



Gartree High School Special Educational Needs Policy

Approved By:	Governing Board
Date of Review:	10 th October 2024
Date of Next Review:	October 2025

Review History

Date of change	Change Summary
10 th October 2024	Amended grammar and inconsistencies

Introduction

This policy complies with the statutory requirement laid out in the SEND Code of Practice (0-25 January 2015) and has been written with reference to the following guidance and documents:

- SEN Code of Practice: 0 – 25 years (January 2014)
- Equality Act: advice for school (May 2010)
- Schools SEND Information Report Regulations (2014)
- Accessibility Plan
- Safeguarding Policy
- Teachers Standards 2012
- Children and Families Act 2011

Aims

The aims of Gartree High School are based on the values derived from the Statement of Principles adopted by the local Education Authority and guided by the Code of Practice for Special Educational Needs.

The school provides a broad and balanced curriculum for all our pupils including those with Special Educational Needs and ensures full curriculum entitlement and access. We are committed to maximum integration commensurate with meeting individual needs, the highest quality of education for all Pupils and the efficient use of resources.

Objectives

1. To identify a child's special educational needs at the earliest point and make relevant provision in order for them to make progress.
2. To increase whole school awareness of equality for all learners regardless of ability.
3. To work in close partnership with a range of professionals to enable us to provide effective targeted support.
4. To enable parents to participate as fully as possible in decisions and being provided with information and support necessary to enable this.
5. To provide support, advice and training for staff working with children with special educational needs.
6. To ensure that all pupils with SEN are able to fully engage in activities alongside pupils who do not have SEN.

Identifying special educational needs:

A pupil has SEN where their learning difficulty or disability calls for special educational provision to be made for them. The SEND Code of Practice states that a pupil has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age or
- has a disability which prevents or hinders him or her from making use of facilities generally provided for others of the same age in mainstream schools.

The purpose of identification is to work out what action a school needs to take, not fit a pupil into a category. At Gartree, the needs of the whole child will always be considered in this process.

There are four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or Physical needs.

There are other factors that may impact on progress and attainment that are not considered SEN:

- Attendance and punctuality
- Behaviour
- English as an additional language
- Being in receipt of a Pupil Premium grant
- Being a looked after child
- Being a child of a serviceman or servicewoman
- Disability
- Health and welfare

THE GRADUATED APPROACH TO SEN SUPPORT**Identification and Assessment of SEN**

Identifying a child's educational needs and adapting teaching to meet those needs is the process in place for all pupils at Gartree. SEN is only identified if pupils do not make adequate progress when quality first teaching has been provided along with relevant interventions and/or adjustments.

A rigorous and regular system of assessment is in place throughout the school and is used to identify where a pupil is not making expected progress or working well below national expectations. Class teachers put in place relevant and timely interventions through quality first teaching and appropriate differentiation aiming to raise attainment.

The class teacher will communicate any concerns with parents to ensure there is a shared understanding of the pupil's needs and gain their perspective on areas of strengths and emerging barriers to learning.

Where a pupil's needs are persistent, the class teacher will arrange to meet with the SENCo. Additional assessment may be required and both parent and pupil's views will be sought. If additional and different provision is required to meet the pupil's needs, the pupil will be placed on the school's SEN record at SEN Support stage, (Code I) and staff and parents will be informed. For higher levels of need, the school will refer for more specialist assessments and advice from external agencies such as CAMHS, Speech and Language Therapy Service, the Educational Psychology Service and/or the Autism Outreach Service.

Where a child has identifiable needs they will be recorded as SEN Support K code unless they are in receipt of an Educational Health Care Plan. Where a child is recorded as K Code the area of need would include:

- Identified neurological, genetic or medical needs.
- Needs across the areas of need identified in the SEND Code of Practice.
- The gap with peers does not narrow despite appropriate high quality targeted interventions normally available in the school being put in place.
- Where following the implementation of a graduated approach (APDR) to meet needs, the gap with peers remains, and medium to long term interventions are required.

Implementing and Monitoring SEN Support

All teachers are teachers of pupils with Special Educational Needs and quality first teaching is an expectation of all teaching staff. This is always seen as the first step in responding to pupils who may have SEN.

The SENCo, pupil's teachers, parents and the pupil will discuss the provision required to meet the outcomes identified. Subject teachers remain responsible and accountable at all times for the progress and development of all pupils in their class, even when a pupil has SEN. This SEN Support takes the form of a four-part cycle identified in the Code of Practice as the Assess, Plan, Do, Review process. This is where the pupil's needs are assessed, a plan is drawn up in consultation with the pupil and parents, implemented and then finally reviewed to measure effectiveness. If progress is limited, external agencies may be referred to in order for them to advise on further effective support and strategies. The Assess, Plan, Do, Review cycle will continue and targets, strategies and provision will be revisited and refined.

In successive cycles, the process becomes increasingly personalised as staff develop a fuller understanding of the pupil's barriers to learning and strategies needed to enable them to make progress.

Reviewing SEN Support

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed each term. The review process, led by the SENCO and Learning Support Department, will include an evaluation of the impact and quality of the support and intervention and the views of the pupil and their parents/carers. This review will then feed back into the analysis of the pupil's needs. The SENCO will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

The school can request specialist involvement, regardless of whether a child is on the SEN Record, for advice regarding early identification and effective support. The school will consider involving specialists, where, for example, a child continues to make less than expected progress, despite additional provision targeted at their area of need. Parents will always be included in any decision to involve specialist agency support along with the child's class teacher and in appropriate cases, the child them self. It is the SENCO's role to contact any specialists and ensure that what was discussed or agreed is recorded, shared and understood by parents and staff who teach and support the child.

Examples of specialists that can be accessed by the school

- Educational Psychology
- LA Specialist Teaching Service
 - VI Team
 - HI Team
 - Learning Support Team
 - Autism Outreach
 - Advisory Teacher for Supporting Pupils with Physical Difficulties
- Speech and Language Therapists
- Occupational Therapists and Physiotherapists
- Referral by the Educational Psychologist to the Child and Adolescent Mental Health Services (CAMHS)

In some cases, there is a charge for accessing specialist agency support; funding for which comes from the school's notional SEN budget and will be monitored by the Bursar. Where pupils are made subject to an Educational Health and Care Plan (EHCP), the school will work in close partnership with any specialist named.

The SEN Support Plan / Educational Health & Care Plan process

Where the special educational provision required to meet the pupil's needs cannot reasonably be provided from within the resources normally available, the school, in consultation with parents, will consider requesting an EHC Plan integrated assessment from the Local Authority. Very few children at SEN Support will require an EHCP. To inform this decision, the SENCO will have close regard to the Local Authority's criteria for funding for an EHC Plan.

This can be found on the Leicestershire Local Offer website [What is the Local Offer | Leicestershire County Council](#) along with information on the EHC Plan integrated assessment process. This will be shared in full with parents to ensure they are confident and clear about what the process and how they will be involved in it.

Removing pupils from the SEN record

In consultation with parents, pupils will be considered for removal from the SEN record where he/she have made sustained, good progress that:

- Better the previous rate of progress and has sufficiently closed the attainment gap between the pupil and their peers of the same age,
- Or where a pupil's wider development and/or social needs have improved and progress in the targeted area is considered to be sustained,
- And additional SEN provision is no longer required to ensure this progress is sustained.

SUPPORTING PARENTS/CARERS OF PUPILS WITH SEN

The school is fully committed to a meaningful partnership with parents of pupils with special education needs, where they can be as fully involved as possible in decisions and are provided with the information and support necessary to enable participation in those decisions. The school will do this in the following ways:

- Always making parents feel welcome and actively listening to their concerns, wishes and aspirations for their child, instilling confidence and building effective partnerships.
- Providing information for parents in an accessible way.
- Publishing how the school implements the SEN Policy on the school website following the information set out in the SEN Information Report (Regulation 3) (2014) and as part of the school's contribution to the Local Offer.
- Staff communicating with parents, in addition to parent evening appointments, to discuss concerns regarding a pupil's progress at the earliest opportunity, risen either by the class teacher or the parents themselves, and discussing this fully with the Learning Support Department.
- The SENCo/Learning Support Department being available for a meeting by appointment through e.g. the school office or by email.
- Support and guide parents in ways that they can help with their child's learning and development at home.
- Signposting parents to wider support, information and services pertinent to their child's SEN by ensuring they know how to access the Local Offer and the Local Authorities' Parent Partnership Service.
- Regular meetings with parents for feedback on 'what works well', and 'even better if', for example - coffee mornings.
- Building on positive relationships with parents, additional support and guidance will be available

to parents at key times, for example when considering and making a referral for an EHC Plan or at times of transition.

- Making use of media such as email to contact parents and for parents to contact school. Seeking parents' views and opinions and considering adjustments to practice in the light of findings.

SUPPORTING PUPIL VOICE

The school advocates that all pupils have the right to be involved in making decisions and exercising choice. We aim to develop pupils' self-advocacy skills to support them in successfully transferring to their next phase of education. We will support pupils in developing their confidence to effectively communicate their own interests, aspirations, needs and rights, enabling them to make informed decisions about their learning and take responsibility for those decisions.

The school will do this in the following ways:

- Self-knowledge is the first step towards effective self-advocacy. With parents, we will support pupils in understanding their strengths, needs and successful approaches to their learning and also have the confidence to voice their concerns, hopes and aspirations.
- Wherever possible, and in an age appropriate manner, pupils with SEN are involved in monitoring and reviewing their progress. Their views are listened too and shared whilst making decisions about future support and provision.
- All staff will actively listen to and address any concerns raised by pupils themselves.
- Pupils with SEND are encouraged to represent pupil voice at Gartree High School.
- Planning in additional support for pupils at key times, for example, when considering and making a referral for an integrated assessment for an EHC Plan and to ensure smooth and successful transition into the school or to next phase of education.
- Pupils are also provided with additional support to contribute as fully as possible in their Annual Review. This can be, for example, by attending part of the review meeting in person, preparing a statement to be shared at the meeting, using a peer advocate to support them in the meeting or by preparing a recorded presentation to share at the meeting.
- Seeking pupils' views through regular questionnaires / group interview activities undertaken by the SENCO and / or SEN Governor, considering adjustments to keep in the light of analysis.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be appropriately supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may also have special educational needs (SEN) and may have an EHC Plan which brings together health and social care needs, as well as their special educational provision where the SEN Code of Practice (2014) is followed. Arrangements in place in schools to support pupils at school with medical conditions are detailed within the school's policy for **Supporting pupils with Medical Conditions**.

MONITORING AND EVALUATION OF SEN

The school regularly and carefully monitors and evaluates the quality and effectiveness of provision for all pupils including those with SEN. This is done through regular scrutiny and analysis of data related to the achievement of pupils with SEN, learning walks, work scrutiny, observation and sampling of parent and pupil questionnaires. The SEN Governor also has a role in scrutinising the school's self-evaluation of the achievement of pupils with SEN as part of the Governing body's duty to monitor the effectiveness of the school's SEN Policy in practice.

TRAINING

In order to maintain and develop the quality of teaching, learning and provision to respond the strengths and needs of all pupils, all staff are encouraged to undertake training and development. Training needs of staff are identified through the school's self-evaluation process.

All teachers and support staff, on taking up a post, are made aware of the school's SEN policy. New staff will meet with the SENCo who will explain the school's practice and procedures regarding SEND and will discuss the needs of individual pupils.

FUNDING FOR SEN AND ALLOCATION OF RESOURCES

The school's core budget is used to make general provision for all pupils in the school including pupils with SEN. In addition, every school receives an additional amount of money to help make special educational provision to meet children's SEN. This is called the 'notional SEN budget'.

The amount in this budget is based on a formula which is agreed between schools and the local authority. If the school can show that to meet the needs of a pupil with SEN costs more than £6,000, it can apply to the local authority for top-up funding to meet the cost of that provision. Where the local authority agrees that the school's request for top up funding meets the agreed criteria, the additional costs are provided from funding held by the local authority. Schools will be expected to use this funding to make provision for that individual pupil.

The school may use Pupil Premium Funding where a pupil is registered as SEN and is also in receipt of Pupil Premium grant to address the needs of these pupils and enhance learning and achievement.

ROLES AND RESPONSIBILITIES

SENCo

- The key responsibilities of the SENCO are taken from the SEND 0-25 Code of Practice (2014) and include:
- Overseeing the day-to-day operation of the school's SEN policy
- Coordinating provision for children with SEN
- Liaising with the relevant Designated Teacher where a Looked After pupil has SEN
- Advising on the graduated approach to providing SEN support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEN
- Liaising with feeder schools, Educational Psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Working with the Co-Headteacher(s) and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEN up to date.

Governing Body and Co-Head Teacher(s)

The Governing Body will, in line with SEN Information Regulations, publish information on the school's website about the implementation of the school's policy for pupils with SEN. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

A member of the Governing Body is appointed to have specific oversight of the school's arrangements for SEN and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements.

The Co-Headteacher(s), SENCo and Governing Body will establish a clear picture of the resources that are available to the school and will consider the strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium. The Co-Headteacher(s), SENCo and Governing Body monitor and evaluate the effectiveness of how these resources are spent on pupil achievement.

The Co-Headteacher(s) will ensure that the SENCo has sufficient time and resources to carry out his/her functions. This will include providing the SENCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.

STORING AND MANAGING INFORMATION

All records containing sensitive information relating to the special educational needs or disabilities of pupils in school will be treated as highly confidential and be securely placed in a locked cabinet when not in use.

REVIEWING THIS POLICY

This policy will be formally reviewed every two years. Representatives of parents of pupils with SEN and pupil themselves will be part of this process.

ACCESSIBILITY

The school publishes an Accessibility Plan which sets out how we will increase access for disabled pupils to the curriculum, the physical environment and information.

The school's Accessibility Plan sets out how the Governing Body will promote and improve access to education for disabled pupils through:

- Increasing the extent to which disabled pupils can participate in the school curriculum i.e. teaching and learning, participation in after-school clubs and school visits.
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services i.e. improvements to the physical environment of the school and physical aids to access education.
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled e.g. handouts, timetables, textbooks and information about school events.

The Accessibility Plan will be reviewed annually.

DEALING WITH CONCERNS AND COMPLAINTS

The school is committed to working in close partnership with all members of the school community. The school places great value on the role which parents and carers can play in supporting their child's learning. Staff and governors actively encourage a positive relationship between the school and families.

It is recognised that parents of children with SEN may, from time to time, have particular concerns regarding their child's individual needs. The school acknowledges the difference between a concern and a complaint however, the requirement to have a complaints policy does not undermine efforts to

resolve the concern informally. Concerns will be dealt with by school as quickly, sympathetically and effectively as possible

The School's Complaints Policy outlines the formal procedures which will be invoked when initial attempts to resolve the issue are unsuccessful and the person raising the concern remains dissatisfied and wishes to take the matter further.

BULLYING

We are an inclusive school and work every day to create a safe, secure and happy environment for all pupils, where everyone is accepted for whom they are and where the differences between us are valued and celebrated.

In our school, bullying is not tolerated. We are aware, however, that some children with SEN may be particularly vulnerable to bullying. In order to mitigate this, we are especially vigilant and plan in opportunities through, for example, assemblies and within lessons, to promote a greater understanding of issues related to SEN and disability. We also find opportunities to positively promote disability through posters, visitors to the school, books and with the curriculum itself.

As part of planning the support and provision for pupils' SEN, we will always look to promoting pupils' independence and resilience and closely monitor pupils' well-being outside as well as within the classroom. Through the school's safeguarding arrangements, we will reinforce the safe use and understanding of social media and, where necessary, provide specific tuition in this area for pupils and parents.