



Goose Green Primary and Nursery School SEND Policy

Goose Green Primary and Nursery School is committed to developing practices based upon the aim of creating an inclusive community within school. We work towards removing potential barriers to allow all children to reach their full potential. This relates to both learning and social and emotional well-being.

Children with SEND or who have been identified as vulnerable learners are entitled to excellent teaching in a positive and enriching environment with appropriate high-quality resources to foster confidence and feelings of self-worth. We are teachers to all children and should meet the needs of all of our pupils.

At Goose Green Primary and Nursery School we aim to ensure equality for all pupils in a safe environment. There are a variety of systems and procedures in place to ensure this happens, details of which can be found on the school website.

Aim

At Goose Green our aim is to raise expectations and aspirations for all pupils with SEND. We believe that every pupil, regardless of gender, race or disability, has a right to equal access to a broad and balanced curriculum. We consider it essential that the curriculum is presented in a supportive and stimulating atmosphere, which values each child and encourages them to achieve their full potential. We focus on outcomes for our children by providing them with opportunities to make progress through adaptive and targeted teaching.

Objectives

- ✓ To identify and provide for pupils who have special educational needs and additional needs
- ✓ To work within the guidance provided in the SEND Code of Practice 2014, part 3 of The Children and Families act 2014 and The Special Needs and Disabilities and Regulations 2014.
- ✓ To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs through high quality teaching
- ✓ To provide a SENCO who will work to implement the SEN Inclusion Policy
- ✓ To provide support, advice and training for all staff working with pupils who have special educational needs

Identifying Special Educational Needs

We recognise the importance of early identification and aim to identify children's special needs as early as possible. The skills and levels of attainment of all pupils are assessed on entry, building on information from their previous setting. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. As part of this process the needs of the whole child will be considered, not just the special educational needs of the child / young person.

The school also recognise that other factors may influence a child's progress and

attainment, but do not necessarily mean that the child has a special educational need. This might be:

- Disability
- Attendance
- Health and welfare
- English as an additional language
- Being in receipt of Pupil Premium grant
- Being a looked after child
- Being a child of Service personnel

A rigorous system of progress monitoring across the school takes place on a termly basis. This identifies pupils who are not making expected progress and may include progress in areas other than attainment, such as social skills.

Sometimes children present with challenging behaviour. This is not necessarily because they have a special educational need but should be seen as a form of communication that needs to be addressed. Meetings take place between class teachers and parents to create an action plan which will be reviewed. Strategies will be agreed to create consistency and referrals to outside agencies would be made if deemed necessary.

Promoting social, emotional and mental well-being:

Children need to feel valued, confident and secure to make maximum progress in their learning. Goose Green is committed to promoting the social, emotional and mental well-being of our pupils through a range of activities. These include:

- Peer mentors
- Social skills groups
- Learning Mentor support
- Outside agency support e.g. art therapist
- Celebration assemblies
- Leadership opportunities

A Graduated Response to SEN Support

Class teachers are responsible and accountable for the progress and development of all of the pupils in their class.

High quality teaching, differentiated for individual pupils, is the first step in meeting the needs of any pupil who has or may have special educational needs.

Pupil Progress Review meetings are held termly between class teachers and members of the SLT. Each class is discussed and any children at risk of underachieving are identified. An action plan is then created and reviewed at the next meeting. Focused learning walks and formal observations are carried out regularly to review the quality of teaching and provision for all pupils. Pupil voice is used to allow children to feedback on their experiences of school.

Training is provided to support teachers' understanding of strategies to identify and support vulnerable learners and increase their knowledge of the SEN most frequently encountered.

Before special educational provision is made, the SENCO and class teacher will consider all the information from within the school about the pupil's progress, alongside national data and expectations of progress and in consultation with parents. The SENCO may offer advice about effective teaching and learning strategies and interventions that may help to narrow

the gap or accelerate progress. General advice from outside specialists may be sought.

Assess: If the pupil continues to face difficulties a more detailed formative assessment, facilitated by the SENCO, may take place.

Plan: Research based interventions based on the outcome of assessment are planned.

Do: These are delivered by appropriately trained staff. Support may take the form of additional in class provision or an intervention group to address a particular need.

Review: The effectiveness of the intervention will be monitored regularly by the class teacher. Individual pupil targets will be reviewed as part of the school's cycle of progress monitoring.

If, despite support, children fail to make expected levels of progress or are unable to transfer their learning when the support is reduced, the decision may be made to place children on the SEN register. Parents will be informed that their child has been placed on the SEN register.

Managing Pupils on the SEND Register

Assess This should include detailed formative assessment to identify individual barriers to learning. May involve assessment by external agency.

Plan: Advice and recommendations incorporated into an Inclusion Support Plan shared with parents.

Do: Interventions put in place, following recommendations. Time limited.

Review: Effectiveness monitored and intervention adapted to meet individual need – further advice sought where necessary.

All interventions are planned and monitored by the class teacher and delivered by staff who have had appropriate training.

Provision planning is incorporated into termly Pupil Progress Review meetings with class teachers and SLT. Additional provision is organised throughout the year on an identified needs basis e.g. following advice from outside agencies, if a child is having difficulties in a particular area. Responsibility for provision is shared between class teachers, the SENCO and SLT.

While the needs of the majority of pupils will be met from within the school's own resources, some children will have a higher level of need. The school may then make an application for an Educational Health Care plan for the child. In this application the school needs to provide a costed provision map demonstrating how advice and recommendations from external agencies have been implemented, the outcomes of support and indicating how additional funding will be used to support the pupil in achieving desired outcomes.

Criteria for Exiting the SEND Register

If children have made sufficient, sustained progress, they may no longer need to be on the SEN register. These children will still be monitored through data tracking and Pupil Progress Review meetings. Class teachers and parents are still encouraged to liaise with the SENCO if there are any further concerns. Parents will be informed that their child is no longer on the SEND register.

Supporting Pupils and Families

There are various sources of information to support parents of children with SEND:

- The Southwark Local Offer - <https://localoffer.southwark.gov.uk/>

- The Goose Green SEND Information Report – information on SEND at our school (available on the school website)

Admission Arrangements

Applications are processed centrally by the Southwark Admissions Team. Applications will be processed in order of the following criteria:

1. Looked after children
2. Siblings of children already in school
3. Children of staff
4. Acute medical or social need
5. Proximity - Children who live closest to the school

Access Arrangements

Some children may be identified as requiring additional arrangements to access the KS2 SATs in Year 6. This can include;

- Allowing a child additional time to complete the test
- Allowing a child to use a scribe, for example if he or she is unable to write or finds writing very difficult or uncomfortable
- Making a transcript if a child's writing is very difficult for a marker to read
- Delivering a translated version of the mental mathematics test to a child with limited fluency in English
- Allowing a child to have rest breaks
- Having an adult to prompt or read to the child
- Scribing for a child

Access arrangements often require permission from the Department for Education. The school will complete an application form and will be notified of the outcome. Applications for additional time will be completed between the Year 6 class teachers, the SENCO and the Headteachers.

Transition Arrangements

Joining Nursery

- Any parents that have identified concerns about their child's development will be contacted by the SENCO.
- Meetings with feeder Nurseries to share information about the child.
- If there are external agencies involved with the child a Team Around the Child (TAC) meeting may be organised. This is a meeting involving all agencies involved to provide information for a successful transition.
- Welcome meeting for all parents with children joining Nursery to share information about the setting – the SENCO attends these meetings and is available to chat to anyone that may have concerns.
- Transition booklets created for children with pictures and information about their new setting.
- Home visits are made to every child joining Nursery.
- A personalised graduated settling program.
- Welcome picnic for children and families to start to get to know each other.
- The SENCO is present during the welcome meeting and picnic in the summer term to be available to parents and also observe children while they are in their new setting.

Joining Reception

- Any parents that have identified concerns about their child's development will be

contacted by the SENCO.

- Meetings with feeder Nurseries to share information about the child.
- If there are external agencies involved with the child a Team Around the Child (TAC) meeting may be organised. This is a meeting involving all agencies involved to provide information for a successful transition.
- Welcome meeting for all parents with children joining Reception to share information about the setting – the SENCO attends these meetings and is available to chat to anyone that may have concerns.
- Transition booklets created for children with pictures and information about their new setting.
- Home visits are made to children joining Reception who have not attended Goose Green Nursery.
- A personalised graduated settling program.
- Stay and play sessions for the children to get to know their new teachers, classmates and classroom.
- The SENCO is present during the welcome meeting and stay and play sessions in the summer term to be available to parents and also observe children while they are in their new setting.

Between Year Groups

- Towards the end of the summer term the class teachers will meet to discuss the class, including any identified needs.
- Children may receive a transition booklet containing photographs of key staff, the classroom and relevant areas of the school as appropriate. These will be shared and discussed with the pupils in school, before being sent home to parents to share and discuss over the summer holidays.
- Children will have a chance to visit their new classroom and teacher during a transition afternoon.
- Parents are invited to a transition meeting to meet their new class teacher and to hear about the following year.

Year 6 to Year 7

- The SENCO will attend the Southwark transition event in the summer term to meet with the staff available from all the attending Secondary Schools in Southwark to discuss any pupils with additional needs or support requirements.
- A member of staff from the Secondary School will be invited to annual review meetings or summer term transition meetings.
- Visits will be arranged with secondary schools before the transition day for pupils with additional needs who would benefit.
- Some children with additional needs take part in transition work during the summer term with the learning mentor to help them prepare for the move.

Supporting Pupils at School with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they can 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 pupils may also have special educational needs and may have a statement or EHC Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice 0 – 25 (2014) is followed.

Monitoring and Evaluating of SEND Provision

Regular and careful monitoring and evaluation of the quality of provision offered to all pupils is ensured by regular audits, sampling of parent, pupil and staff views. The SEN Local Committee Member comes in to review the provision and progress of the pupils with SEND with the SENCO regularly to keep up to date with the current status of these pupils. The school undergoes an active process of continual review and improvement of provision for all pupils.

Pupils with SEND and English as an additional Language (EAL)

Goose Green has many pupils who have EAL and a variety of languages are spoken at home. In accordance with Education Regulations 2014; Particulars of education and welfare provision for pupils with EHC plans and pupils for whom English is an additional language, the School will make reasonable adjustments and provision to support any child for whom English is not the first language spoken at home.

Training and Resources

SEND is funded from the Notional SEN budget allocated to all schools. In some cases children may receive additional funding through an Educational Health Care plan depending on their level of need.

The training needs of staff, including support staff, are regularly reviewed, and planned for so that all staff are well equipped to meet the needs of the most common barriers to learning. Where pupils present with rarer difficulties, staff access training and support from specialist teachers or therapists. All staff are actively encouraged to take advantage of training and development opportunities.

All teaching and support staff undertake induction training when taking up their post. This includes meeting with the SENCO to explain the systems and structures in place around to the school's SEND provision and practice, and to discuss the needs of individual pupils.

The SENCO regularly attends the LA and Trust SENCO Forums in order to keep up to date with local and national updates in SEND.

Roles and Responsibilities

- Our SEND Local Committee Member is Tara Whitehorn; she is the link person between the Governing Body and the school in relation to pupils with SEND. She helps to raise awareness of SEND issues at Local Committee meetings and give up-to-date information on SEND provision.
- Each class has an additional adult (Teaching Assistant) alongside a further additional adult if appropriate. Adult support may be assigned to individual pupils who are in need of targeted support; this may be because English is not their first language or because they have learning difficulties or needs where they require additional help understanding or completing tasks. Teaching assistants may also support learning more generally, either by acting as additional support during class activities or by working with specific groups of pupils.
- The Headteacher is the Designated Safeguarding Lead. Details of deputy designated leads can be found on posters around the school.
- The Headteacher has responsibility for Pupil Premium / LAC funding
- The SENCO and Family Liaison Officer are responsible for managing the school's responsibility for meeting the medical needs of pupils

Storing and Managing Information

- Pupil files are stored in the School Office in a locked cupboard and are managed by our Office Manager.
- SEND files are stored on a secure drive accessible by staff.
- Safeguarding/Child Protection files are stored electronically on CPOMS.
- Appropriate information is passed on to a pupil's new school on transition to secondary school or if a child moves.

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.

We have produced an Accessibility Plan detailing how we aim to remove barriers to learning and providing a successful accessibility approach.