



SEND Policy

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1. Aims

Our SEN policy and information report aims to:

- Set out how Ghyll Royd School will support and make provision for pupils with special educational needs (SEN).
- Set out how Ghyll Royd School will make best efforts to ensure children with SEN can achieve their best outcomes.
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN.

2. Legislation and guidance

This policy and information report is based on the [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 coordinators (SENCOs) and the SEN information report.

3. Policy development and implementation

This policy has been developed by the SENCO and the Head Teacher in partnership with the Teachers and Early Years providers. It has been shared in detail with all staff and it is available for parents to view on the school's website.

The SENCO and Head teacher and Governor responsible for SEN are responsible for continuously developing and implementing the policy.

4. 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.**

We use *Bradford Councils Range Guidance* and *Matrix of Need* to help us further understand the types of SEND which we can provide at Ghyll Royd.

Children with SEND in mainstream schools will usually be at range 1 – 4.

- At Range 1 a child's needs are met within the normal scope of Ghyll Royd's classroom teaching with some adaptations by the form and specialist subject teachers.
- At Range 2 and 3, the class teacher will have consulted with the SENCO and further interventions may be used. The SENCO may additionally ask parent/carers permission to consult other professionals.
- Range 4: In some cases, Ghyll Royd may seek extra support from the LEA where 'the child's needs remain so substantial that they cannot be met effectively within the resources normally available to the school'. This may lead to the beginning of the process for an Educational Health Care Plan assessment for the child.

5. Roles and responsibilities

5.1 The SENCO

The SENCOs for the Main School are Mrs Sue Beeson (sue.beeson@ghyllroydschool.co.uk)

They will:

- Work with the Headteacher and the 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 Individual Support Plans (ISP) Educational Health Care (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.
- Provide INSET training for staff on annual training days.
- 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 with the Headteacher, 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 regarding reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEN up to date.

5.2 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 headteacher and SENCO to evaluate the strategic development of the SEN policy and provision in the school.

5.3 The Headteacher

The Headteacher 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.

5.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any teaching assistants and/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 read and then follow this SEN policy.
- Keeping individual children in their classes' ISPs up to date.
- Using the graduated approach to ensure children with SEND are making progress.
- Working closely with parents and children to produce ISPs.
- Keep up to date with the calendar of SEN assessments and pupil/parental meetings.
- Ensure resources are available to pupils in class to assist with their specific needs and this is detailed on their support plans.
- Filling out SEN referral forms for any children who they suspect need extra support and handing these to the SENCO.
- Ensuring termly and annual assessments are completed to aid monitoring progress
 1. Foundation Stage Profile (Tapestry) EYFS
 2. Initial 2-year check when entering Little Adventurers (2-3 year olds) EYFS
 3. Three-month progress checks/ tracking relating to the EYFS
 4. Baseline assessment as entering and leaving the Reception class EYFS
 5. Termly phonics reviews in the Reception class EYFS
 6. Termly phonics reviews in Form 1 and 2
 7. Formal Phonics Screening Check Form 1
 8. SAT Tests for Form 2
 9. SAT Tests or Secondary School Entrance Exams for Form 6
 10. Termly Writing, Reading, Mathematics and SPaG assessments using measured end of year expectations to inform classroom monitor
 11. GL Reasoning Tests. (Years 3-5)

- Ensuring assessment results are used alongside teacher assessment to update classroom monitor to allow children working below age related expectations or with SEN's progress to be monitored
- Using the schools SEN friendly classroom checklist

6. SEN information report

6.1 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.
- Neurological disorders, for example epilepsy.
- Moderate and multiple learning difficulties.
- English as an Additional Language.

6.2 Identifying pupils with SEN and assessing their needs:

6.2i New pupils

- We will assess each pupil's current skills and levels of attainment on entry using the Bradford Councils baseline assessment tools, if appropriate.
- We will ask for reports to be provided from previous settings before the pupils begin at Ghyll Royd.
- The SENCO will contact previous settings when children are working below age related expectations to ensure adequate support is provided from the first day or as soon as is appropriate thereafter.

6.2ii Current pupils

We will continually assess each pupil's current skills and levels of attainment, which will build on previous Key Stages, where appropriate.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs.

Education, Health and Care Plans (EHC Plans)

- Following the statutory assessment process, an Educational Health Care Plan will be provided by City of Bradford Metropolitan District Council if it is decided that the child's needs are not being met by the support that is ordinarily available.
- Parents have the right to appeal against the content of the Educational Health Care Plan. They may also appeal against the school named in the plan if it differs from their preferred choice.
- Once the Educational Health Care Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

6.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We take into account the parents' concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's ISP and shared with their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

Parents will have to sign to agree with any actions which are suggested.

6.4 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 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
- Specific assessment tools for literacy, SEMH etc.
- 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 and will be shown the pupils ISP which outlines: 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.

6.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, 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 use the Bradford council format for Support Plans to aid smooth transition. We will ensure children with SEMH needs are given extra opportunities to visit and have transition meetings with secondary schools. The Year 6 teacher and the Head teacher will be responsible for having continuous communication with secondary schools to aid transition for children with SEND and SEMH.

6.6 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 who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Literacy interventions for children requiring ad hoc support or who are dyslexic. These include spelling, reading and phonics interventions. For example: Word Wasp/Hornet.
- Mathematics interventions for children requiring ad hoc support or who present with a SEN in Mathematics. For example: 'The Power of 2'.
- Resources available in class for those who need literacy support for example: coloured reading filters, extra time, coloured backgrounds for whiteboards.
- Altered behavior plans for children with SEND or SEMH who need adjustments to the positive behavior plan offered.

- Boxhall profile assessments for children who need support with SEMH and wellbeing.
- Small class sizes to ensure consistent monitoring.
- 1:1 year 6 exam interventions tailored to individual needs with a range of strategies.
- External specialist services to be given appropriate supervised workspaces within the school to work 1:1 with children, for example counsellors and specialist nurses.

6.7 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 can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Using the schools SEN friendly classroom checklist
- 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.

6.8 Additional support for learning

We have two Teaching Assistants and one HLTA who are trained to deliver interventions such as Word Wasp and mathematical baseline support.

Teaching assistants will support pupils on a 1:1 basis when they have an EHCP, which specifically requires 1:1 intervention.

Teaching assistants will support pupils in small groups, when there are a group of pupils with similar needs and when those pupils are not making the progress in line with their cohort, despite quality first teaching strategies

We work with the following agencies to provide support for pupils with SEN:

- Bradford City Council
- Social Services
- School nurses
- NHS, GPs and Pediatric nurses
- Training for staff from ISA

5.9 Expertise and training of staff

Our named SENCO has QTS teaching qualification and is the Headteacher. Two members of staff work closely with the Headteacher to manage SEN provision weekly.

They are allocated one day a week to the SEN provision.

We have a team of two teaching assistants and one higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last three academic years, staff have been trained in

- baseline assessment,
- completing support plans,
- how to use the graduated approach plan.

In the last three academic years, the SENCO, Head teacher has been trained in:

- Understanding and Implementing the SEND Code of Practice 1: The Graduated Approach,
- Understanding and Implementing the SEND Code of Practice 2: Education Health and Care Plans,
- Understanding and Implementing the SEND Code of Practice 3: Annual Reviews,
- ISA Online Course: SENCO Training: Language as the basis for everything,

- **ISA Online Course: SENCO Training: For those responsible for SEND.**

Ongoing academic training:

- In-house training during staff meetings
- Training on new policies
- Training offered by Bradford Early Years Inclusion Unit
- Training courses offered by other external agencies.

6.10 Securing equipment and facilities

Ghyll Royd School will liaise with outside agencies to secure extra equipment and facilities for those children who need something additionally to what can be provided on site.

The SENCO will manage, order and maintain resources for SEND in school. The Headteacher and SENCO agree resourcing for special needs provision within the school, including the provision for children with an EHC Plan. These specialist resources will then be distributed by the SENCO to the relevant staff.

Where possible Ghyll Royd will apply for local authority support for initial assessments where this is not possible, we will provide parents with details of places to have children assessed.

6.11 Evaluating the effectiveness of SEN provision

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 after a half term
- Using pupil questionnaires
- Monitoring of classroom monitor by the SENCO
- Using Bradford Baseline Assessments to monitor progress
- Holding annual reviews for pupils with statements of SEN or EHC plans
- Holding annual handover meeting between class teachers to aid transition between classes and teachers

6.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) to Robin Hoods Bay, Derne Valley, Ingleborough Hall and Nell Bank.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

To support children with SEND we do make the following amendments available.

- A choice of which activities to compete in during sports day and swimming galas.
- A choice of roles to take on for school productions including learning to operate lighting and sound equipment for those who feel uncomfortable with performing on stage.
- Ramps and disabled access to the ground floor of the building and flexibility on where activities take place. (Please see our Accessibility Plan)

6.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council including taking on leadership roles
- Pupils in Year 6 with SEN are encouraged to take on leadership roles
- Pupils with SEN are also encouraged to be part of Bush Craft, Lego and Running club to promote teamwork/building friendships etc.

- All bullying will be taken seriously and followed up (please see our anti-bullying policy).
- Pupils are given Individual Behavior Plans (IBP) to help support them to meet their own individual social and emotional goals.
- Staff are to tailor the behavior expectations with the IBP as a guide.

6.14 Working with other agencies

For Form 6 or new pupils to ease transition, arrangements are in place for liaison between Ghyll Royd and the appropriate previous or next/secondary schools. We also work with outside agencies, such as: educational psychologists, CAMHS, Dyslexia Action, Early Help team, Bradford Council representatives and medical professionals, such as SALT (Speech & Language Therapy) where this is necessary.

6.15 Complaints about SEN provision

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

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

6.16 Contact details of support services for parents of pupils with SEN

Parents can find details of many services and organisation to support pupils with SEN on the Bradford Council's Local Offer page.

<https://localoffer.bradford.gov.uk/services/information--advice>

6.17 Contact details for raising concerns

First contact:

Mrs Sue Beeson (SENDCo): sue.beeson@ghyllroydschool.co.uk

Mr David Martin (Headteacher): david.martin@ghyllroydschool.co.uk

Second contact:

SEN Governor: information@ghyllroydschool.co.uk

For more on formal complaints please see the complaints policy.

6.18 The local authority local offer

Our contribution to the local offer is published here: <https://localoffer.bradford.gov.uk/services/education-provisions>

7. Monitoring arrangements

This policy will be reviewed by the Headteacher every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

8. Links with other policies and documents

This policy links to our policies on:

- Accessibility policy
- Positive behavior policy

- Teaching and learning policy
- Complaints policy
- Equal opportunities policy
- Gifted and talented policy
- Supporting pupils with medical conditions (to create)