



SEND Policy

Name Of Policy	SEND
Review Committee	SLT in absence of Board of Trustees
Last review date	September 2022
Next review date	September 2023

GUST is committed to providing an appropriate and high quality education to all children on roll. We believe that all pupils have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

GUST is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all children. We aim to engender a sense of community and belonging, and to offer new opportunities to children who may have experienced previous barriers to learning.

This does not mean that we will treat all children in the same way, but that we will respond to each child in ways that take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all children, whatever their age, gender, ethnicity, impairment, attainment and background (**for further information on Equality and Diversity, and Equal Opportunities please see the relevant policies**). We pay particular attention to the provision for, and the achievement of, different groups of children:

- Girls and boys
- Children with special educational needs and disabilities
- Children who have physical needs and disabilities
- Those who are looked after by the local authority
- Any children who are at risk of disaffection and exclusion
- Others such as those who are affected by chronic illness; those who are young carers; those live in disadvantaged families
- Minority ethnic and faith groups, travellers, asylum seekers and refugees
- Children who need support to learn English as an additional language (EAL)
- Children who are adopted from care

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to communication and interaction, cognition and learning, sensory or physical impairment, or emotional, social development and mental health, or those factors which may relate to factors in their environment, including the learning environment their experiences in school. We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, stage and maturity. We are particularly aware of the diverse needs of our pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At GUST, we aim to identify these needs through the induction process, which includes family support and family learning to build positive relationships. GUST provides teaching and learning contexts that enable every child to achieve his or her full potential and identifies additional needs as and when they arise and offers support or alternative provision.

GUST sees the inclusion of children identified as having special educational needs as an equal opportunities issue, and we aim to embed inclusion in our staffing policies, relationships with parents/carers and the community.

Objectives

1. To ensure that current legislation is implemented effectively across the school.
2. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs and disabilities.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support and early intervention.
4. To provide full access to the curriculum through differentiated planning by Class Teachers and support staff, as appropriate.
5. To provide a personalised learning approach to meet individual needs, in addition to differentiated classroom provision for those pupils identified as requiring additional support.
6. To ensure that all pupils are perceived positively by all members of the school community, and that inclusive provision is positively valued and accessed by staff and parents/carers.
7. To ensure that we meet the needs of a range of children referred to the school.
8. To enable children to move on from us as well-equipped with a range of life skills, the basic skills of literacy and numeracy and social independence to meet the demands of the learning environment.
9. To involve parents/carers at every stage in the plan to meet their child's needs.
10. To involve children themselves in planning and in any decision-making that affects them.

Arrangements for coordinating SEND provision

1. The Head Teacher and Senior Leaders will meet with each Class Teacher at least once a year to review class groups.
2. At other times, the Head Teacher / Deputy Head Teacher / SENCo will be alerted to newly arising concerns as they occur.
3. Where necessary, reviews will be held more frequently than once a year for some children.
4. Targets arising from EHCPs and reviews will be used to inform and support curriculum planning, teaching and learning.
5. The Headteacher / Senior Leaders monitor planning for pupils.
6. The Head Teacher, Senior Leaders and SENCo monitor the quality and effectiveness of provision for pupils through classroom observation, work scrutiny and discussion with teachers.
7. Class Teachers primarily deliver support for the children through differentiated teaching methods. A highly trained team of support staff throughout the school provides additional support. The Head

Teacher, Senior Leadership Team and SENCo, in line with a child's current needs and educational initiatives such as literacy and numeracy strategies, review the support timetable annually.

8. Support staff, Class Teachers, SENCo, the Senior Leadership Team and outside agencies liaise and share developments in order to inform reviews and forward planning.

Allocation of Resources to and amongst Children

Every year, the Senior Leadership Team and SENCo review the needs of each cohort of pupils to ensure the most effective staff deployment and school organisation.

Identification and Assessment Arrangements, Monitoring and Review Procedures

The school's system for regularly observing, assessing and recording the progress of all children is used to identify children who may need additional intervention:

1. Baseline assessment results
2. Progress measured against the objectives set
3. Progress measured against the P Level descriptors to moderate and validate results
4. Progress measured against the PIVATS descriptors
5. Internal screening and assessment tools
6. Observations of social, emotional and mental health and any impact on development
7. An existing Statement of SEND / EHCP/ ILP
8. Assessments by a specialist service, e.g. educational psychology, CYPS

Satisfactory progress is defined as:

1. Progress measured against the objective set
2. National Curriculum expectations for the end of a key stage
3. Progress measured against the PIVATS descriptors
4. Standardised screening and assessment tools
5. Observations of behavioural, emotional and social development
6. Assessments by a specialist service, e.g. educational psychology, CYPS

Differentiated Curriculum Provision

In order to make progress, a child may generally require differentiation of the class play. The differentiation may involve modifying learning objectives, teaching styles and access strategies.

A child's needs will also be provided for by individual target setting.

Monitoring of the progress will be carried out by the Class Teacher and used to inform future differentiation of class planning.

The child's progress will be reviewed, and a decision made about whether the child is making satisfactory progress at this level of intervention.

The school uses the definitions of adequate progress where it:

1. Matches or betters the child's previous rate of progress, with clear baselines
2. Demonstrates an improvement in personal, social and self-help skills
3. Demonstrates an improvement in the child's behaviour and engagement in learning

Where a period of differentiated curriculum support has not resulted in a child making adequate progress or where the nature of level of a child's needs are unlikely to be met by such an approach, additional provision may need to be made such as when:

1. There has been little or no progress made with existing interventions
2. Additional support is required to develop literacy or numeracy skills
3. Additional support is required for emotional, behavioural or social development
4. Additional support is required for sensory or physical impairments
5. Additional support is required for communication or interaction needs

Education Health and Care Plans

Most children at GUST currently have an Education Health and Care Plan (EHCP) formerly, Statement of Special Educational Needs.

There will be an Annual Review of the EHC Plan, chaired by the SENCo, to review the appropriateness of the provision and to recommend to the local authority whether any changes need to be made, to the EHCP or to funding arrangements for the child.

Parents and representatives of outside agencies involved with the child are invited to attend and to submit reports to contribute to the review advice.

All children at GUST have a SEN Support Plan agreed at the Annual Review and reviewed every term.

Where needs are similar, children are supported within a group, focusing on the common needs. Each child will have individual targets.

All children will have provision for their common needs in a small group as well as some individualised support for their more unique needs. Provision will run concurrently with differentiated curriculum support.

The group may be taught by the Class Teacher and supported by a Teaching Assistant or engage with extra-curricular activity supported by specialist teaching and non-teaching staff.

The overall responsibility for these children remains with the Class Teacher.

The Class Teacher, using the school's standard proforma, will carry out progress monitoring on a termly basis. Significant achievements and difficulties will be recorded and adjustments to the SEN Support Plan made if appropriate. If the Class Teacher has concerns about the achievements of the child or about the child's behaviour, then these are to be raised with the SENCo and Senior Management Team, and ultimately the Head Teacher who may, in consultation with parents, refer the child to a specialist service.

A variety of support can be offered by these services, such as advice to the school, specialised assessment or some direct work with the child. The specialist services can contribute to the planning, monitoring and reviewing of the child's progress.

The School's Arrangements for SEND and Inclusion In-Service Training

1. The SENCo attends regular meetings to update and revise developments in SEND and inclusion.
2. Meeting additional needs and inclusion issues are targeted each year through the School Development Plan.
3. All staff have access to CPD opportunities and access training where a need is identified either at an individual pupil class or whole school level.

Liaison with other agencies

The school has a range of designated staff who liaise frequently with CYPS and a number of other outside agencies,

For example:

- Education Welfare Service
- Children and Young People's Services
- Primary Mental Health

Parents/carers are informed and included if any outside agency is involved.

Arrangements for partnership with parents/carers

1. Staff and parents/carers will work together to support pupils identified as having additional needs.
2. Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the Senior Leadership Team to meet all parents/carers upon entry to the school and parents and carers are invited to a series of induction meetings which may include a home visit.
3. At review meetings with parents/carers we always try to make sure that the child's strengths as well as areas for development are discussed. Parents/carers are always invited to contribute their views to the review process. Where we make suggestions as to how parents/carers can help at home,

these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.

4. Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request.

5. Parents are welcome at any time to make an appointment to discuss their child's progress. GUST operates an open door policy.

6. Regular communication between school and home will ensure that concerns are promptly acted upon and involve those in school who can offer support. Where issues are difficult to be resolved, parents/carers are able to contact the Head Teacher or, if this fails to resolve the issue, the Board of Trustees. (See Dealing with Complaints section)

Links with other schools / transfer arrangements

1. Class Teachers of children joining from other schools will receive information from the previous school.

2. GUST has a transition process which involves schools and outside agencies in preparation for children transferring to other schools.

Links with Health and Children Services, Education Welfare Services and any Voluntary Organisations

1. The School regularly consults with child and health service professionals. The SENCo will initially bring concerns to the attention of the relevant agency, and referrals will be made as appropriate. Class Teachers will alert the SENCo and Senior Leadership Team if there is a concern they would like discussed.

Inclusion Principles

1. GUST values pupils of different abilities, and support inclusion.

2. Within the school, staff and pupils will be constantly involved in the best ways to support all children's needs. There is flexibility in approach in order to find the best placement for each child within the school.

3. Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children with identified additional needs will be part of this process.

4. Where appropriate, links with partner schools are made and children included into mainstream school on full or part-time basis. Liaison and planning between both schools takes place to ensure continuity and match to needs. Review meetings take place, as above to ensure that the most appropriate provision is being made for the child.

Arrangements for providing access to learning and the curriculum

1. The school will ensure that all children have access to a balanced and broadly-based curriculum, and that the National Curriculum programmes of study are flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to the individual and leads towards inclusion.)
2. Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.
3. Staff will work in a way to avoid the isolation of children they are supporting and will encourage peer tutoring and collaborative learning.
4. Schemes of work for each area of the curriculum and a comprehensive curriculum policy are in place and are differentiated to include appropriate learning outcomes for all pupils.
5. Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.
6. The school will ensure that the curriculum and extra-curricular activities are barrier free and do not exclude any pupils.

Admission arrangements

1. Children are admitted to GUST in line with the admissions policy
2. Prior to starting school, parents/carers of children with an EHCP will be invited to discuss the provision that can be made to meet their identified needs.

Incorporating disability issues into the curriculum

1. The PSHE curriculum includes disability, difference and valuing diversity.
2. GUST also recognises the importance of increasing awareness of alternative communication systems.

Terminology, imagery and disability equality

1. The school is aware of the impact of language on children within the school. We work with the children to understand the impact of the words they use and deal seriously with derogatory name calling related to special educational needs or disability under our Anti-Bullying Policy.
2. We aim to make optimum use of Social Time for raising issues of language and other disability equality issues.

Listening to pupils

1. We aim to include children in their target setting and where appropriate encourage and support them to take an active part in their annual reviews, through preparation, and making the information and meeting itself accessible and unthreatening.
2. The children are involved in identifying aspirations and targets which are reviewed throughout the year.

Working with parents/carers who have a disability

1. GUST recognises that there will be a number of parents/carers who have a disability who are part of the school community, and we work to try to ensure that they are fully included in parents/carers activities.

Disability equality and visits or out of school activities

1. GUST endeavours to ensure all visits are inclusive by planning appropriately and in advance of the visit.

Evaluating the success of the School's SEND and Inclusion Policy equates to evaluating the success of the school

1. Through the implementation of MIS & CPOMS systems in the Autumn 2019 we will be able to analyse the data we have on children's progress, behaviour and attendance. We will use this analysis to help us plan. At the same time, we set new targets for the year ahead. This is compiled in the annual SEND report completed by the SENCo and shared with the Board of Trustees by the Head Teacher.
2. Target setting for all children is an on-going process. Annotated samples of work are kept as evidence to support predictions as to the future achievements of pupils at the end of each Key Stage. Targets are set for children to achieve at the end of Key Stage.

Dealing with complaints

1. If a parent wishes to complain about the provision or the policy, they should in the first instance raise it with the Headteacher, who will try to resolve the situation.
2. If the issues cannot be resolved within 10 working days, the parent can submit a formal complaint to the Headteacher in writing or any other accessible format. The Headteacher will reply within 10 working days.
3. Any issues that remain unresolved at this stage will be heard by the Board of Trustees and managed according to the school's Complaints Procedure. This is available, on request from the school office.

Access

For further information see schools' Accessibility Policy.