



## **Special Educational Needs Disability Policy**

### **Safeguarding**

Goldington Green Academy recognises it has a statutory duty under Section 175 of the Education Act 2002 to ensure arrangements are in place for safeguarding and promoting the welfare of children.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth and that school may be the only stable, secure and predictable element in the lives of children at risk. Our school will endeavour to support these pupils by providing an ethos which promotes a positive, supportive and secure environment, providing a sense of being valued.

All staff, governors and volunteers must be made aware of, and adhere to the safeguarding policy and procedures within the school.

At Goldington Green we recognise our legal and ethical duty to keep pupils safe from radicalisation and extremism. As such we incorporate the principles of the PREVENT agenda into all practice including the curriculum. Additionally, we ensure that all speakers are carefully vetted by senior staff and that all material available in school, both electronic and otherwise, is suitable. We also ensure that sufficient training is in place so that all staff understand what radicalisation means and why people may be vulnerable to being drawn into terrorism as a consequence of it. Staff know what measures are available to prevent people from becoming drawn into terrorism and how to challenge the extremist ideology that can be associated with it. Any concerns are dealt with in line with our safeguarding policy working in conjunction with Bedfordshire Police and other agencies as appropriate.

### **Equal Opportunities**

The Equality Act 2010 makes it unlawful for staff to discriminate directly or indirectly, or to harass staff or pupils due to any of the nine protected characteristics.

Goldington Green Academy aims to create a culture that respects and values each other's differences, that promotes dignity, equality and diversity, and that encourages individuals to develop and maximise their true potential.

Everyone within the school community has a responsibility to ensure that this statement is adhered to. Senior Leaders in particular, should lead by example, identify any inappropriate behaviour when it happens and take prompt action to deal with inappropriate behaviour.

We aim to remove any barriers, bias or discrimination that prevents individuals or groups from realising their potential and contributing fully to our school's performance. In removing these barriers, we aim to develop a school culture that positively values diversity.

We are committed wherever practicable, to achieving and maintaining a workforce that broadly reflects the local community in which we operate.

Every possible step will be taken to ensure that individuals are treated fairly in all aspects of their employment, engagement or whilst volunteering at our school.

## 1. **Rationale**

The staff at Goldington Green Academy have a shared responsibility for identifying and assessing the needs of all pupils to ensure they reach their full potential, by making adequate and appropriate provision. Teachers make provision, where necessary, to support individuals or groups of children to enable them to participate effectively in curriculum and assessment activities, and be fully included in the life of the school.

Children may have special educational needs either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

This policy has been written in relation to the SEND Code of Practice and the 'Education (SEND) (Information) (England) Regulations January 2015.

## 2. **The aims of this policy are to:**

- To ensure that all pupils have not only access to a broad and balanced curriculum including the National Curriculum but continuity and progression within this curriculum.
- To ensure that appropriate procedures are in place for the recognition, identification and assessment of a pupils needs.
- To ensure that adequate records follow the pupil through the school and these records are clear, factual and up to date.
- To involve parents at an early stage in their child's education and be aware of any provision made for special educational needs.
- To ensure that parents and pupils are at the core of all decision making, setting of aspirations, outcomes and provisions.
- To ensure all staff involved with the pupil are aware of his/her difficulties and of the strategies devised to deal with them.
- To make clear the expectations of all partners in the process;
- To identify the roles and responsibilities of staff in providing for children's special educational needs;
- To involve the pupils in making decisions about their learning and provision.
- To involve parents and carers with setting aims for the child to achieve.

These aims will be met by ensuring that all staff, governors and parents are provided with clarity as to their responsibilities through the SEND policy. This will be monitored by SENDCo, governors and the Inclusion Lead.

## 3. **The role of the Special Educational Needs and Disability Coordinator**

The Inclusion Lead and SEND Assistant is Mrs Grace Humphries who manages the day-to-day operation of the policy. She works with Mrs T Wilson, EAL Support Worker, Mrs Waller, the Family Support Worker and all teaching and support staff to:

- Lead and co-ordinate the provision for and manage the responses to children's special needs.
- Support and advise colleagues, modelling good practice.
- Contribute to and manage the records of all children with special educational needs and disabilities.
- Manage the school-based assessment and complete the documentation required by outside agencies and the LA
- Act as the link with parents.
- Maintain resources and a range of teaching materials to enable appropriate provision to be made.
- Act as link with external agencies and other support agencies.

- Under direction of the Head, the Inclusion Lead/SENDCO will monitor and evaluate the special educational needs and disability provision and report to the governing body.
- Manage a range of resources, human and material, linked to children with special educational needs and disabilities.

Roles and responsibilities of other members of staff and the governing body are outlined in appendix 1.

#### 4. **Arrangements for admissions.**

Admission arrangements for pupils with SEND are no different to those for other pupils and are outlined in the school's admissions policy. If children have an EHCP, Bedford Borough consults the school to see if we can offer a place. If school conclude that this is not possible, then Bedford Borough will make a decision and uphold the school decision or overturn it and direct the school to support the pupil.

Pupils in Conifer Class (our ASC provision) are allocated by Bedford Borough via the SEND panel.

#### 5. **Facilities for Inclusion**

Goldington Green Academy is a fully inclusive school where children have a broad and balanced curriculum and where all children are fully included and taught alongside their peers.

Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations,
- Require different strategies for learning,
- Acquire, assimilate and communicate information at different rates,
- Need a range of different teaching approaches and experiences.
- Need varying types of emotional and wellbeing support.

Teachers respond to children's needs by:

- Assessing carefully and seeking advice about pupils' needs in order to plan effectively for them,
- Providing support for children who need help with communication and interaction, to develop their interaction and social skills.
- Ensuring children have access to resources such as visual communication devices, hearing loops and any other specialist resources,
- Planning to develop children's understanding through the use of all available senses and experiences,
- Planning for children's full participation in learning, and in physical and practical activities,
- Helping children to manage their behaviour and to take part in learning effectively and safely,
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning,
- Ensuring that pupils' well-being is addressed and supported alongside other needs,
- Ensuring that children have support to build friendships and have positive age appropriate social interactions,
- Celebrating pupil's achievements and making sure their views are reflected in their provision,
- Liaising with the Inclusion Lead/SENDCO and parents to ensure the best possible outcomes for pupils.

The school is built on one level and all rooms are fully accessible. There are four disabled toilets.

## 6. Resources.

5% of the school budget plus additional funding from the LA through Educational, Health Care Plans and Standards Funding is allocated to meeting SEND.

The Inclusion Leader/ SENDCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Educational, Health Care Plans.

The head teacher informs the governing body of how the funding allocated to support special educational needs has been employed.

Teaching Assistants are allocated to support children with Educational, Health Care Plans and are also targeted to support English and maths groups. Additional hours are used to support small groups of children in classrooms.

The Head teacher and the Inclusion Leader meet to agree on how to use funds directly related to Educational, Health Care Plans. The Inclusion Leader writes the action plan for the annual school improvement plan.

## 7. Identification, assessment and provision.

Early identification of special needs is vital. The class teacher completes a 'Concern Form' to inform the Inclusion Lead/SENDCo and informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

Information from Pre-school, Nurseries and the Early Year's team supports the identification process.

The class teacher and the Inclusion Lead/SENDCO assess and monitor the children's progress in line with existing school practices. The EYFS may highlight particular difficulties that might require further investigation.

The Inclusion Lead/SENDCO works closely with parents, carers and teachers to plan an appropriate programme of intervention and support, ensuring that the views of the child and family are reflected as much as possible.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the Inclusion Lead/SENDCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

The following standardised Tests are available in school, amongst others:

B.P.V.S. Vocabulary Test (non reading)  
Neale Analysis - Reading/Comprehension  
LSS English Support Pack  
Nfer Nelson Reading Analysis / Non-Verbal Reasoning  
Dyslexia Check List (Early Years / Junior)

The school applies a graduated response to meeting children's special educational needs. Following assessment by class teachers in collaboration with parents a decision may be made about whether or not the child is making adequate progress. (See appendix 2)

**Early Action:** Triggers are identified in appendix 3. The class or subject teacher identifies the child's strengths and difficulties and provides information to the Inclusion Lead/SENDCO on strategies already employed. The class teacher in consultation with the Inclusion Lead/SENDCO and parent formulate an Individual Provision Plan (IPP) that outlines provision to be made, strategies to be employed and targets to work on. Information is collected to further assess the

child's needs. Progress is monitored, if the child makes progress support will be gradually withdrawn as appropriate to need.

**Individual Provision Plans (IPP):** (See appendix 4) The Inclusion Lead/SENDSCO supports teachers in drawing up and reviewing IPP's each term. The review states clearly the progress the child has made, effectiveness of the action taken and further action needed.

**SEND Support:** Triggers are identified in appendix 5. The Inclusion Lead/SENDSCO liaises with outside agencies that may help to assess specific needs of a child, suggest additional strategies and advise on specialist resources. The school will provide the external agency with information on assessments made, progress over time and action taken through Early Action. Progress is monitored through review of the IPP, the child's work, observations and continuing assessment.

**Request for with Educational, Health Care Plan:** If despite specialist strategies and further advice the child does not make adequate progress a decision may be made to request an Educational, Health Care Plan from the LA. The school provides information on assessments made and action taken through Early Action and SEN support. Evidence of progress is collated through review of the IPP, the child's work, observations and continued assessment over at least a 12-month period in most cases. The Inclusion Lead/SENDSCO will submit an EHCP request if the child's needs meet the guidance thresholds.

**Educational, Health Care Plans:** the LA may issue an EHCP once the child is referred with evidence from school and reports from appropriate outside agencies. This will be monitored through the annual review process.

The Inclusion Leader/ SENDSCO and the Headteacher hold regular meetings to review the work of the school in this area. The Inclusion Lead and the named governors with responsibility for special needs also hold regular meetings to evaluate impact.

### **Record Keeping**

- A copy of the pupil's IPP is placed in the SEND files on the school network.
- A record is kept of the structured conversations with parents in the SEND file.
- A record is kept of any involvement with outside agencies.
- Any reports or formal assessments done by outside agencies are placed in the special needs pupils' record folder.

### **8. Access to a Broad and Balanced Curriculum.**

The majority of support takes place in the classroom. Small groups are occasionally withdrawn from the classroom in order to provide more targeted support. This is negotiated with the class teacher. The impact of support is evaluated by the SLT leader and Inclusion Lead/CO at least half termly.

### **9. Evaluating the success of the provision.**

Provision is monitored:

- Through the performance management process by ensuring the implementation of the policy.
- Through analysis of IPP's, data, and assessments
- By ensuring that SEND. policy is up to date with current legislation.
- By ensuring the necessary information on SEND is available to families.
- By establishing regular opportunities for conferencing with both parents and children.

### **10. Inset for staff.**

Needs are identified through Appraisal procedures, staff feedback and SENDCO identification of pupil needs. INSET may be planned to ensure staff can meet the particular needs of pupils. This is built into the development plan for SEND.

#### 11. **Links with support services for SEND.**

The school is in regular contact with outside agencies that help in the assessment and monitoring process of children with SEND. These include: -

- SEND Team
- School Inclusion Team
- CAMHS (child adolescent mental health team)
- Educational Psychologists
- Speech and Language Therapist
- Educational Welfare Officer
- 0 -19 Health team
- Independent Early Years Advisor

#### 12. **Partnership with parents**

The school website has details of our policy for special educational needs, and the arrangements made for these children in our school. The governors' annual report to parents contains an evaluation of the policy in action. The named governor for SEND is Dawn Roger who takes a strategic interest in special needs.

At all stages of the process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education. (Further details are in appendix 6) Procedures for complaints can be found in the school's complaint policy. Parents may also take advice from the SENDIASS service (Special Educational Needs Independent Advisory Service). Any issues in relation to statements are raised at annual reviews.

We have regular parent meetings to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

In 2022, we have begun to start coffee mornings for parent mini forums to support families with SEND children to share their views. These are led by Jackie Waller, Family support worker Jane Jackson, Inclusion Nursery Nurse

Up to date information can also be found via the school website on the Bedford Borough Local Offer page available at <https://localoffer.bedford.gov.uk/kb5/bedford/directory/home.page>

#### 13. **Links with other schools**

Pupils and SENDCOs visit as appropriate to need and to ensure smooth transition. The school works in partnership with other schools for training and development. All documents will be sent to the next school as soon as the details are available and a copy kept in our school archives.

#### 14. **Complaints:**

We urge parents/carers with any concerns regarding the SEND policy or the provision made for their child at Goldington Green to speak to us as soon as possible. In the first instance, please

Speak to the class teacher or the Inclusion Lead/SENCO. If parents/carers feel their child's needs are still not being met they should make an appointment to see the Deputy head teacher. If concerns are still unresolved parents may wish to use the Bedfordshire SEND Independent Advice Team, (formerly Parent Partnership) or engage with the School complaints procedures.

Policy Update:

A regular policy review will be undertaken by the Headteacher and Governors. Policies are reviewed on a 4-year programme.

**Reviewed date: September 2022**

**Next review date: February 2026**

**Date: 16.09.22**

**Staff responsible: Grace Humphries**

## **Appendix 1.**

### **The role of teaching staff**

Class teachers: -

- Use teacher assessments and professional judgement to identify pupils with special educational needs.
- Ensure quality first teaching takes place and children working below age related expectations are planned for.
- Ensure all children who are cited as having difficulties have an IPP.
- Implement strategies outlined on IPP.
- Effectively deploy teaching assistants to support special needs pupils.
- Ensure all support staff are aware of individual children's needs and targets.
- Carry out a structured conversation style meeting with the parents four times a year (initial meeting in Sept and three reviews with new targets to be set).
- Share parental concerns and keep parents informed.
- Regularly review progress and the impact of all support, sharing this with the Inclusion Lead/SENDCO.

### **The role of Governors**

The governors: -

- Have regard to the Code of Practice when carrying out their duties towards pupils with special educational needs.
- Include a statement on special educational needs in their annual report to parents.
- Admit children with special educational needs in line with the school's agreed admissions policy.
- Review this policy regularly and consider any amendments in light of the review findings. The Inclusion Lead/SENDCO reports the outcome of the review to the full governing body.

## **Appendix 2**

### **Adequate Progress**

Adequate progress might be progress that:

- closes the attainment gap between the child and their peers;
- prevents the gap from growing wider;
- is similar to that of peers starting from the same attainment baseline, but less than the majority of peers;
- matches or betters the child's previous rate of progress;
- ensures access to the full curriculum;
- demonstrates an improvement in self-help, social or personal skills;
- demonstrates improvements in the child's behaviour;
- is likely to lead to accreditation;
- is likely to lead to participation in further education, training or employment



### Appendix 3

#### **Triggers for Early Action**

- Makes little or no progress even when teaching approaches are targeted
- Shows signs of difficulty in developing English or mathematics skills which impacts on other areas of learning
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed
- Has sensory or physical problems and continues to make little or no progress despite specialist equipment
- Has communication and/or interaction difficulties and continues to make little or no progress despite provision of a differentiated curriculum.

### Appendix 4

- The IPP should include that which is additional to or different from the differentiated curriculum plan.
- The IPP should focus on three to four key individual targets set to help meet the pupil's individual needs and priorities. Where a child has an EHCP, those targets should also be used to make IPP targets.
- Targets should relate to the four areas of need:
  1. Communication and interaction
  2. Cognition and learning
  3. Social, Emotional and Mental Health
  4. Sensory and/or physical
- The pupil's strengths and successes should underpin the targets set and the strategies used.
- The IPP should include information about:
  1. The short-term targets set for or by the individual
  2. The teaching strategies to be used
  3. The provision to be put in place
  4. When the plan is to be reviewed
  5. Outcomes (to be recorded when the IPP is reviewed)

## Appendix 5

### **Triggers for SEND support**

- Continues to make little or no progress in specific areas over a long period
- Continues working at National Curriculum levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing English and mathematics skills
- Has emotional or behavioural difficulties which regularly interfere with the child's own learning or that of the class group despite having an individualised behaviour management programme
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.

## Appendix 6

### **Partnership with parents**

Schools should:

- Acknowledge and draw on parental knowledge and expertise in relation to their child,
- Focus on the child's strengths as well as areas of additional need,
- Recognise the personal and emotional investment of parents and be aware of their feelings,
- Ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings,
- Respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints,
- Respect the differing needs parents themselves may have, for example a disability or communication or linguistic barriers,
- Recognise the need for flexibility in the timing and structure of meetings.

Parents should:

- Communicate regularly with their child's school / early education provider, and alert them to any concerns they have about their child's learning or provision;
- Fulfil their obligations under home-school agreements which set out expectations of both parties.