

# The SEND School Offer Policy

<b>Policy Title</b>	The SEND School Offer Policy
<b>Policy Created / Amended</b>	March 2020
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## Special Educational Needs and Disability

### 1. Introduction

#### Glemsford Primary School Academy

#### SCHOOL OFFER

#### For Special Educational Needs and Disability (SEND)

Glemsford Primary School Academy strives to provide an excellent education for all pupils within a caring community where all are respected, valued and supported to achieve their potential.

Glemsford Primary School Academy aims to provide full opportunity for our pupils to develop their individual talents and build a strong foundation for their future.

Glemsford Primary School Academy works to ensure that all pupils:

- Have a wide and balanced curriculum which is differentiated to meet individual needs;
- Can learn and make progress according to their individual potential;
- Are assessed using appropriate assessment tools and guidelines;
- Have equal access to resources, provision and interventions as needed.

Special educational provision is educational or training provision that is ***additional to or different from that made generally for others of the same age***. This means provision that it ***goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised classroom teaching***. It may take the form of additional support from within school or require involvement of specialist staff or resources.

Our school has a Special Educational Needs Co-ordinator (SENCO) who is responsible for the management of provision and or support for identified pupils with SEND. This person also supports teachers and other staff to enable them to access appropriate assessment and focussed provision for pupils in their lessons with SEND.

**All teachers are teachers of SEND pupils and as such provide quality first teaching which takes account of the particular individual needs of pupils with special educational needs in the classroom.**



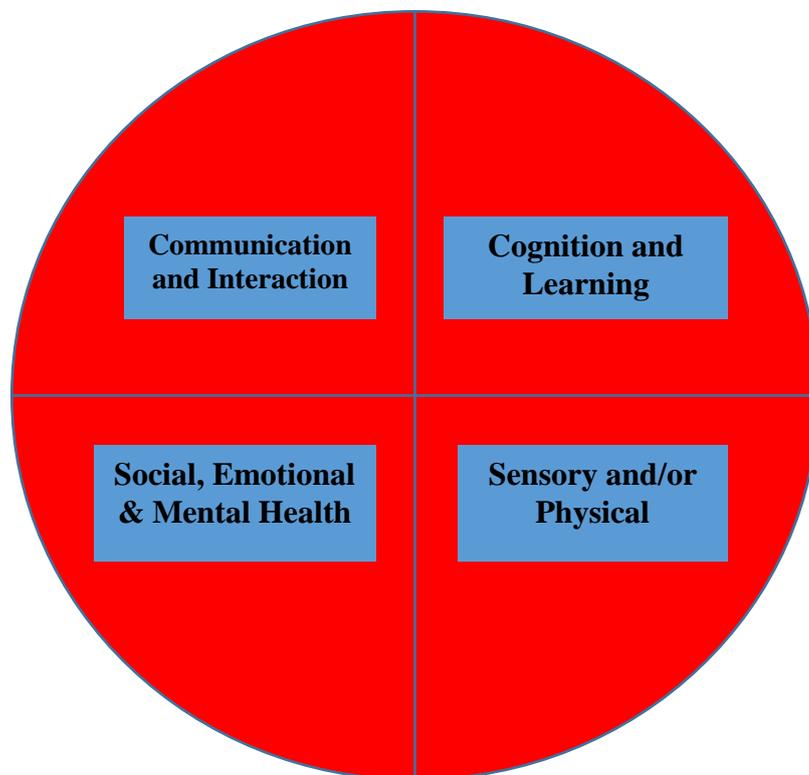
**All SEND pupils  
must be  
supported to  
make  
accelerated**



**Precise tailoring of  
learning is essential.**

## 2. Areas of Need

The Code of Practice refers to four main areas of Special Educational Needs.  
These areas are explained below:



**Communication and Interaction** - Young people may have a delay or disorder in or more of the following: Attention/Interaction Skills; Understanding/Receptive Language; Speech/Expressive Language

**Cognition and Learning** - Young people may have difficulties with the skills needed for effective learning or may have a specific learning disability such as dyslexia, dyscalculia or dyspraxia.

**Social, Mental and Emotional Health** - Young people may have difficulties with social and emotional development which may include anxiety, attachment disorders or issues with self-image.

**Sensory and/or Physical** - Young people may have a medical or genetic condition that could impair their access to the curriculum without adaptation or consideration.

### **3. Identifying a Special Educational Need**

Pupils at Glemsford Primary School Academy may be identified as having SEN through a variety of ways:

- Liaison with previous school
- Performance below age expected levels
- Concern raised by teachers / teaching assistants / tutor/ SLT
- Liaison with external agencies /professionals
- Health diagnosis
- Termly progress tracking by Class teachers / SENCO/ SLT

Sometimes concerns raised by parents may be a trigger to seek further evidence of need.

For pupils transferring mid – year, information will be sought from previous education providers and assessed using standardised tests in Reading, Comprehension, Spelling and Mathematics. Pupils with scores below 85 (below average) will be considered for access to appropriate intervention

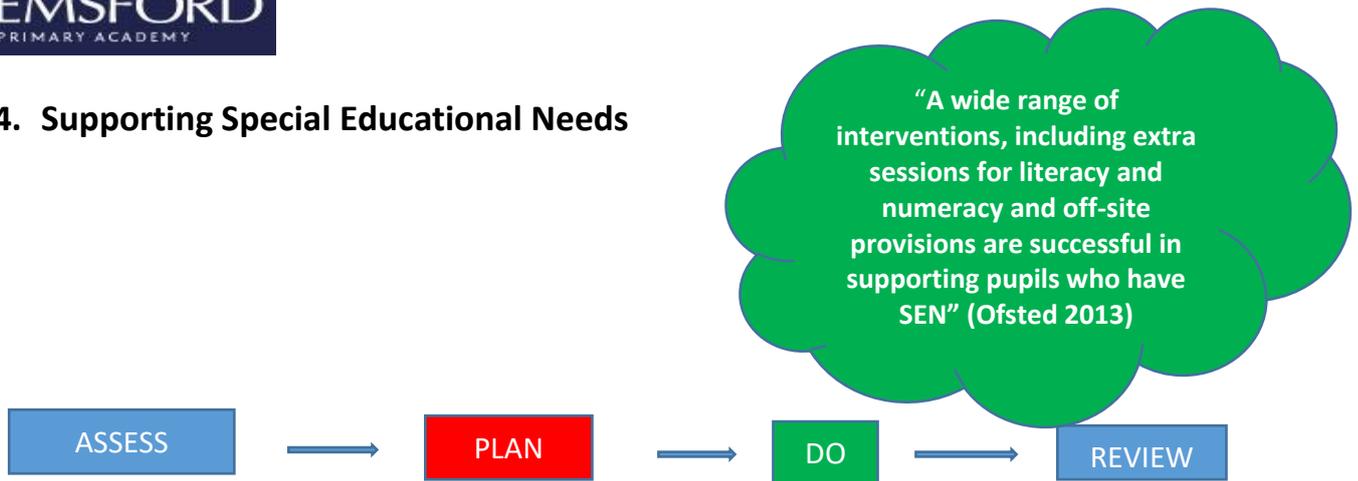
Parents or Carers with concerns should contact the class teacher in the first instance. If further information is required contact should be made with the SENCo.

External Agencies and other professionals can liaise with the SENCo directly, through consultation meetings and Team Around the Child meetings.

Diagnosis and other Health Reports will be circulated as appropriate to the Learning Support Department, the House Team and teaching staff.

Interim reports are issued termly for every student and sent to parents or carers. The data from the termly assessments is tracked for progress against the student’s individual targets.

## 4. Supporting Special Educational Needs



Pupils’ learning is planned by the teacher. The planning is differentiated to meet the needs of groups and individuals. This high quality teaching is the first step in responding to the needs of pupils with special educational needs in the classroom and forms part of normal classroom practice. It may include some additional general support from the teacher or a teaching assistant, on a regular or occasional basis.

### **How will the curriculum be matched to a student’s needs?**

All work within a lesson is pitched at an appropriate level so that all pupils are able to access according to their specific needs and regardless of ability or starting points, all pupils have the opportunity to make progress every day.

### **How will parents or carers know the level of support their child should have?**

If a student has special educational needs they will be recorded in one of two categories:

- SEN Support
- Educational Health & Care Plan (EHCP) / Statement of Special Educational Needs

### SEN SUPPORT

If a student is identified as having Special Educational Needs you will be advised by his or her class teacher. SEN pupils will have a Pupil Support Plan (PSP) which includes details of the student’s SEN needs and how to support him/her for effective participation and progress. The PSP will be reviewed at least twice a year to judge how effective the plan has been, how much progress has been made, whether targets should be changed or if the student needs to remain on the SEN support list.

### EHCP / STATEMENT OF SEN

Some pupils are supported in mainstream schools with a “**Statement of Special Educational Needs**” or, from September 2014, an “**Education, Health and Care Plan**” (EHCP). This will give details of specific individual provision which may include a high level of individual support and/or specialist intervention, which cannot reasonably be provided from resources already within school. Parents or Carers and pupils with an EHCP or Statement will be invited to an Annual Review in addition to the regular progress meetings.

## 5. Interventions & Specialist Support

Three 'waves' of intervention available at Glemsford Primary School Academy.

Area of Special Educational Need	Wave 1 Whole School Approach (Quality First teaching)	Wave 2 Individuals or small groups	Wave 3 Specialised for Additional Needs
<p>Communication &amp; Interaction</p> <ul style="list-style-type: none"> <li>• Attention</li> <li>• Understanding</li> <li>• Language</li> <li>• Speech</li> <li>• Autistic Spectrum Disorders</li> </ul>	<p>Access to a varied and stimulating curriculum. Individualised teaching approaches.</p> <p>Good use of visual and practical learning.</p> <p>A range of technology Setting groups.</p> <p>Small guided groups.</p> <p>Clear verbal instructions/explanations which can be simplified.</p> <p>Appropriate quality resources.</p> <p>Teaching Assistants in class.</p>	<p>Social Skills groups.</p>	<p>Individual Speech &amp; Language Therapy assessed and delivered by qualified Speech and Language staff.</p> <p>Referral and support from CIR (County Inclusive Resource).</p> <p>Referral for Educational Psychologist.</p> <p>EHCP if needed.</p>
<p>Cognition and Learning</p> <ul style="list-style-type: none"> <li>• Memory &amp; Reasoning</li> <li>• Problem solving &amp; Concept development skills</li> <li>• Processing</li> <li>• Motor skills</li> <li>• Specific Learning Difficulties</li> </ul>	<p>As above and including lessons differentiated in order to include both sensory and physical disabilities.</p>	<p>Literacy Support Maths support</p>	<p>1-1 literacy/numeracy using personalised and specialised programmes.</p> <p>Referrals to Outreach for Dyslexia/Learning Advisor.</p> <p>Personalised curriculum within resource limits.</p> <p>Keyworkers.</p> <p>Referral for Educational Psychologist.</p> <p>EHCP if needed.</p>
<p>Sensory and Physical Needs</p> <ul style="list-style-type: none"> <li>• Hearing</li> <li>• Visual</li> <li>• Physical</li> <li>• Medical</li> </ul>	<p>As above and including audit of environment to consider adaptations (as required).</p> <p>Modification of organisation, routine and environment within establishment limits.</p>	<p>Access to a base for therapy.</p> <p>Physical aids as advised by specialists.</p> <p>Referrals to specialist Advisory Team.</p>	<p>Keyworkers (with appropriate training).</p> <p>1-1 support if required</p> <p>Personal care.</p> <p>EHCP if needed.</p>

Area of Special Educational Need	Wave 1 Whole School Approach (Quality First teaching)	Wave 2 Individuals or small groups	Wave 3 Specialised for Additional Needs
Social, Mental and Emotional Health <ul style="list-style-type: none"> <li>• Anxiety and Depression</li> <li>• Attachment</li> <li>• Self-image</li> </ul>	As above and including access to additional pastoral support.	Counselling sessions. Exit card. Common Assessment Framework (CAF).	Referral to CAMHS (Child and Adolescent Mental Health) – Emotional Wellbeing Hub. ECHP if needed.

## 6. Accessibility

Glemsford Primary School Academy is easily accessible to wheelchair users. The nature of the site means pupils have to go outside to access the different buildings.

Other resources needed for access may be assessed by an Occupational Therapist or Physiotherapist in order for the school to ensure ease of access and safety for all. The school Health & Safety Officer will meet and monitor the accessibility for all pupils who may have limited mobility.

The school seeks to clearly and unambiguously ensure that pupils with medical conditions have full access to education, including school trips and physical education. In some cases a risk assessment will be completed so that planning can take account of any steps needed to ensure that a student with a medical condition or disability is included.

## 7. Transition

At Glemsford Primary School Academy we are fully aware of the importance of early identification of SEN. Prior to their child starting in the Nursery Class, parents have an informal chat with the Nursery teachers and a home visit. This is an opportunity to discover any worries the parents may have, and to find out if the Health Visitor has identified any areas of concern (e.g speech, social, physical). It is also an opportunity to find out if any other professionals are involved with the child (i.e. speech and language therapist).

Glemsford Primary Academy welcomes all pupils, including those with special educational needs or statements of SEN/EHCP's, if their needs can be efficiently met in mainstream education and it is the wish of the parents. The arrangements for their admission will be in accordance with the LEA/Samuel Ward Academy Trust admissions policies.

There will be liaison with appropriate staff with regard to passing on of records of SEN, and other relevant information, to cover:

- pre-school;
- year group moves;
- transfer to/from other primary schools;
- transfer to Upper School.

## 8. Communication

The principles of the SEN Code of Practice are very clear that schools must have regard to the views, wishes and feelings of the young person and their parents or carers.



Parents' evenings are held twice yearly for all pupils at which time parents and carers will be able to meet with individual subject teachers to discuss the student's needs, support and progress. The SENCo is available at such meetings.

Glemsford Primary School Academy invites parents and carers at any time to make an appointment to meet with class teachers and SENCo to discuss specific concerns. We believe that a student's education should be a partnership between home and school, therefore we aim to keep communication channels open and communicate regularly especially if a student has complex special educational needs.

Pupils with SEND may have a PSP in place; in these cases, parents will be invited to contribute to review these termly along with the class teacher. Children are invited to these in KS2.

## **9. Well Being**

We are an inclusive school, we welcome and celebrate diversity. All staff appreciate the importance of young people having high self-esteem in order to achieve positive well-being. At Glemsford Primary School Academy we aim to ensure that pupils are able to develop in a caring, fair and understanding environment.

The class teacher has overall responsibility for the pastoral, medical and social care of pupils in their class. Class teachers are supported by the SLT and SENCo. Further advice and support may involve working with outside agencies.

The school encourages and supports all pupils with SEND to contribute to all parts of school life, including assemblies, the School Council and representation in teams and group activities.

Several members of Glemsford Primary School Academy staff are trained in the administration of Epipens and First Aid at Work. Admin staff are responsible for ensuring that relevant members of staff are fully informed of medical issues which can impact upon a student's learning, safety or access to the curriculum.

The SENCo, class teacher and SLT are available to discuss any aspect of a young person's learning, personal, social, emotional, medical or physical development which you feel may impact upon his/her well-being. Glemsford Primary School Academy is committed to supporting the removal of all potential barriers to learning for young people.

## 10. The Learning Support Team

Headteacher

Mrs Charlie Martin  
SENCO

Responsible for the management of the department, implementation of the SEN Code of Practice, overseeing support for pupils with English as an Additional Language

Teaching Assistants

Teaching Assistants support pupils across the curriculum and key stages. TAs are trained within the school setting and through externally provided opportunities. All TAs are mentored and performance managed.

## **12. Governors' Responsibilities**

We currently have one Governor with oversight of SEN and Inclusion – Rosie Kerr.

The SEND Governor and SENCO meet regularly to update on changes, needs in school, current concerns and budget implications. The SENCO sends a termly Report to the full Governing Body. The Governors are then able to agree priorities for spending of the SEN budget with the overall aim that all young people receive the support they need in order to make progress.

## **13. Concerns**

If you feel that the school's offer is not being delivered or is not meeting a young person's needs, your first point of contact should be the class teacher to share your concerns. You may also contact the SENCo or the SLT.

For other information you can view the school's Special Educational Needs Policy on the website.

## **14. Reviewing the Offers**

The school offer will be reviewed annually to reflect the changing needs of young people who join and development in the school. Part of this review process will involve contributions from parents, pupils and other stakeholders.