

Godwin Primary School



Special Educational Needs

September 2024



Special Educational Needs Policy

Date	Review date	Responsible Person
September 2024	September 2025	Mrs H Adeleke

Rationale

Godwin Primary School is committed to ensuring that all children are included in the social and educational life of the school. The strengths of all children will be recognised in all areas, and children will have the opportunity to develop their interests through a range of activities offered by the school – both through academic provision and extra-curricular activities.

Where there may be barriers to learning and participation, the school will seek to address these in a way which involves the parents, the children themselves and, where appropriate, outside agencies. The school is committed to a collaborative and inclusive approach.

The school policy on Special Educational Needs and Disability (SEND) is written in accordance with the disability discrimination act (2005) and adheres to the Special Needs and Disability Code of Practice (2015).

Aims

At Godwin Primary School, our overall aim is to ensure that all our pupils reach their full potential both academically and socially. We aim to:

- Provide a curriculum appropriate to the needs of all children
- Provide all children with access to the Early Years curriculum, National Curriculum and, if appropriate, an individualised, pre formal curriculum which will be assessed against the engagement model.
- Demonstrate a clear commitment to promote inclusion
- Make appropriate provision for all children with SEND, both within the classroom and elsewhere in the school
- Liaise closely with parents regarding their child's particular needs and take seriously all parental concerns regarding SEND

Procedures to enable us to achieve these aims are set out in this policy.

Definition of Special Educational Needs

As stated in the DfES Special Educational Needs Code of Practice (Nov 2001), a child is understood to have special educational needs (SEND) if they:

- Have a significantly greater difficulty in learning that the majority of children of their age and / or
- Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age, in mainstream schools or mainstream post-16 institutions

This definition of SEND includes children who have social, emotional and mental health difficulties which impact on their learning and / or access to the curriculum, and mean that they require additional support to access the educational and social life of the school.

Children must not be regarded as having a learning difficulty solely because the language used at home is different from the language in which they will be taught.

Commitment

In order to meet the child's special educational needs, Godwin Primary School is committed to the following principles:

- The views of the child will be sought and considered as far as possible, when deciding the provision that needs to be made for them.
- Parents will be encouraged and supported in carrying out their vital role in their child's education
- Teachers will adapt the curriculum as necessary to meet the needs of the children they teach
- Children with SEND will be offered full access to a broad, balanced curriculum which is relevant to their emotional stage and educational needs.

Staffing

Staffing

The Head teacher is responsible for the day to day management of SEND provision and works closely with the SEN co-ordinator, who has responsibility for the day to day operation of this policy.

The care of children with SEND in school is the responsibility of any adult who comes into contact with that child during the school day.

The learning and progress of children with SEND are the responsibility of the class teacher and other adults who deliver the curriculum.

The SENCo will keep abreast of changes to and requirements of SEND provision within school. Where appropriate, this information will be passed on to other staff in training sessions.

Outside Agencies

When necessary, advice will be sought from other agencies in order to gain more specialist advice on a child's SEND. Such agencies may include:

- Educational Psychology Service
- Medical services (e.g. School Nurse, Speech and Language Therapist, Occupational Health Therapists, Pediatricians.)
- Child protection services
- Advisory teachers
- Child and Adolescent Mental Health Service

Links With Other Schools

When children with SEND move to or from Godwin Primary School, we aim to make the transition as smooth as possible. Records held on a child who is leaving the school will be sent to the school office as soon as possible – with details of the child's academic levels, and any current provision which they are receiving over and above that being provided for the other children in the class. Any electronic or paper based records held by the SENCO on the child will also be passed to the school office for transfer to the new school.

When a child who has SEND joins Godwin Primary School, the SENCo will contact the SENCo or head teacher of the child's former school via telephone, in order to gain as much information as possible on the child's needs. This information will be fed back to the class teacher by the SENCo. The SENCo will then organise a meeting between school staff and parents/guardians to discuss the child's needs and the provision that will be put in place for them. This meeting will take place once the child has had time to settle into their new class, or sooner if the class teacher and SENCo feel it is necessary.

When our year 6 children make the transition to secondary school, the SENCo at Godwin Primary School, will liaise with the SEND departments in the relevant secondary schools, providing information on children's needs.

Complaints Procedure

Should there be a complaint about the school's SEND provision, then having discussed the issue with the child's class teacher (if appropriate) and the assistant head teacher with responsibility for the phase that the child is in, the person with the complaint should initially approach the SENCo and may then be referred to the head teacher and if necessary, the governing body. (See complaints policy)

Policy Action

(How we intend to implement and achieve the aims of the policy)

Curriculum and Equal Opportunities		
What we intend to do	Who, what, when	Monitoring
Ensure maximum access to the curriculum for all pupils, making appropriate provision for pupils with learning difficulties – where possible ensuring that children with SEND are included in similar activities to the rest of their class.	All teachers' planning should show evidence of adaptations, providing suitable learning activities for children with learning difficulties.	Plans will be available on the school intranet for the leadership team, subject co-ordinators and the SENCo to look at. Planning will be annotated after each lesson to show any adaptations made for individual children.
	Interventions will be put in place to address children's specific needs, either on an individual or group basis. These interventions will be timetabled to take place on a regular basis and will be run by a TA, class teacher, SENCo or specialist teacher.	Lists of interventions, and the children who have received them, will be recorded on the school provision map, which will also show progression of children following interventions. Data analysis will be done on each intervention in order to establish the most effective interventions and to address training needs for individuals and groups of staff.
	In some cases when children have complex needs, e.g.	The SENCo will oversee the planning for children who

	<p>children who have transitioned from our specialist Nursery Assessment Resource Provision (NARP), we may need to make provision for them to follow a pre formal, individualised curriculum. These children will be included in their class as much as possible but will also have opportunities to work in a group with children from across the school who have similar complex needs.</p>	<p>are working on a pre formal curriculum. Targets will be set termly with the class teacher, SENCo and TAs working with the child. Progress will be measured using the Engagement Model.</p>
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Identification, Assessment and Review		
What we intend to do	Who, what, when	Monitoring
<p>To identify children with SEND at an early stage and to cater for their individual needs as they progress throughout the school.</p> <p>Chronologies will be recorded of the process that individual children have gone through in the identification of, and support for their SEND.</p>	<p>Children who are believed to have SEN or disabilities will be identified by class teachers through observations, standardised test scores, class work and discussions with parents and other adults.</p> <p>Once identified, the class teacher will discuss their concerns with the SENCo. If the class teacher and SENCo agree it is appropriate, the child will then be identified as having SEN and parents will be informed of this decision by the class teacher. The SENCO will be present at this meeting, if requested by the class teacher.</p>	<p>Test results, which will be discussed at termly Pupil Progress Meetings.</p> <p>Progression – recorded on the whole school provision map</p> <p>Results from standardised assessments will be kept by the SENCo and discussed with parents, class teachers and teaching assistants as relevant.</p> <p>Progress data from interventions will be recorded and held by the SENCo. This data will also be shared with staff working with the child and, if appropriate, parents.</p>

		<p>Observation notes made by class teachers and TAs will provide information towards the identification of a child as having SEND. These notes will be kept in the child's class records and in their SEND file if appropriate.</p> <p>Notes from discussions between SENCO and class teachers/TAs will be kept in the child's records</p> <p>The SENCo will meet termly with all class teachers and teaching assistants to discuss the needs of children in the class with SEN and disabilities</p>
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Resources		
What we intend to do	Who, what, when	Monitoring
<p>To allocate SEN funds, depending on the annual budget, for the purchase of resources to aid those pupils identified on the SEN register.</p> <p>To help all staff to develop awareness of, and skills needed to meet the needs of pupils with SEND</p> <p>To provide additional adult support for individuals or small groups of pupils with SEND to develop their skills in</p>	<p>Resources for SEND are purchased out of the SEND funding by the SENCo or head teacher, according to needs identified by class teachers and SENCo, and recommendations from outside agencies.</p> <p>Support will be given from SENCO in writing and implementing IEPs (individual education plans) when appropriate.</p> <p>Training will be provided</p>	<p>Appropriate resources are available to assist children in working on and achieving targets set.</p> <p>Progress of SEND children will be monitored via tests, reviews and teacher observations and assessments.</p> <p>TAs will complete annotated planning sheets along-side the class teacher as appropriate.</p>

<p>all areas of the curriculum but particularly in literacy and numeracy.</p> <p>If specific interventions or programmes, necessary to meet the needs of particular children with SEND, require additional money, over and above that in the SEND budget, an application may be made for high needs funding from the borough to implement these.</p> <p>The SENCo's role is non class based, allowing them to have time to carry out the responsibilities associated with the role.</p>	<p>according to identified needs on a whole school, group or individual basis for adults working with children who have SEND. This training will be provided by the SENCo or by outside agencies as appropriate.</p> <p>Where necessary, classes receive TA support which will be used by the class teacher as appropriate.</p> <p>If the SENCO and head teacher feel that additional money should be made available to meet the needs of particular children with SEND, the SENCO will make an application to the borough for high needs funding in order to put necessary provision in place.</p> <p>Funds will be allocated from the main budget each year to enable the SENCO's role to be non-class based.</p>	<p>TAs will be involved in regular reviews of SEND children to discuss progress.</p> <p>Regular observations will be carried out by leadership team and SENCo to monitor the use of resources for SEND throughout school.</p>
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Partnership with Parents		
What we intend to do	Who, what, when	Monitoring
We will liaise closely with parents regarding their child's particular needs and take seriously all parental concerns regarding SEND	Parent consultation evenings take place termly. Class teachers will advise the SENCo of any issues raised by parents at these meetings when appropriate.	After meetings or discussions (face to face or via the telephone) with parents, staff will record them on CPOMS (the school recording system)

	<p>The SENCo will be in school and available to meet with parents during Parent consultation meetings.</p> <p>Parents of children identified with SEND will be invited to a review of their child's progress at least termly. This meeting may take the form of offering the parent a double appointment at the termly parent consultation evenings. If more time is necessary then a date will be made for a more formal review meeting. The SENCO will attend, if requested by the class teacher, and outside agencies will be invited if appropriate.</p> <p>The school will always welcome parents and, if they have any concerns, these will be dealt with as soon as possible through an appointment with the class teacher or SENCo.</p> <p>Through the home/school agreement, which is discussed with parents when their child is admitted to school, parents will be advised that all issues surrounding a child's SEND will be tackled in consultation with them.</p>	<p>Formal review meetings will be written up, and copies sent to those present at the meeting as well as a copy being kept in the child's main SEN file and saved in their electronic file which is only visible to the SENCo, the head teacher and deputy head teacher.</p>
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Monitoring and Evaluation

When a child has been identified by a class teacher as having SEN then the following steps will be taken:

- The teacher will meet with the SENCo to notify them of the needs of the child and the action that has already been taken by the teacher to address those needs. A record of this meeting will be noted in the electronic SEN chronologies which are only visible to the SENCo, head teacher and deputy head teacher.
- The teacher or the SENCo will notify parents that their child has been identified as having SEN and make them aware of the provision that has been put in place for the child.
- A termly consultation meeting will take place between the class teacher, TA and SENCo. Provision will be discussed for all the children in the class who have been identified as having SEN, and any newly identified children will be included on the school provision map.
- Termly meetings will then follow between class teachers, parents and, if appropriate, the SENCo, for children who have been identified as having SEN. Notes from these meetings should be made and a copy kept in the Inclusion file in the classroom. A second copy of these notes should be passed to the SENCo. These will be scanned and saved in the child's electronic chronology.
- If a child still does not make progress despite extra provision being in place, the SENCo will liaise with Outside Agencies/ External Professionals.
- When appropriate, the relevant outside agency/agencies should be invited to submit a written report, or to attend review meetings for children they are involved with.
- At each termly consultation meeting, the class teacher, TA and SENCo will decide whether or not the needs of the child mean that they should continue to be identified as having SEND, and the information will be adjusted as necessary.
- The SEND Governor will liaise on a termly basis with the SENCo to evaluate the success of the provision in place for children with SEND, and will then report this information to Governors.

- **Communication and interaction**
- **Cognition and learning**
- **Sensory and/or physical needs**
- **Speech, language and communication needs**
- **Social, Emotional and Mental Health**
- **Physical / Medical**
- **Vision impairment**
- **Hearing impairment**
- **Profound and multiple learning difficulties**
- **Autism spectrum disorder**
- **Specific learning difficulties (diagnosed dyslexia or dyspraxia)**

Glossary of Terms

CAF – Common Assessment Framework - an assessment and planning tool used across all children's services in Barking and Dagenham. It aims to help early identification of children's additional needs and enables all services such as health and education to work together to meet these needs.

Child and Family Consultation Service (CFCS) - paediatricians and other medical professionals who provide advice and monitor health needs of a child if there are concerns beyond those that the GP can deal with

Child and Adolescent Mental Health Service (CAMHS) – part of the Health Service that looks after pupils with emotional, behavioural and social difficulties.

EAL – English as an Additional Language.

EP – Educational Psychologist.

Education Healthcare Plans (EHCP) a report, written by the Local Authority and parents, which sets out your child's strengths, difficulties and approaches to learning. It also lists all the help they need from home, from school, from the health service and in the community. EHCPs can last until a young person is 25 years old. EHCPs support young people so that they can get the most out of their life at school and beyond school.

Health Care Plan (HCP) – A written plan, drawn up by that school nurse and parents, for children who may require emergency medication or for emergency procedures to be carried out in school, due to medical needs or disabilities.

SEMH – Social Emotional and mental health

SEN – Special Educational Needs.

SENCo – Special Educational Needs Co-ordinator

SLCN – Speech, Language and Communication Needs.