

### Information about this school

The Gates is a larger than average primary school. The proportion of pupils eligible for support through the pupil premium is below national average. The pupil premium provides additional funding for those pupils who are known to be eligible for free school meals (plus EVA 6), service children and those children who are looked after by the Local Authority. Most pupils are of White British heritage.

The Gates is an inclusive community which aims to promote **mutual respect, understanding** and an **effective education** for all its pupils. The Gates believes that **all children should be equally valued**, therefore, we will do all we can do to promote equality of opportunity and outcomes. We aim to help and develop a learning environment where **all children can flourish and feel safe**.

All children should have access to a broad, balanced and relevant curriculum. Teaching and learning strategies that maximise achievement and prevent underachievement by **removing barriers** to learning. As a school, we want to provide access to a wide range of learning experiences and challenges for all pupils. We will **provide high quality provision** to meet the needs our children with SEND with high quality teaching which is differentiated and personalised.

This policy refers to children with special educational needs and/or disabilities (SEND). At The Gates, we appreciate that no two people are the same, we are all unique and the things that make us different are the things that bring colour to our school. The policy explains what we do as a school and how we support our pupils. The guiding principle which informs this policy is ensuring that **pupils with SEND are given equal opportunities** to their peers: to fulfil their academic and personal potential. As a school, we want to ensure that all pupils feel they are **valuable** and **important** members of our school community. At The Gates, we will continue to celebrate our learning differences so that all pupils continue to become confident, high achievers who excel in all they do .

### Definition of SEND

‘A child or young person has SEN if they have a learning difficulty or disability which calls for special provision to be made for him or her.’

The Special Educational Needs Code of Practice (2015)

Children are identified as having SEN if they have a greater difficulty in learning than the majority of children their age which calls for additional or different educational provision to be made for them.’

Department for Education 2011

Pupils with SEND admitted to the school could have difficulties with one or more of the following:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Mental and Emotional Health**
- **Sensory and/or Physical Needs**

These four broad areas give an overview of the range of needs that are planned for. 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 Gates, we identify the needs of pupils by considering the needs of the **whole child** which will include not just their special educational needs. We want to utilise difference and consider how we can teach in more creative way to make teaching innovative, creative and inclusive for all.

## **Objectives**

The objectives of this policy are:

- 1) To ensure that every pupil with special educational needs:
  - ☐ Is fully included in school life regardless of their particular special educational need/s ☐ Is a successful learner
  - ☐ Is supported to learn at a pace appropriate to their needs, abilities and development
  - ☐ Has their strengths and capabilities recognised and valued and any additional needs supported, whether these are social, behavioural, physical, medical, emotional or academic
  - ☐ Have the maximum opportunity to achieve the five Every Child Matters outcomes: be healthy; stays safe; enjoys and achieve; makes a positive contribution and achieves economic well-being.
- 3) To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
- 4) To identify who is the Special Educational Needs Co-ordinator (SENCo)
- 5) To provide support and advice for all staff working with special educational needs pupils
- 6) To develop and maintain positive partnerships with parents

## **Other Areas of Need**

The following may impact on progress and attainment but are not classed as Special Educational Needs:

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

*Identifying behaviour as a need is no longer an acceptable way of describing SEN. Any concerns relating to child’s behaviour will be described as an underlying response to a need which we at The Gates will recognise and identify.*

## **A Graduated Response to SEN Provision**

**“We all all teachers of pupils with SEN”**

**‘High quality teaching that is differentiated and personalised** will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that

is ***additional to or different from*** this ..... Special educational provision is underpinned by high quality teaching and is ***compromised by anything less.***'

#### **Code of Practice 2015**

All teachers at The Gates are responsible and accountable for the progress and development of all pupils in their class, even where pupils access support from assistant teachers or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils which given their age and individual circumstances are:

- Significantly slower than that of their peers; starting from the same baseline
- Fail to match or better their previous rate of progress
- Fail to close the gap between themselves and their peers
- The attainment gap is widening
- They need to make additional progress with wider development or social needs

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils. This involves the teacher and SENCo considering all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials.

Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed through the universal offer and parental support.

If children **do not make** adequate progress once they have had all the intervention/adjustments and good quality personalised teaching then the following process will be used to identify and manage children with SEN.

**ASSESS – PLAN - DO – REVIEW cycle – this is the graduated approach called SEN Support.**

#### **Assess-**

At the Gates we track the learning of all our children this identifies whether a child is meeting age related expectations. We observe the child's learning in class and analyse all the information available about the child's learning, achievement, behaviour and progress during pupil progress meetings. We talk to everyone involved, starting with the child, this forms a clear picture of what works best, what barriers seem to remain and what the outcomes of further support should be.

#### **Plan-**

Teachers, SENCo, parent, child agree interventions and support / expected outcomes. **At this point pupils are placed on the whole class provision map.**

#### **Do-**

The class teacher is responsible for working with the child on a day-to-day basis. This includes overseeing interventions undertaken outside of the classroom and will work closely with the teaching assistants delivering the interventions to discuss progress and to ensure that interventions link well with classroom teaching. This additional support will be tailored to meet the child's needs and will target the area of difficulty. The interventions may be within class, in a small group of children with similar needs or on a one-to-one basis. At The Gates the class teacher, one of our assistant teachers or an outside agency (specialist) will deliver the intervention.

**Review-**

The support provided, and its impact will be monitored closely and shared regularly with child and with their parents or carers. We will track the impact of the support provided, considering any changes which may need to be made. All of those involved will contribute to this review which will happen every ten weeks. The review will be recorded and any evidenced attached which will be saved on the school system or in the SEND filing cabinet. At this point, pupils who are making expected or better than expected progress will be taken off the provision map. The child may be put on the SEN register and/or taken off (see 'criteria for exiting the SEN register'/record below).

It may be necessary to have on-going support from outside agencies such as, Educational Psychologists, Behaviour Support and Speech and Language Therapy. At this point, an EHA will be opened. Our Staff liaise closely with the specialists to ensure the child's needs are met.

**Additional Intervention**

At The Gates Primary school we deliver the following additional intervention:

- Lego Therapy
- Working Memory
- What Makes me Great?
- Motor Skills
- Managing Feelings
- Drama Therapy
- Talking Partners
- Speech and Language intervention
- Yoga
- 15 minutes box
- Art Therapy

More information about each of these interventions can be found in the school's SEND report.

**Educational Health Care Plans**

The majority of children with SEND will have their needs met at The Gates through reasonable adjustments. However, if it is felt that additional support above and beyond quality first teaching and reasonable adjustments are required to meet the child's needs, we will request an assessment by the Local Authority for an Educational Health Care Plan. The Local Authority will determine whether a statutory Education, Health and Care Assessment is necessary. They will assess, make a decision and communicate its decision to the child's parent. The whole assessment and planning process; from the point when an assessment is sent to the Local Authority or when a child is brought to the LA's attention until the final EHC plan is issued, must take no more than 20 weeks.

**Exams and Tests**

Class teachers, in partnership with the SENCo, are responsible for ensuring that pupils are able to access assessments carried out within their class. If a child's needs mean that they are unable to access standardised tests, the SENCo will liaise with the class teacher to assess their eligibility for access arrangements e.g. application for extra time, using different coloured or sized fonts or having a reader on some papers

## **Transition**

At The Gates we recognise that transition is an important time for children, and especially so for a child with SEN. Consequently, we work closely with parents, children and staff to ensure a smooth transition between phases or schools.

### **Early Years**

To support this transition, with the agreement of parents, all information will be shared by The Gates with the receiving school or setting. Additional transition visits take place. In some instances, a part-time timetable will be used to support the pupil in question.

### **Secondary Schools**

All pupils visit their Secondary School, and staff from the Local Schools come in to meet the children and the class teacher, this ensures a smooth transition. Children with SEN are offered additional visits to meet key members of staff. The Secondary School mentor will also come in to meet the children with SEN.

## **Monitoring and Evaluating of SEND**

At The Gates we regularly and carefully monitor and evaluate the quality of provision we offer all pupils. This includes termly Assessment and Monitoring meetings, sampling of parent views, pupils views, staff views, learning walks and reporting to the Governors School Effectiveness Subcommittee once a term. Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

### **Criteria for exiting the SEN register/record**

At the Gates if we feel that a child is making progress which is sustainable and the needs can be met by quality first teaching then they may be taken off of the SEND register. If this is the case, the views of the teacher, SENCo, pupil and parents will be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off of the SEND register, then all records will be kept until the pupil leaves the school (and passed on to the next setting, with parental permission). The pupil will be continued to be monitored through the schools monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance, then the procedures set out in this policy will be followed.

### **Medical Needs**

The Gates 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.

Clear arrangements are in place to support pupils at school with medical conditions (Refer to policy for Supporting Pupils with Medical Conditions)

### **Resources and Training**

The Governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Headteacher/ SENCO.

The SENCO and Headteacher will keep fully up-to-date with special educational needs issues through attendance at training, as necessary. In addition, the SENCO will develop their skills through attendance at termly SEN cluster meetings and training discussions with outside specialists, as appropriate.

Other teaching staff will be kept up-to-date informally by the Headteacher/SENCO and formally at staff meetings and training.

Non-teaching staff that support individual pupils and groups of pupils need to have a wide range of curriculum and special educational needs knowledge. Training for assistant teachers will be regularly updated by INSET training or relevant courses being booked for them by the Headteacher or SENCO, in line with school priorities.

At The Gates, 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 school's SEND provision and practice and to discuss the needs of individual pupils.

### **Roles and Responsibilities**

#### **The SEND governor will ensure that:**

- ✓ The necessary provision is made for any pupil with SEND
- ✓ All staff are aware of the need to identify and provide for pupils with SEND
- ✓ Pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils.
- ✓ they have regard to the requirements of the SEND Code of Practice 0 – 25 (July 2014)
- ✓ parents are notified if the school decides to make SEND provision for their child
- ✓ they are informed about SEND issues, so that they can play a major part in school self-review
- ✓ they set up appropriate staffing and funding arrangements, and oversee the school's work for SEND
- ✓ They meet regularly with the SENCO to ensure consistency and continuity take place

#### **The Headteacher Mrs Karen Forshaw is responsible for:**

- ✓ The management of all aspects of the school's work, including provision for pupils with special educational needs
- ✓ Keeping the governing body informed about SEND issues
- ✓ Working closely with the SENCo
- ✓ the deployment of all special educational needs personnel within the school
- ✓ Monitoring and reporting to governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as a whole
- ✓ Is a Designated Teacher with specific Safeguarding responsibility and for managing the schools responsibility in meeting the medical needs of pupils.

#### **The special educational needs co-ordinator (SENCo Mrs Paula Jackson) is responsible for:**

- ✓ Overseeing the day to day operation of the school's SEND policy
- ✓ Co-ordinating the provision for pupils with special educational needs
- ✓ Ensuring that an agreed, consistent approach is adopted
- ✓ Liaising with and advising other school staff
- ✓ Helping staff to identify pupils with special educational needs

- ✓ Carrying out assessments and observations of pupils with specific learning problems
- ✓ Supporting class teachers in devising strategies, drawing up Support Plans setting targets appropriate to the needs of the pupils , and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom
- ✓ Liaising closely with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process
- ✓ Liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- ✓ Maintaining the school's SEND 'register' and records
- ✓ Assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/records, end of year QCA tests, SATs, etc.
- ✓ Contributing to the in-service training of staff
- ✓ Liaising with the SENCos in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other
- ✓ Is responsible for monitoring the progress of groups of vulnerable children e.g. Pupil Premium Grant and Looked After Children

**Class teachers are responsible for:**

- ✓ Providing high quality teaching for all children
- ✓ Assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENCo, parents and pupil)
- ✓ Regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum.
- ✓ Retaining responsibility for the child, including working with the child on a daily basis
- ✓ Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND.
- ✓ Directly liaising with parents of children with SEND
- ✓ Updating and sharing Individual Provision Maps
- ✓ Making sure classrooms are inclusive for all learners
- ✓ Use a wide range of reasonable adjustments to caters for all learners
- ✓ Uses strategies that support all learning preferences
- ✓ Teaching innovatively so that all pupils are catered for not just traditional learners

**Assistant Teachers should:**

- ✓ To be available at the point of learning
- ✓ Be committed to supporting children to be high achieving learners
- ✓ Help the pupils to develop a bank of skills/resources so they feel empowered to tackle a task independently
- ✓ Provide support that will be meaningful and purposeful as we will focus on development of learning not task completion
- ✓ Deliver high quality Intervention
- ✓ Participate in training that enables them to support pupils with their speech and language
- ✓ Gain knowledge in the use of questioning to help extend/challenge pupils learning and thinking
- ✓ Support with marking during session
- ✓ Secure understanding of behaviour management consistency
- ✓ Team teach to a high standard
- ✓ Expect to have their views heard
- ✓ Feel their views and practices are valued

- ✓ Have the ability to scaffold and model confidently and effectively
- ✓ Work cohesively
- ✓ Be effective communicators
- ✓ Feedback at the point of learning
- ✓ feel respected and valued
- ✓ Showing initiative
- ✓ Have opportunities provided to them throughout the school year for opportunities to upskill
- ✓ be provided with opportunities to learn and develop their knowledge skills and understanding

### **Data Protection**

The Gates will ensure it takes seriously its responsibilities under the Data Protection Act 1998. It is registered with the Information Commissioner's Office to hold data, including data on pupils, parents and children held on the school's management information system. We ensure that in practice parents are only provided with access to data on their own children, and that members of staff use data strictly for work-based purposes.

### **Accessibility**

The Gates school building is disability friendly. The school is on one level, corridors are wide and we have an easy access toilet. We generally find that no additional adaptations to the building are necessary for children with physical disabilities. Other adaptations to the physical environment will be made, as appropriate, to accommodate children with other sensory disabilities. All of our classrooms are inclusion friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it. All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources. More information can be found in the accessibility policy on the school website.

### **Dealing with complaints**

Pupils, staff and parents are expected to listen carefully and respectfully to each other. Where an issue arises, parents should, in the first instance, make an appointment to speak with their child's class teacher and seek to resolve any concerns. If a parent believes that their concern has not been resolved to their satisfaction or is of a more serious or sensitive nature, an appointment should be made to see the Headteacher, who will investigate and report back on the results of the investigation. Where an issue is not satisfactorily resolved, parents should then take up the matter with the Chair of Governors. A copy of the school's Complaints Procedure is available on request from the school.

### **Bullying**

Research shows that children and young people with SEN and disabilities are more at risk of bullying than their peers. Schools have responsibilities to actively promote equality of opportunity for all disabled people and eliminate disability-related harassment.

Children with special educational needs and disabilities do not always have the levels of social confidence and competence and the robust friendship bonds that can protect against bullying.

**At The Gates we ensure that a consistent approach is taken to deal with bullying related to SEN and disability and that it is specifically covered in anti-bullying policies.**

**The Gates** is an inclusive school. We aim to provide a secure, accepting, safe and stimulating environment where everyone is valued for who they are. We have children who have learning disabilities and/or communication



difficulties. Everyone involved in the school is very aware that these children can be especially vulnerable to bullying and we are therefore particularly vigilant at all times.

**Children with SEN and disabilities may;**

- ❖ be adversely affected by negative attitudes to disability and perceptions of difference;
- ❖ find it more difficult to resist bullies;
- ❖ be more isolated, not have many friends; not understand that what is happening is bullying;
- ❖ have difficulties telling people about bullying.

**Local Offer**

All schools have a legal duty to publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN and this can be viewed at:

<http://www.thegates.bolton.sch.uk>

**Equal opportunities/Multicultural Education**

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

**Other important legislation**

**This Policy also considers the following legislation:**

- ❑ **Working Together to Safeguard Children (2013):** Statutory guidance from the Department for Education which sets out what is expected of organisations and individuals to safeguard and promote the welfare of children
- **The Children Act 1989 Guidance and Regulations Volume 2 (Care Planning Placement and Case Review) and Volume 3 (Planning Transition to Adulthood for Care Leavers):** Guidance setting out the responsibilities of local authorities towards looked after children and care leavers
- **Equality Act 2010: Advice for schools:** Non-statutory advice from the Department for Education, produced to help schools understand how the Equality Act affects them and how to fulfil their duties under the Act
- **Reasonable adjustments for disabled pupils (2012):** Technical guidance from the Equality and Human Rights Commission
- **Supporting pupils at school with medical conditions (2014):** statutory guidance from the Department for Education
- **The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)**

❑ **Bolton Council SEND HANDBOOK 2015**

**Linked policies and documents**

**The following policies can be found on the school website**

- Accessibility Plan

- Anti-bullying Policy
- Behaviour Policy
- Complaints Procedure
- Data Protection Policy
- Disability Equality Scheme
- Supporting Pupils with Special Medical Needs
- Intimate Care Policy
- Looked After Child Policy

### **Review**

This policy will be reviewed on annual basis, by The Headteacher and up-dated where appropriate, however if a weakness is identified in school procedures, the policy will be reviewed and revised immediately.