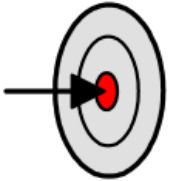




Georgian Gardens Primary School

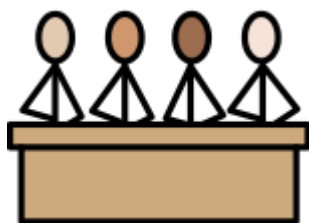
SEND Policy 2024 – 2025

Our School	Our School Vision Children will be INSPIRED and BELIEVE in themselves and their abilities. They will learn within a nurturing environment of SUCCESS and ACHIEVEMENT. Our pupils will leave the school equipped to contribute, locally, nationally and internationally as GLOBAL CITIZENS.
 Our SENCO	Our Assistant Headteacher, Inclusion and SENCO is Mrs C Lewis. If you would like to contact Mrs Lewis, please call school on 01903 771555 or email office@georgiangardens.w-sussex.sch.uk.
 Objectives of this policy	We feel that all children's contributions to school life should be valued and we seek to develop the self-esteem of every child. Children with SEND have 'special educational needs' if they have any difficulty in accessing education and need any special provision to be made for them; that is, anything that is additional to or different from what is normally available in school. The specific objectives of our SEND policy are as follows: • to ensure that children with special educational needs and disabilities are able to join in with all the activities of the school; • to ensure that all children, both those with or without special educational needs and disabilities, can access a balanced and broad based curriculum, including the National Curriculum; • to identify children with special educational needs and disabilities as early as possible and to ensure that their needs are met; • to ensure that all learners make the best possible progress; • to establish criteria and programmes for monitoring, evaluating and reviewing the effectiveness of the provision; • to determine any resource implications and establish whether they will be provided within school or through external sources such as West Sussex County Council; • to promote effective partnerships and to involve external agencies and make referrals when appropriate; • to maintain regular contact with parents at all stages of support and to work in partnership with them to set and meet targets for their child; • to ensure all staff are aware of the need to scaffold work effectively and share responsibility for ensuring needs are met; • to allow access to appropriate training and professional development for all staff.
	This is based on the statutory <u>Special Educational Needs and Disability (SEND) Code of Practice</u> and the following legislation: ➤ <u>Part 3 of the Children and Families Act 2014</u>, which sets out schools' responsibilities for pupils with SEND



Legislation

- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The Governance Handbook, which sets out governors' responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs



The Governing Body

The Governing Body will ensure that it makes appropriate special educational provision for all children identified as in need of it. The named SEND co-ordinator (SENCO) for the school is Mrs Claire Lewis. Mrs Gemma Arkinstall, a member of the Governing body, takes a special interest in SEND, although the Governing Body as a whole is responsible for making provision for children with special educational needs and disabilities.

The Governing Body has agreed with the local authority admissions criteria which does not discriminate against children with SEND, and its admissions policy has due regard for the guidance in the Codes of Practice which accompany the SEN and Disability Act 2001 and the Equality Act 2010. Parents or carers seeking the admission of a child with mobility difficulties are advised to approach the school well in advance so that consultations can take place and to read the school's Equality Statement and Accessibility Plan.

The school does **not** have a Special Support Centre (SSC) for children with SEND.



Special Educational Needs Funding

The school receives funds on an annual basis to support provision for SEND. This is based on the number of pupils on roll who are on the 'SEND Register' and varies from year to year. The money is allocated

annually by the Governing Body when setting the school's budget and used to pay for staffing and resources which support children with SEND throughout the school.

On top of this funding there may be additional funds from the Government and West Sussex County Council to support individual children on specific programmes. This includes 'Pupil Premium' money and additional funds for children with an Education, Health and Care Plan (EHCP).



Identifying and Assessing Need

The school is committed to early identification of special educational needs and adopts a graduated response to meeting these needs in line with the SEN Code of Practice 2015. A range of evidence is collected through the assessment and monitoring arrangements of the school. If this suggests that the learner is not making the expected progress, the class teacher will consult with the SENCO in order to decide whether additional and/ or different provision is necessary.

There is no need for children to be registered or identified as having special educational needs or disability unless the school is taking additional or different action.

If teachers are concerned about some aspect of a child's progress, behaviour or well-being they will decide what action to take within the normal daily classroom routine. They will use the WSCC 'Ordinarily Available Inclusive Practice' document to support this. If the child is having learning difficulties in one or more areas, the teacher will adapt resources or change the teaching method being used, to suit that child. Teachers will sometimes call this 'scaffolding' or 'adapting the curriculum'. If a child is having difficulties with regulation or are expressing a need through their behaviour, the teacher record of the frequency and severity of the incidents and, if possible, adapt the classroom environment to help the child overcome the difficulties. They will follow the school's Behaviour/Relational Policy to support the monitoring of this.

When teachers are concerned about a child's physical or mental well-being, they will share their concerns with the SENCO and the staff who have responsibilities for pastoral, medical and child-care issues. Currently, Miss Gina Watts is the school Learning and Behaviour Mentor as well as the child's well-being lead, Miss Claire Lewry is the Family Support Manager and Mrs Donna Martin is our lead for medical needs.

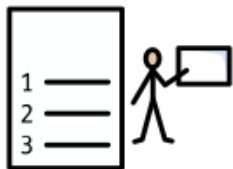
Whatever the nature of the concern, the teacher will invite the parents or carers of the child into school to discuss the concerns and to ask for their support in resolving the difficulty. The teacher will inform the SENCO of the

concerns using the school 'Record of Concern' form. This supports the ASSESS, PLAN, DO, REVIEW cycle and outlines:

- the area of difficulty
- academic attainment/progress
- Assess: Nature of the concern and how long it has been a concern
- Assess: Strengths of the child
- Assess: Parent Views
- Plan: What strategies they will try – 'Ordinarily Available Inclusive Practice'
- Review: How long they implemented the strategies for. What strategies worked/did not work. What they will do next.

Once the strategies have been implemented over time, if there is still a concern, the teacher and SENCO will discuss whether a specific assessment, intervention or referral may be required.

	The SENCO will make a record of the child in the SEND Register should they then receive support that is additional to or different from what is normally available in school. Not all children who have a Record of Concern will need to be on the SEND register.
 School Support	If a child continues to make slow progress in spite of the strategies the teacher has used in class, the teacher may decide that more assessment and intervention is needed. The teacher and the SENCO look at the evidence of slow progress and decide on strategies which are additional to, or different from those already being provided in the classroom to help the child to make progress. Formal observations of the child in the classroom or playground may occur at this stage, alongside specialist assessments available within the school. A discussion will take place with parents/carers, if the child is placed at School Support (K) on the SEND Register. Following a term of intervention within the classroom, decisions are made about the future actions that may be taken to meet the child's needs. These may be to: • reduce the amount of help, • continue with the existing level of help with new targets being set, • increase the level of intervention within the classroom if there has been little progress. If, despite significant support and intervention, the school has evidence that the child is not making the expected progress, or has additional needs, the school can take advice from a relevant professional or external agency. They are invited to contribute to the monitoring and review of progress, including the setting and reviewing specialist targets. Children and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions. Targets could be set, monitored and reviewed using a range of ways: • An Individual Learning Plan (ILP). The ILP will detail: • pupil views • the short-term target, • how they will achieve the target, • who will help them – school, home, others • how they will know they have achieved the target (success criteria), • when the plan is to be reviewed. • Parent views should they wish to have them noted. • A Thrive profile and Action Plan. • Speech and Language Therapy Goals. The above will be reviewed three times a year. Parents and carers are encouraged to participate in the target setting and review process. They are also able to access and comment on their child's ILP online through 'Edukey (TES) Provision Map'. The above documents can also be discussed at parents evenings each term.



Education, Health and Care Plans

For a child who is not making adequate progress, despite a period of support at School Support, the school may request the Local Authority to make an 'Education, Health and Care Needs Assessment' in order to determine whether it is necessary for the child to have an "*Education, Health and Care Plan*". This will always be with the agreement of parents and carers. The school uses West Sussex County Council's guidance and criteria to inform a decision as to whether a child requires a statutory assessment. Parents can also apply for an EHCNA via the West Sussex Local Offer.

If the Local Authority agrees with the school, it collects information from all the people who have been involved with the child. From this, the Special Educational Needs Assessment Team decides whether the child needs an Education, Health and Care Plan to meet their needs.

An *Education Health and Care Plan* is a legally binding document which sets out the provision the child must receive to meet his or her SEND. West Sussex County Council may provide the school with additional funds to cover the costs of this provision. This is used for support of the child by a Teaching Assistant and/or specialist teaching and equipment. ILPs are used to set targets each term in the same way as outlined above.

An EHCP does not automatically mean that the child will have 1:1 support, however, they will receive a range of support in order to meet the outcomes set out in the EHCP.

Each year the school must hold an 'Annual Review' with the parents and carers, members of staff and invite all the external agencies involved to assess the child's progress. A representative from West Sussex County Council may attend these reviews.

Some children, particularly those with physical disabilities, sensory impairments or serious medical conditions, may already have an EHCP when they start in Reception. The same procedures of making provision, and target setting and reviewing are put into place as soon as the child starts school.

If a child makes sufficient progress, an EHCP may be ceased by the Education Authority. Parents will be informed of this in writing following an Annual Review Meeting. Parents have the right to appeal this decision should they feel an EHCP should not be ceased.



Outside Agencies

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs.

These include:

- Phone consultations with the nominated Educational Psychologist for the school.
- Seeking advice from specialist advisory teaching services for children with sensory impairment or physical difficulties or from services like the Occupational Therapy Service.
- Seeking advice from specialist advisory teaching services for autistic children or children with learning or behaviour needs

	(Autism and Social Communication Team (ASCT), Learning and Behaviour Advisory Team (LBAT)) • Advice and support from the Speech and Language Therapist and contributions to the reviews of pupils with significant speech and language difficulties. • Advice and support from the Community Mental health Liaison Service (CMHLS) and local Child and Adolescent Mental Health Service (CAMHS) or Single Point of Access (SPOA) for children with emotional and behavioural needs. • Advice and support from the school nurse and community paediatrician (Child Development Centre or CDC). • Multi-agency meetings, with representatives from Early Help, Children and Family Services, Social Care and Health. These are held to ensure effective collaboration in identifying and making provision for vulnerable pupils. • Targeted support for families on a variety of issues through Early Help. • Referral to the Pupil Entitlement Team (attendance). Permission from parents and carers is always requested before any external agency is involved.
 Transition	The school will liaise with the next class/school to make transition arrangements for children with an EHCP and other children with SEND who may benefit from this. When children move to another school their records will be transferred to the next school within 15 days of the child ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000. Written confirmation of the receipt of these records will be sought in line with current GDPR guidelines.
 Parent Consultations	• Staff and parents and carers will work together to support children identified as having special educational needs and disabilities to ensure the best educational outcomes. Parents and carers will be involved at all stages of the education planning process through regular contact and meetings. • The school will always ask the permission of parents and carers before involving other professionals and external agencies in support for a child. • Targets may include targets to work towards at home, and parents and carers are always encouraged to contribute their views to the review process. All ILPs and reviews are available to parents and carers after meetings or when written via Edukey (TES) Provision Map. • Ideas and materials for supporting learning at home will be discussed with parents and carers and distributed on request. • Parents Evenings provide regular opportunities to discuss concerns and progress. Parents and carers are able to make other appointments on request. • The school will provide information about 'SENDIAS' (SEND Information Advice Service) to all parents of children with SEND. Parents and carers of any child identified as having SEND may contact SENDIAS for independent support and advice. The SENCO brings the organisation to the notice of parents whenever possible. Our school is part of the Angmering Locality of Schools who work collaboratively to ensure best practice and a common approach to providing support for children with special educational needs and disabilities is in place. A 'Local Offer' of the level and type of support available for children with special

	educational needs and disabilities has been published jointly and is available on the school website.
 Complaints Procedures	At Georgian Gardens School we operate an 'open door' policy. Parents and carers are encouraged to speak with the class teacher in the first instance about any concerns they may have. They will be able to discuss additional support children are receiving. If you wish to discuss your child's needs further please contact the SENCO who will be able to talk about how the School can support children with SEND. The School's Complaints Policy is on our school website on the 'Policies' page. This includes complaints around SEND and Looked after children. The policy can also be obtained through request of a paper copy from the school office. Please follow this policy if you would like to make a formal complaint. In the first instance discussions would be encouraged by the class teacher, SENCO and Headteacher to try and resolve any issues.
 West Sussex Local Offer	The West Sussex Local Offer can be found at https://www.westsussex.gov.uk/local-offer/