

# Gillespie Primary School



**SEND Policy**  
**October 2022**

Review frequency: Governing body free to determine.  
Approval: Full governing body.  
Legislation: Maintained schools – The Education (Special Educational Needs) (Information) Regulations 1999: SI 1999/2506.  
Also, see The Special Educational Needs Code of Practice

## Aims and Objectives

This policy accepts the definition of Special Education Needs and Disability (SEND) as set out in the SEND Code of Practice. It reflects the new approach to and arrangements for SEND outlined in the Children and Families Act 2014.

The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and/or disabilities. Where the school has determined that a child has SEND, those needs will be made known to all who are likely to teach them.

All staff and governors in the school are aware of the importance of identifying and providing for children who have SEND.

All staff will ensure children with SEND are included in school activities as far as is reasonably practical.

## Responsible Persons

The 'responsible person' for SEND is Mark Owen (Head Teacher) and in his absence, the Deputy Head, Katrina Moses. The person co-ordinating the day to day provision of education for pupils with SEND is Lynwen Jones. The SEND Governor is Claire Bolderson.

## Definition of Special Educational Needs

Children have special educational needs if they have a *learning difficulty*, which requires *special educational provision* to be made for them.

Children have a *learning difficulty* if they:

- Have significantly greater difficulty in learning than the majority of children the same age
- Have a disability\* which prevents or hinders them from making use of educational facilities provided by the local authority
- Have an emotional/ behavioural difficulty, which affects their learning,

\* A person has a disability if he/she has a physical or mental impairment which has a substantial and long term adverse effect in his/her ability to carry out normal day to day activities (*Disability Discrimination Act, 1995*)

## Role of the Special Needs Coordinator (SENCO)

Lynwen Jones is responsible for the arrangements for SEND provision throughout the school. She receives a Teaching & Learning Responsibility Allowance for this. As SENCO Lyn has responsibility for:

- implementing the day to day operation of the school's SEND policy
- coordinating identification of and provision for children with SEND and overseeing their records
- Updating the provision map termly
- liaising with parents/carers
- liaising with external agencies including Islington's Inclusion Advisory Service, Educational Psychology Service and Health and Social Services
- liaising with Headteacher and named governor for SEND
- monitoring the progress made by SEND children termly
- taking the role of lead professional in Early Help meetings

## Local Offer

The 'Local Offer' is the Borough of Islington's offer of Special Needs services within the local area. More information can be found on

[www.islington.gov.uk/services/social-care-health/disabled-people/local-offer](http://www.islington.gov.uk/services/social-care-health/disabled-people/local-offer).

## Gillespie SEN local offer (School information report)

This is a report detailing all the services, interventions and provision provided for children with SEND within Gillespie Primary School. Please see the school website for the full report. It will be useful to read the School Information Report alongside this policy.

[www.gillespie.islington.sch.uk](http://www.gillespie.islington.sch.uk)

## Admission

All children with SEND are afforded the same rights as other children in terms of their admission to school. However, children who have undergone a statutory Assessment and are having their needs met through the provision of an Education Health Care plan, are given priority as part of the authority's school admissions procedures.

## Identification and Assessment

Teachers will consult the SENCO when a pupil fails to make progress or shows signs of any of the following:

- Difficulty acquiring literacy and numeracy skills
- Persistently challenging behaviour
- Emotional and social difficulties
- Sensory or physical problems
- Communication or interaction difficulties

Class teachers with concerns regarding any of the above should complete a '**SEND First Concerns**' document and send it to the SENCo who will then action it (see appendix)

The school then follows an 'Assess, Plan, Do, Review' approach. Assessment allows the child to show what they know, understand, and can do, and it identifies specific learning difficulties.

Children with SEND may be identified at any stage of this process during their school life.

In the **Foundation Stage** and **Years 1 and 2** the assessments used are:

- Identification of need using Early Years foundation stage goals-(Nursery and Reception)
- Teacher/TA observations – ongoing formative (day to day) assessment (Assessment for Learning) & Tapestry records
- informal and formal meetings with parents to raise and discuss concerns
- Formal teacher assessments once a term in reading, writing and maths
- Pupil Progress meetings
- Termly staff meetings to discuss children who are of concern
- Termly inclusion meetings
- Phonics check assessment
- KS1 SAT's assessment

In **Key stage 2 (Yrs 3, 4, 5, 6)** the assessments used are:

- Teacher/TA observations- ongoing formative assessment -(Assessment for Learning)
- informal and formal meetings with parents to raise and discuss concerns
- Formal optional SAT's assessments in reading, writing and maths twice a year.
- Pupil Progress meetings
- Termly staff meetings to discuss children who are of concern
- Termly inclusion meetings
- GL indicator assessments in dyslexia & dyscalculia
- End of Key Stage 2 SAT's tests

## **Inclusion & providing the graduated response: SEND Support**

All staff are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is given a high priority in this policy, in line with the policies of Islington Local Authority

The Curriculum will be made available for all pupils. Where pupils have SEND, a graduated response will be adopted. The school will endeavour to make full use of classroom and school resources before drawing on external support, as outlined in the Local Offer.

Gillespie will make provision for pupils with SEND to match the nature of their individual needs and the class teacher and SENCO will keep regular records of the pupils' SEND, the action taken and the outcomes.

Gillespie will support children with SEND in a number of ways;

- Quality first classroom provision/lead by the class teacher
- Adapted & additional resources to enable those pupils with SEND to have equal access to the curriculum and achieve highly from their starting points in terms of outcome
- There will be flexible grouping of pupils so that learning needs may be met in individual, small grouping or whole class contexts.
- Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties
- Pre and over teaching strategies will be employed to embed knowledge and to support pupils in subject specific concepts and language

If a teacher is concerned about some aspect of a child's progress, behaviour or well-being (s) he will decide what action to take within the normal daily classroom routine. If the child is having learning difficulties in one or more areas, the teacher will adapt resources or change the teaching method being used, to suit that child.

Whatever the nature of the concern, the teacher will invite the parents or carers of the child into school to discuss the matter and to ask for their support in resolving the problem.

If a child continues to make less than expected progress in spite of the strategies the teacher has used in class, the teacher may decide that more intervention is needed. Additional strategies will be worked out with the SENCO.

At this point, the SENCO will have a further meeting with the parents to discuss the concerns and interventions that will be put into place to support their child. The child will be put on a **'monitoring' register**.

## **Addressing various levels of SEND**

If the child continues to make less than expected progress over a term then the class teacher and SENCO will meet together to discuss the outcome of previous interventions or additional strategies that have been put in place to support that child. At this point, if appropriate, the child's name will be placed on the SEND register in agreement with the parents. The additional support offered to a child is referred to as SEND support: Level 1.

Following further assessment, we will put a plan in place (Provision Mapping, an Individual Plan / Pupil Passport) detailing appropriate interventions, such as:

- Classroom organisation and management
- In-class support by teacher
- Small group work in class by CT or LSA
- Home/school reading schemes
- Behaviour modification programmes
- Use of specialist equipment
- Additional teaching resources – e.g. visuals, word banks, writing frames
- Targeted guided reading
- Toe by toe (Dyslexia support programme)
- Word aware approach
- 'Keep up' – phonics intervention
- reading volunteers - providing 1:1 reading support across the school
- Speech and Language groups
- Lego therapy

The resources deployed to help the child achieve the agreed outcomes will be captured in a Pupil **Passport**. Parents and children will be involved in developing the plan. Parents will meet once a term with the class teacher and SENCO to discuss and review their child's passport and progress. The plans will focus on positive outcomes for the child.

If, despite receiving an individualised programme and/or concentrated support under **Level 1 SEND support**, the child does not make the expected progress over a term, a referral is made for support from an external service. This is a higher stage of SEND support than Level 1 and is known as **Level 2**. A child may be put onto Level 2 if he/she has any of the following:

- social, emotional or behavioural difficulties which interfere with his/her learning and that of the class
- sensory or physical needs which require additional specialist equipment/advice
- ongoing communication difficulties which impede the development of social relationships and cause barriers to learning

Under Level 2 a new individual Support Plan is drawn up and an external specialist may act in an advisory capacity, providing additional specialist assessment And /or be directly involved in supporting a child.

Where more than one agency is involved, the school, in discussion with parents and other agencies will initiate an Early Help Assessment to assist assessment and planning.

## Statutory Assessment/ Education Health Care Plans

A small number of children who have severe or complex needs and therefore require more support than can be offered at SEN support level 2 are put forward by the school, in consultation with the parent, for a **Statutory Assessment**. Following the guidance set out in the SEN code of practice 2014

This process begins with an observation and assessment by an Educational Psychologist (EP). If the EP considers the child's needs to be of sufficient severity, a request is then made for the local authority for a Statutory Assessment. The statutory assessment request document is sent to the local authority SEN team along with supporting evidence- reports and evaluated plans to review provision documents. The local authority considers the application through a SEND panel based on the individual need & evidence provided and makes a decision as to whether to take the application to the next level – Assessment advice from all professionals involved with the child – leading to the issue an Education, Health and Care Plan (EHCP) for the pupil.

Where an EHCP is issued, it will be subject to an **Annual Review**. This is a meeting where a child's progress towards meeting the objectives specified in the EHCP through their Appendix A support plan is measured. A decision then needs to be made whether the EHCP should continue to be maintained or if there is a need for a change in provision or setting. It is at this point that the plan itself can be adjusted to best meet the child's needs in agreement with the borough SEN Team, parents and all professionals working with that child. The Annual Review will consider the child's progress towards the goals and outcomes specified within the EHCP document, along with reviewing the yearly progress towards the longer-term outcomes. Most Goals and outcomes are updated at the end of each key stage or specified timescale for the document. All EHCPs are fully reviewed and updated in their entirety in readiness for secondary transfer following the AR meeting held in the spring term of year 5

## Recognising the Views of Children

The school will work to ensure that children are fully aware of their own needs and the targets in their Plans. We will encourage all children to be independent learners and to work towards a positive progression to adulthood from the earliest stage. Children on the SEND register with an EHCP are encouraged to share their views and are invited to attend their annual review meeting where appropriate. Annual Review meetings are carried out with a strong 'child centred' approach to ensure the child is pivotal to their individual plan.

## Parent Participation

Gillespie actively seeks the involvement of parents in the education of their children. The School recognises that for pupils with SEND the support and encouragement of parents is often a crucial factor in achieving success.

Parents will always be kept informed about the special educational needs experienced by their children in accordance with the recommendations outlined in the Code of Practice.

*"the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions"* **SEN Code of Practice 2014**

Communications between the parent and the school will be maintained. We will always discuss with parents before we seek support from an external agency. We endeavour to make school a welcoming place where parents feel comfortable and where their views are valued. Where appropriate, interpreters and Bilingual support officers are used. Parents are welcome to bring along an additional family member, friend or social care worker to organised meetings with the SENCo to support them in their views and understanding

## Transition Arrangements

If a child with SEND transfers to another school, the SENCO ensures that all the SEND records are passed promptly to the receiving school. In the summer term, the SENCO attends the Islington Local Education Authority transition conference where Year 6 children with SEND are discussed with secondary school staff and their records are passed to the relevant secondary school. (Or the SENCo will meet remotely with secondary school staff where face to face is not available) This includes the secondary profile transfer sheet – a document which is provided by the borough SEND team across all mainstream schools in Islington

For children with EHCPs this process will start earlier – from spring term of year 6 so that additional visits and transition work can be carefully planned for individual pupils to ensure that they have a positive and smooth transition and are as ready as possible for the move

Where a child is transferring to another borough from year 6, the SENCo will contact that school and make arrangements for detailed handover and transition for the pupil.

The SENCo will support parents of pupils with SEN in making their secondary school choices for year 7 – through accompanying them on school visits, supporting them with completion of the secondary school request application and updating EHCPs for those who are making early applications due to SEN status.

## Multi-agency working

Regular liaison is maintained with the following external agencies:

- Alternative Education Provision (i.e. Pupil Referral Units)
- Outreach Support Services – The Bridge, Samuel Rhodes School (SRS)
- Educational Psychologist – Norma Julius
- Child Adolescent Mental Health Service – William Morgan
- Education Welfare Service
- Behaviour Support Team for children with emotional and behavioural difficulties – New River Team
- Health Service (school nurse, dietician, therapists)
- Brighter futures/Bright start – family support services
- Chance UK (mentoring network)

- Speech and Language Therapy service – Geraldine Quaine
- Social care services
- Occupational Health Therapy Service

### **Arrangements for the Treatment of Complaints:**

Concerns about provision for SEND pupils or about the identification of their needs should initially be shared with the school SENCO .The next stage is to talk to the Headteacher. If there is not a satisfactory outcome then the concern should be taken to the Governors following the school's complaints procedures.

### **Workforce Development**

In-service training needs related to special educational needs will be identified by the SENCO and Deputy Head who is responsible for staff Continuing Professional Development in consultation with the staff and will be incorporated into the staff development plan.

### **Evaluating Success**

This policy will be kept under review. The governors will gauge the success of the policy through the Annual Report to Governors and through termly reporting and scrutiny of achievements and progress of SEND pupils at governing body committee meetings. Parents will be consulted through processes such as the 'parent Voice' event.

## Appendix SEND First Concerns Document

		<h3>Gillespie Primary School</h3> <h3>First Concerns (SEND)</h3> 			
<p>Where a child appears to be behind expected levels or where a child's progress gives cause for concern, practitioners should consider all the information about the child's learning and development (SEN and disability code of practice). All the information will be brought together and considered with the child's parents/carers following a monitoring period. Collectively a decision will be made as to whether or not this child should be added to the SEN register</p> <p>This should include information about:</p> <ul style="list-style-type: none"> <li>• the child's learning and development, within and beyond the setting;</li> <li>• practitioner observations, formal checks, any more detailed assessment, any specialist advice;</li> <li>• progress in the prime areas: communication and language, physical development, social and emotional development (EYFS) or progress within the National curriculum</li> </ul>					
<b>Name of pupil</b>		<b>Year group &amp; Class teacher</b>		<b>Date</b>	
<b>Gathering Information: Key concern/s</b>					
<b>Observations</b>					
<b>1 Date and context</b>					
<b>2 Date and context</b>					
<b>3 Date and context</b>					
<b>Quality First Teaching</b>					
<b>CT/LSA interventions</b>			<b>Outcomes</b>		
<b>Date submitted to SENCo</b>					
<b>SENCo Actions</b>					