

Golborne St. Thomas' C of E J & I School

Special Educational Needs and Disability Policy

Golborne St. Thomas' is an inclusive school. We take safeguarding extremely seriously, as such our policies are developed with a high priority on children's safety. We believe all children have the right to access a high quality and engaging curriculum.

Wigan's Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. This is available from the website:

<https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Special-Educational-Needs-and-Disabilities.aspx>

SEND Information is available from our website under the SEND tab. The website also includes a link to Wigan's Local Offer for parents and children with SEND.

This SEND Policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010.

Enquiries about an individual child's progress should be addressed at first to the class teacher since they are the person who knows the child best. Other enquiries can be addressed to Mrs Bannon, SENDCo. Please make an appointment if you wish to speak to the SENDCo.

Headlines from the 2014 Code of Practice

From September 2014:

- *No more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care Plans (EHC Plans) which can be used to support children from birth to 25 years.*
- *School Action and School Action Plus have been replaced by one school based category of need known as "Special Educational Needs Support" (SENS). All children are closely monitored, and their progress tracked each term. Those SENS are additionally tracked by the SENDCo.*
- *There are four broad categories of SEN:*
 - *Communication and interaction*
 - *Cognition and learning*
 - *Social, emotional and mental health*
 - *Physical and sensory.*

We have children in all these categories of SEN. We work closely with parents and children to ensure that we take into account, both the child's own views and aspirations and the parents' experience of and hopes for their child. Parents are invited to be involved at every stage of planning and reviewing SEN provision for their child.

All children benefit from "Quality First Teaching": this means that teachers are expected to assess, plan and teach all children at the level which allows them to make progress with their learning. It may also be necessary to implement some targeted interventions to focus on specific skills.

Defining SEN The 2014 Code of Practice says that: A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

(Taken from 2014 SEN Code of Practice: 0 to 25 Years)

SEN at Golborne St. Thomas'

Our objectives are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND
- To ensure that every child experiences success in their learning and achieves to the highest possible standard
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

Although the school can identify special educational needs and make provision to meet those needs, we do not offer a diagnosis. Parents are advised to contact their GP if they think their child may have any form of disability.

School also liaise with outside agencies who can further support and assess children's specific learning needs. These agencies include but are not limited to: Educational Psychologist, TESS, Visual and auditory support team, Speech and Language support service, Occupational Therapy and School Nurse.

Working with Parents and Children

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed as soon as the issue is identified. Once a child has been identified as having SEN, the class teacher will discuss termly with parents the progress being made and write new targets together. Parents are also provided with any assessments that have been completed by outside agencies. This is part of the graduated approach cycle of "Assess, Plan, Do, Review" required in the Code of Practice.

Teaching and Learning

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, fulfilling their potential. Children with SEN and disabilities are entitled to be taught by their teacher, not always by the TA. Class teachers spend time each week working with all children with SEN, individually or as part of a group.

The school has a range of interventions available which are identified on a provision map. When considering an intervention, we look at the individual needs of the child in order to select the intervention which is most likely to benefit them.

It is important to note that, whilst sometimes 1:1 support is needed, we strive for independence for all our children. Most of the time a designated TA is not appropriate.

All of our classrooms are inclusion friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it. All of our children access the full National Curriculum and we recognise achievement and expertise in all curricular areas. As part of usual class differentiation, curricular content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

Staff Expertise

All of our teachers are trained to work with children with SEN. All staff have access to advice, information, resources and training to enable them to teach all children effectively. We offer training opportunities through access to in-house or LA courses, provision of books or guidance towards useful websites.

Our Teaching Assistants bring a wide range of skills and training to the school. Although not specifically used for just SEND children, Teaching Assistants often play a crucial role in the attainment and progress of these children.

At Golborne St. Thomas' we also have a well-established nurture provision, delivering a range of programmes to target social skills, anxiety, trauma and mental health needs.

Governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014. The Governor with responsibility for SEND is Ruth Reed. She meets with the SENDCo at least termly to discuss actions taken by the school.

School Information Report

For further details and to answer any further questions you may have, please consult our School Information Report.

Policy written: November 2017

Review date: November 2018