



Gosfield School

Special Educational Needs and Disability Policy

Whole School Policy, including EYFS

Introduction

This document aims to explain the provision and support for students with physical, emotional and learning needs at Gosfield School. Gosfield School has regard to the 0-25 Special Educational Needs and Disabilities Code of Practice 2014.

Purpose of the Policy

Students at Gosfield School may come under the auspices of the Learning Support Team (LST) for any one of the following reasons:

- They have a Specific Learning Difficulty that has been formally identified by an Educational Psychologist.
- Standardised testing shows that they are achieving scores well below their chronological age in reading, spelling or maths.
- They are struggling to keep up and sustain progress within the classroom situation.
- They are identified through classwork and standardised testing to be able and working at a level well above average for their age.
- They have been identified as needing support in terms of emotional, behavioural, physical and sensory needs.

The Gosfield School and College aims

- To ensure that all students, regardless of ability, have complete access to a wide range of suitably challenging educational opportunities which are appropriate to their needs.
- To provide an education that enables all students to make progress so that they can achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood, whether into employment, further or higher education or training,
- To ensure that all staff are aware of the need to provide high quality teaching, using a range of teaching and learning strategies, which allows all students including those with SEN needs to learn effectively.
- To advise and support all staff in providing a differentiated and accessible curriculum which meets the needs of all students.
- To develop and implement Individual Education Plans for students identified on the SEN register.
- To keep parents and carers informed of their child's progress
- To work effectively with outside agencies in order to meet the additional needs of individual students.

- To ensure all students are fully involved in all aspects of school life including participating in their own learning and decisions about it.
- To liaise closely with the SEND link governor and ensure governors are all informed of developments and their responsibilities to support, monitor and evaluate the school's SEND policy.

Admissions and Disabled Students

We welcome all students who can make the most of the opportunities that we offer and can flourish in the caring environment of Gosfield School. Treating every student as an individual is important to us, and we welcome students with physical disabilities provided that they can cope with our site.

We advise parents of children with physical, emotional or learning support needs to discuss their child's requirements with Gosfield School before he or she attends for our assessment so that we can make adequate provision for him/her. Parents should provide a copy of a medical report to support their request, for example, for large print material or other special arrangements.

On Entry

Each student with a disability requires special consideration and treatment. If appropriate, adjustments will need to be put in place. We will discuss thoroughly with parents and their medical advisers the adjustments that can reasonably be made for their child before they accept the offer of a place and before he/she becomes a student at the school

Facilities

The Learning Support Department has its own purpose-built suite in the central area of the school. It consists of a central office and two withdrawal rooms for work with pupils. The area has a warm and friendly atmosphere to encourage students to feel comfortable and safe, ample natural lighting as well as lights that reduce visual stress (following SEN guidelines), and computers that are connected to the school network and have internet access.

Allocation of Resources

The majority of support given to students is provided in-class as outlined in the SEN Code of Practice 2014 which places the emphasis on quality first classroom teaching to secure student progress. The school uses Learning Support Assistants (LSAs) as one type of provision to support student's learning in class according to their level of need. We aim to provide students with provision tailored to their needs. The timetable for in-class support is written by the SENCo. It is essentially a fluid document and is amended or re-written as and when the need arises.

Withdrawal sessions are provided at an additional fee for students if it is recognised that their needs cannot be met by in-class support alone or if such sessions are requested by parents. Additional withdrawal sessions are provided at an additional fee for selected students at KS4 in lieu of a GCSE subject option to support their studies.

The following criteria are used to prioritise support for students with SEN:

- Students with Education, Health and Care Plans (EHCP) are allocated support for time or in the areas dictated in their plan.
- Students who have previously been withdrawn for extra support and still fall short of the minimum levels of literacy/numeracy in order to function in the classroom for English, Maths, Science.
- Students in need of class support in other subjects/requests from teachers.

Physical Accessibility

Parents and prospective parents of disabled children may wish to obtain copies of Gosfield School's Accessibility Plan from the school office. This shows the ways in which we plan to make our buildings progressively more accessible to disabled pupils, parents and visitors.

Gosfield School has an active monitoring policy and will do its best to make adjustments to take account of an individual student's needs, within the constraints imposed by its many buildings on a scattered site.

Staff Training

Our teaching staff receive training on the learning needs of students with special education needs, and when students with disabilities enter the school, specific training is organised.

Gifted and Talented

The school identifies those students who are more able or gifted by using baseline data obtained through Durham University and these students are monitored by an allocated member of staff.

Links with External Support Services

In order to support some of the students with Special Educational Needs, we have access to a few outside agencies. The most frequently used are Specialist Teachers and Educational Psychologists who can assess students to make a diagnosis of category of need, as well as suggesting support strategies and examination access arrangements. Assessments are paid for privately by parents but coordinated by the Learning Support Department.

Transition Arrangements

Where necessary the SENCo attends the transition Annual Review meeting of pupils in Year 6 from other schools who will be attending Gosfield in Year 7. Our Careers Advisor liaises with the SENCO and conducts interviews to ensure that the needs of SEN students are met as they progress through the school and as they prepare to leave the school at 16 or 18.

Complaints

It is hoped that close home-school liaison will minimise the need for complaints concerning Learning Support, but should they arise, parents/carers are encouraged to contact the SENCo at the school by telephone or letter in the first instance. We undertake to reply to the complaint within twenty-four hours **wherever possible**. If the complaint cannot be resolved by the SENCo then the matter is referred to the Senior Leadership Team.

Identification of Need Procedure

Screening

All new students will undergo screening by use of CEM data in order to ascertain any potential difficulties. Information from feeder schools/nurseries is monitored and, where necessary, liaison prior to intake occurs. Year 7 students also undergo an online GL Lucid assessment designed to highlight students with specific learning difficulties.

Stage 1

Identification of students not previously on the register is the responsibility of all members of staff. When any teacher has concerns about the progress a pupil is making in their subject, they should follow the protocol outlined on the SEN flow chart. (Appendix 1). At this stage, the responsibility lies with the subject teacher to adjust their planning, if needed on several occasions, in order to accommodate various strategies which will enable the student to engage with the work set in order that success can

be achieved. The subject teacher should inform the student's Tutor and their HoD in order to share information.

Stage 2

If, after 3-4 weeks, the subject/class teacher does not see improvement in the student's work, despite the adjustments within their planning they should refer their concern to their HOD so that the student can be discussed by the team and ideas to support their needs can be shared.

At this stage, a meeting should be set up with form/class teacher, and parents to discuss the student's needs. Monitoring of the student is now shared between the form/class teacher and HOD.

Stage 3

Where no strategies have made any impact the SEN referral form (Appendix 2) should be completed and forwarded to the SENCO. Following discussion with the form/subject teacher, the SENCO will arrange a meeting with the parents to discuss next steps.

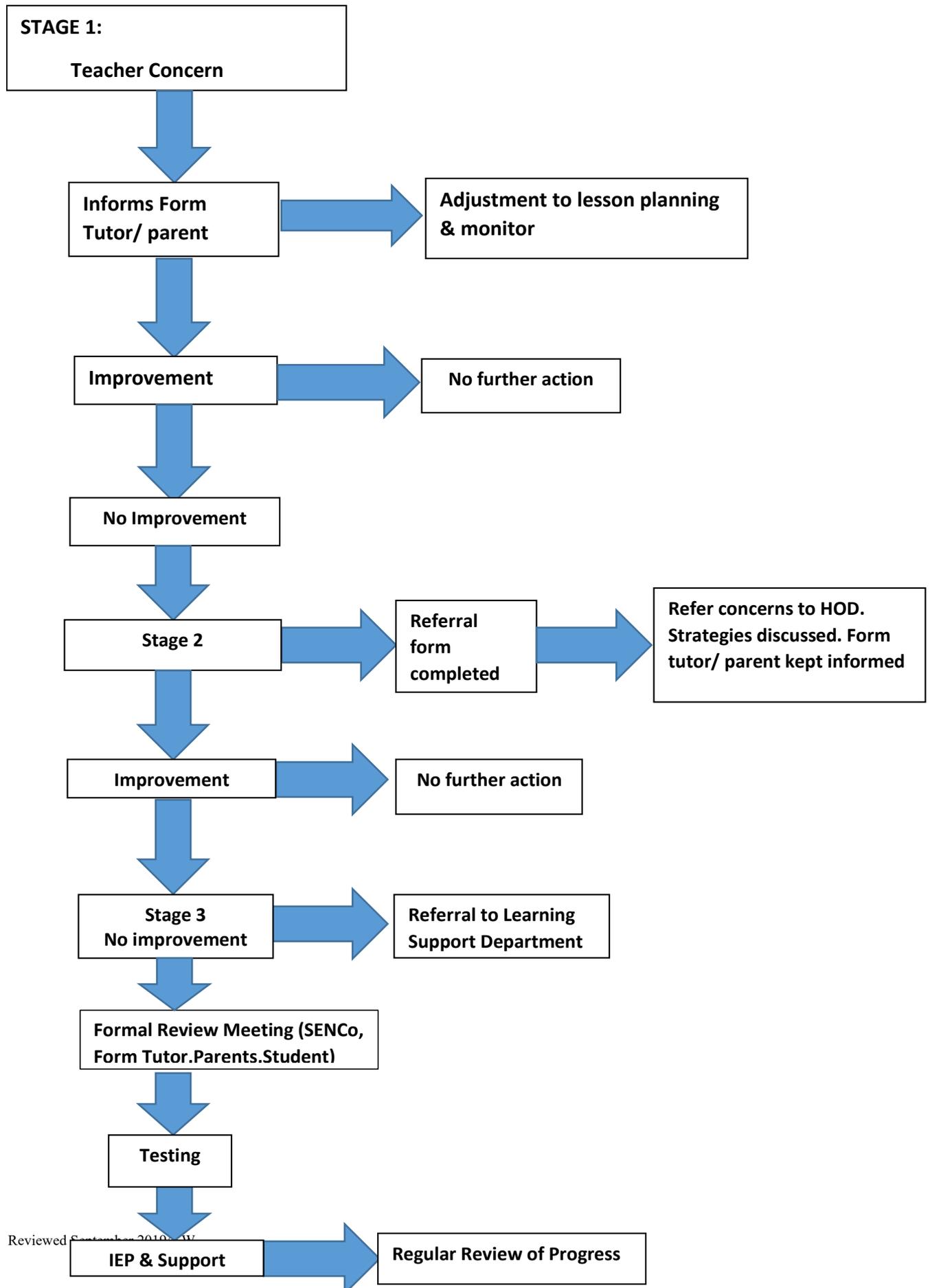
An IEP will be written by the SENCO, with input from the class/subject teachers and the student and the appropriate level of support will be agreed. The IEP will be discussed with the parents and child, and when agreed, circulated to all relevant staff.

The IEP progress review will be held at regular intervals during the academic year with a maximum of three times. Review meetings will include the students, parents, SENCO and any other professional where applicable. The SENCO will gather all relevant information; existing targets will be reviewed, and new ones set as appropriate. The student will be included in the setting of targets. Monitoring of IEPs is the responsibility of the SENCO, who will at all times ensure that form teachers and subject staff are kept informed of relevant information.

Students who need specific programmes of study will be given in class support and where appropriate, small group or 1:1 lessons in the SEN department. Every effort will be made to ensure the least possible disruption to the progress of the core curriculum.

APPENDIX 1

Flow Chart Procedures



APPENDIX 2

Gosfield School Special Educational Needs Student Referral Form

Name of Referring Staff		Subject:	Date:
Name of Student			
Teaching Year/Group			

1. Please highlight area(s) of concern:

Communication and interaction

Cognition and learning

Social, emotional and mental health difficulties

Sensory and/or physical difficulties

2. Briefly explain what difficulties the student is experiencing in accessing learning.

3. Aside from quality first teaching, describe strategies you have used to differentiate the lesson and adapt your planning for the student?

4. Date and details of conversation had with HoD / Tutor or HoH regarding your concerns?

Date of conversation: _____

5. Actions by SENCo

<input type="radio"/> Suggest Strategies	<input type="radio"/> Classroom Observation	<input type="radio"/> Resolved with Referring Staff
<input type="radio"/> Meeting with Student/Parents	<input type="radio"/> Place on SEN Register	<input type="radio"/> Other

Comment:

Date: _____