



# GOSFORTH EAST MIDDLE SCHOOL

## SEND and Disability Policy September 2020

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Started post as SENDCo (Special Educational Needs Coordinator) in September 2018. National Award for SEND Coordination awarded completed in 2013.

This policy was developed in consultation with SLT, members of staff and parents.

## SEND and Disability Policy

### Statement of Intent:

At GEMS every child is equal, valued and unique. We aim to provide an environment where all pupils feel safe and can flourish. We will respond to individuals in ways which take into account their varied life experiences and particular needs.

GEMS is committed to providing an education that enables all pupils to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition to their next phase of education.

### Aims:

- To ensure equality of provision for pupils with special educational needs (SEND) and disability.
- To take into account legislation related to SEND and Disabilities, including part 3 of the Children and Families Act 2014, The SEND Code of Practice 2014. The Special Educational Needs and Disability Regulations 2014, The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49, The Order setting out transitional arrangements, Section 137, Equality Act 2010, The Mental Capacity Act 2005, Working together to Safeguard Children 2013, Supporting pupils at school with medical conditions 2014.
- To provide full access for all pupils to a broad and balanced curriculum.
- To ensure that the needs of pupils with SEND are identified, assessed, planned for and regularly reviewed to improve outcomes
- To enable pupils with SEND to achieve their potential
- To ensure parents/carers are fully engaged in decision making
- To take into account the views, wishes and feelings of pupils
- To provide advice and support for all staff working with pupils with SEND
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEND.



### **Roles and Responsibilities:**

The Special Educational Needs Coordinator (SENDCo)

- Overseeing the day-to-day operation of the policy
- Coordinating provision for pupils with SEND
- Liaising with the Designated Teacher where a looked after pupil has SEND
- Advising on the graduated approach to providing SEND support (see page 4 for detailed explanation)
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the local authority and its support services.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Coordinates the work of all LSA's.

Learning Support Assistants support individuals and groups of pupils at SEND support level of provision, both in class and through withdrawal for targeted interventions/programmes.

The LSA team consists of Mrs A Bhatt, Mrs G Blaker, Miss F Leydon, Mrs A Corfield, Mr C Douglas, Miss A Graham, Mr S Hodgson, Mrs S Lamberth, Mrs S Rowland, Mrs A Robson, Ms H Leahy and Mrs S O'Sullivan.

The governor responsible for SEND is Mr J Lough.

The designated teachers for child protection are Mrs Armstrong (SENDCo), Mr T J Stout (Headteacher), Mr Adcock (Assistant Headteacher) and Miss Wilson (Assistant Headteacher).

The designated members of staff responsible for managing Pupil Premium is the SLT (Senior leadership team).

The designated member of staff for Looked After Children is Mrs Armstrong (SENDCo/Assistant Headteacher).

### **Access to Facilities and Provision:**

Please refer to school accessibility plan which outlines how we:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

**Allocation of Resources:**

The Headteacher and SENDCo are responsible for the operational management of the budget for SEND provision. The school will use a range of additional funding including the notional SEND budget and, where applicable, pupil premium to provide high quality appropriate support for pupils with SEND.

**Access to the Curriculum:**

The broad and balanced curriculum is differentiated to enable all children to access learning. Teachers have high expectations for all pupils. In planning and teaching, teachers provide suitable learning objectives, meet the pupils' diverse learning needs and remove the barriers to learning. For the majority of the week pupils with SEND are taught with their peers in mainstream classes. Teachers are responsible and accountable for the progress and development of the pupils. However, in order to maximize learning, some pupils are withdrawn, individually and in small groups, to take part in targeted, time limited interventions planned to meet particular needs.

Pupils with SEND are actively encouraged and supported to join in and benefit from additional activities and clubs as well as any wider community activities.

**Identification, Assessment, Planning and Review Arrangements:**

Gosforth East Middle School follows the graduated approach of assess, plan, do and review as outlined in the Code of Practice (2014). This approach is embedded in whole school practice for all pupils and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils'. (Teachers' Standards 2012)

School assessment data, teacher judgements and, where appropriate, assessments from outside agencies are used to identify pupils who require additional and different provision. A provision map/intervention map outlines all SEND support and is updated each term. SEND children

The following are **not** SEND but may impact on progress and attainment.

- Disability
- Attendance and Punctuality
- Health and Welfare
- English as an additional language (EAL)
- Receipt of pupil premium
- Being a looked – after child
- Being a child of service personnel

**SEND support – four part cycle:**

The identification of SEND is built into the overall approach to monitoring the progress and development of pupils in school. Pupil progress meetings support the early identification of pupils who may have SEND. Where concerns are identified an initial concerns checklist e.g. lack of progress, not meeting age related expectations, change in behaviour and mood, visual/hearing difficulties e.g. motor skills, lack of engagement and poor social awareness is completed and discussed with the SENDCO.

**Assess:**

The class or subject teacher, working with the SENDCO, will carry out a clear analysis of a pupil's needs. This assessment will be reviewed regularly. Where appropriate professionals will help to inform the assessment. Parents will be asked to contribute to the assessment.

**Plan:**

Parents will be formally notified in a meeting with the SENDCO and appropriate staff and/or outside agencies. Adjustments, interventions, support and a review date will be agreed with staff, parents and pupil.

**Do:**

The class or subject teacher will remain responsible for working with the pupil on a daily basis and retain responsibility for their progress and outcomes. The class or subject teacher will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved. The SENDCO will support the above.

**Review:**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed on the agreed date. Reviews will be held with parents at least twice a year. The class teacher or subject teacher, working with the SENDCO, will revise the support in light of the pupil's progress. If a pupil does not make expected progress over a sustained period of time, school will consider involving specialists. School liaises with the following services – Educational Psychology Service, School Health, School Improvement Service (SIS), SEND support, SEND Teaching and Support Service (SENDTASS) and, when appropriate, Social Services and Looked After Children Team.

**High Needs Top Up Funding:**

Where a pupil's needs exceed the nationally prescribed threshold (currently £6,000) additional funding will be applied for from the local authority and only awarded if a pupil's needs are considered by the LA panel to be sufficiently complex.

**Education, Health and Care Plans:**

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a pupil, the pupil has not made expected progress, then school or parents will consider requesting an Education, Health and Care assessment. School will provide the local authority with evidence of the action taken as part of SEND support.

**Further details on provision for pupils with SEND can be found in the SEND information document available on our school website.**

**SEND information document:**

This report outlines the provision GEMS makes for all pupils with SEND and within the four broad areas of need – communication and interaction; cognition and learning; social, emotional and mental health difficulties; Sensory and/or physical.

**Transition Arrangements:**

Transition is carefully planned. In order to ensure successful transition to high school, the pupils and parents/carers will be fully involved in the planning for the transfer to the new setting. Key information about SEND provision will be shared with the next school/setting through the review process. The SENDCo will visit the first schools and will arrange additional transition visits for the SEND children.

**Partnership with Parents/Carers:**

GEMS have positive attitudes to parents/carers and value their important role in their child's education. Parents/carers are always informed when their child is placed on the SEND list and the graduated response, outlined in the Code of Practice, is explained to them. Parent Partnership Service information is also given. They are fully involved in the review process. Interpreters can be arranged for parents who require translation during meetings. Written information is in accessible formats and sufficient notice is given for meetings to enable parents/carers time to prepare. The Common Assessment Framework (CAF) is used to coordinate support for children and their families who have a range of needs.

**Pupil Participation:**

The views of all pupils are valued. Pupils with SEND are supported to be involved in decision making and to be able to express any concerns. A pupil review sheet is used to gather their views on their progress. *The pupil review sheet is completed with an LSA.*

**Monitoring and Evaluating the Success of Provision:**

- A variety of methods are used to monitor and evaluate the provision and achievements for the pupils with SEND:
- Regular observation of teaching by the Senior Leadership team.
- Analysis of assessment data, with high expectations for the progress expected between key stages for all pupils,
- Assessment records that illustrate progress over time – e.g. reading ages
- Pre and post assessments for those pupils who are withdrawn for targeted interventions
- Monitoring by the governor with responsibility for SEND
- The views of parents/carers and pupils.
- Regular meetings between SENDCo, LSAs and Headteacher/SENDCo, Head of Year and Subject Leads.
- Provision Mapping – used as a basis for monitoring the impact of interventions.
- LA audit to externally validate provision and outcomes for pupils with SEND.

**Staff Development:**

The SENDCo ensures staff are informed of local and national developments in relation to SEND and inclusion.

Training needs are identified and, where appropriate, outside agencies are used to deliver the training. Newly qualified teachers are offered support and in school training by the SENDCo.

**Medical Conditions:**

GEMS will follow the recommendations of the Children and Families Act 2014 with regard to arrangements to support pupils with medical conditions. Where a pupil also has SEND, their provision will be planned and delivered in a coordinated way with their healthcare plan.

**Admission Arrangements:**

The school has adopted the criteria set out in the LA's admission policy. The school welcomes pupils with known special educational needs and disability, as well as identifying and providing for those not previously identified as having SEND.

**The Complaints Procedure:**

Initially an attempt will be made to resolve a complaint about SEND provision at school level, within one week of the complaint having first been made. The procedure is firstly that the key worker/class teacher/form tutor attempts to resolve matters, then if required the SENDCo and / or Headteacher becomes involved.

If the complaint is unresolved, then the person making the complaint is advised of their rights under Section 23 of the Education reform Act to make a complaint. The Governing Body will consider the complaint, after which, if necessary the LA will become involved. School will inform parents/carers of the local authority's commissioned independent disagreement resolution service. Details can also be found in the Local Offer.

Link to Local Offer

<https://www.newcastlesupportdirectory.org.uk/kb5/newcastle/fsd/localoffer.page?localofferchannel=0>

**This SEND and Disability policy will be reviewed and amended annually.**