head teacher and carefully review the progress of all pupils, including those with SEN or who are at risk of underachievement. This may include reviewing and where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN encountered.

Where a child has a higher level of need, and is receiving additional support through a Person Centred Plan, we review the progress and impact of interventions and support at least termly (more often if needed).

The SENCo will review the children on the provision map and the impact of interventions provided at least half termly, having regular discussions with relevant staff.

Higher Level Needs

Where we feel that a child has a higher level of need, the SENCo will draw upon support and advice from other outside professional agencies such as Speech and Language, Complex Needs (IDS), Educational Psychology, Physiotherapy, Social Services, Children's and Adolescent's Mental Health Service, the School Nurse and the Specialist Teacher Service.

If the child continues to demonstrate significant cause for concern, a referral will be made to the LA (Local Authority) for them to assess the child for an Education, Health and Care Plan. A range of written evidence about the child will support the referral and will be related to the four broad areas of need, as previously mentioned.

The written evidence consists of:

- Person Centred Plans (PCP's)
- Records of regular reviews and their outcomes
- Pupil's health including medical history
- NC assessment of progress and attainment
- Results of additional assessments
- Views of child and family
- Involvement of other professionals – reports etc.
- Any involvement by Social Services or Education Welfare Officers

Partnership with Parents

The school works closely with all parents, especially those who have children with SEND. We encourage an active partnership through an ongoing dialogue with parents and the home-school agreement is central to this. The school prospectus contains details of our policy for special educational needs and the arrangements made for these children in our school. On the school website there is an SEND information page which outlines how SEND is provided for in our school.

The progress of children with SEN is discussed termly with their parents during the Parent Interview evenings. The Head Teacher is also always available on these evenings for parents who wish to discuss their child's needs in further detail. We request permission from parents prior to involving outside agencies and inform the parents of any subsequent interventions. We share the process of decision-making by providing clear information relating to the education of children with special educational needs.

Pupil Participation

In our school we encourage children to take responsibility and to make decisions about their learning. Children are involved at an appropriate level and we ask them for their views with regard to their interests, school work, friends and how they would like to be

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supported. This information is included in their child friendly PCP and any targets set are shared with them.

Roles and Responsibilities

Provision for children with Special Educational Needs is a matter for the school as a whole. The SENCo offers advice and supports staff.

The SENCo:

- Ensures that the PCP's are in place if appropriate for a child identified on the Special Education Needs Register;
- Manages the day-to-day operation of the policy;
- Co-ordinates the provision for and manages the responses to children's special needs;
- Offers support to class teachers;
- Manages the learning support assistants responsible for children with SEN;
- Oversees the records of all children with special educational needs;
- Acts as the link with parents;
- Acts as the link with external agencies and other support agencies;
- Monitors and evaluates the SEND provision and reports to the governing body;
- Manages a range of resources to enable appropriate provision for children with SEND;
- Contributes to the professional development of all staff, through staff meetings, SEN 'drop-in' meetings and organising in-house training.

The Governing Body:

- Has due regard to the Code of Practice when carrying out its duties towards all pupils with SEND;
- Does its best to secure the necessary provision for any pupil identified as having SEN;
- Ensures that parents are notified of a decision by the school that SEN provision is being made for their child;
- Has identified a Governor to have specific oversight of the school's provision for pupils with special educational needs;

The SEN Governor and the Head Teacher ensure that all Governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

The Role of the Head Teacher

The Head Teacher is responsible for:

- Keeping the Governing Body fully informed;
- Ensuring that the statutory requirements of the new Code of Practice are fulfilled.

Allocation of resources

The Head Teacher informs the Governing Body of how the funding allocated to support special educational needs has been employed.

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The Head Teacher and the SENCo meet to agree on how to use funds directly related to children's particular needs; this may include paying for staff training on SEN or interventions or buying in professional support and advice.

The "Communicate in Print" program is installed on all curriculum laptops in school for staff to make use of the resources.

Monitoring and evaluation

- The SENCo monitors the movement of children within the SEN Register and on the school provision plan.
- The Head Teacher provides Governors with regular summaries of the impact of the policy on the practice of the school through the termly Head Teacher reports to Governors.
- The SENCo writes up PCP's for children, with the support of the class teacher, 1:1 teaching assistant if appropriate and the parents/guardians attending the meeting. The views of the child are gathered prior to the meeting and are shared as part of the meeting.
- The SENCo and the named Governor with responsibility for special needs also hold termly meetings to review current support, monitoring and progress.
- The Governing Body reviews this policy annually and considers any amendments in the light of the review findings.

Transition arrangements

We understand it can be difficult for both children and parents as pupils they move into a new class or a new school. We will plan accordingly to the individual needs of each child. This is to ensure transitions between classes or settings can be as smooth and comfortable as possible. This may include, for example:

Additional visits to the classroom environment/school, where appropriate, opportunities to take photographs of key people and places in order to make a transition book and offer additional time for children in small groups/individually to express their concerns and address them.

Exiting the SEN register

Once a child has reached and maintained a certain level of attainment, their progress is at an expected level and professionals/ parents no longer have any concerns, they may be removed from the SEN register. If outside agencies and professionals have supported the pupil their advice will be sought before removing a pupil from the SEN register. Parents/carers will be informed that their child is no longer on the SEN register and receive confirmation of this in writing. The pupil will continue to be closely monitored by the SENCO and class teacher to ensure they continue to make progress by accessing high quality class teaching.

Signed: KIERAN PEARSON - SENCO

Date: September 2024

