



# Gosfield School

## Special Educational Needs and Disability Policy

Whole School Policy, including EYFS

### Introduction

This document aims to explain the provision and support for pupils 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

Pupils 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 have been identified as needing support in terms of emotional, behavioural, physical and sensory needs.

### Gosfield School Aims

- To ensure that all pupils, 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 pupils 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 pupils including those with SEND needs, to learn effectively.
- To advise and support all staff in providing a differentiated and accessible curriculum which meets the needs of all pupils.
- To develop and implement profile pages for pupils identified on the SEND 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 pupils.
- To ensure all pupils 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 Pupils**

We welcome all pupils who can make the most of the opportunities that we offer and can flourish in the caring environment of Gosfield School. Treating every pupil as an individual is important to us, and we welcome pupils 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 they attend a Guest Pupil Day so that we can make adequate provision for them. Parents should provide a copy of any medical or assessment reports before the Guest Pupil Day.

### **On Entry**

Each pupil 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, if necessary, their medical advisers the adjustments that can reasonably be made for their child before they accept the offer of a place and they become a pupil at the school

### **Facilities**

The Learning Support Department has its own purpose-built suite in a central area of the school. It consists of an office and two withdrawal rooms for work with pupils. The area has a warm and friendly atmosphere to encourage pupils to feel comfortable and safe, ample natural lighting as well as lights that reduce visual stress (following SEND guidelines), and computers which are connected to the school network and have internet access. In both the Prep and Senior buildings, there is an area pupils can utilise at break and lunchtimes should they need support.

### **Allocation of Resources**

The majority of support given to pupils is provided in-class as outlined in the SEND Code of Practice 2014, which places the emphasis on quality first classroom teaching to secure pupil progress. The school uses Learning Support Assistants (LSAs) as one type of provision to support pupil's learning in class according to their level of need. We aim to provide pupils with provision tailored to their needs. The timetable for in-class support is written by the Prep and Senior School SENCOs. 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 pupils if it is recognised that their needs cannot be met by in-class support alone or parents can request sessions in consultation with the SENCO and class teacher. Additional withdrawal sessions are provided at an additional fee for selected pupils at KS4 in lieu of a GCSE subject option to support their studies.

The following criteria are used to prioritise support for pupils with SEND:

- Pupils with Education, Health and Care Plans (EHCP) are allocated support for time or in the areas dictated in their plan.
- Pupils who have been previously withdrawn for extra support and are working below the minimum levels of literacy/numeracy in order to function in the classroom for English, Maths, Science.

- Pupils in need of class support in other subjects and 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 pupil'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 pupils with SEND, and when pupils with disabilities enter the school, specific training is organised, where necessary.

### **Links With External Support Services**

In order to support some of the pupils with SEND, we have access to some outside agencies. The most frequently used are specialist teachers and educational psychologists who can assess pupils to make a diagnosis of category of need, as well as suggesting support strategies and examination access arrangements. Some assessments are chargeable and are paid for privately by parents but coordinated by the Learning Support Department.

### **Transition Arrangements**

For Year 6 pupils with SEND who are joining Gosfield School in Year 7 from other schools, The SENCo (Senior School) meets with the class teacher and the SENCo. The SENCo (Senior School) also meets with the Year 6 pupil and their family prior to joining Gosfield School. For Year 6 pupils currently in our Prep School, the Senior School's SENCo will liaise with the Prep School's SENCo regarding transition.

### **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 relevant SENCo by telephone or email 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 Principal or the Head of Prep School & Nursery.

### **Identification of Need Procedure**

#### **Screening**

All new pupils 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 pupils also undergo an online GL Lucid assessment designed to highlight pupils with specific learning difficulties.

#### **Stage 1**

Identification of pupils 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 in the SEND flow chart. (Appendix 1). At this stage, the responsibility lies

with the subject (Senior School) or class teacher (Prep School) to adjust their planning in order to accommodate various strategies which will enable the pupil to engage with the work set to ensure that success can be achieved. At this stage, the relevant tutor/class teacher should be informed as well as the Head of Department (Senior School) or Assistant Headteacher (Prep School).

### **Stage 2**

If, after 3-4 weeks, the subject/class teacher does not see an improvement in the pupil's work, despite the adjustments within their planning they should refer their concern to their head of department (Senior School) or assistant headteacher (Prep School) so that the pupil 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 the tutor/class teacher and parents to discuss the pupil's needs. Monitoring of the pupil is then shared between the subject teacher (Senior School)/ class teacher (Prep School), Head of Department and Director of Learning (Senior School) / Assistant Headteacher (Prep School).

### **Stage 3**

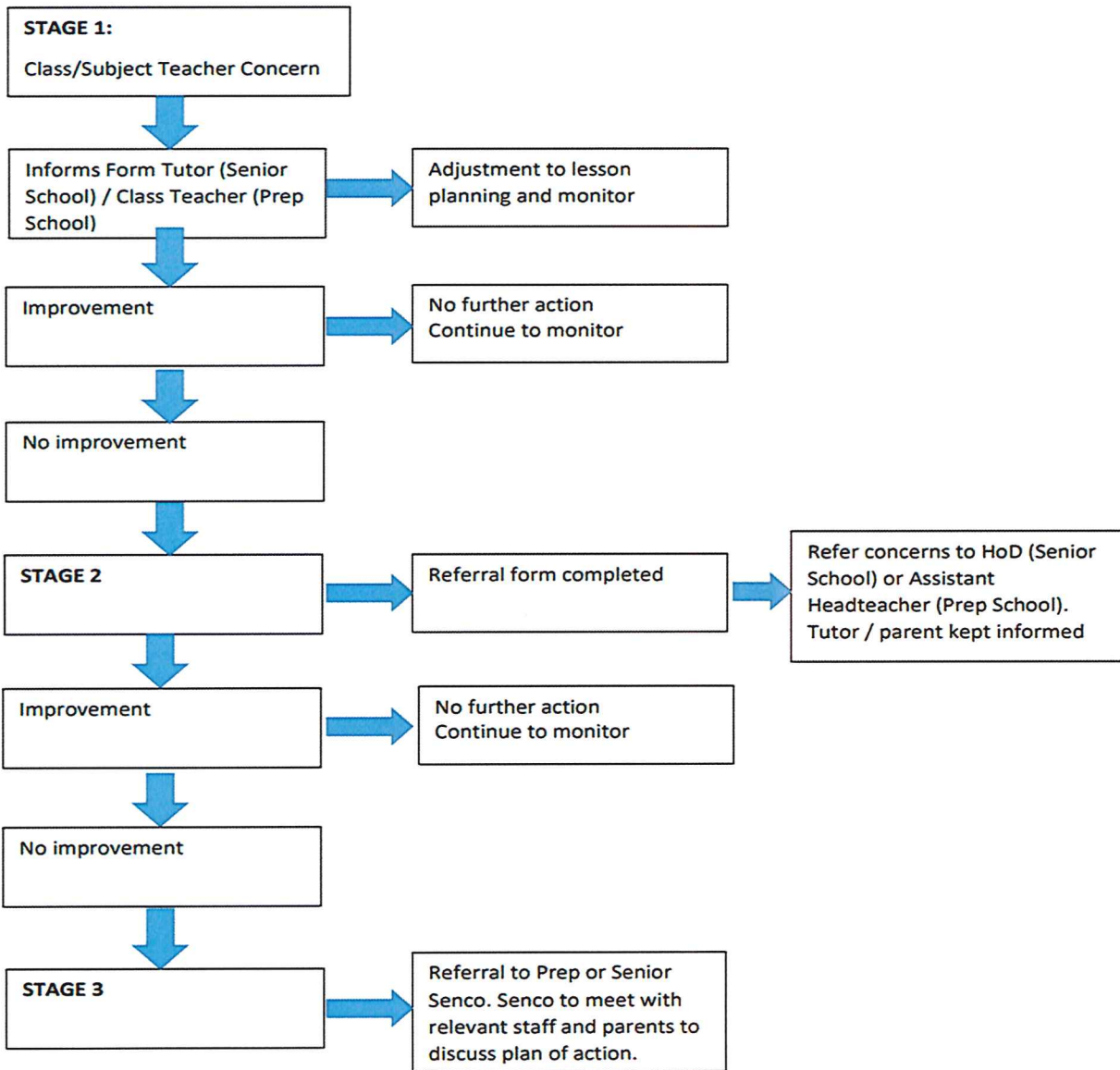
Where no strategies have made any impact, the SEND referral form (Appendix 2) should be completed and forwarded to the relevant SENCo. Following discussion with the relevant teachers, the SENCo will arrange a meeting with the parents to discuss next steps.

A profile page for the pupil may be written by the SENCo, with input from the class/subject teachers, the pupil and the parents and the appropriate level of support will be agreed. The profile page will be discussed with the parents and child, and when agreed, circulated to all relevant staff.

If a pupil is placed on the SEND register, progress review meetings will be held at regular intervals, with a minimum of twice, during the academic year. Review meetings will include the pupil (if possible), parents, SENCo (or Assistant SENCo in the Senior School) and any other professional where applicable. The SENCo will gather all relevant information; existing targets will be reviewed, and new ones set as appropriate. Monitoring of profile pages is the responsibility of the SENCO, who will at all times ensure that class teachers and subject staff are kept informed of relevant information.

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

**APPENDIX 1 - SEND FLOW CHART**



Gosfield School Special Educational Needs Pupil Referral Form

Name of Referring Staff		Subject:	Date:
Name of Pupil			
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 pupil 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 pupil?****4. Date and details of conversation had with HoD, DoL/ Tutor or HoH regarding your concerns? Date of conversation: \_\_\_\_\_**

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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 Pupil/Parents	<input type="radio"/> Place on SEN Register	<input type="radio"/> Other

Comment:

Date: \_\_\_\_\_

Ratified by the Governing Council of Gosfield School

Signed  (Chairman of Governors) Date 3-10-2022

Date of next review: September 2024

Signed   
Mr Rod Jackson, Principal

Date 29/9/22

