

SEN Policy and information report

Gosberton House Academy

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Gosberton House Academy is committed to providing outstanding education for all pupils.

Principles

The Governors and Strategic Leadership team are fully committed to the idea of maximizing the potential of all of our pupils by meeting their individual needs and preparing them for an enriched and rewarding life beyond school.

We offer:-

- Access to a broad, balanced and relevant social and academic curriculum that is well matched and appropriately differentiated to individual needs and underpinned by the use of specialist approaches and strategies that are nationally and internationally research proven to be beneficial in supporting our youngsters.
- Access to a Rights Respecting Gold standard environment within which all pupils are regarded as unique individuals who must have the opportunity to excel and to become valued, pro-active, contributing members of society
- An active engagement approach within which pupil 'voice' is celebrated
- Partnership working with our families- you are your child's first and most important teacher. We will support you in any way that we can.

- Access to a multi-agency, multi-disciplinary approach using the expertise and support of outside partners.

School Mission statement

WORKING TOGETHER LEARNING TOGETHER - we are constantly striving towards excellence.

Values

- We value education because it has the power to change our lives
- We value success for all
- We believe that all of our children have the right to a high quality education that is tailored to meet their individual learning needs and learning styles
- We believe that all of our children should have equal access to all social and educational opportunities
- We believe that our children should be kept safe from all harm and should be fully involved in the life of the school and our wider communities.
- We value our work with parents, communities and the multi-professional team
- To value each other and our contributions

Aims

- To provide the highest quality education possible for each child
- To provide a stimulating, relevant learning environment that enables each child to maximise his/her learning potential to become active citizens adhering to fundamental British values
- To focus teaching to the development of the whole child within a Rights Respecting culture.
- To be proactive in supporting all staff to achieve their potential
- To support our children to participate fully in the school, and their local community and to take part in decisions about their education
- To lead Inclusion and Outreach work
- To produce a strong partnership with children, parents/carers and other stakeholders
- To be creative and innovative so that we may carry on improving

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Louise Stanton

They will:

- Work with the Strategic Leadership Team and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, 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 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

- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Principal, Strategic Leadership Team and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Principal

The Principal will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class Team

Each class team are responsible for:

- The progress and development of every pupil in their class
- Working closely with any additional teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,

- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate and multiple learning difficulties

5.2 Consulting and involving pupils and parents

You are your child's first and most important teacher. We will work very closely with you to support your child.

- Everyone develops a good understanding of the pupil's areas of strength and areas of additional need.
- We take into account your concerns and your priorities
- Everyone understands the agreed outcomes sought for your child [EHCP/IEP]
- Everyone is clear on what the next steps are [IEP]

5.3 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SLT/SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Your child will contribute to and be aware of his/her targets in a format that is meaningful and achievable to him/her.

5.4 Supporting pupils moving between phases

We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We will encourage and support receiving school to visit your child here at GHA; to spend sometime seeing what works best for them; arranging visits and taster sessions at the 'new' school. We will support our colleagues to view your child as an individual and to appreciate that an individualized approach to transition is needed.

5.5 Our approach to teaching pupils with SEN

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

High quality teaching is our first step in responding to pupils. This will be differentiated for individual pupils.

We will also provide specific interventions including :

- NAS SPELL- structured, positive, empathetic, low arousal, linked learning environment
- Teacch
- Team Teach
- Colourful Semantics
- PECS
- Sensory
- Kinesthetic
- Active Engagement [for a full list of our interventions and supports please refer to our Local Offer]

5.6 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

[for a full list of our interventions and supports please refer to our Local Offer]

5.7 Additional support for learning

- We offer small group and high staffing ratio , differentiate access to learning using pupils interests and strengths

- We access to a multi-agency, multi-disciplinary approach using the expertise and support of outside partners.

[for a full list of our interventions and supports please refer to our Local Offer]

5.8 Expertise and training of staff

Our school is an Investors In People- Platinum level school. This means that we are acknowledged nationally as working at the very highest levels to value and to support our staff to develop the skills and competencies that we need to ensure that your child has access to the very best provision possible.

We work within a multi-disciplinary, multi-agency environment to ensure the highest quality of provision for your child.

5.9 Securing equipment and facilities

We access Lincolnshire negotiated contracts to ensure that we can provide your child with the equipment that he /sch needs.

5.10 Evaluating the effectiveness of SEN provision

We are an Ofsted Outstanding * since 2007 school. We aim to be at the forefront of best educational practice.

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions each term
- Using pupil questionnaires
- Monitoring by the SENCO / SLT
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.11 Enabling pupils with SEN to engage in all activities

We view ourselves as a very 'special' primary school. We want all of our children to be able to positively experience all of the things that their siblings, cousins, neighbours, friends and children in all other school experience - visits, visitors, local, regional, national and international events; we are part of the 'global community.' We strive to make it as accessible as possible; to give our youngsters entry to as many experiences as possible so that they can grow in their confidence to become active, curious, investigative members of our global community

[see Accessibility Plan- website]

5.12 Support for improving emotional and social development

Autism Policy

Behaviour Support Policy

5.13 Complaints about SEN provision

See Complaints Policy

Complaints about SEN provision in our school should be made to the Principal in the first instance. They will then be referred to the school's complaints policy.

6. Monitoring arrangements

This policy and information report will be reviewed annually

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions

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