



Gossey Lane Academy

Special Educational Needs and Disabilities (SEND) Policy

Approved by: Mr C Clarke (Chair of Governors)

Signed: Date:

September 2019

1. Special Educational Needs and Disabilities (SEND) Policy

Gossey Lane Academy places great importance on striving to meet the needs of ALL children in the school and fully recognises that some children will require additional help to access the curriculum and fully participate in learning. The school operates its policy, provision and practice in accordance with the 'Special Educational Needs Code of Practice (2014).

2. Values



These are promoted to all children regardless of their educational needs or abilities.

3. Responsibilities

The **Governing Body** are ultimately responsible for ensuring the needs of children are met.

The **Head Teacher** as the leader of the school is responsible for ensuring that this is embedded into the running of the school.

The **Special Educational Needs Coordinator or SENCo/ Inclusion Leader** is the person responsible for coordinating the day-to-day provision for pupils with SEND. At Gossey Lane Academy, the Inclusion Lead is Miss L McGuire.

All Teachers are teachers of SEND and take full responsibility for all children within their class.

We also employ certain staff to allow us to offer the additional support that is required. When needed, we will consult external agencies and professionals to develop the provision we offer for children.

4. Admission Arrangements

The admission arrangements for children with SEND are in accordance with the guidance set out in the Admission Arrangement published by the Authority. A copy of the Admission Arrangements is available from Birmingham City Council.

5. Making The School Accessible

We have made adaptations to the school site to make it more accessible for children with Special Educational Needs or Disabilities. Some examples are listed below:

- Blinds and carpeting in all classrooms to assist access for children with sensory needs
- A disabled toilet with showering facilities
- Handrails are fitted to all stairs
- Ramps have been built at all the exit/entrances to the school building and the playground
- A lift in the school hall provides access up and down the stairs

With the support of external agencies a full accessibility audit has been completed on the school site. To see a copy of the Accessibility Plan detailing actions which will further improve accessibility at Gossey Lane please [click here](#).

6. Resources Available

Additional support and resources a child receives will depend upon their level of need; children with greater need receive more support. A provision map is used to set out the additional intervention used to provide support as part of our **Graduated Response**.

The resources that we are able to provide are;

- Comparable with similar schools in Birmingham
- Allocated fairly and equitably according to the level of need
- Based on our professional assessment of the level of need in relation to other children of the same age
- Moderated through advice, help and support from SEND support services who routinely work across a number of schools

At Gossey Lane Academy have a range of external services regularly available to us for SEND support. These include: Pupil and School Support Teachers, Advisory Teachers, Educational Psychologists, Speech and Language Therapists, The Communication and Autism Team, Warwickshire Attendance Team and Behaviour Support Workers. We may also work with health services, Birmingham Children's Trust and other key agencies that work in specialist areas. A Family Support Worker is also based at school to support partnership working with parents and children.

7. Identifying and Meeting SEND Needs

Children and young people make progress at different rates and in different areas throughout their school life. This may be effected by their health, school absence, difficulties in their home circumstances, or other reasons such as English as an additional language. These reasons alone would not mean a child or young person has Special Educational Needs or Disability. We would identify whether children and young people have Special Educational Needs or Disabilities in the following ways:

- Information transferred from previous schools
- Information and assessments received from other professionals e.g. health services
- Identifying where pupils have greater difficulties in learning in relation to other children of the same age
- Continuous monitoring of progress at regular intervals
- Considering whether the pupils rate of progress is in line with the progress of other children of the same age
- Listening to what children and their parents/carers tell us
- Conducting in depth assessment of learning and behaviour
- Consultations with other external educational professionals

8. Early Identification of additional needs

If concerns regarding a child's ability, performance or progress arise, the first stage in our **graduated response** is to complete an **Initial Concerns Evaluation (I.C.E)** form. It is the responsibility of the individual class teacher to raise their concerns and record them using the I.C.E form.

When completing an I.C.E form, the views of the child and parents should be included. Clear and consistent communication between parents and school will be established to develop a full understanding of the child's needs. It will also be made clear that an I.C.E form does not mean the child has Special Educational Needs or Disabilities at this stage.

The second stage consists of the graduated 'assess, plan, do and review' approach which addresses the teachers concerns identified on the I.C.E form.

- 1) **Assess:** Data and information relating to the pupil will be gathered by the class teacher to show an accurate assessment of the pupil's needs. They will identify clear areas in which the child needs support and plan accordingly to address them.
- 2) **Plan:** This usually consists of specific classroom practices and additional intervention that support the pupil to make progress within the identified areas. Advice from the SENCO is available to support with this process.
- 3) **Do:** Over a period of usually six weeks the plan will be implemented and progress within the areas will be monitored. Parents will also be consulted on the actions they can take to support their child at home to develop their skills, knowledge and understanding. A date for the review is set.
- 4) **Review:** Progress towards the areas identified will be measured and the impact of interventions discussed. This review will be used to decide upon next steps for the child. Parents and children will be involved within the review.

In some cases, the child may have made sufficient progress and their needs have been addressed so no further action is required. Alternatively, it may be decided that another 'assess, plan, do and review' cycle is needed or the child is placed on the SEND register. This would be done in consultation with parents.

9. Levels of support

Wave 1

This is 'universal support' which is available to all pupils within school regardless of their needs or abilities. It consists of inclusive Quality First Teaching (QFT), which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

Wave 2

When a child continues to make little or no progress despite Quality First Teaching in the classroom they would access Wave 2 levels of support. Wave 2 outlines specific, additional and time-limited interventions provided for some children who are falling behind the age expected level. Wave 2 interventions are targeted at a group of pupils with similar needs. At this point, school may consider involving specialist services such as the Communication and Autism Team, Pupil and School Support service, Educational Psychologist or Beacon School Support.

Wave 3

This is targeted provision for a small percentage of children who either require a high level of additional support or specialised provision in order to address their needs. At Wave 3, a child will have specialist services involved and school may be working with multiple services in order to meet the needs of the child. At this level the child may have an Education, Health and Care Plan (EHCP).

10. Education, Health and Care Plans (EHCP)

The additional needs of most pupils will be met by Quality First Teaching, interventions and resources available at school. In a very small number of cases, pupils will require a more comprehensive and individualised package of support to help them achieve their outcomes and remove barriers to learning. In these cases, a request for statutory assessment for an Education, Health and Care Plan (EHCP) may be considered.

The council follows the criteria below when deciding whether a statutory assessment for an Education, Health and Care Plan is needed:

- The child or young person has severe or complex long term needs that affect their everyday life
- They require provision and resources that are not normally available within a mainstream educational setting
- They require intensive help and support from more than one agency

- Despite relevant and purposeful levels of support being provided by their educational establishment, they are making limited or no progress

Where a pupil already has an Education Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. As a school we carry out the reviews completing the necessary paperwork, taking into account the views and contributions of parents, pupils and external agencies.

11. Exit Criteria

When a pupil has made sufficient progress in their area of need so that they no longer require any provision that is 'different from or additional to' that which is normally available they will no longer be seen as requiring SEN Support. At this point, through discussion and agreement with parents/carers the pupil will be removed from the school's SEND register. **It is our aim to make children independent of additional support as soon as possible.**

12. Providing Equal Opportunities

We expect all of our pupils to have access to all parts of the curriculum, and we will make reasonable adjustments for those with additional needs to ensure there are no barriers. Occasionally, with the agreement of both the child and their parents/carers, a joint decision will be made to vary part of the national curriculum to undertake an individual replacement activity better suited to that child's needs. We will also ensure that there are no barriers to children with SEN taking part in all of the activities that are generally on offer to all pupils. Where the use of ICT makes the curriculum more accessible and enables better progress, we will aim to provide the appropriate IT resources.

13. Monitoring The Success Of The Provision Made

We regularly monitor the progress of all our pupils, and children with SEND are no exception. We set targets for improvement for all children and will ensure that these targets are made available to both the pupils involved and their parents. It is particularly important for children with SEND that:

- Parents work with us and support the additional work that we are doing
- We have high expectations for pupils with SEN as we do for all
- We regularly monitor and review our provision

- We report at least yearly on progress to the Governing Body

External monitoring of our provision and arrangements is provided by the Authority and the OFSTED Inspection process.

14. Involving Parents

We welcome the involvement of all parents. Without their commitment and support to continue the additional work that we do, the programmes that we put in place will not be as successful. **Parents will be consulted if we decide that we need to make additional SEN provision for their child.** We will request their attendance and advice at regular reviews and ask them to undertake support activities at home. We are happy to meet to discuss any concerns there might be, and see parents as equal partners in their child's learning and progress.

15. Transition

We recognise that a change of school, class and staff can be an exciting, yet anxious time for all students. This can be particularly challenging for some students with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high quality provision and reassurance to students and families. When leaving Year 6 and moving to secondary school we:

- Support the transition between schools through planning and meeting teachers in the receiving school, and transferring records and knowledge
- Ensure that, if local, children have the opportunity to visit the school and meet key staff before they move

16. Parental Complaints

We will always be open to receiving either compliments or complaints from parents of children with SEND in the school. In the first instance these should be relayed to the Inclusion Leader either by calling for a discussion and making an appointment, or by writing into school.

A copy of the school's complaints procedure is available on the website or from the School Office.

17. Key Contacts

The key contacts for further advice and information on SEND in the school are:

Miss L McGuire - Inclusion Leader

Mrs Amin - Head Teacher

Gossey Lane Academy

Gossey Lane

Kitts Green

Birmingham

B33 0DS

Tel: 0121 464 2909

E-mail the School office on enquiry@gosseylane.org.uk

18. Review

This policy will be reviewed according to the School Policy Review Plan except:

- where Government or LA changes necessitate an earlier review
- where a request has come from the Governors or Head Teacher

Reviewed: September 2019

Next review: April 2021