



St Gabriel's CE Primary School

Special Educational Needs & Disability Policy

Our Vision Statement:

Our aim is to nurture children with the confidence and self-belief to achieve their best;
to have the courage to think for themselves;
to be resilient in their learning and ambitious in their hopes and dreams;
to live in harmony, respecting others;
to search and question throughout life's journey;
to find personal faith;
and to learn about the Gospel of hope and love found in Jesus Christ.

Seeking to nurture:

Self-belief CourAge ResIlience AmbiTion HArmony

“Stand firm... be courageous” 1 Corinthians 16:13

Policy Reviewed: Autumn 2025

Next Review: Autumn 2026

Special Educational Needs & Disabilities

Policy statement

As a Church of England Primary School, it is our intention to provide a stable, happy and well-disciplined environment in which to learn, for each child in our care. We seek to educate the whole child - body, mind and spirit. In teaching we endeavour to instil in our pupils a sense of God's love for each of us and the knowledge that we are all special to Him. Our aim at St Gabriel's is that each child will develop fully in an atmosphere of loving care, and that governors, parents, staff and children alike may feel that they are accepted and valued. To this end, every teacher is a teacher of every child, including those with SEN.

Definition of Special Educational Needs

Children have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them. These difficulties may be sensory, cognitive, physical, social or emotional and some children may have complex needs which cover a range of difficulties. This is in-line with The Special Educational Needs (SEN) Code of Practice, revised in 2014. (See also Disability Policy).

Some pupils find work difficult because their first language is not English. They do not have special educational needs unless they also have a learning difficulty.

Aim

We aim, within the limits of school resources, to recognise and provide for any pupils who are identified as having a special educational need.

We aim to provide a positive school atmosphere in which *all* children, irrespective of their difficulties, gender, culture or abilities, are valued by all.

Objectives

1. Wherever possible the school aims to provide the necessary resources to satisfy special educational needs. As long as there is a continuum of need we will strive for a continuum of provision.
2. To strive to address the needs of all pupils in the school both with and without an Educational Health Care Plan.
3. To aim to achieve, where practicable, early identification of a special educational need together with appropriate intervention.
4. To provide access to a broad and balanced curriculum for all pupils.
5. To provide opportunities for parental and pupil involvement, recognising the value of their knowledge and experience.
6. To acknowledge that all members of staff are responsible for pupils with special needs.
7. To carefully assess pupils and, as far as practicable, match provision to their individual requirements.
8. To work closely, and in co-operation, with all agencies concerned with the provision of services for special educational needs.

9. To recognise and have due regard to the Special Educational Needs Code of Practice (January 2015) on the identification and assessment of special educational needs.

Identifying Special Educational Needs

We refer to the section in the Code of Practice which describes the four broad categories of need. These categories give an overview of the range of needs that are planned for at our school.

- Communication and interaction
- Cognition and learning
- Social, emotion and mental health difficulties
- Sensory and/or physical needs

Under the provisions of the Children and Families Act 2014, the designations of School Action and School Action Plus have been replaced by SEN support, a graduated approach to supporting pupils with SEN or disabilities

Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- 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

It can include progress in areas other than attainment – for instance where a child needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

Where a child is making less progress than expected, the first response to such progress is high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class teacher, working with the SENCO and following the advice from Local Authority SEN advisers, will assess whether the child has SEN. School will then, as quickly as possible, put in place extra teaching or other rigorous interventions designed to secure better progress, should this be appropriate.

Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. For example, some children and young people may be high achieving academically, but may require additional support in communicating and interacting socially. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

The purpose of the identification strategy is to work out what action the school needs to take, not to fit a pupil into a category. At St Gabriel's, we identify the needs of pupils by considering the needs of the whole child which include not just the special educational needs of the child or young person.

Graduated Approach to SEN Support

Class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching practitioners or specialist staff. High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have or may have SEN.

The Headteacher and the Senior Leadership Team regularly and carefully review the quality of teaching for all pupils including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. Special educational provision involves the teacher and SENCO considering all the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include high quality and accurate formative assessment using effective tools and early assessment materials. For higher levels of need, the school SENCO will draw on more specialised assessments from external agencies and professionals.

The decision to place pupils on the Register follows the '**Assess-Plan-Do-Review**' cycle.

Parents, families and children are involved in the Assess-Plan-Do-Review cycle from the outset.

Education and Health Care Plans (EHCP)

An EHCP is given to a child by the LA, as a legal entitlement to support from 0-25 years. These are to reflect that the child's needs cannot be met at SEN Support alone and give the school extra resources in order to meet the child's needs within a mainstream setting. A decision to make an application for an EHCP is made by the Head teacher, SENCO, parents of the child and any other professionals involved. The application is then prepared by the SENCO and put forward to an independent panel who will make a decision as to whether the child qualifies for additional help. This help is then awarded as a value of money that the Head teacher, with the SENCO, will allocate for resources (including adult support) that will best meet that child's needs.

All all children who have been awarded an EHCP will have **three meetings a year (including annual reviews** and Parents' Evening appointments) to ensure that the child's targets are appropriate and that the additional resources are used to meet the child's needs. All children with an EHCP will receive some additional adult support in school but that may not necessarily mean 1:1 support as often children benefit from working with others in a small group. The Head teacher will make such decisions on an individual basis for each child in consultation with the SENCO and any assessments from both within and outside of school.

Managing Pupils' Needs on the SEND Register

At St Gabriel's we assess, plan, deliver, review and record provisions using SEND Support Plans and Provision Maps which tell us what needs have been identified, the clear outcomes to be achieved within an agreed timeframe, and who is responsible for maintaining and updating the documents. In addition:

- The class teachers hold responsibility for evidencing progress according to the outcomes described in the documents.
- Reviews will take place twice yearly with parents and pupil as required.
- The school's SEN Information Report shows how the level of provision is decided. (The SEN Information Report is available on the school website).
- The SENCO will liaise with and monitor the additional support provided by specialist services.
- Parents and pupils are involved from the outset.

Pastoral Support for children with SEND

Support staff, teachers and all other members of staff are responsible for the wellbeing of all our children. It is important that we recognise that children with SEND may need more, or alternative pastoral support compared to other children, the pastoral support we offer places the child and family at the centre. Pastoral support may take the form of additional phone calls, meetings, drop ins and catch-ups with a range of school staff.

Awareness of the needs of children with SEND

We are aware that children with Special Educational Needs and Disabilities (SEND) can be especially vulnerable to abuse. Disabled and deaf children are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children such as:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- communication barriers and difficulties in overcoming these barriers.

We therefore;

- train all staff about the extra vulnerabilities of children with SEND, particularly those adults who are working in 1:1 or small group situations
- offer support for those staff working with children with SEND
- ensure that every child has a way of communicating their voice and that it is listened to and responded to
- closely monitor children with SEND through high vigilance of staff and the open ethos of the school
- offer pastoral support to children with SEND when monitoring has identified that they require this additional support
- every child in school knows that they can trust all adults in school and that they can communicate any worries they might have with any adult in school
- maintain positive, open and honest relationships and communication with parents/carers of children with SEND and ensure that opportunities for regular communication are used.

Children with SEND require more support to manage and monitor their wellbeing. We recognise that all children are different and staff are aware of how to identify behaviour which may communicate a safeguarding concern. For children who are non-verbal, changes in general wellbeing, behaviour or actions may give an indication of concern. These are followed up with conversations and a log on CPOMS alongside referral to the DSL as appropriate.

It is vital that children receive the right help and support at the right time to address unmet needs and identify risks to prevent issues from escalating. To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- Disabled and have special educational needs
- Have special educational needs (with or without a Health Care Plan)
- Young carers
- Living in temporary accommodation
- Subject to a Child Protection Plan
- Looked After/Post Looked After
- Privately fostered.

Educational visits

Educational visits out of school will be planned and adapted as necessary, including a full risk assessment, in order to facilitate wherever possible inclusive access and afford all children equality of opportunity. The school will have due regard to LA guidance on all matters relating to issues of health and safety in the interests of all its pupils and staff.

Transitions

In the instance of a child coming to St Gabriel's from a nursery the SENCO and class teacher will liaise with the nursery to ensure that the child's needs may be met when they arrive at school. This usually takes place in the Summer Term and is part of the Reception Induction programme. Advanced planning for pupils in Year 6 is essential to allow appropriate options to be considered. The SENCO will liaise with the preferred secondary school to ensure that effective arrangements are in place to support pupils at the time of transfer. In the instance of transfers to special school the SENCO will liaise with the LA as

well as the special school to ensure that the both the child and their family have opportunities for visits to the new school as appropriate.

Criteria for Exiting the SEN Register/Record

When a child has made adequate progress following intervention/adjustments and high quality, personalised teaching, the child will be removed from the SEN Register but will continue to be monitored by the class teacher and SENCO.

Supporting Pupils at School with Medical Conditions

The school recognises that pupils at school with medical conditions should be supported and have full access to education, including school trips and physical education. The school complies with its duties under the Equality Act 2010 for children who are disabled with medical conditions.

Children who have special educational needs (SEN) and may have a Statement, or Education Health Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) are fully supported.

Arrangements to support pupils with medical conditions can be found in the school's policies - Supporting Pupils with Medical Conditions, and the Asthma Policy for Emergency Salbutamol Use.

Monitoring and Evaluation of SEND

The Headteacher, Governors and all teaching staff regularly and carefully monitor and evaluate the quality of provision we offer all pupils. The evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils. Monitoring and evaluation includes: reviewing of procedures, seeking views of pupils and staff, book scrutinises and lesson observations.

Training and Resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development **as appropriate**.

Roles and Responsibilities

- Mrs Brown is the school Special Educational Needs Coordinator (SENCO).
- Mrs Adnitt is the school SEN Governor. She is responsible for maintaining an awareness of special needs provision in the school on behalf of the governing body.
- The Designated Teacher with specific safeguarding responsibility is Mr Cross (Deputy Headteacher)
- Mrs Haigh is responsible for managing PPG and SEN funding along with senior safeguarding responsibilities.

Storing and Managing Information

A data protection policy is available on the school website and is also available on request from the school office.

Accessibility

An accessibility plan is available on request.

Dealing with Complaints

The complaints procedure for SEN mirrors the school's other complaints procedures, which can be found on our website. Should a parent or carer have a concern about the special provision made for their child

they should in the first instance discuss this with the class teacher. If the concern continues then the SENDCO and Head teacher should be brought into the discussion process. If concerns cannot be resolved, they should be put in writing to the SEN Governor. Advice for parents can be sought from the LA (SENDIASS) or from the Parent Partnership Service. <http://www.bwdpip.org.uk/>

Bullying

The schools anti-bullying policy outlines the steps that are taken to ensure and mitigate the risk of bullying of vulnerable learners. This is available on the school website and on request from school office.

Safeguarding and Child Protection

Safeguarding and promoting the welfare of children is everybody's responsibility. This is the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes:

- The school's responsibility to safeguard and promote the welfare of children is of paramount importance and everyone's responsibility
- Safer children make more successful learners
- Representatives of the whole-school community of pupils, parents, staff and governors will be involved in policy development and review
- Policies will be reviewed at least annually
- We endeavour to provide a safe and welcoming environment where children are respected and valued.

Prevention and early support: Our school is committed to early help and identification of unmet needs and vulnerabilities. The school works in partnership with other agencies to promote the welfare of pupils and keep children safe. We recognise that effective safeguarding systems are those which:

- Put the child's needs first
- Provide children with a voice
- Promote identification of early help
- Encourage multi-agency working and sharing of information.

Early support and intervention to address unmet needs can be either single agency (such as within school) or multi-agency as part of the Child and Family (CAF) assessment and plan. All staff who are in positions to assess a child's needs should be aware of the CAF process and how to support a child/family using this process. They should also be aware of and undertake the role of Lead Professional appropriately.

Blackburn with Darwen is part of the Children's Safeguarding Assurance Partnership (CSAP). The Children's Continuum of Need and Response (CoNR) framework is a tool to assist all those whose work brings them into contact with children, young people and their families (including the unborn child) to identify the level of help and protection required to ensure children grow up in circumstances that achieve their best outcomes. The framework supports a risk sensible approach.

Child Protection

Where it is believed that a child is at risk of or is suffering significant harm, the school will follow the procedures set out by CSAP.

Please see school's Safeguarding and Child Protection Policy.

Appendix 1

Code of Practice Definition of Special Educational Needs

For the purposes of this policy we have used the term Special Educational Needs as defined by the Code of Practice (2015)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her 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.