



**Garswood Primary School**  
**Hamilton Road, Garswood,**  
**St. Helens**  
**WN4 0SF**

## Special Educational Needs & Disabilities Policy

### Section 1

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DFE Feb 2013
- SEND Code of Practice 0-25 (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by Lucy Myatt (SENCO) with the SEN Governors in liaison with the SLT, school staff and parents of pupils with SEND.

The person responsible for managing SEN at Garswood Primary School is Lucy Myatt (SENCO). Lucy achieved the National Award for SEN via Edge Hill University February 2014 and is a member of the schools Senior Leadership Team (SLT).

At Garswood Primary School we acknowledge that all children learn in different ways and have varying learning styles, including those children with Special Educational Needs. The educational provision for each child is carefully considered and well planned in order to ensure high quality outcomes. Every teacher is a teacher of every child or young person, including those with SEND.

This policy was developed reflecting the SEND Code of Practice, 0-25 guidance, that supports the view of the child and family being at the core. The policy was developed through consultations with the pupils, their families and the teachers and governors.

## **Section 2. Aims**

At Garswood Primary we want all children to achieve their potential. We want to raise the aspirations of and expectations for all pupils with SEND. At Garswood, we focus on outcomes for all pupils and not just hours of provision/support.

Objectives:

1. To identify and provide for pupils who have special educational needs and additional needs.
2. To work within the guidance provided in the SEND Code of Practice, 2015.
3. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
4. To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Policy.
5. To provide support and advice for all staff working with special educational needs pupils.

### **AIMS:**

- To make sure that a child with SEND gets the support they need
- Ensure that children with SEND engage in the activities of school alongside children who do not have SEN
- Have a designated teacher to be responsible for coordinating SEN provision (SENCO)
- Inform parents when we are making special educational provision for a child
- Ensure that children with medical conditions get the support required to meet their needs
- To ensure the facilities are suitable for pupils with SEND and make adaptations as necessary.

As an early years provider we have arrangements in place to identify and support children with SEND. The EYFS framework requires practitioners to review pupils' progress and to share a summary with parents. If the staff from Nursery or the Foundation Stage have a concern regarding a pupil, they will discuss these concerns with the SENCO. The SENCO will seek advice from other professionals such as the Educational Psychologist or The Bridge Centre.

We fully support the standards set out in the EYFS framework that we must ensure that children learn and develop well and are kept healthy and safe. This includes ongoing assessment of children's progress. We assess the progress of the children in the following areas:

- Communication and Language
- Physical development
- Personal, social and emotional development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

It is particularly important in the early years that there is no delay in making any necessary special educational provision. Delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life.

When special educational provision is being made for a child with SEND we inform the parents and adopt the graduated approach with four stages of action: assess, plan, do and review.

Where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to a child's area of need, we will consider involving appropriate specialists, for example, health visitors, speech and language therapists, Educational Psychologists or specialist teachers, who may be able to identify effective strategies, equipment, programmes or other interventions to enable the child to make progress towards the desired learning and development outcomes. The decision to involve specialists is always discussed with the parents.

Where, despite having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, we will consider requesting an Education, Health and Care Needs assessment.

The Local Authority must ensure that we meet the needs of the children with SEND and we as a school need to ensure that funding arrangements are in place in order to provide suitable support.

### **Section 3. Identifying Special Educational Needs**

There are four broad areas of SEND as referred to in the Code of Practice. The areas give an overview of the range of needs that should be planned for. The purpose of identification of the area of need is to work out what action we need to take as a school, not to fit the pupil into a category. Our school identifies the needs of the pupils by considering the needs of the whole child which will include not just the special educational needs of the child.

Our staff also consider what IS NOT SEN but may impact on progress and attainment;

- ❖ Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under the current Disability Equality legislation- these alone do not constitute SEN)
- ❖ Attendance and Punctuality
- ❖ Health and Welfare
- ❖ EAL
- ❖ Being in receipt of Pupil Premium Grant
- ❖ Being a Looked After Child
- ❖ Being a child of a Serviceman/woman

The Code of Practice states that, identifying behaviour as a need will no longer be an acceptable way of describing SEND. If we have any concerns regarding a child's behaviour, it should be described as an underlying response to a need, which we must recognise and identify clearly as we know the pupils well.

We have rigorous ongoing observation and assessment procedures in place at school which support the accurate identification of children with additional needs. These systems support us in the identification of children with a range of difficulties.

Close liaison and communication exists between class teachers, support staff and the SENCO to ensure that we are proactive to children's fluctuating needs. We strive to maintain ongoing informative dialogues with parents so that children's needs are met.

### **This is what happens at our school...**

- The teacher will discuss a child's progress with families at parents' evenings. At these meetings, they will be informed if we have any concerns regarding their child's progress and if any additional support has been given.
- When a teacher or parents/carers raises concerns about a child's progress, we will discuss what targeted support the child has had. If this support has not met the child's needs then this will be discussed further with the SENCO.
- We also have a meeting every term between each class teacher and the Head teacher to ensure that all children are making good progress. This is another way that pupils may be identified as not making as much progress as expected.
- If a child is identified as not making progress we will make a decision about whether to monitor or to set individual targets. When individual targets are set, the pupil will have their own Individual Send Plan (APDR) which outlines their immediate next steps to support them to make progress in their area of difficulty. These plans are formally reviewed three times per year.
- We use the framework from The Code of practice- **Assess-Plan-Do Review**
- We may also set up an intervention group or provide target group support. These groups may take place for a short period or over a longer period of time but the child's progress during this time will be assessed regularly.
- If pupils continue to not make the expected rate of progress then we will discuss the next possible steps with the family. These could include the following:
  - \*Further in school interventions- a different intervention/smaller group/1-1 support
  - \*Consultation and advice from outside agencies (e.g. Educational Psychologist, Speech Therapist, Occupational Therapist etc).

If parents do have any concerns we recommend that families speak to the child's class teacher initially and at the earliest opportunity. These concerns will then be shared with Mrs Myatt (SENCO) and appropriate actions can be set to ensure that child receives the support necessary.

### **Section 4. A Graduated Approach to SEN**

#### **Class teacher input with quality first teaching**

Our Teachers and Support Staff have the highest possible expectations for your child and of all the children in their class.

All teaching builds on what your child already knows, can do and understand. Learning experiences will be appropriately challenging.

Class teachers are responsive to need and later provision so that children can access their learning. This may involve a more practical style of learning for some children or the incorporation of specially adapted resources. Class Teachers liaise closely with the SENCO and Support Staff to put into place the strategies to enable your child to access learning and make good progress.

### Small group work

This provides an increase in support and is allocated to those children who are not making age related learning development or progress.

These groups are led by the Class Teacher/ Teaching Assistants in your child's class.

- **Target Group.** A child may be in a target group for a specific learning area. This means that they receive additional adult input to address the current areas of difficulty.
- **Intervention Groups.** These are led mainly by Teaching Assistants who receive training/support where necessary. These are monitored every 6 weeks to assess their effectiveness.

When a child has specific barriers to learning that cannot be overcome through whole class teaching and intervention external agencies can then be consulted.

- If a child has been identified as needing more specialist input, referrals will be made to outside agencies to advise and support us in enabling the child to receive the best support.
- Before referrals are made parents will be asked to come to a meeting to discuss their child's progress and help plan possible ways forward. This is usually with the Class Teacher and SENCO.
- If it is agreed that the support of an outside agency is a way forward, parents will be asked to give your consent for the school to refer their child to a specialist professional. There are a range of agencies with whom we maintain a strong liaison: Speech and Language Therapy, Occupational Therapy, Educational Psychology, Learning Support Service, Children's Disability Service, Behaviour Improvement Team, Community Paediatrics and Child and Adolescent Mental Health Service.

*Referrals may be made to one or more of these services to help us to gain a better understanding of your child's needs.*

- The specialist professional will work with a child to assess their needs and recommend the best next steps. This will either take place in school or the parent/carer may be required to attend an appointment off the school site.

### Specified Support

We may suggest that a child needs some agreed individual support or group support in school with a member of the support staff. We will let parents know how the support will be used and what strategies will be put into place. Sometimes, the decision may be made to apply to the Local Authority for 'top up' funding for a child. This involves the collation and completion of relevant paperwork and this will be assessed by an external panel from the authority. If funding is granted the child will be issued with a Provision Agreement document that will outline the specific number of hours of support provided and what this should focus on. The provision Agreement will be reviewed every twelve months to ascertain if there is still a need for extra support.

### A Statement of Special Education Needs/Education, Health Care Plan

If a child's level of need is of a high/complex level, school and/or parents/carers may decide to apply for an Education, Health Care Plan (EHCP).

Usually, if a child requires this high level of support they may also need specialist support from **a range** of professionals, such as:

- Children's Disability Service
- CAMHS
- Paediatric specialists
- Speech and Language Therapy
- Occupational Therapy

The school or parents/carers can request that the Local Authority carry out a Statutory Assessment of a child's needs. This legal process will now have been started and the Local Authority (LA) will decide whether they think a child's needs are complex enough to require a statutory assessment. If this is the case, the LA will request paperwork and reports from all the agencies involved with a child. If the LA feel that a child's needs are being met without the need for a statutory assessment the support will continue to be implemented in school.

After all the reports have been compiled, the LA will decide if a child's needs are severe, complex and lifelong. They also consider if a child needs more specific support in school in order to make progress. If this is the case, the LA will write an Education Health Care Plan (from Sept 14). This plan will outline specific targets for a child in their areas of need. This will be reviewed annually to ensure that school are fully implementing the Statement/EHCP.

*If this statement/EHCP process was necessary for a child, multiple meetings would take place between the family, school, outside agencies and the Local Authority.*

### **Section 5: Supporting Pupils and Families**

We believe that strong communication is the best method for best supporting pupils therefore, if parents feel that their child's progress or a specific behaviour or difficulty is causing concern, we encourage them to contact the school office and arrange a meeting with either the class, teacher, or SENCO.

If external agencies are involved with their child, parents can request a meeting with them to discuss progress and next steps. Mrs Myatt (SENCO) can co-ordinate this and will be available to attend meetings if the family's request.

If a child is undergoing Statutory Assessment families will be supported by the Local Authority and the SENCO (as a key Worker). Parents can also request independent advice and support from support groups such as Parent Partnership.

Parents are actively encouraged to attend all Parents Evenings and Review meetings so that they have input into their child's education and a clear understanding of their progress.

We have our Local Offer available to families that clearly outlines what support they can access if they have concerns regarding their child (Regulation 53, Part 4).

We also have a statutory requirement to provide a SEN Information Report; Regulation 51, Part 3, section 69 (3) (a) of the Act.

#### Who are the external agencies providing services to children with Special Educational Needs in our school?

- TESSA
- Children's Disability Service- sensory support for children with visual or hearing needs, social communication support and language support.
- Educational Psychology Service
- Learning Support Service
- Behaviour Improvement Team
- Inclusion Team
- Attendance Officer
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Child & Adolescent Mental Health Service (CAMHS)
- Social Services
- School Nurse

#### How will we support pupils identified with Special Needs when leaving our school or moving on to another class?

Transition to another school or another class can be difficult for any child. At Garswood Primary School we recognise that 'moving on' can be particularly challenging for a child with SEN/SEND and we take steps to ensure that any transition is as smooth as possible.

If a child is moving to another school:

- We will contact the SENCO at the new school and ensure that he/she knows about the support and interventions a child has received, the progress made and if any other external agencies have been required.
- We will make sure that all records about children are passed on immediately after transferring.

When moving classes in school:

- Information will be passed on to the new teacher and teaching assistant in advance and any appropriate records, e.g. progress and specific targets.

- Children will have a transition afternoon, as a minimum, and any extra provisions and resources will be prepared as necessary.

In Year Six:

- The SENCO will meet with the key staff from High School in order to discuss the specific need for SEN pupils. We will outline what support a child has needed, what interventions they have accessed, how much support they have required, if any external agencies have been accessed.
- The children will attend taster sessions at the High School with their peers.
- We arrange transition activities for specific children, such as; travelling to school, fastening a tie, packing school bags with necessary equipment etc.
- Some High Schools hold Summer sessions for children who may find the transition to High School difficult.

#### What if a child requires transport?

If a child needs transport to get to and from school, we will arrange a meeting with the Local Authority to discuss the possibility for this provision.

#### How is extra support allocated in our school?

Our school budget includes money for supporting children with SEN/SEND.

The Headteacher decides on how the budget for Special Educational Needs is allocated in consultation with the School Governors. These decisions are made on the basis of the needs of the children currently in our school.

The Headteacher and the SENCO discuss all the information that they have about SEN/SEND in our school, including:

- The children already receiving additional support
- The children needing additional support
- The children who have been identified as not making as much progress as would be expected
- The need for particular adaptive resources for specific children
- The need for training opportunities for staff

### **Section 6: Supporting Pupils at School with medical conditions.**

Our school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children

with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some children may also have Special Educational Needs (SEN) and may have an Education, Health Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision (ensuring that the SEND Code of Practice (2014) is followed).

If a child has a medical condition, we contact the school nurse and a care plan will be drawn up with the family. This will detail any specific medical conditions and medications/treatments. It will also detail what to do in an emergency.

### **Section 7: Monitoring and Evaluation of SEND**

Our school has adopted the recommended review cycle (SEND Act 2014) of: Assess-Plan-Do-Review

We continue to use Assess-Plan-Do-Review targets and reviews to ensure that families and staff are aware of the clear next steps for pupils. We invite parents to collaboration meetings and discuss the review of the previous targets. During this meeting we then discuss the next steps for the child and set achievable targets. We hold these meetings three times per year (Nov, April, July). However, we do meet in between these times if requested.

Lucy Myatt (SENCO) regularly observes the teaching and learning of SEN pupils and ensures that the teacher is accountable for the progress of all pupils. Lucy monitors the quality of provision and resources available.

Lucy also collects data about the SEND pupils annually and feeds back to teachers, SLT and the Governors.

Lucy meets regularly with the SEN Governors (Jill Braithwaite & Kara Duffy) and discusses any observations, action points etc. Jill fed into this new policy and supports at the termly coffee events.

### **Section 8: Training and Resources**

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. Throughout the school year, staff training sessions are held on specific interventions, new policies and practices and specific SEN conditions. Depending of the knowledge and expertise needed the training is either delivered by either the SENCO or a specialist.

SENCO completed the National Award for SEN 2014

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the schools SEND provision and practice and to discuss the needs of individual pupils.

The school's SENCO regularly attends the Local Authority SENCO network meetings in order to keep up to date with local and national updates in SEND. Our SENCO also attends cluster meetings with other SENCOs within our network of schools and specific actions are set by the Head Teachers of the schools.

### **Section 9: Storing and Managing Information**

All documents are stored securely. The children on the SEN register have an orange ring binder that is stored in a secure cupboard in a secure room. To ensure that we ensure that recommendations are being put into place, all teachers receive any necessary reports if they detail how the child should be supported/recommendations.

All past pupil information is stored securely for 25 years (from the child's date of birth) and destroyed via confidential waste after this time.

### **Section 10: Reviewing the Policy**

Policies are usually reviewed every three years however, this policy has been reviewed annually since September 2016 due to the SEND reforms. As this policy is now embedded within school I recommend that this policy should now be reviewed every three years.

### **Section 11: Accessibility**

#### **Statutory Responsibilities**

- ❖ The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.
- ❖ Schools are required to produce accessibility plans for their schools and LA's are under a duty to prepare accessibility strategies covering the maintained schools in their area.
- ❖ Accessibility plans and strategies must be in writing.
- ❖ All of our school is accessible to children with a physical disability and we have wheel chair access where necessary.
- ❖ We have a designated toilet with changing facilities.
- ❖ We ensure that we provide any extra equipment for any child with SEN/SEND as recommended by an external agency.

### **Section 12: Dealing with complaints**

We have an open door policy at school and encourage communication with parents. If parents have a concern or a worry, we will invite parents into school to discuss with the SENCO. If a parent has a complaint that we cannot resolve then we will inform the parents of the school procedures to follow. There are voluntary organisations that we can direct parents and families to for advice and guidance, if they have a concern regarding the education for their child.

## **Section 13: Roles and Responsibilities**

### **SENCO**

Lucy Myatt

### **Designated Teacher with Safeguarding responsibility**

Pam Potter & Andrew Yearsley

### **SEN Governor**

Jill Braithwaite and Kara Duffy

### **Level 2 Learning Assistants**

Lucy Brown

Emma Rumsey

Jill Braithwaite (NNEB)

Helen Evans

Karen Forshaw

Emma Jackson

Samantha Finnegan

Katie Sheedy

Hannah Livesley

Lauren Quinn

Michelle Kershaw

Gemma O'Brien

### **Level 3 Learning Assistants**

Barbara Dews

Lynne Hunter

This policy was reviewed April 2025 by Lucy Myatt