SPECIAL EDUCATIONAL NEEDS
AND DISABILITIES POLICY

June 2017

Signed
Headteacher

Signed
Chair of Governors

Date: 10/7/2017

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Review date: June 2018
Compliance

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

- Equality Act 2010/advice for school DFE February 2013
- SEND Code of Practice: 0 to 25 years DFE January 2015

Contacts in School

Our SENCO is Mrs Preston and she can be contacted via the school office.

Mrs Day (the Headteacher) and Mrs Poulton (the Family Liaison Officer) work closely with Mrs Preston.

Ethos

At Gatten and Lake Primary School we strive for excellence for each child, each day and our vision is for:

- All pupils to achieve their best
- All teaching to be outstanding
- All children to be involved in learning: happy, safe and attending school regularly and punctually
- Leadership and governance striving for continuous improvement

We believe every teacher is a teacher of every child including those with SEN.

This policy has been developed by school staff and governors, and shared with stakeholders.

School Context

Gatten and Lake Primary School is a one-form entry community school in the coastal resort of Shanklin on the Isle of Wight. The school opened in its current location in September 2013.

Aim

In line with its overarching vision, the school aims for all children to achieve their full potential regardless of need.

Objectives

1. To identify and provide for pupils who have Special Educational Needs and Additional Needs
2. To work within the guidance provide in the SEND Code of Practice, 2014
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
5. To provide support and advice for all staff working with SEN pupils
Identifying SEND

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At the school we identify the needs of pupils by considering the needs of the whole child, not just the SEND.

The four broad areas of need are:

1. **Communication and interaction** – children with speech, language and communication needs have difficulty in communicating with others. They may have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. SLCN children’s needs may change over time.

2. **Cognition and learning** – support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including cognition and learning (Moderate learning difficulties), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

3. **Social, emotional and mental health difficulties** – children may experience a range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

4. **Sensory and/or physical needs** – some children require special provision because they have a disability which prevents or hinders them from making use of educational facilities generally provided. These may be age-related and fluctuate over time. Many children with visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children with MSI have a combination of vision and hearing difficulties.

Some children with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

**Other factors that are not SEN but may impact on progress and attainment**

- Disability
- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child or a child of a Service Person
**Graduated Approach to SEND Support**

All teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teacher assistants or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. The quality of teaching is regularly monitored and reviewed with strategies in place to improve teachers’ understanding and knowledge of common SENDs.

The class teacher and SENCO consider all information gathered about a pupil’s progress. This will include the cycle of ASSESS/PLAN/DO/REVIEW. If having considered the cycle a child does not make adequate progress once they have had all the interventions/adjustments, they will be identified as having SEND.

**Managing Pupils’ Needs once they are on the SEN Register.**

Teachers, parents and children are involved in forming the ‘SEND Passport’ - Appendix A - which records the needs, support offered and targeted outcome over a period of time. It is the class teacher’s responsibility to ensure the Passport is maintained and updated regularly. The class teacher is responsible for evidencing progress against the Passport’s actions.

Please see the school’s Local Offer – Appendix B

If a pupil’s needs cannot be met within the school then specialist advice will be sought from the relevant external agency by the SENCO.

If additional funding and support are needed from the LA High Needs Block, then the SENCO will make an application.

Parents will be regularly informed of any actions.

**Criteria for exiting the SEND Register**

When a child makes adequate progress and presents with no difficulties they will be removed from the SEND Register.

**Supporting Pupils and Families**

The school supports pupils and families by:

- Guiding parents towards the LA Local Offer
- Linking with other agencies
- Employing a Family Liaison Officer
- Supporting transition to other settings
- Managing medical conditions within a clear policy
**Supporting pupils at school with medical conditions**

The 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 PE. 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 with medical conditions may also have SEND and may have an Education, Health and Care plan (EHCP) which brings together health and social care needs, as well as their SEND provision.

**Monitoring and evaluation of SEND**

The school regularly and carefully monitors and evaluates the quality of provision. The SENCO and designated governor promote an active process of continual review and improvement of provision for all pupils.

**Training and resources**

SEND is funded through the school’s designated budget and spending is planned against it. Staff access regular training both externally and internally. On joining the school all staff undertake an induction including meeting the SENCO, who explains the systems and structures that are in place.

The SENCO regularly attends network meetings in order to keep up to date with local and national SEND issues.

**Roles and responsibilities**

SENCO/SLT – ensure all children fulfil their potential by identifying and addressing all SEND needs.

SEND Governor – has oversight of the school’s arrangements and provision for meeting SEND. They meet the SENCO termly and review implementation of the Policy. They are regularly updated on the numbers on the register of SEN, identification procedures, staffing arrangements, staff training, use of resources, provision for individual pupils, and other matters.

TAs – work under the direction of the teacher with individual or groups of pupils to support their care, development and learning.

Designated Safeguarding Lead – works across the school to ensure all children are safe and liaises with Children’s Services, the police and other external agencies.

**Storing and Managing Information**

The school’s Data Protection Policy ensures all documents and electronic information is stored securely.

**Accessibility**

The school has an Accessibility Plan with associated actions which is reviewed and updated regularly. All parents have open access to the Family Liaison Officer.
Dealing with Complaints

The school has a Complaints Policy which should be followed in the event of a concern.

Bullying

The school has a clear Anti-Bullying Policy and an associated Children’s Anti-Bullying Policy. Through our School Rules all children are respected and treated equally. All children are encouraged to be independent and resilient in their learning.

Further Information

Other key information is available on the school’s website
www.gattenandlake.wordpress.com
Appendix A – Pupil Passport – Template Example

Pupil Passport

Child's Photo
Name of Child
Year Group
Term date
DOB: of Child

From the Pupil

I would like you to know that:

.

This means that

.

I find it difficult to

It would help me if

.

I will help myself by

.

From the Parent

Parents Information

From the Teacher

Strengths

.

Areas of need
### Strategies for support

### Data

<table>
<thead>
<tr>
<th>End of Previous year</th>
<th>Autumn Term</th>
<th>Spring Term</th>
<th>Summer Term</th>
</tr>
</thead>
</table>

**Outside Agency Involvement:**

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**My Autumn Targets:**
- Reading -
- Writing -
- Maths -
- Review

**My Spring Targets:**
- Reading -
- Writing -
- Maths -
- Review

**My Summer Targets:**
- Reading -
- Writing -
- Maths -
- Review

**Provision**

<table>
<thead>
<tr>
<th>Autumn Term</th>
<th>Spring Term</th>
<th>Summer Term</th>
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</thead>
<tbody>
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<td>*</td>
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<td>*</td>
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</tbody>
</table>

**Pupil** | **Parent** | **Teacher**
Appendix B – School’s Local Offer

Gattan and Lake Primary School, Oaklyn Gardens, Shanklin, Isle of Wight, PO37 7DG
Telephone - 01983 869910
e-mail: admin@gattanlakepri.iow.sch.uk
Website Address: gattanandlake.wordpress.com

All Isle of Wight providers will use their best endeavours and adopt a similar approach to meeting the needs of pupils with Special Educational Needs. Schools are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as proactive and inclusive as possible, with the needs of pupils with a Special Educational Needs being met in a mainstream setting wherever possible, where families want this to happen.

Admissions

Children and young people, with SEND are allocated places in two separate and distinct ways:

1. Those children and young people with Education, Health and Care Plans have a separate admissions procedure overseen by the IW SEND Assessment and Review team.
2. Those children and young people who have SEND but do not have an Education, Health and Care Plan are admitted via the normal school admissions criteria.

Detailed information and guidance of how to apply for a place at an Isle of Wight School both if your child has an Education, Health and Care Plan, or if he/she has special needs but does not have an Education, Health and Care Plan, can be found on the following links:

https://www.iwight.com/Residents/Schools-and.../School-Admissions/

PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS WITH LEARNING

IN THIS SCHOOL:

<table>
<thead>
<tr>
<th>School-Based Information</th>
<th>Staff</th>
<th>Summary of Responsibilities</th>
</tr>
</thead>
</table>
| 1. Who are the best people to talk to in the school about my child’s difficulties with learning/ Special Educational Needs/Disabilities (SEND)? | Class teacher | They are responsible for:  
• Discussing child’s current working levels, daily progress and achievement, which relate to Quality First teaching.  
• Setting targets for current Pupil Passport - plan, do, review, cycle.  
• Reviewing all Pupil Passports and maintaining an evidence base of targets and work completed.  
• Managing TA’s with regards to their interventions.  
• Liaising with the SENCO over areas of concern through the Cause for Concern system.  
• Ensuring recommendations from outside agencies take place within the school day on a targeted cycle of work. |
|                          | Mrs Preston                  | They are responsible for:  
• Overseeing the day-to-day operation of the SEND Policy.  
• Coordinating the provision for pupils with SEND.  
• Liaising and giving advice to fellow teachers. |
|                          | SENCO                        |                                                                   |
|                          | Mrs Day                      |                                                                   |
|                          | HT                            |                                                                   |
- Overseeing records of pupils with SEND
- Liaising with parents of pupils with SEND (after initial contact through the class teacher).
- Making a contribution to INSET for staff during staff meeting or training days and through targeted TA meetings each term.
- Maintaining a provision map for pupils with SEND.
- Liaising with external agencies, LA support services, health, social services and voluntary bodies.

**HOW COULD MY CHILD GET HELP IN THE SCHOOL?**

Children and young people in Gatten and Lake Primary School will get support that is specific to their individual needs. This may be all provided by one or a number of people, it may involve:

- **Other staff in the school**
- **Staff who will visit the school from the Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)**
- **Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service**

<table>
<thead>
<tr>
<th>Types of support provided also showing the stage of the SEND Code of Practice children will be at when receiving this input</th>
<th>What would this mean for your child?</th>
<th>Who can get this kind of support?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. What are the different types of support available for children and young people with SEND in this school?</td>
<td>All children – Quality First Teaching</td>
<td>Your child will have their needs met through high quality levels of Quality First teaching, using differentiated activities that are aimed at your child individually.</td>
</tr>
<tr>
<td></td>
<td>All children – School based interventions.</td>
<td>Regular Pupil Progress Meetings take place in school with the Class teacher and Head teacher, where individual children’s progress and needs are discussed. If your child is not achieving expected levels of attainment, the progress gap is growing or your child’s needs do not appear to be met within QFT then your child will be put forward to engage in one or more of the targeted interventions that we run in school. Decisions will be made with the class teacher, Head teacher and SENCO. Current Interventions are all available as a separate document as part of our provision map.</td>
</tr>
<tr>
<td>SEND Support</td>
<td>If, following a period of sustained interventions and sustained support your child’s area of need does not show appropriate progress then your child will be identified for SEND Support and a Pupil Passport will be formed.</td>
<td></td>
</tr>
<tr>
<td>---</td>
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<td></td>
</tr>
<tr>
<td>Child with EHCP</td>
<td>Individual specific support as identified on the EHCP</td>
<td></td>
</tr>
</tbody>
</table>

3. What support is there for behaviour, avoiding exclusion and increasing attendance

At Gatten and Lake Primary school we will endeavour to support any child with an identified need in the area of Social, emotional and mental health difficulties by trying to identify the underlying cause and supporting the child and family in ways to help improve their situation.

Depending on the need we could offer (after consultation with the SENCO, Head teacher, Class teacher and parents) a CAF (Common Assessment Framework) to support the child’s needs with the engagement of other outside organisations relating to the Team Around the Family.

- Where there is a specific need regarding the management of behaviours in tackling a wider issue a Pupil Passport may be initiated. This will set targets and will be based on a plan, do review cycle. Parents and children will be informed, included and consulted with at all stages.
- Attendance is monitored closely at Gatten and Lake Primary School. All children receive weekly stickers for 100% attendance. These are collected on an annual card and are rewarded half termly for attendance, both 96%+ and 100%. Class rewards are also in place.
- Calls for any absent child occur daily and attendance for children who are not at 100% are encouraged by the school administering medicine where appropriate.
- SAM (School attendance meetings) may take place for any children where attendance falls below target, they show a pattern if broken weeks or are regularly late for school.

4. How can I let the school know I am concerned about the progress of my child/young person in school?

- The first point of any contact would be with the child’s current class teacher. Class teachers are always happy to meet with parents at the end of the school day, informally or by prior arrangement if there are other commitments on the day.
- There are 3 opportunities to speak with the class teacher each academic year, one in each term, as well as a mid-year report in the Spring term and a final end of year report in the Summer term.
- If you still feel unhappy about any issue after a discussion with the class teacher an appointment can be made to speak with the SENCO, Mrs Preston in the first instance and further to this the Head Teacher, Mrs Day.

5. How will the school let me know if they have any concerns about my child/young person?

- Class teachers will keep parents informed if they have concerns regarding a child. Issues will be brought to parents’ attention as soon as possible.
- A meeting will be arranged between the class teacher and the parents to discuss initial concerns and following this an additional meeting may be arranged to plan to address any needs.
- Additional staff may attend this meeting, e.g. SENCO, to support the discussion and planning of any interventions within school.

6. How is extra support allocated to children and young

Extra support is identified in regular pupil progress meetings with the class teacher and Head teacher.
- Suggested interventions may be planned at this stage that can take place within
| **people and how do they move between the different levels?** | the classroom setting to support the child’s needs. Interventions that can be accessed by a group may also be considered.  
• The SENCO and SMT carefully monitor the working levels of the children on interventions and track progress accordingly. Therefore intervention groups fluctuate during the course of the academic year.  
• Interventions are adapted to suit the needs of the learners to attempt to ensure the children exceed expected progress with a view to closing the gap between themselves and expected levels of attainment. |
|---|---|
| **7. What specialist services are available at or accessed by the school?** | A. Directly funded by the school  
• Educational Psychology Service  
• Family Liaison Officer  
• Behaviour Support  
• Educational Welfare Officer  
B. Paid for centrally by the Local Authority but delivered in school  
Speech and Language Therapist  
C. Provided and paid for by the Health Service but delivered in school  
School Nurse  
Sensory Support Service |
| **8. How are staff in the school supported to work with children & young people with a SEND?**  
a) What training have the staff supporting children/young people with SEND had or have available? | SENCO has Accreditation award.  
• Ongoing training as required by staff. |
| **9. How will activities/teaching be adapted for my child/young person with learning needs?**  
a) How will the curriculum be matched to my child’s/young person’s needs?  
b) How will both you and I know how my child/young person is doing and how will you help me to support my child/young person’s learning? | As part of QFT (Quality First Teaching), work will be planned and taught at different levels to address the needs of all learners and their current level of attainment. This will not only consider the new learning that takes place but also the consolidation and application across all subjects. Problem solving will feature in this enabling all children to learn through the depth of learning before moving on to new learning strategies.  
• The curriculum will be matched to suit the needs of each child to ensure it is fully inclusive for all children to enjoy and achieve. Different hooks into learning may be necessary and different learning styles for different learning but a balanced and well planned structure will be delivered to take account of each child’s needs.  
• The class teacher and SENCO will keep detailed records and monitoring information on your child’s progress.  
• Each parent receives feedback at the 3 parents meeting opportunities throughout the academic year and two written reports at mid-year and end of year point.  
• Additional meetings can be scheduled between the class teacher and parents at the discretion of the class teacher or if the child is currently on a Pupil Passport when meetings will take place at least termly to set new targets and review progress and interventions.  
• If your child needs or would benefit from additional support at home the class teacher will inform you on how best to do that. |
| 10. How will the school measure the progress of my child/young person? | In circumstances where class teachers decide that a pupil's learning is unsatisfactory, the SENCO would be informed through a Cause for Concern form. This will outline the primary areas of concern and what approaches have been made to adapt learning for the individual. The SENCO will then initiate a review of the approaches and be able to suggest alternative approaches or targeted support through further specific interventions.  
• Progress will then be closely monitored through interventions the child is engaging with.  
• Support maybe necessary through SEND Support where a series of plans, do review targets are established to address identified needs and ensure additional support is in place to ensure adequate progress.  
• Adequate progress is defined as:  
  o Narrowing the attainment gap between the pupil and peers.  
  o Preventing the attainment gap increasing.  
  o Equals or improves the pupil's previous progress rate.  
  o Ensuring full curricular access.  
  o Improving attitude towards learning  
  o Showing an improvement in pupil's behaviour  
  o Showing an improvement in self-help, social or personal skills. |
|---|---|
| 11. What is the pastoral, medical and social support available in the school? a) What support will there be for my child/young person's overall well-being? | • Engagement and review meetings with school nurse.  
• Mentor meetings for Pupil Premium children to raise self-awareness and positive self-esteem in their work.  
• There 4 U group for support in social skills for KS2 where appropriate.  
• FLO  
• EWO |
| 12. What support does school have for me as a parent of child/young person with a SEND? | Family learning, with the majority engaging families in YR and KS1 to support the transition into school for parents and children, but also engaging session in KS2 where appropriate.  
• We offer CAF's to families that meet the criteria of school and HANTS direct, through further support network meetings where additional services can be accessed to support the needs of the family, e.g. parenting support, CAHMS, school nursing team,  
• FLO to link directly with families in supporting the home school communication and work process. |
| 13. How does the school manage the administration of medicines? | As a school we will support families in getting children to school to ensure quality education without the need for any significant gaps in attendance.  
• Please see the school separate policy on the administration of medicines. |
| 14. How accessible is the school environment? (including after school clubs and school trips) | As a new build school, first occupied in 2013, we are completely accessible and an inclusive school.  
• We have on site fully accessible toilet and shower facilities, assigned disabled parking bays, flat pathways and entrance routes into all external and internal rooms as the school is based on one level. |
<table>
<thead>
<tr>
<th>15. How will the school support my child/young person when they are leaving? OR moving to another Year?</th>
</tr>
</thead>
</table>
| - Access to after school clubs and trips are available to all and in occasional circumstances suitability of residential trips would be sought prior to booking information had been completed.  
- Parents, whose children are in receipt of pupil premium funding receive financial support to enable children to participate in all activities in line with their peers.  
- The office is always open from 8am until 4pm daily to deal with any queries by any stakeholder. |
| - We have close links with the onsite pre-school and other local providers who visit the school environment during transition  
- Pre-school staff attend liaison/transition meetings  
- Internal Transition Passports for all children in KS1 and KS2.  
- We have links with the local secondary schools, the children participate in events throughout KS2 to raise awareness of the larger secondary school sites, e.g. Baylink Olympics  
- There are transition meetings between all secondary schools and primary school for transfer of information.  
- Additional meetings for the transfer of SEND information with Secondary school SENCO, Primary school SENCO and Y6 class teacher at the point just prior to transition. |