

GEARIES PRIMARY SCHOOL

Special Education Needs Policy

Introduction

Gearies Primary School has 897 pupils aged 3-11. It is a state-maintained school in the London Borough of Redbridge. We are an inclusive school and strive to support all children irrespective of their needs to enable them to make the best possible progress and achieve well. We provide support to the following range of SEN needs:

- communication and interaction including children with Autism
- learning
- social, emotional and mental health difficulties
- sensory needs including hearing impairment, visual impairment, multi sensory impairment and physical needs.

Our guiding principle is one of Inclusion and we aim to provide Quality First Teaching for all our pupils. This includes appropriate differentiation for individual pupils, high quality resources and effective use of additional adult support. We aim to identify and break down possible barriers to learning so that all our pupils experience success. This does not mean treating all pupils equally; it means treating all pupils as individuals and ensuring they have the required provision to achieve the best possible progress.

This SEN policy details how we ensure that the needs of all our pupils with special educational needs are met.

When carrying out our duties towards our pupils with SEND, we have regard to the Special Educational Needs Code of Practice 2014. The school has a Special Needs Coordinator. It is Mrs Seal. She can be contacted via the class teacher or school office. The school's telephone number is 020 85501803

Principles

- We value all children in our school equally.
- All pupils are entitled to a broad and balanced curriculum, which is differentiated to meet their individual needs and abilities.
- All children are entitled to experience success.
- All children are entitled to have their particular needs recognised and addressed.
- All children should be helped to reach their full potential – we have high expectations for everyone.
- Good special needs practice is good practice for all pupils.
- Additional intervention and support cannot compensate for Quality First Teaching.
- Pupils and their parents/carers know their child best and should be full partners in planning and reviewing support for their child.
- Pupils with SEN have a unique perspective on their own needs and should be central to all decision-making processes about their support.

Aims

- To ensure that we take the views of the child into account when planning and evaluating their SEN provision.
- To develop and maintain partnerships and high levels of engagement with parents.
- To raise the aspirations of and expectations for all pupils with SEN.
- To ensure that every child has his or her individual needs recognised and addressed through Quality First Teaching and effective additional support.
- To ensure that all pupils have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities.
- To ensure that pupils with SEN engage in all the activities of the school alongside pupils who do not have SEN.

This policy will contribute to achieving these aims by ensuring that provision for pupils with SEN is a matter for the whole school and is a part of the continuous cycle of assessment and review.

Definition of special educational needs and disabilities (SEND)

A child or young person has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her.

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
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for pupils of the same age in mainstream schools or mainstream post-16 institutions

Children are not regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught. The needs of these pupils are explained in our Ethnic Minority Achievement/English as an Additional Language policy.

Identification and assessment of pupils with special educational needs (see Appendix)

The identification of SEND is built into our overall approach to monitoring the progress and development of all pupils. This allows us to identify pupils who are making less than expected progress at an early stage. Inadequate progress might be that which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

We are aware that a number of factors may impact on a child's progress and attainment, including having English as an additional language, attendance and punctuality, and family circumstances, therefore we do not immediately assume that a child has special educational needs.

The first response to inadequate progress is high quality teaching targeted at the child's areas of weakness. Most pupils will have their needs met through Quality First Teaching. This may include appropriate differentiation of learning tasks, adaptations to the curriculum and learning environment, the provision of additional practical or visual resources, and time-limited interventions. We focus on early intervention to ensure 'gaps' are targeted and intervention is put in place at the earliest opportunity.

Where progress continues to be less than expected, the teacher will work with the SENCo to assess whether the child has SEN. The SENCo will gather information from the pupil, parents and class teacher. Discussions will be held with the pupil and their parents/carers in order to develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps.

Special educational needs can be categorised under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

We recognise that, in practice, individual children often have needs that cut across more than one of these areas and that their needs may change over time. Our purpose is not to 'label' a child, but to work out what action the school needs to take. We consider the needs of the whole child and ensure that support is focused on individual need and personal outcomes rather than classification/label.

Teachers are responsible and accountable for the progress and development of all the pupils in their class, including those who have or may have SEN and who access support from teaching assistants or specialist staff.

SEND Support

When a pupil is identified as having SEN, we take action to remove barriers to learning and put effective special educational needs provision in place – SEN Support. Quality First Teaching remains our first response in relation to the identification of SEND, but we also ensure that the child receives high quality additional support and interventions carefully matched to their needs.

We adopt the graduated approach and four-part cycle of 'assess–plan–do–review' as recommended in the SEN Code of Practice. In successive cycles the SEND Support received by the child is refined or revised depending on how effective it has been in achieving the agreed outcomes. Where a pupil continues to make less than expected progress despite the school's best efforts, and with the agreement of the child's parents/carers, we will involve appropriate specialists and outreach services.

Some pupils will make accelerated progress and cease to require SEN Support after a period of targeted intervention and these pupils will then be removed from the school's register of SEN pupils. However, we continue to monitor the progress of such pupils closely to ensure their progress is maintained.

Education, Health and Care Plans

A small number of children with the most complex needs may need the support of an Education, Health and Care Plan (EHC Plan) to enable them to achieve the best possible outcomes. If we believe that a child's needs require provision and resourcing over and above that which we make available to our SEND pupils from delegated funding, we will request that the Local Authority conduct an assessment of the child's education, health and care needs. We will involve the child and their parents/carers at every stage of the assessment process.

Adapting the curriculum and learning environment for pupils with SEN

It is the responsibility of teachers to make the appropriate adaptations to the curriculum and learning environment to enable pupils with SEN to access learning opportunities and experience success alongside their peers. Our teachers have a clear understanding of the needs of the SEN pupils in their class and know a range of strategies that can be utilised to support pupils. They are able to draw on the expertise of the SENCo, outreach teachers and professionals from the team at SEATSS. Advice can be sought for working with children with a range of needs including speech, language and communication needs, hearing impairments, physical disabilities and impairments.

Additional support for learning available to pupils with SEN

The SENCo ensures that the school provides a range of intervention programmes to address the needs of groups of pupils and individual pupils within the school.

Some interventions are delivered by trained Learning Support Assistants (LSAs) under the direction of the teacher and/or the SENCo. Other interventions are delivered by teachers. The speech and language therapist visits our school and works closely with school staff to

ensure that we address the needs of our pupils with language and communication needs effectively.

The occupational therapist visits and works closely with school staff to ensure the physical and sensory needs are effectively supported.

Specialist teachers from SEATSS also visit the school to support staff and children who need it.

Some pupils are supported in class for part of the school day by an LSA, either individually or in a small group. These pupils continue to have the same opportunities as their peers for learning in a group with the class teacher and the teacher remains responsible for their progress. LSAs understand the need to develop independence in the pupils with whom they work and support is only assigned when it is needed.

Support for pupils with social, emotional and mental health difficulties

Some pupils' special educational needs relate to social, emotional or mental health difficulties. Whilst some pupils display their difficulties through challenging or disruptive behaviour, other pupils may become withdrawn or isolated. These difficulties may reflect underlying mental health difficulties such as anxiety or depression. Some pupils may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder. We address the needs of these pupils by individual or group interventions, liaising with relevant outreach services and health professionals as appropriate.

Specialist provision, equipment and facilities

The school has access to a sensory room and intervention rooms dedicated to SEND interventions. A distraction free room is also available for children who require reduced sensory overload e.g. children on the autistic spectrum.

An additional classroom space "the Haven" has been set up in the new extension building as a space for children who find learning in the classroom difficult. The room is set up with a range of activities and aims to provide skills to help the children return to their classroom. There is a focus on following visual timetables and building independence through the use of workstations. This is an additional environment for children who need extra support to develop their play and interaction skills as well as transitioning between play and learning activities outside of their classroom. This room is timetabled for specific groups of children to ensure they are offered a balance of being in their main classroom and the additional space. The aim of this additional space is for the children to learn strategies and skills that they can transfer back to the classroom to help them be successful learners.

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If a child needs specialist equipment due to physical or medical needs, the SENCO will liaise with the relevant professionals to secure the equipment needed and any training for staff required in its use e.g. physiotherapy, occupational therapy, SEATSS.

Evaluation of the effectiveness of its provision for pupils with SEND

The effectiveness of provision is tracked in different ways according to the nature of the support.

- Intervention programmes, which are time-limited are evaluated at the end of the delivery. If there is no evidence that an intervention is effective, we will either adapt the intervention to more closely meet the child's needs or we will plan a different type of support.
- Termly reviews take place with class teachers, Learning support practitioners, Parents, SENCo or SEND teacher, Outreach teachers and pupils (if appropriate) to evaluate provision.
- School progress reviews (at least twice a year)
- Qualitative data is gathered through observations, conversations with staff who are involved with the pupil, parents and pupil views.
- Outreach assessments – SEATSS, Occupational Therapist and Speech and Language assessments.

The success of the education offered to children with SEN will be judged against the aims of this SEN policy. The SEN policy will be reviewed annually.

Assessment and review of the progress of pupils with SEND

We have robust tracking systems for monitoring the progress of all our pupils, including those with SEN. Pupil progress conferences are held twice a year for all, which are attended by the class teacher, SENCO or SEND Phase managers and assessment coordinator, at which action is planned to address any lack of progress identified.

The 'assess-plan-do-review' cycle ensures that we match provision closely to each child's needs and that we respond quickly to any evidence of inadequate progress.

The progress of SEN pupils in relation to the outcomes in their Education, Health and Care Plan are reviewed annually. A child's outcomes are broken down into smaller steps and recorded on the child's Individual Education Plan. These short-term targets are reviewed once a term at least. We involve the child and family fully in the planning and review process.

Admissions

Pupils with SEND are admitted to the school on the same basis as any other child. The Board of Governors uses the LA admissions criteria. We on occasions use staggered entry for children with high needs in order to support children who find settling in challenging. This will be discussed with the parents and a transition timetable will be implemented so that staff and parents know the plan and timescale for children who are on a staggered entry.

Roles and responsibilities

Provision for pupils with Special Educational Needs is a matter for the school as a whole. However some key individuals and groups have particular areas of responsibility:

Board of Governors

- to ensure that the necessary provision is made for any pupil who has special educational needs
- to consult the local authority and the Board of Governors of other schools when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- to ensure that parents are notified of a decision by the school that SEN provision is being made for their child
- to ensure that pupils' needs are made known to all who are likely to teach them
- to ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs
- to ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special

educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources

- to review the SEN policy annually and to report annually on the allocation of available resources and the success of the policy in meeting
- to appoint a member of the Board of Governors to have special responsibility for SEN within the school who will meet on regularly with the SENCo and conduct visits to the school on a planned programme

The Headteacher

- to manage all aspects of the school's work, including provision for pupils with SEN
- to keep the Board of Governors fully informed
- to work closely with the school's SENCo
- to seek out and share best practice with the LA and other schools

The Special Educational Needs Co-ordinator (SENCO) and SEND Phase managers

The key responsibilities include:

- to work in collaboration with the Headteacher, school governors and staff to develop a clear strategic direction for SEN
- to oversee the day-to-day operation of the school's SEN policy
- to co-ordinate and develop high quality provision to meet the needs of pupils with SEN
- to work in partnership with parents/carers of pupils with SEN to develop and review effective support for their child
- to work with teachers to monitor the effectiveness of interventions and the progress made by pupils with SEN
- to liaise with the relevant Designated Teacher where a looked after pupil has SEN
- to advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- to liaise with professionals from outside agencies, such as educational psychologists, outreach services, health and social care professionals, and independent and voluntary bodies, ensuring that appropriate referrals are made and strategies are implemented
- to liaise with other schools to ensure that pupils make smooth transitions between school placements
- to work with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regards to reasonable adjustment and access arrangements
- to promote the inclusion of pupils with SEN in the school community , ensuring they have access to the school's curriculum, facilities and extra-curricular activities
- to ensure that the records of pupils with SEN are maintained and kept up to date
- to support and advise teachers about differentiated teaching methods appropriate for individual pupils with special educational needs
- to coordinate the effective deployment of Learning Support Assistants, providing support and training as needed
- to contribute to the in-service professional development of staff in relation to SEN

Teachers

- to provide Quality First Teaching for all the pupils in their class
- to provide for the individual needs of all their pupils, adapting their teaching and the learning environment as appropriate
- to be accountable for the progress of all their pupils, including those who receive additional support from learning support assistants and specialist teachers
- to work with the SENCo to monitor the effectiveness of interventions and the progress made by pupils with SEN

Learning Support Practitioners

- to support pupils with their learning under the direction of the class teacher and/or the SENCo, implementing strategies recommended by the teacher, SENCo or professionals from external agencies

- to develop the independence of the pupils with whom they work
- to provide feedback to the teacher and/or the SENCO on the progress of the pupils with whom they work to inform planning and review
- The SENCO is the line manager to all Learning Support Practitioners. She monitors their practice and carries out their annual performance reviews.

Training and staff development

The SENCO organises training on SEN. Training is delivered in different ways.

- School based CPD (through school's INSET programme)
- Training on specific interventions (delivered by SENCO or Phase managers)
- Attendance at courses delivered by the borough's Outreach services.
- Highlighting online SEN materials (NASEN)
- Training for new staff and NQTs
- Individual training needs identified through performance reviews
- Monthly training for the LSA's (delivered by SENCO or SEND phase managers).

The SEN team have the following specialism in SEN

Mrs Seal (SENCO)- MA in Equality and Diversity in Education and National Award for SENCOs.

We have two SEND Phase Managers and an SEN Instructor.

We also have a team of Learning Support Practitioners who have a range of qualifications-

City & Guilds Level 2 Learning support and Special Educational Needs

NVQ 3 Learning support and Special Educational Needs

Level 3 Cache in childcare with SEN specialism

NVQ 2 Learning support and Special Educational Needs

NVQ3s in child care

NVQ3 supporting teachers in the classroom

ELKAN level 3 supporting language and learning for 5-11 year olds

Arrangements for partnership with parents

We recognise the importance of working in partnership with parents. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of pupils with special educational needs will be treated as partners and supported to play an active and valued role in their child's education.

We will always tell parents when their child is receiving help for their special educational needs and will involve them fully in planning and reviewing any SEN provision.

A child's class teacher will work closely with parents at all stages in his/her education and if parents have concerns their first port of call should be the class teacher.

Parents of any pupil identified with SEN may contact the Parents in Partnership Service or Redbridge for independent support and advice (RIASS).

Pupil participation

Pupils and young people with special educational needs often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in the decision-making processes, including the setting and evaluation of targets. We are committed to developing more person-centred ways of working to make it easier for our SEN pupils to express their views.

Storing and managing information

See school's Data Protection Policy.

Links with other mainstream schools and special schools

Advanced planning for pupils in Year 5 is essential to allow a smooth transition to secondary school. The SENCo will liaise with the SENCo of the Secondary School to ensure that effective arrangements are in place to support pupils at the time of transfer. There is also a Year 6 transition programme run by SEATSS which is aimed at helping children with EHCPs to successfully and smoothly transition between primary and secondary school throughout the second half of the summer term.

When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

Links with other agencies and voluntary organisations

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs.

The school receives regular visits from the nominated Education Welfare Officer for the area.

The SENCo works closely with the Educational Psychologist assigned to the school.

Other agencies and outreach services that the school works with include:

- SEATSS - provides support for individual children who have significant, language and learning needs, Social, Emotional and Mental Health needs or Physical and Sensory needs as well as those with hearing impairments.
- A speech and language therapist is allocated to the school by the Local Authority and health services. All children who are school aged (in full time education and have an EHCP) have their speech and language needs met through the school-based therapist. Nursery children are seen by therapists at the speech and language clinic in the borough.
- Occupational therapy service
- Physiotherapy service
- Joseph Clarke Service for Visually Impaired Children offers advice to children with visual impairment.
- Early Years Advisory Service offers assessment and support for children at the Foundation Stage (nursery and reception classes) who have a wide range of different needs.
- EWMHS (Emotional Wellbeing and Mental Health Service)
- Redbridge Child Development Centre
- Social Care services

Complaints procedures

The schools' complaint procedures are available on the school's website. Under the Children and Families Act 2014 parents may seek advice on resolving disagreements with the LA and/or the Independent Mediation Service. The school will make further information about this process available on request.

Our School's Local Offer

Further information on our arrangements for supporting pupils with SEN can be found in the school's Local Offer which can be accessed via the FIND website: <http://find.redbridge.gov.uk>. Our School Local Offer forms part of the local authority's

Local Offer, which is also available on this site and provides information for parents/carers on SEN services available within Redbridge and neighbouring boroughs.

Legislation and guidance relevant to this policy

Children and Families Act 2014, Part 3
Educational Needs and Disability Code of Practice: 0 to 25 years 2014
Equality Act 2010
Education Act 2011

Related school policies

Equality Policy
Accessibility Plan
Health and Safety Policy
Medicines in School Policy
School information report

Policy review

This was last reviewed in November 2023. It will be reviewed each academic year or sooner if necessary.

Appendix A

Identification of children with Special Educational Needs

Identification and assessment of pupils with Special Educational Needs

Foundation Stage

- Assess child on entering the nursery or Reception – children are expected to have achieved significant sections of the previous Developmental Matters bands to their chronological age (i.e 22-36 months for nursery and 30-50 months for Reception children) to be regarded as being in line with age expectations. Assessment is carried out in partnership with parents, initial observations and prior information from other agencies involved with the child e.g Educational Psychologist, Speech and Language therapist. Child may be achieving age related expectations but there may still be a special needs e.g physical or sensory disability.

Key Stage 1 and 2

- New entrants need to be assessed soon after joining to establish a baseline of attainment and if the child may have special educational needs. Assessment information to include previous school assessments or information, from school assessments, which include – reading skills, phonic assessment, writing, numeracy. Baseline data should be included in our assessment data even if it occurs at a different time.
- Use any information from other agencies to help identify a child's needs.
- Parents' views
- Pupil views

Any child that has been identified as not making expected progress will go through a 12 week teacher led intervention before a decision around SEND is made.

Appendix B

School based Assessments

Phase	Assessments	Areas of learning
Nursery	Ongoing nursery records	All areas of development of the Early years Foundation Stage
	Universal talking checklist	Speech and language development
	Living language (Ann Locke)- provides a baseline	Receptive and expressive skills- Most common words which children should understand and use
Reception	Ongoing Reception records	All areas of development of the Early years Foundation Stage
	Universal talking checklist – age appropriate	Speech and language development
	Living language (Ann Locke) provides a baseline	Receptive and expressive skills- Most common words which children should understand and use
	Reading records Reading bands	Progress in phonics Progress in reading bands Progress in comprehension
KS1	Universal talking checklist – age appropriate	Speech and language development
	Living language (Ann Locke) provides a baseline	Receptive and expressive skills- Most common words which children should understand and use
	Renfrew word finding test – standardised score	Expressive language
	Renfrew action picture test standardised score	Expressive language
	School assessments (twice a year)	Speaking and listening Reading Writing Mathematics Science
	Reading records Reading bands	Progress in phonics Progress in reading bands Progress in comprehension
	Phonics checklist – comparative score	Phonics
KS2	Universal talking checklist – age appropriate	Speech and language development
	Renfrew word finding test – standardised score	Expressive language
	Renfrew action picture test standardised score	Expressive language
	School assessments (twice a year)	Reading Writing Mathematics Science
	Reading records Reading bands	Progress in phonics Progress in reading bands Progress in comprehension

Appendix C

A list of interventions

Age range	Area of need	Intervention
Nursery	Speech and language Communication and language	Pecs Colourful semantics Makaton Living Language Chatty children Cooking activities Box clever Speech and language therapist programmes
	Physical development	Gross motor skills programmes Fine motor skills programmes Sherborne
	Personal, social and emotional development	Matched to individual need
Reception	Speech and language Communication and language	Pecs Colourful semantics Makaton Living Language Chatty children Cooking /gardening activities Language through music Box clever Language awareness Sound awareness Small group/individual Jolly phonics programme Individual reading Speech and language therapist programmes
	Physical development	Gross motor skills programmes Fine motor skills programmes Sherborne Healthy hands
	Personal, social and emotional development	Matched to individual need
Key stage 1	Speech and language	Pecs Colourful semantics Makaton Chatty children Cooking /gardening activities Language through music Language awareness Language for thinking Speech and language therapist programmes
	Reading	
	Writing	Individual writing programme, phases for spelling of common exceptional words Handwriting programme (linked to gross motor skills and fine motor skills development) Colourful semantics Clicker 6 Story starters
	Mathematics	Numicon programme Group/individual intervention programme linked to calculation policy

Key stage 2	Speech and language	Speech and language therapist programmes Talkabout Pictures Talkabout home/school/friends Language for thinking Blanks levels of questioning Auditory memory programmes
	Reading	Hornet Language for thinking Blanks levels of questioning Individual reading programme
	Writing	Clicker 6 Story starters Spelling programme – linked to individual need Handwriting programme
	Mathematics	Numicon programme Group/individual intervention programme linked to calculation policy Stile