

Girton Glebe Special Educational Needs and Disability Policy

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Document Control

New Version Number	Key changes from previous version	Date of ratification

Special Educational Needs and Disability Policy

1.1 Introduction

Girton Glebe aspires to provide pupils with special educational needs, with an education that allows them to fulfil their potential by recognising their individual differences, accepting their strengths and weaknesses and by enabling them to value themselves and others. The school strives to create a sense of community and belonging for all our pupils. We have an inclusive ethos with high expectations. A broad and balanced curriculum is offered to all pupils with well-established systems for early identification of barriers to learning and participation.

This policy and the SEND information report will be reviewed by the SENCo every year, and they are responsible for its implementation. It will also be updated if any changes to the information are made during the year. It will be approved by the headteacher and governing board.

This policy should be read in conjunction with the information within the SEND Information Report, available on the school's website, and complies with the legal requirements of The Children and Families Act 2014, The Special Education Needs and Disabilities Code of Practice 2015 and the Equality Act 2010.

1.2 Commonly used acronyms

SEN – Special Education Needs

SEND – Special Educational Needs and/or Disability

EHCP – Education Health & Care Plan

LA – Local Authority

SENCo – Special Educational Needs Co-Ordinator

1.3 Definitions

The school has accepted the definitions for special educational needs and for disability from the SEND Code of Practice (2014):

‘A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.’

‘Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

1.4 Identification

The school is committed to the early identification of pupils who have special educational needs. A pupil with SEND may have difficulties in one or more of the following areas:

1. Communication and interaction.
2. Cognition and learning.
3. Social, emotional and mental health.
4. Sensory and/ or physical.

As recommended in the Code of Practice and in line with LA policy, the school adopts the graduated approach to SEN and recognises that there is a continuum of needs.

We know pupils may need additional support for their special needs if:

- The pupil is not making the expected levels of progress, as identified during Pupil Progress meetings.
- Observations of the pupil indicate they have additional needs in one or more of the four broad areas of need.
- Concerns are raised by parents/ carers, external agencies, teachers or the previous school regarding a pupil's level of progress or inclusion or a pupil asks for help.

We acknowledge that pupils who make slow progress and/ or have low attainment do not necessarily have SEND. Therefore, it will not automatically lead to a pupil being recorded as such.

1.5 Planning and progress

Where a pupil is identified as having SEND, the school will, in consultation with the pupil and parents/carers, take action to remove barriers to learning and put effective special educational provision in place. This SEN support involves a cycle through which decisions and actions are revisited, refined and revised. The SENCo uses this information to compile the SEND register, which is reviewed regularly. Being on the SEND register triggers a cyclical approach, with four stages of action: assess, plan, do, review (**APDR**):

Assess: Using evidence from teacher and parent observations, assessment results and teacher monitoring of progress, the teacher identifies the SEND of the pupil.

Plan: The teacher plans the interventions and provision that is **additional to or different from** those provided as part of the usual curriculum. Targets will be set and reviewed to monitor progress.

Do: The teacher oversees the implementation of the plan agreed and works together with teaching assistants and other support staff to enact the plan.

Review: The effectiveness of the support and its impact on the pupil's progress will be reviewed each term. The views of the pupil will be sought. This will then feed into planning the next steps.

If a pupil continues to make less than expected progress, the decision may be taken to involve appropriate specialists. These specialists may include the Specialist Teaching Team (STT), an Educational Psychologist (EP), or a Speech and Language Therapist (SALT).

In a very few cases, it may be necessary for the school to consider, in consultation with the parents and any outside specialists involved, whether a statutory assessment for an EHCP should be requested from the LA. The school uses LA guidance to help make any such decisions. If the pupil's needs are considered to be severe, long term and complex, an EHCP may be issued by the LA.

1.6 Provision

Like all learners, pupils with special educational needs require frequent opportunities to practice their skills and to develop their knowledge and understanding within a secure and flexible learning environment. All pupils are entitled to access a broad, balanced and relevant curriculum, appropriate accredited qualifications, and a wide range of opportunities.

Teachers make provision for pupils with special educational needs through careful planning of activities that recognise that all pupils benefit from access to a variety of teaching and learning styles. Classroom environments offer appropriate challenge and support; pupils are involved in reflecting on their progress and teacher expectation is high.

All teachers are expected to provide appropriately differentiated and adapted work, make reasonable adjustments for pupils, and follow, whenever possible and reasonable, individual strategies, including those which are listed on Pupil Profiles.

In line with our current provision and available resources, teaching assistant (TA) support is prioritised for pupils with an Education, Health and Care Plan (EHCP). These pupils typically receive individualised support from a TA within their classrooms during morning sessions. In some cases, they may share a TA with other pupils, depending on the level of support outlined in their plan and overall resource availability.

While TA support may not be available in the afternoons, pupils may access small group or targeted intervention sessions led by trained staff. These interventions are tailored to individual needs, informed by ongoing assessment, and regularly reviewed to ensure a positive impact on progress.

We strive to use our resources flexibly to ensure all pupils with SEND benefit from high-quality teaching and appropriate support throughout the school day.

1.7 Monitoring and evaluation

The effectiveness and implementation of provision, including special educational provision, is regularly monitored, evaluated and reviewed.

In addition it is recognised that school wide systems of lesson observation, staff performance management systems, and careful tracking of pupil progress will enable us to plan for improvement and target resources efficiently.

1.8 Roles and responsibilities.

The class teacher's roles and responsibilities are:

- **To set high expectations** for all pupils, including those with SEND, and to promote achievement and independence.
- **To be accountable** for the progress and development of every child in their class.
- **To know pupils well**, understanding their individual needs and planning appropriate support, adaptation and differentiation.
- **To plan and deliver inclusive lessons** that enable full access to the curriculum and promote progress for SEND pupils.
- **To implement agreed support strategies**, including those outlined in APDR's and support plans.
- **To assess and monitor progress**, adapting assessment methods to suit individual needs and ensuring regular reviews.
- **To work collaboratively** with the SENCO, support staff, and external agencies to ensure effective provision and communication.
- **To engage in relevant professional development** to enhance their understanding and delivery of SEND support.
- **To remain accountable** for the progress and outcomes of all pupils in their class, including those receiving SEND support.
- **To work closely with teaching** assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- **To ensure they follow this SEND policy.**

The SENCO's roles and responsibilities are to:

- Work with the Head teacher and SEND Governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support.
- Advise the Head teacher on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Ensure the school keeps the records of all pupils with SEND up to date.

The headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in school.
- Monitor and line manage the work of the SENCO.

1.9 Partnerships

The school encourages pupils to participate in their learning and decisions made about them.

Pupils are:

- Part of the decision-making process.
- Included in setting their targets.
- Included to contribute to the annual review procedure.

The school works closely with parents listens to their views and recognises that their involvement and support is vital to the success of the education of pupils with special educational needs. We promote a culture of cooperation and will always seek constructive ways of reconciling different points of views.

Parents are:

- Encouraged to discuss any issues and concerns with the class teacher in the first instance, and then the SENCO.
- Always kept informed of any additional or different provision being given, including involvement with specialists.
- Invited to contribute to and attend any review meeting about their child.
- Aware of targets set for their child and the progress being made.
- Signposted to SENDIASS so that they can obtain impartial and confidential advice, information and support.
- Able to have access to appropriate special educational needs records for their child.

Advice and support from specialist agencies and other professionals is sought and put in place where appropriate to ensure provision meets the needs of pupils

1.10 Contact

The school recognises that pupils with special educational needs are the responsibility of all staff.

The SENCo can provide information about facilities and provision for young people attending the school.

More information about who to contact can be found within the SEND Information Report, available on the school website.