

SEND Policy 2024/25

The Special Educational Needs Co-Ordinator is: Steph Rushworth

Ganneys Meadow School and Family Hub is committed to the social and educational inclusion of all children. We aim to work in partnership with parent/s and carers to identify the uniqueness of each child and recognise each child's particular abilities, strengths and level of development. We liaise and work with a range of professionals to ensure all children and their families receive appropriate support. We aim to provide a learning environment that reflects these values and offers all children a broad, balanced and stimulating range of learning opportunities.

Provision for children with Special Educational Needs is made with due reference to the SEND Code of Practice introduced from 1st September 2014.

Definition of SEN and Disability (SEND)

We use the definition for SEN and for disability from the SEND Code of Practice (2014).

This states:

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.'

Key Roles and Responsibilities

The SENCO has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans or Special Education Needs Inclusive Funding. The SENCO is a member of the leadership team.

SEN Governor: The SEN governors are Sarah Sutcliffe and Charlie Mills. They have responsibility for monitoring policy implementation and liaising between the SENCO and the Governing Body.

Objectives

To ensure a clear process for identifying, assessing, planning, providing and reviewing for SEND pupils with the pupils and their parents/carers at the centre.

To develop effective whole school provision management of support for pupils with special educational needs and disabilities.

To deliver training and support for all staff working with pupils with SEND in order to develop our practice within the guidance set out in the Code of Practice, July 2014.

Identification of Needs

The identification of SEN is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEN. The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil.

The Code of Practice refers to four broad areas of need:

Communication and Interaction-these children have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children with Autistic Spectrum Disorders (ASD), including Asperger syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning-children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health-children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or Physical Needs-some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

Managing the needs of Pupils on the SEN Register

Each pupil with SEND is an individual and their plan is tailored to meet their particular needs. Additional Support Plans are reviewed termly with parents and pupils. Decisions regarding the level of support provided are needs led, working within the constraints of the school budget.

The class teacher is responsible for:

- the progress and development of all pupils including those with SEND.
- ensuring the plan is implemented in the classroom.
- regular liaison with parents and the SENCO.
- supporting the SENCO in the writing and reviewing of targets for pupils with SEND
- ensuring that day to day provision is in place for the pupils they support.
- implementing agreed strategies and programmes, and advice from specialists.
- record keeping.
- resources.
- maintaining specialist equipment.
- regular communication with SENCO.

The SENCO is responsible for:

- the SEND policy and its implementation.
- co-ordinating support for children with SEND.
- updating the SEN register and maintaining individual pupil records.
- monitoring the quality of provision and impact of interventions.
- attending network meetings and updating staff.
- referrals to and liaison with outside agencies.
- line managing key workers and class teachers with responsibility for SEND.
- liaising with and advising staff.
- maintaining regular liaison with parents/carers.
- co-ordinating annual reviews.
- supporting staff in identifying pupils with SEN.
- mapping provision throughout the school.
- maintaining links and information sharing with receiving schools.

The SEN Governor is responsible for:

- monitoring the effective implementation of the SEND policy.
- liaising termly with the SENCO.
- reporting to the governing body on SEND.

Criteria for removing pupils from the SEN Register

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEN register. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

Requesting an Educational, Health and Care (EHC) needs assessment /Inclusive Practice Funding

If a child has been through the Graduated Approach process and we still feel that a higher level of support is needed, we will put in an application for Special Educational Needs Inclusive Funding to the Early Years SEND Team. This allows children with specific identified needs to have a provision to cater and support the areas of need that have been identified. This is reviewed with parents and all professionals on a termly basis.

Pupils whose needs are complex and long term, may require a greater level of support than that provided at SEN Support from the school's own resources. For these pupils a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided. This brings together the child's health and social care needs as well as their special educational needs. The Education, Health and Care (EHC) plan replaces what were formerly called statements of special educational needs.

Storing and Managing Information

Pupil records and SEN information may be shared with staff working closely with SEN pupils to enable them to better meet the individual child's needs. We are grateful to parents for their information sharing and openness and respect their confidentiality. Pupil SEN files are kept in a locked filing cabinet. Individual SEN files are transferred to receiving schools when pupils leave Ganneys Meadow Nursery School.

Reviewing the SEND Policy

The SEND policy is reviewed annually by the governing body.

Date of next review: July 2025