

Gobowen Primary School Special Educational Needs and Disability Policy



Co-ordinator: Mrs A. Boulton
Reviewed: September 2026

Our vision: *Nurture Grow Flourish*

At Gobowen Primary School, all staff are committed to ensuring:

That from each starting point, all pupils reach their full potential within an outstanding and inspirational learning environment.

This policy outlines how we identify and manage Special Educational Needs and Disability in our school to ensure that pupils requiring SEND support achieve their full potential. This policy is to be read alongside Gobowen Primary School's SEND Information Report, Medical Needs Policy and Equal Opportunities Policy.

Principles

We endeavor to:

- Monitor the progress of all pupils.
- Work closely with pupils and parents/carers and listen to their views.
- Ensure equal opportunities and commit to meeting the needs of all our pupils.
- Fully integrate pupils with SEND into the life of the school and into a broad, balanced and fully inclusive curriculum.

In order to properly support children with SEND, with regard to the principles set out in the Code of Practice (2014), we believe in the importance of:

- The participation of children and their parents in decision making.
- The early identification of pupil's needs and early intervention to support them.
- Greater choice for pupils and parents over support.
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of pupils with SEND.
- A focus on inclusive practice and removing barriers to learning.
- Successful preparation for transition.

Identification of Pupils with SEND

The Code of Practice (2014) states that:

'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.'

Pupils with SEND may:

- make significantly slower progress than their peers

- fail to meet their own previous rate of progress
- fail to close the gap in attainment
- widen the gap in attainment

The four areas of Special Educational Need and Disability:

1. Cognition and Learning. Needs may include: Specific learning difficulties (SpLD), Moderate learning Difficulties (MLD), Severe learning difficulties (SLD) and Profound and multiple learning difficulties (PMLD).
2. Social, Emotional and Mental Health Difficulties. Needs may include: Neurodiversity including ADHD and ADD, difficulties with self regulation and emotional literacy.
3. Communication and Interaction Needs. Needs may include: Speech, language and communication needs (SLCN), Autism and Neurodiversity (Including Asperger syndrome).
4. Sensory and/or physical needs. Needs may include: Visual impairment (VI), Hearing impairment (HI), Multisensory impairment (MSI), Physical disability (PD).

Details about how we support pupils with these specific needs can be found in our SEND Information Report.

We are committed to the early identification and support of pupils with SEND. When a child is identified as having SEND, a Pupil Centered Plan, consisting of a Learning Plan and One Page Profile, is developed with the pupil, parents/carers, teacher and SENCO. This is reviewed termly. Teachers meet with parents of SEND pupils at least three times per academic year.

The Graduated Response

Wave 1 – Parents/carers are informed. Pupil is placed on a Record of Concern by the teacher and the SENCO is informed. The pupil is monitored in class by the teacher and teaching assistant. High quality fully inclusive teaching is delivered; strategies for this may be developed with the support of the SENCO. After an agreed length of time (for example, half a term), if the pupil has not made progress, move to Wave 2.

Wave 2 – Parents/carers are informed of the concern and invited in to meet with the class teacher. The pupil is placed on the class monitoring proforma, which is kept in the class data file. They receive extra tailored support. This may be in the form of intervention groups or further support from a teaching assistant. Levels are recorded for the child and targets are set. The SENCO has access to these records which are to be reviewed termly. If the pupil has not made adequate progress, move to Wave 3.

Wave 3 – Parents/carers are informed. The pupil is placed on the SEND register and advice is sought from a specialist external agency. Using the advice of the specialist to set targets and source resources and in partnership with the pupil,

parents/cares, teacher and SENCO, a Pupil Centred Profile is developed. This includes a Learning Plan with personalised learning targets and a One Page Profile. The PCP is implemented. Parents meet with the class teacher at least three times in the academic year. The PCP is reviewed termly with the SENCO and class teacher and the views of the pupil and parents/carers are sought. If there is still inadequate progress, the process to request an Educational Health Care Plan may be implemented. The class teacher provides the SENCO with a provision map detailing the levels of the SEND children in their class and the intervention being delivered.

Management of SEND

- Parents/carers will be kept informed of any additional or different provision being given and invited to contribute to and attend any review meetings about their child.
- Provision maps and PCPs will be monitored by the SENCO.
- Pupils with SEND will have carefully differentiated learning challenges.
- Pupils with SEND will be carefully monitored through the four part assess, plan, do and review process whereby the staff and parents/carers revisit and refine previous targets and decisions to enable a growing understanding of the techniques and methods that enable the pupil to make progress and secure outcomes.
- We recognise early identification and the four part cycle of assess, plan, do and review cycle as key to meeting the needs of individual pupils.

Role of the SENCO:

The SENCO at our school is Mrs A. Boulton. She holds the National Award for SEN Coordination (PGCert). We adhere to the roles outlined in the SEND Code of Practice (2014), the SENCO is responsible for:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services

- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date

The Role of the Governing Body

The Governors with responsibility for SEND is Mr M. Titley and Mrs H. Powell. They attend termly SEND governor updates and are kept informed and up to date with SEND at our school. They are involved with developing and monitoring the SEND policy, SEND Action Plan and SEND Information Report. SEND provision is an integral part of the School Development Plan.

Admissions

We welcome all pupils into our school and endeavor to ensure that appropriate provision is made to cater for their needs. A decision not to admit a pupil with SEND or an Educational Health Care Plan (EHCP) would only be taken if their needs could categorically not be met in our school, or if it would be incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent this. Pupils with SEND are encouraged to take part in the full life of the school. Pupils with SEND access our before and after school provision.

Specialisms

The school staff have a variety of experience of supporting pupils with SEND. The NASC qualification provides the SENCO with a broad understanding of the four areas of need. We have small study rooms available for 1:1 and group work.

Review Date: September 2027