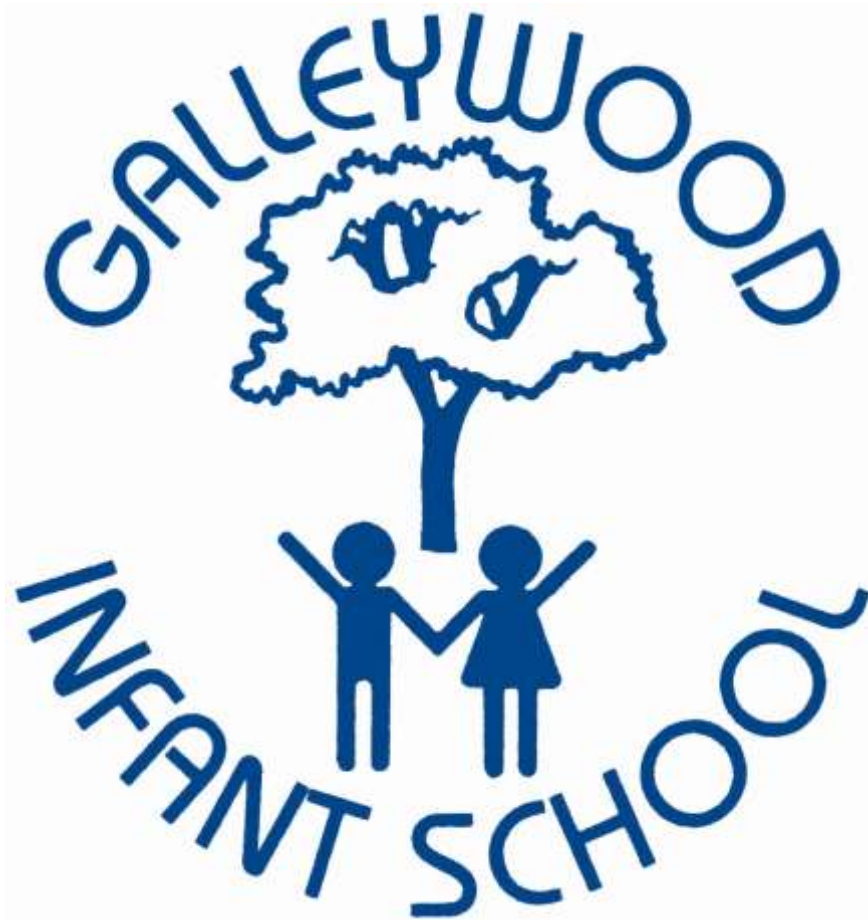


Galleywood Infant school

Special Educational Needs Policy



Initial date of policy: November 2019

Reviewed and updated: November 2022

Reviewed and updated: January 2023

Next review: November 2025

Please also refer to the Galleywood Infant School SEND Information Report.

At Galleywood Infant School we aim to develop confident, thoughtful individuals who take ownership of their learning as well as developing skills to persevere in order to succeed and feel proud of their achievements.

We are committed to providing an inclusive environment and exciting curriculum that ensures the best possible progress for all our pupils. As a school our focus is to ensure all pupils succeed and that provision is tailored to meet the varied needs of all pupils.

We believe that teamwork and positive partnerships with families, colleagues, governors and the wider community will nurture, support and encourage our pupils; preparing them to embark upon future challenges with enthusiasm, courage, confidence and aspiration.

Definition of SEND

Definitions of special educational needs (SEND) taken from section 20 of the Families Act 2014

A child or young person has SEND if they have a learning difficulty which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others the same age: or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definitions above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Roles and responsibilities

Head Teacher

Mrs Sarah Manning is responsible for the day to day management of all aspects of the school

SENCo

Mrs Kelly Fennell is the SENCo, she is responsible for:

- Coordinating provision for pupils with SEND alongside the class teachers
- Facilitating meetings for pupils and their families
- Seeking professional advice when needed
- Accessing training for staff to ensure they are skilled and confident in meeting a range of needs

- Ensuring one plans/provision plans are written and reviewed

Class teacher

The class teacher is responsible for:

- Ensuring they are aware of any pupil with additional needs, and how they can meet this need within their planning
- Ensuring Quality First Teaching and differentiation for pupils with SEND
- Monitoring the progress of children and identifying, planning and delivering additional support required
- Ensuring parents are informed about the range and level of support offered to their child

SEND Governor

Mrs Vicki Servantes is responsible for monitoring and evaluating the effectiveness of provision for pupils with SEND.

Parents and Carers

All Parent/Carers are encouraged to take an active role in their child's education. Formal review meetings take place three times a year, however we are always happy to meet parent/carers to discuss pupils needs and their provision. Appointments can be made directly with the SENCo or via the school office.

Parent sessions are offered as appropriate, covering key areas of children's development.

Aims and objectives

Aims

Our overall aim is to create an atmosphere of encouragement, acceptance, respect and sensitivity to all individual needs.

We work to:

- Identifying, at an early age, individuals who need additional support
- Enabling pupils to reach his/her full potential
- Endeavouring to meet the individual needs of each pupil
- Developing a pupil's self esteem
- Providing support for individual needs through a variety of interventions, whole class, small groups
- Monitoring closely those pupils with SEND by review and assessment, to enable us to recognise, celebrate and record achievements
- Working with parents and outside agencies to provide support and opportunities to our pupils

Objectives

Galleywood Infant School will:	This will be achieved by....
Identify the needs of pupils with SEND as early as possible	Gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school
Monitor the progress of all pupils	Continuous monitoring of all pupils to identify pupils with SEND by class teachers and support staff to ensure that children with SEND are able to reach their potential
Make appropriate provision to overcome all barriers for all pupils in order to access the National Curriculum	The Headteacher, class teachers and SENCO will carefully monitor and review the provision to ensure individual targets are being met and all pupil's needs are being catered for

Work with parents/ carers	To understand better the learning needs of the child, set targets, review progress and support them in terms of understanding SEND practice
Work with and in support of outside agencies	Consulting outside agencies when the needs of the child cannot be fully met in school. Some of these services include: Educational Psychology Service, Speech and Language Therapy, Occupation Therapy and Physiotherapy experts, Private Specialist teachers, Children and Adult Mental Health Service (CAMHS), Family Support Services
Create a school environment where pupils can contribute to their own learning	Encouraging relationships with adults in school where pupils feel safe to voice their opinions on their needs. Pupil participation is encouraged through school by wider opportunities such as school council, sports clubs, teacher led clubs and via the pupil profile.

Information for families

Specialist SEND provision

We are committed to whole school inclusion. In our school we support children with a range of SEND- refer to the SEND Information Report www.galleywood.essex.sch.uk to see how we support our children. We will seek specialist SEND provision and training from SEND services where necessary. All LSAs and support staff receive relevant training to equip them for effective delivery of SEND provision in Galleywood Infant School.

Facilities for pupils with SEND

The school complies with all relevant accessibility requirements: wheel chair access, ramp from the playground to the school buildings, disabled toilet.

Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or SENCO, who will be able to advise on formal procedures for complaint.

General information

A new SEND Code of Practice accompanies legislation in The Children and Families Act 2014.

Details of the reforms and the SEND Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those pupils with the most complex needs. These pupils will now receive an Education, Health and Care (EHCP) Plan.

The SEND Local Offer is a resource which is designed to support pupils and young people with SEND and their families. It describes the services and provision that are available to families in Essex. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

www.essex.sendlocaloffer.org.uk

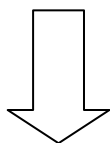
Assess, Plan, Do and Review

This page explains how we use an assess, plan, do and review process to support and monitor our SEND pupils.

Assess

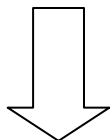
This involves analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are identified and being overcome and that the interventions being used are developing and evolving as required. External support may be sought if this is felt appropriate and not already in place in consultation with parents.



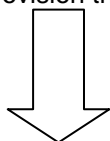
Plan

Planning will involve consultation between teacher, SENCO and parents to agree adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a date for review. All staff and parents will be informed of the provision through the Individual Support Plan.



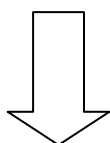
Do

The class teacher is responsible for working with the child on a day-to-day basis. They will retain responsibility even when the interventions may involve group or one-to-one teaching away from the class teacher. They will work closely with LSAs to plan and assess the impact of the support/interventions and links with classroom teaching. The SENCO will offer support with further assessments and effective provision through the interventions.



Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support/ interventions. It will take account of the views of the pupil and their parents. The class teacher in conjunction with the SENCO will revise support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.



Assess