

# The Gold Rose MAT

Being the best we can be



## Special Educational Needs and Disability Policy

### Scheme of Delegation

Approver: *The Gold Rose MAT*

Reviewer: *Headteacher*

### Dates

Date of approval: July 2020

Date for revision: July 2021

### Category

A – statutory policy required by educational legislation

B – statutory policy required by other legislation impacting directly on schools

C – statutory other

D – document referenced in statutory guidance

NS – non statutory

### Published

School webpage

trust webpage

prospectus

## **Statement of Policy on Special Educational Needs and Disability Policy**

At The Gold Rose MAT we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from The Trust, irrespective of race, gender, disability, religion and belief, or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

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## Gold Rose MAT

Cippenham Primary School and Cippenham Infant School are diverse, vibrant schools that are fully committed to including children with Additional Educational Needs (AEN). AEN can include children for whom English is an Additional Language (EAL), children with additional needs that can be met through informal or 'catch up' support and children with Special Educational Needs (SEN). This policy relates to children with SEN.

### Our Principles:

- We aim to provide an environment where barriers to learning are reduced and inclusion is an integral part of school life.
- We are fully committed to including all children in all aspects of school life wherever possible.
- We endeavour to ensure that all children, irrespective of need, are happy, feel respected and confident and are able to reach their full potential in all areas.
- We believe that children will be most successful when there is a close partnership between school and home and aim to work closely with parents, taking on board their unique knowledge of their child in order to secure the best outcomes possible.

### What are Special Educational Needs?

The Gold Rose MAT has regard to the 2014 SEN Code of Practice which states:

- *A child and young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made.*
- *A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*
  - *has 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 facilities of a kind generally provided for others the same age in mainstream schools.*

The Gold Rose MAT aim to provide an environment where barriers to learning and participation are reduced to a minimum. Teachers are able to meet a wide variety of needs within the classroom through quality, differentiated teaching including catch up support where needed:

### We would consider a child to have SEN if:

- *His or her attainment remains well below national expectation despite having had appropriate historical access to quality, differentiated teaching including catch up support if appropriate.*
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- *He or she has additional needs which mean they are unable to make at least expected progress and/or fully access the curriculum and all aspects of school life, without special educational provision being made for him or her in addition to quality differentiated teaching including catch up support if appropriate.*

### **Assessment and stages of support for children with SEN**

The attainment and progress of all children is assessed on a termly basis. Any children who are causing concern are discussed at termly Pupil Progress meetings with senior staff, where appropriate support and intervention is discussed. This may take the form of extra focus in class, closer working with parents, catch up support, support from an Inclusion Mentor or some form of SEN support. Parents will be fully involved with any additional support.

It is possible that some Additional Educational Needs will be identified between these assessment periods by any adults working with the child, including the parents. In these cases the same process will be followed, including liaison between class teachers and parents and the agreement and implementation of appropriate support.

If a child is agreed to be in need of SEN Support, then, in addition to universal parents evening and progress reports, parents and class teacher will meet in order to agree a SEN Support Plan together. This will be reviewed with parents and class teachers termly, including feedback from any additional adults working with the child. It is the aim that this Support Plan will enable the child, where possible, to make at least expected progress in all areas of development and ideally to close the gap between them and their peers.

If, after implementation of a school based support plan, it is agreed that the child is not making the progress of which they are capable then the school, with agreement of the parents, may involve a specialist outside agency, such as the Educational Psychologist, Sensory Consortium, Child and Adolescent Mental Health Services, Speech and Language Therapist, Physiotherapist, Occupational Therapist, ASD Advisory Support Services etc.

The vast majority of children's needs will be able to be met through this SEN support. However, for a few children it may be agreed between parents, school and outside agencies that the child's needs are so significant and complex that an Education & Health Care Plan (previously called a Statement of SEN) is needed. This can be requested from the Local Authority by parents or various agencies, including the school.

### **Types of support for children with SEN**

While we are continually reviewing our additional support with regards to the needs of our children and effectiveness of various interventions, below is an outline of some support currently provided:

#### **Within the classroom:**

- Use of additional equipment to enable access such as blocks, number lines and word mats, larger fonts, coloured overlays, visualisers, sloping writing desktops, pencil grips, writing frames etc.
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- Highly differentiated and at times individualised classroom experiences.
- Use of specific language and questioning aimed at developing individual children's understanding and meeting personal targets.
- Peer and adult support.

While all teachers engage in regular CPD on meeting the needs of all children including those with AEN, there are key members of staff throughout the school able to support and advise all staff and parents on how best to meet the needs of specific children or groups of children with AEN.

### Outside the classroom

Interventions outside the classroom vary between the two school sites due to the difference in ages that the schools cater for. Below is an outline of some support currently provided by each of the two school sites.

Cippenham Primary School:

- Five minute box (1:1 multisensory phonics)
- Number box (1:1 multisensory number)
- First Class Number (Maths intervention KS1)
- Success at arithmetic/calculation (KS2)
- Early Language Stimulation Programme.
- Focussed reading, writing and maths small group sessions based on individual objectives set by teachers.
- Nesy phonics programme
- 1:1 programmes under the guidance of specialist outside agencies (e.g. Educational Psychologist, Speech and Language Therapist, Physiotherapist, Occupational Therapist)
- Social skills groups
- Circle of Friends groups
- 1:1 counselling

We are fortunate to have many designated spaces throughout the school for additional interventions, such as the Learning Zone and The Hub.

Cippenham Infant School:

- Five minute box (1:1 multisensory phonics)
  - Number box (1:1 multisensory number)
  - Early Language Stimulation Programme.
  - Focussed reading, writing, phonic and maths small group sessions based on individual objectives set by teachers.
  - 1:1 programmes under the guidance of specialist outside agencies (e.g. Educational Psychologist, Speech and Language Therapist, Physiotherapist, Occupational Therapist)
  - Sensory Circuits motor skills programme
  - Social skills groups
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- Nurture groups
- Lunchtime nurture club

### **Admission Arrangements**

We are proud of our diverse, vibrant and inclusive schools and welcome all children irrespective of need as long as we are confident that the schools can provide a quality educational experience effective in meeting their particular need. This would be agreed upon in consultation with the parents, outside agencies, the school and the Local Authority.

### **Facilities and access**

At Cippenham Primary School, all areas of the school are able to be accessed via wheelchair. The school also has six disabled toilets and four disabled parking spaces. At Cippenham Infant School the main entrance can be accessed via wheelchair, providing access to all areas of the school. The school has one disabled toilet and two disabled parking spaces. The Gold Rose MAT are continually investing in new equipment in order to meet the needs of our pupils with additional needs such as visualisers, writing slopes, physiotherapy equipment, coloured overlays and laptops. We always work with parents to enable every child to have full access to all areas of school life by making all reasonable adaptations as necessary.

### **Inclusion key contacts:**

#### **Cippenham School:**

**Hayley O'Connor** – Inclusion Coordinator (SENDCo)

**Danielle Thornton** – Welfare & Safeguarding Lead

**Rhi Harry** – SENDCo Assistant

**Tracy Midson** - SENDCo Assistant

**Tracey Sharp** – Senior Inclusion Assistant

**Rachel Sands** – Lead LSA

Please also see our school website for our SEN Information Statement (Local Offer) which provides further details of how we meet the needs of children with SEN, including transition arrangements

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