

**Gilmour Primary School
Liverpool LA**



SEND Policy

'Learning together - growing together'

2023-2024

SEND Policy 2023/24

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 - 25 (2015) and has been written with reference to the following guidance and documents:

- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs Code of Practice 2015
- Equality Act 2010
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teachers' Standards 2012

INCLUSION STATEMENT

At Gilmour Primary we believe in providing access to a broad and balanced curriculum based on the principles of inclusion. We aim to develop skills to facilitate learning for children with and without additional needs, to identify successful inclusion practices which meet the needs of children, staff and all of our school community. There is the expectation of all pupils to work towards independence and be ready for the next stage of their education with the emphasis on acquiring life-skills for adulthood.

We will achieve this through: A high expectations approach with a holistic view of the child and implementing necessary adaptations to ensure accessibility.

1. Name and contact details for the SENCO

This policy was created by the school's SENCOs in liaison with the SLT, SEND Governor, staff, and parents of pupils with SEND. It was a co-produced policy in the spirit of current reform (2021).

The SENCO at Gilmour Juniors is Miss R Frain

The SENCO at Gilmour Infants is Miss A Jones

They can be contacted directly at the school on

The policy was written after consultation by Ruth Frain and updated in July 2023 by the Leadership team

It will be reviewed again as part of the new primary amalgamation.

2. Aims and objectives of Gilmour Primary School in relation to SEND provision

Gilmour Primary School values the abilities and achievements of all its pupils. At Gilmour all pupils have the same entitlement to the whole school curriculum and we are committed to making this as accessible as possible, irrespective of any special educational need or disability. Our goal is to remove barriers to learning and participation.

- To create an ethos and environment that meets the needs of every child.
- To ensure that all children with additional needs are identified early, assessed and catered for within the school and make the best possible progress.
- To foster and promote effective working partnerships with parents/carers, children and specialist agencies.
- To clearly identify the roles and responsibilities of school staff and the Special Educational Needs Disability Governor.
- To enable children with additional needs to have full access to the school curriculum and the wider school life.
- To develop self esteem, promoting a positive self image and a 'can do' culture.
- To regularly review and evaluate the progress of children with additional needs, ensuring parents/carers and children are fully involved throughout the process.

What is not SEN but may impact on progress and attainment may include:

- Attendance and punctuality
- Health and welfare
- Children/young people in receipt of pupil premium
- LAC (Looked after child)
- Being a child/young person of servicemen/women
- EAL (English as an additional language)
- ACEs (Adverse Childhood Experiences)
- Mental Health Needs

3. How Pupils with SEND are identified within Gilmour Primary School

The school's particular arrangements for assessing and identifying pupils as having SEND also form a part of our published Local Offer which was produced in consultation with parents in cooperation with the Local Authority and with due regard to the general duties to promote disability equality. Our Local offer can be found at: [Gilmour Primary's Local Offer](#)

- We recognise the definition of SEN as stated in the Code of Practice 2015:
“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age”. (p94)
 - When a child is identified as requiring additional support, parents/carers are informed. The child will then undertake a planned programme of intervention (this may be delivered by the Teacher or Teaching Assistant). The child’s progress is monitored by the Head Teacher, the Special Educational Needs & Disability Coordinator, and class Teacher. Intervention continues until the child is working within age related expectations.
 - For children whose progress continues to cause concern, school may request support and advice from external agencies (e.g. Educational Psychologist, Speech and Language Therapist). Parents/carers are informed and permission sought at all stages.
- At Gilmour Primary School we also use a number of indicators to identify pupils’ special educational needs.
 - Close analysis of data including: transition from Nursery, Reception, KS1, termly and yearly assessments, and annual pupil assessments.
 - Any teacher or support staff concerns.
 - Following up parental concerns.
 - Tracking individual pupil progress over time.
 - Liaison with feeder schools on transfer.
 - Information from previous schools.
 - Information from other services.
 - Very close liaison at the outset with all staff and parents from feeder schools.

4. How Gilmour Primary School teaches pupils with special educational needs

- Quality first teaching is a priority for all pupils in the school, including those with SEND. The full understanding of this during lessons is a key strategy in ensuring all children are able to access work and meet their full potential.
- Where a pupil is identified as having SEND, action is taken to remove barriers to learning and put effective special educational provision in place.
- The SEND support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil’s needs and of what can support the pupil in making good progress and securing good outcomes. This cycle is known as the graduated approach (Assess, Plan, Do and Review).



5. How Gilmour Primary School adapts the curriculum and the learning environment for pupils with special educational needs

- The DDA, as amended by the Equality Act 2010, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. In line with this there is a fully developed accessibility plan which is in writing and which is also available on the school's website.
- The school is proactive in removing barriers to learning. Strategies for these can be found within the school's SEND annual report and within the Teaching and Learning Policy. This is based in evidence formed best practice and is adapted and adopted as necessary.
- Gilmour Primary School improves access to the physical environment of the school by ensuring all necessary areas are accessible to pupils and that there is signage of appropriate facilities.
- The school strives to improve the delivery of information to pupils with SEND and their families when appropriate for disabled pupils. This will include planning to make written information available to all pupils irrespective of their disability. This should take account of pupils' disabilities and preferred formats and be made available within a reasonable time frame.

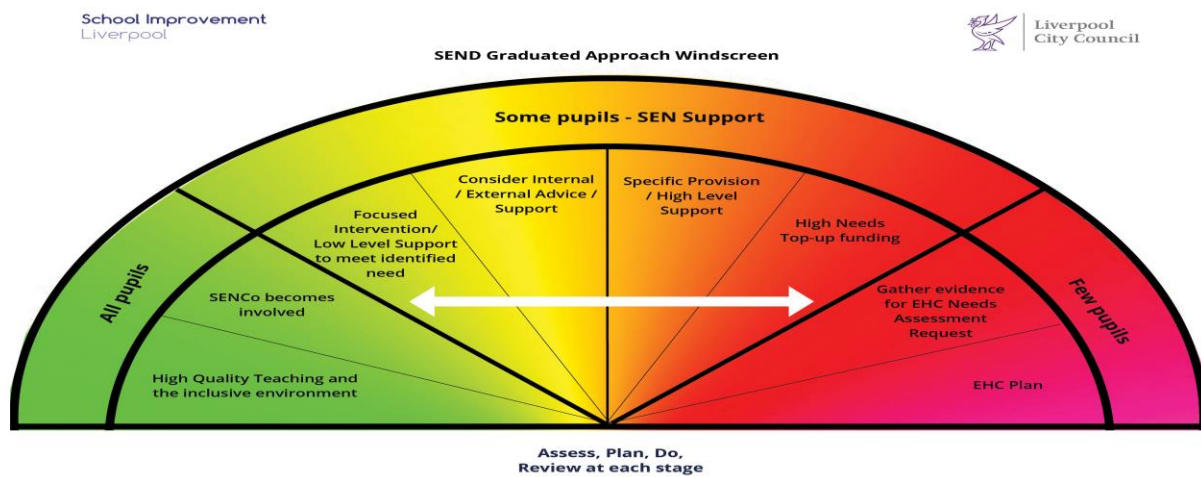
6. How Gilmour Primary School works with parents and carers in planning for provision and reviewing progress, and how parents are supported in accessing information

See School website (www.gilmourprimary.com) for SEN Information Report

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Psychologist, Speech and Language Therapist). Parents/carers are informed and permission sought at all stages.

7. How Gilmour Primary School manages the needs of pupils who qualify for SEND support beyond the school resources.



- In many cases the pupil’s needs are effectively met within school. The way this is done is accessed in the School’s Local Offer, which is published and can be seen on the School’s website and the Liverpool Family Services directory.
- Where a pupil continues to make less than expected progress despite evidence based support, matched with interventions addressing areas of need it may be necessary to involve outside specialists. Parents will always be informed and involved in the decision to procure the advice of a specialist and their consent will be required formally by agencies (except in child protection cases where a child is deemed to be at risk).
- Where assessment indicates that support from specialist services is required Gilmour Primary School strives to ensure that the pupil receives this as quickly as possible. Support Services used in Gilmour Primary School include MHST (Mental Health in Schools team, CAMHS (Child and Adolescent Mental Health Service), Speech and Language Therapy Services, OSSME, SENISS, and A Quiet Place.
- Some children may have multi-agency involvement and the school will consider the criteria for the levels of need and where relevant may decide in consultation with Liverpool’s ‘Responding to Need Guidance and Levels of Need Framework’ that an EHAT (Early Help Assessment Tool) is appropriate.
- Where, despite the school having taken relevant and purposeful action to identify, assess and meet the need of the child or young person and they have not made expected progress, the school or

parents should consider requesting an Education, Health and Care needs assessment. In applying for this the school presents evidence of the action taken as part of SEN Support.

8. How senior leaders and governors at Gilmour Primary School monitor and evaluate the impact of the school's SEND provision

Whilst the full governing body remains responsible for SEND they often appoint a SEND Governor to support their work. This happens by

- championing inclusion and promoting a greater understanding of issues related to SEND by the Governing Body
- being familiar with key legislation and policy;
- meeting regularly with the SENCO and visiting classrooms;
- ensuring that there is an understanding of the role of the SENCO and how pupils are supported
- developing an awareness of the types of SEND presenting within the school cohort;
- reporting to the Governing Body;
- understanding how funding received for SEND is allocated by the school;
- attending training in relation to SEND;
- assisting in monitoring the progress of vulnerable pupils;
- Reviewing and monitoring the effectiveness of the SEND Policy.

The SENCO will report annually to the Governing Body on the success of this policy and SEND provision taking place in Gilmour Primary. The SEND Governor will also liaise with the SENCO in relation to the Local Offer and the SEN Information report.

In evaluating the effectiveness of this policy, the school will consider the views of:

- Reports presented by the Head teacher, SENCO and SEND Governor where appropriate
- Parents/carers
- Pupils
- Outside Agencies

Pupil's attainment and progress will provide detailed and quantifiable evidence relating to the success of the SEND policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting outcomes
- Use of standardised tests including reading, spelling and numeracy ages
- An analysis of external tests
- The school's tracking systems and teacher assessments
- PIVATS
- Evidence generated from SEND Plans and Annual Review meetings.
- Reports provided by outside agencies including Ofsted.

9. How Gilmour Primary School approaches its statutory duties in terms of increasing its accessibility over time

The school's accessibility plan can be found on the school website: www.gilmourPrimarys.com

All pupils at Gilmour Primary School have equal access to a broad and balanced curriculum differentiated to enable ALL pupils to understand the relevance and importance of an appropriate education. This promotes self esteem and confidence that will lead to pupils making relevant progress that is closely monitored.

Teachers use a wide range of strategies to meet pupil's special educational needs. Lessons have clear learning outcomes and success criteria, are resourced appropriately, and assessed to inform the next stage of learning.

The school's Teaching and Learning Policy promotes best practice towards students with SEND.

Provision Mapping features significantly in the SEND provision provided by the school. IEPs contain outcomes to ensure that all pupils experience success.

Following The Equality Act 2010 it states that education providers must also make 'reasonable adjustments' to ensure that disabled students aren't discriminated against. Making reasonable adjustments could include:

- changes to practices or procedures
- changes to physical features
- changes to how learners are assessed
- providing extra support and aids (such as specialist teachers or equipment)

Relevant information is shared with parents/carers of pupils on Special Needs Support or with an Education Health and Care Plan (EHCP). They receive regular details on the agencies involved with their child's education and are signposted according to their child's needs. Key information is also shared within the school to ensure teachers are up to date with developments.

10. How Gilmour Primary School handles complaints from parents/carers of pupils with SEND about SEND provision

Any complaints should first be raised with the SENCO, then if necessary with the Head teacher and finally, if unresolved, with the SEND Governor. All complaints follow the school's complaints procedure.

Managing parental complaints related to SEND (any of the following may apply)

- Meetings with the parents/carers are arranged
- Key issues are identified including where there is agreement

- Discussions take place with the SENCO
- Reports provided by outside agencies should be considered
- Outcomes are reviewed examining what progress the pupil has made
- Communication logs (where they apply) are shared with parents/carers

11. Policy Success Criteria

- Pupils with SEND are thriving at school
- Increased access to the curriculum through appropriate strategies is provided to meet a range of needs
- Staff understand the outcomes of their curriculum planning for pupils with SEND
- Regular monitoring and reviews of individual needs is to take place with clear records kept of action taken
- Good home/school communication is established and maintained
- SEND Policy is regularly reviewed, updated and monitored

This SEND Policy was produced on: 30/06/23
It was reviewed and updated on: Sept 2024
Amended:
It will next be reviewed on: part of new policy

Glossary of SEND Terminology

ADHD	Attention Deficit Hyperactivity Disorder
ASC	Autistic Spectrum Condition
ASD	Autistic Spectrum Disorder
CAMHS	Child and Adolescent Mental Health Service
CI	Communication and Interaction
CL	Cognition and Learning
CP	Child Protection
DfE	Department for Education
EP	Educational Psychologist
EPS	Educational Psychology Service
EHCP	Education, Health and Care Plan
EWO	Education Welfare Officer
EYFS	Early Years Foundation Stage
FSM	Free School Meals
GDD	Global Developmental Delay
HI	Hearing Impaired
IBP	Individual Behaviour Plan
IEP	Individual Education Plan
IO	Inclusion Officer
LA	Local Authority
LEA	Local Educational Authority
LSA	Learning Support Assistant
MLD	Moderate Learning Difficulties
OCD	Obsessive Compulsive Disorder
ODD	Oppositional Defiant Disorder
OT	Occupational Therapy
PDA	Pathological Demand Avoidance
PECS	Picture Exchange Communication System
PEP	Personal Education Plan
PMLD	Profound and Multiple Learning Disability
PT	Physiotherapists
SALT/SLT	Speech and Language Therapy
SEMH	Social, Emotional, Mental Health
SEN	Special Educational Needs

SENCo	Special Educational Needs Co-ordinator
SENISS	Special Educational Needs Inclusion Support Service
SLD	Severe Learning Difficulties
SPD	Sensory Processing Disorder
SpLD	Specific Learning Difficulties
VI	Visual Impairment

Appendix 2

Assess, Plan, Do and Review

More detail.

How Gilmour Primary School implements the Graduated Approach

ASSESS:-In Assessing a child/young person the school will carry out an analysis of the pupil's needs which draws on the teacher's assessments and experiences of the pupil, their previous progress and attainment. This is put in the context of the individual's development compared to the school's core approach to pupil's progress, attainment and behavior and their peers and national data. The pupil's own views are sought as are those of external support services if involved. The school liaises fully with outside agencies who are conducting the assessments. Any concerns by parents are actively listened to and recorded. Assessments are reviewed at least every term.

PLAN: - We recognise that we must formally notify parents if their child is being provided with SEN support despite prior involvement and communication. The teacher and SENCO agree in collaboration with the parent and pupil the adjustments, interventions and support to be put in place as well as the expected impact on progress (outcomes), development or behavior along with a clear

date for review. At Gilmour this may take the form of an IEP (individual Education Plan), EHAT (Early Help Assessment Tool) or EHCP (Education, Health and Care Plan), alongside specific targets set by outside agencies that we have agreed to work on.

DO: - The School's SENCO (Miss Frain, Miss Jones) supports the class teacher in problem solving and advising on the effective implementation of support and in further assessments. Where interventions involve group or one to one teaching away from the teacher they remain responsible for overseeing this and will work closely with teaching assistants/specialist staff to plan and assess the impact of support (and consider how they can be linked to classroom teaching).

REVIEW: - Reviews are carried out on an agreed date. Some children have an EHCP which must be reviewed by the local authority in partnership with the school at least annually. Some children will have EHATs and IEPs which will need reviewing more regularly. These reviews are arranged at school and are part of the SENCO's role with support from the SLT. When we review we evaluate the impact and quality of the support and take into account the views of the parents and pupils. This feeds back into the analysis of the pupil's needs. The teacher working with the SENCO will revise the support in the light of the pupil's progress and development and any changes to support and outcomes will be made in consultation with the parent and pupil. We strive to provide clear information to parents about the impact of support and interventions provided enabling them to be involved in planning next steps. In transition to another setting information to be passed on will be shared with parents and pupils and this may involve others being present at review meetings. The SENCO may also attend meetings offsite to support the transition process.