

Special Educational Needs and Disability Policy

Rationale:

Gosforth Central Middle School is a vibrant and diverse school which recognises that every child is equal, valued and unique. We aim to provide an environment where all pupils feel safe and can flourish in line with our 'CLEAR' values. We will respond to individuals in ways which take into account their varied life experiences and particular needs. We endeavor to ensure that all pupils achieve to the best of their ability. We aim to prepare our pupils effectively for their next stage of education and to equip them with the skills to live fulfilling lives and become valued members of their communities.

Objectives:

- To ensure equality of provision for pupils with special educational needs and disability (SEND);
- To take into account legislation related to SEND , including:
 - part 3 of the Children and Families Act (2014);
 - The SEND Code of Practice (2014);
 - The Special Educational Needs and Disability Regulations (2014);
 - The Special Educational Needs (Personal Budgets and Direct Payments) Regulations;
 - The Order setting out transitional arrangements;
 - Equality Act (2010);
 - The Mental Capacity Act (2005);
 - Keeping Children Safe in Education (2018);
 - Supporting pupils at school with medical conditions (2014).
- To provide full access for all pupils to a broad and balanced curriculum;
- To ensure that the needs of pupils with SEND are identified, assessed, planned for and regularly reviewed to improve outcomes;
- To enable pupils with SEND to achieve their potential;
- To ensure parents/carers are appropriately engaged in decision making;
- To take into account the views, wishes and feelings of pupils;
- To provide advice and support for all staff working with pupils with SEND;
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEND.

Roles and Responsibilities:

Our Assistant Headteacher for Inclusion and Assistant SENDCO are responsible for:

- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- coordinating provision for pupils with SEND;

- advising on the graduated approach to providing SEND support;
- liaising with parents of pupils with SEND;
- liaising with other agencies;
- being a key point of contact with external agencies, especially the local authority and its support services;
- liaising with first and primary schools and potential next providers of education including Gosforth Academy and special educational providers, to ensure a pupil and their parents are informed about options and a smooth transition is planned;
- working with the Head Teacher 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 SEND up to date;
- training staff to ensure they are able to meet the needs of learners with additional needs;
- devising robust and coherent policies for the school to follow regarding pupils with SEND;
- ensure the school's website is compliant as it pertains to SEND.

Each child on the SEND Register is allocated a Key Worker who will, where possible, remain their Key Worker throughout their time at GCMS. The Key Worker will:

- hold review meetings once per term with the family;
- meet the child regularly;
- monitor all aspects of the child's performance at school;
- liaise with the Assistant Headteacher for Inclusion and Assistant SENCO to ensure that any interventions are appropriate and timely;
- act as the first point of contact for any queries relating to SEND.

Learning Support Assistants:

At Gosforth Central Middle School we have a dedicated team of Learning Support Assistants (LSAs) who support individuals and groups of pupils at SEND support level of provision, both in class and through withdrawal for targeted interventions/ programmes. Only in very exceptional cases will a pupil have a named LSA.

Access to Facilities and Provision:

Please refer to school's accessibility plans which outlines how we:

- increase access to the curriculum for pupils with a disability;
- improve and maintain access to the physical environment;
- improve the delivery of written information to pupils.

The school is fully accessible to wheelchair users (toilets, lift – see access plan). All medicines are stored in the medical room and are managed by the First Aid team.

Allocation of Resources:

The Head Teacher and Assistant Headteacher with responsibility for Inclusion are responsible for the operational management of the budget for SEND provision. The school will use a range of additional funding including the notional SEND budget and, where applicable, Pupil Premium to provide high quality appropriate support for pupils with SEND.

Access to the Curriculum

The broad and balanced curriculum is differentiated to enable all children to access the learning. Teachers have high expectations for all pupils. In planning and teaching teachers provide suitable learning objectives, meet the pupils' diverse learning needs and remove the barriers to learning. For the majority of the week, pupils with SEND are taught with their peers in mainstream classes. Teachers are responsible and accountable for the progress and development of the pupils. However, in order to maximize learning, some pupils are withdrawn, individually or in small groups, to take part in targeted, time limited interventions planned to meet particular needs.

Pupils with SEND are actively encouraged and supported to join in and benefit from additional activities and clubs as well as any wider community activities.

Where a child requires access to bespoke curriculum based on previous key stage's expectations, school will endeavor to adapt all possible mainstream learning to include the child. It is, however, quite likely that there will be a higher percentage of their time spent working individually with a named LSA.

Identification, Assessment, Planning and Review Arrangements:

Gosforth Central Middle School follows the graduated approach of assess, plan, do and review as outlined in the Code of Practice (2014). This approach is embedded in whole school practice for all pupils and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils'. (Teachers' Standards 2012)

School assessment data, teacher judgments and, where appropriate, assessments from outside agencies are used to identify pupils who require additional and different provision.

A pupil support plan outlines support and interventions; it is updated each term through meetings with the child, their parents, teachers and LSAs.

The following are **not** SEND but may impact on progress and attainment:

- attendance and punctuality;
- health and welfare;
- English as an additional language (EAL);

- in receipt of pupil premium;
- being a looked – after child;
- being a child of service personnel.

These areas are also monitored by the Assistant Headteacher for Inclusion.

SEND support – four part cycle

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils in school. Regular data captures support the early identification of pupils who are making insufficient progress which may be as a result of SEND. Where concerns are identified an initial concerns checklist is completed and discussed with the Assistant Headteacher for Inclusion or Assistant SENCO.

Assess

The class or subject teacher, working with either the Assistant Headteacher for Inclusion or Assistant SENCO, will carry out a clear analysis of a pupil's needs. This assessment will be reviewed regularly. Occasionally, learning difficulty screeners will be used in school, with parental consent, in order to determine whether to refer a pupil on for external assessment of need. Where appropriate, professionals will help to inform the assessment.

Plan

Parents will be invited to a meeting with the Key Worker to discuss the support and interventions that will be provided for their child. A review date will be agreed with staff, parents and pupil (this is usually the following term). Dates of meetings are recorded on the school information system. Support plans are stored electronically on our secure drive at school and in securely stored paper format. Parents will receive copies of their child's support plan. All members of staff will receive this information electronically.

Do

The subject teachers will remain responsible for working with the pupil on a daily basis and retain responsibility for their progress and outcomes. The subject teacher will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved. The Assistant Headteacher for Inclusion and the Assistant SENCO will support this.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed on the agreed date. Reviews will be held with parents at least three times per year (usually once per term). The Key Worker, working with Assistant Headteacher for Inclusion and the Assistant SENCO, will revise the support in light of the pupil's progress. If a pupil does not make expected progress over a sustained period of time school will consider involving specialists. School works closely with Local Authority services.

Education, Health and Care Plans

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a pupil, the pupil has not made expected progress, then school or parents will consider requesting an Education, Health and Care assessment. School will provide the local authority with evidence of the action taken as part of SEND support.

Further details on provision for pupils with SEND can be found in the SEND information document.

SEND Information Document

This report can be found on the school website. It outlines the provision that Gosforth Central Middle School makes for all pupils with SEND and within the four broad areas of need – communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical.

Transition Arrangements

Transition is carefully planned. In order to ensure successful transition from first school to Gosforth Central Middle School (Year 4 to Year 5) parents and carers are invited to a transition meeting with either the Assistant Headteacher for Inclusion or Assistant SENCO, usually held during the summer term, at their child's first school. For some pupils this process may begin earlier and may involve additional visits to middle school, with support assistants, to familiarise them with the new setting and the different routines that occur during the school day.

Similarly, transition arrangements for pupils moving from Year 8 to Year 9 at the school of choice, are carefully planned and both pupils and parents will be fully involved. Key information about SEND provision will be shared with the next school /setting through the review process. For pupils transferring to Gosforth Academy, review meetings are held with representatives from their SEND team during the summer term at Gosforth Central Middle School.

Partnership with Parents/Carers:

Gosforth Central Middle School has positive attitudes to parents/carers and values their important role in their child's education. Parents/carers are always informed when their child is placed on the SEND list and the graduated response, outlined in the Code of Practice, is explained to them. Parents are involved in the review process. Interpreters are arranged for parents who require translation during meetings. Written information is in accessible formats and sufficient notice (a minimum of two weeks) is given for meetings to enable parents/carers time to prepare.

Pupil Participation:

The views of all pupils are valued. Pupils with SEND are supported to be involved in decision making and to be able to express any concerns. The pupils meet with their Key Worker to

discuss their progress and support, and to identify areas and targets to focus on. Pupil views and comments are recorded on their support plans. This information is reviewed and updated termly as part of the review process. Pupils are invited, where appropriate, to attend their termly review meeting. Where this is not appropriate, the pupil's views shared at their progress and support meeting will be discussed.

Monitoring and Evaluating the Success of Provision:

A variety of methods are used to monitor and evaluate the provision and achievements for the pupils with SEND:

- regular observation of teaching by the Senior Leadership Team;
- use of videos to record class teaching, interventions, and types of differentiation used in lessons;
- analysis of assessment data, with high expectations for the progress expected between key stages for all pupils;
- assessment records that illustrate progress over time;
- pre and post assessments for those pupils who are withdrawn for targeted interventions;
- success rates in respect of individual targets – shown on pupil support plans;
- monitoring by the governor with responsibility for SEND;
- views of parents/carers and pupils;
- regular meetings between LSAs and Assistant Headteacher, Assistant SENCO, Heads of Year, and subject leads;
- peer review process within Gosforth Schools Trust;
- LA audit to externally validate provision and outcomes for pupils with SEND.

Staff Development:

- The Assistant Headteacher for Inclusion and Assistant SENCO ensures staff are informed of local and national developments in relation to SEND and Inclusion.
- Training needs are identified and, where appropriate, outside agencies are used to deliver the training.
- Newly qualified teachers are offered support and in school training both in school and by Gosforth Trust.

Medical Conditions

Gosforth Central Middle School will follow the recommendations of the Children and Families Act (2014) with regard to arrangements to support pupils with medical conditions. Where a pupil also has SEND, their provision will be planned and delivered in a coordinated way with their healthcare plan.

Admission Arrangements:

See Admissions Policy

The Complaints Procedure:

See Complaints Policy

This SEND Policy will be reviewed and amended annually.

Date of Policy: March 2019

Next review: March 2020