

Author: SAF

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GOSFORTH JUNIOR HIGH ACADEMY

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

At Gosforth Junior High Academy, the Special Educational Needs Co-ordinator is Sarah Fitzpatrick.

The Local Authority Governors with responsibility for Special Educational Needs, for Gosforth Junior High Academy, are Elizabeth O-Mahoney and Dave Vero.

INTRODUCTION

This policy replaces all previous SEN policies. It relates to children with Special Educational Needs (SEN) and disabled children and young people.

This policy takes into account legislation relating to SEN and disabilities including:

- Part 3 of the Children and Families Act (2014)
- The Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014)
- The Special Educational Needs and Disability Regulations (2014)
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations
- The Other setting out setting out transitional arrangements
- The Equality Act (2014)
- The Mental Capacity Act (2005)
- Keeping Children Safe in Education (DfE 2024). Statutory guidance
- Supporting Pupils at School with Medical Conditions (2014)
- Children Missing Education (DfE August 2024). Guidance for Local authorities
- Statutory framework for the Early Years Foundation stage (DfE Jan 2024). Statutory guidance
- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Government, May 2024)

Gosforth Junior High Academy fully recognises its responsibilities relating to Special Educational Needs and Disabilities.

There are three main elements to our policy:

Gosforth Junior High Academy arrangements, including:

- Definition, principles and objectives
- Roles and responsibilities
- Co-ordinating and managing provision
- Admissions
- Specialisms and specialist facilities

Identification, assessment and provision, including:

- Access to facilities and provision
- Allocation of resources
- Access to the curriculum
- Medical conditions
- Identification, assessment, planning and review arrangements
- Evaluating success

Partnership within and beyond the Gosforth Group, including:

- Partnership with parents/carers
- Pupil participation
- Links with external agencies and support services
- Links with other schools and transition arrangements
- Staff development

GOSFORTH JUNIOR HIGH ARRANGEMENTS

Definition, principles and objectives

Definition

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

A child of compulsory school age or a young person has a learning difficulty or a disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age, or
- Have a disability which prevents them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

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’. This definition provides a relative low threshold and includes more children than many realise; ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions do not necessarily have SEN but there is a significant overlap between disabled children and young people, and those with SEN. Where a disabled child or

young person requires special educational provision, they will be covered by the SEN definition.” (See Special Educational Needs and Disability Code of Practice: 0 to 25 years).

Principles

At Gosforth Junior High Academy, we believe that each child is an individual and, as such, has unique strengths, talents and needs. To achieve their full potential, some children require additional support, and we recognise this and plan accordingly. Some children may require continuous help through their time in school whereas others may need support for a short period to help overcome more temporary barriers to their learning. Gosforth Junior High Academy aims to provide all children with strategies for dealing with their needs in a supportive environment, and to give them access to a broad, balanced and relevant education. Our fundamental principles recognise that:

- All children should have their individual needs met
- The views of individual children should be sought and taken into account
- All children should have equal opportunities to take part in all aspects of Gosforth Junior High Academy’s provision, as far as is appropriate
- A close partnership, with parents/carers who play an active and valued role in their children’s education, is vital
- All children, whatever their special educational need, should receive appropriate educational provision, through a broad and balanced curriculum, which is relevant and differentiated, and which demonstrates coherence and progression in learning

Objectives

Our objectives in this policy are:

- To identify and monitor children’s individual needs, at the earliest possible stage, so that appropriate provision can be made and achievement raised
- To plan an effective curriculum, to meet the needs of children with special educational needs, ensuring that students are provided with Specific Measurable Achievable Realistic Time-related (SMART) targets
- To involve children and parents/carers in the identification and reviewing of targets set
- To raise the self-esteem of children with special educational needs, acknowledging the progress they have made
- To ensure that all children make good progress with a continuous cycle of planning, teaching, assessment and reviewing, which takes account of the wide range of abilities and interests of the children, being central to the work of every class and every subject
- To work collaboratively with children, parents/carers, other professional and support services including the Educational Psychology Service, Health Service and Social Care
- To recognise that provision for children, with SEN, requires a whole-school approach. In addition to the Trustees, Local Authority Governors, SLT and SENCO, all other members of teaching and support staff have responsibility for all children. All teachers are teachers of children with special educational needs

Roles and Responsibilities

Chief Executive Officer, Trustees and Local Advisory Group's Role

The Trustees, Local Advisory Group of Gosforth Junior High Academy, and Chief Executive Officer of Gosforth Group will:

- Strive to ensure that the necessary provision is made for any child with special educational needs
- Ensure that staff are aware of the importance of identifying and providing for children with special educational needs
- Consult the LA and the governing bodies of other schools, when it seems necessary or desirable, in the interests of co-ordinated special educational provision in the area as a whole
- Ensure that children with special educational needs join in the activities of the Junior High Academy together with children who do not have special educational needs, so far as it is reasonably practicable. These activities will be compatible with the children receiving the special educational provision their learning needs call for, the effective education of those with whom they are being educated, and the efficient use of resources
- Report to parents/carers on the implementation of the Academy's policy for children with special educational needs and/or disability
- Have regard to the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014) when carrying out duties toward all children with special educational needs and/or disability
- Ensure that parents/carers are notified of a decision by Gosforth Junior High Academy that SEN provision is being made for their child

The Trustees and Local Advisory Group play an important role in ensuring that:

- They are fully involved in developing and monitoring Gosforth Junior High Academy's SEN policy
- They are up-to-date and knowledgeable about the SEN provision, including how funding, equipment, and human resources are deployed
- SEN provision is an integral part of the SEN Strategic Plan
- The quality of SEN provision is continually monitored

In addition, as part of the Special Education Needs and Disability Regulations (2014), the Local Advisory Group will take any necessary action to ensure that it does not discriminate against disabled children.

Principal's Role (Gosforth Junior High Academy)

The Principal has responsibility for:

- Leadership and management of all aspects of the school's work, including provision for children with special educational needs
- Keeping the Trustees and Local Advisory Group informed about SEN issues
- Working closely with the SENCO
- The deployment of all special educational needs personnel within the school

- Monitoring and reporting to the Trustees and Local Authority Group about the implementation of the Academy's SEN policy

Role of the SENCO

The SENCO is responsible for co-ordinating the provision of special educational needs throughout the Academy. This includes:

- Overseeing the day-to-day operation of the SEN policy
- Providing leadership, advice and support to staff, in special educational needs
- Working alongside staff to assist them in assessing, identifying and planning for SEN and ensuring that SEN children make progress
- Assisting in the monitoring and evaluation of the progress of children with SEN, through use of existing school assessment information, e.g. regular Progress Assessments, close liaison with subject/class teachers, external examinations, SIMS, Tracker and SISRA data etc
- Overseeing and maintaining specific resources for special educational needs
- Liaising with external agencies and providing a link between these agencies, class/subject teachers and parents / carers
- Contributing to and, where necessary, leading the in-service training of staff
- Monitoring, evaluating and reporting on the provision for children with SEN, to the Trustees, in conjunction with the Local Authority Group members for SEN
- Management and update of the SEN register and SEN records – including the dissemination of relevant information, regarding individual children, to staff
- Ensuring that we log children identified as having additional needs on our SEN register and on SIMS. The SEN register is shared with all staff along with their support plans
- Co-ordinating Examination Access Arrangements, for SEN children, during external examinations and internal assessments
- Carrying out detailed assessments and observations of children with learning difficulties and special educational needs
- Liaising effectively with HLTAs and Learning Support Assistants
- Liaising with the SENCOs in feeder First, High and primary schools, to ensure a smooth transition for SEN children from one school to another
- Liaising with the designated staff member (Looked After Children Coordinator) where a Looked After Child has SEN
- Leading SEN Reviews and managing all the statutory documentation relating to special educational needs
- Liaising with parents/carers of children with special educational needs, in conjunction with class/subject teachers, so that they are aware of the strategies being used and encouraging them to be partners in the process

Class / Teaching Staff and Subject Leader responsibilities

Teaching staff are responsible for SEN provision within the classroom and for providing an appropriately differentiated and inclusive curriculum. Students should be first supported through high-quality teaching, differentiated and personalised according to specific student needs. All students should be supported through effective differentiation and supporting resources. Class and subject teachers retain responsibility for the progress of individuals,

and should work alongside the SENCO and specialist staff to plan SEN provision. This includes provision for Looked After Children (LAC).

HLTAs and Learning Support Assistants work as part of a team alongside the SENCO and teaching staff. They support individual needs of children with SEN and help promote inclusion within the classroom, intervention groups and one-to-one support. They play an important role in implementing personalised provision, monitoring progress and providing feedback to teachers. They contribute to review meetings and help students to gain access to a broad and balanced curriculum. They are also available to provide educational and emotional support to our Looked After Children (LAC).

All teaching and supporting staff should be aware of student support plans and use these to inform and plan students' provision. All staff are responsible for helping students towards achieving their individual SMART targets and subject targets.

Co-ordinating and Managing Provision

At Gosforth Junior High Academy:

- Sharing expertise is welcomed and encouraged
- Special Educational Needs (SEN) provision is a whole school responsibility
- There are daily informal opportunities to discuss SEN provision and concerns
- Children, and parents / carers, are involved (as far as it is practical) in discussions regarding targets, provision and progress
- There are effective and simple ways for staff to report concerns

Admissions

Normal admission arrangements apply (see Admissions Policy). We strive to be a fully inclusive school:

- All children will be treated according to their needs in line with Gosforth Junior High Academy's policy for equality and opportunity
- No child or young person will be denied admission because of their creed, race, physical ability or academic attainment
- Where a child or young person has a particular need e.g. wheelchair access, the Trustees and Local Advisory Group will make reasonable adjustments to ensure that these needs are fully met

Any variation to the above will need to be agreed by the Trustees and Local Advisory Group.

Specialisms and Specialist Facilities

At Gosforth Junior High Academy:

- All teaching staff are able to teach students with SEN. Additional training (CPD) for teachers and Learning Support Assistants is made available, when necessary and appropriate, particularly in training to meet the specific needs of an individual student
- Differentiated resources and planning are used to ensure access to the curriculum and are easily accessible in the Student Support Base (SSB) and classrooms
- All staff are kept well-informed about the strategies needed to manage individual SEN needs. GJHA strive for inclusion, and as such, encourage our students to understand these needs and respond with sensitivity

- SEN support aims to encourage as much independence as possible within a safe and caring environment
- We have access to the expertise of LA services, and other agencies when required, and use their guidance to inform our practice
- The Local Advisory Group endeavour to ensure that the environment of the school is such that, as far as practically possible, children with disabilities can participate in the full curriculum
- A sensory room has been created to enable students to access a safe specialised space where they can regulate emotions. The use of this room will be carefully monitored over time to assess its effectiveness, and staff will supervise its use for safety

VI ARP

At Gosforth Junior High Academy, there is an Additionally Resourced Provision (ARP) for Visually Impaired (VI) students. Some children are registered blind, others are partially sighted, and they are supported by specialist teachers and specialist Learning Support Assistants. Children attend most mainstream classes (with or without support, depending on their level of need of challenge in that subject). Wherever possible, visually impaired students access the same lessons as their peers. Further support is provided in the ARP in the form of specialist resources and specific interventions: braille machines, specialist computer software, orientation, and other forms of specific interventions. VI children are encouraged to integrate socially with their peers and in all aspects of school life.

IDENTIFICATION, ASSESSMENT AND PROVISION

Access to Facilities and Provision

Please refer to Gosforth Junior High Academy's Accessibility Plan, which outlines how we:

- Increase access to the curriculum for children with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information for children

Allocation of Resources

Most of the resources required by children with special educational needs, are available in classrooms and the Student Support Base. Learning Support Assistants may be allocated to work with specific identified children, under the guidance of teaching staff, and in consultation with the SENCO. The SEN budget is spent on resources and staffing costs which are allocated to support the SEN children and meet the objectives of this policy. Gosforth Junior High Academy will use a range of funding, including the national SEN budget and, where applicable, pupil premium funding, to provide high quality support for children with SEN. Occasionally, Gosforth Junior High Academy may seek additional funding from the LA to enable those students to have increased individualised support. These are often in the form of an EHC Plan (EHCP) and the level and type of support will be determined from the EHCP assessment process.

Access to the Curriculum

The broad and balanced curriculum is differentiated to enable all children to access learning. Our school curriculum is regularly reviewed and adapted to meet the needs of all students. Teachers have high expectations for all students and, in planning and teaching, they provide suitable learning objectives, meet the diverse range of learning needs, and remove barriers to learning. The majority of SEN students are taught consistently alongside their peers. Teachers are responsible and accountable for the progress and development of all children but, to maximise learning, SEN students may participate in intervention groups/classes or in withdrawal groups to enable them to access targeted learning specific to their individual needs. These interventions are carefully planned, and consideration is made to the amount and area of curriculum time missed, if any, for each student. Removing students from mainstream classes for interventions is avoided as much as possible to avoid missing curriculum time and time with their peers. Children with SEN are actively encouraged, and supported, to participate and benefit from additional activities and clubs, and to participate in our wider school community.

Medical Conditions

Gosforth Junior High Academy follows the recommendations of the Children and Families Act (2014) with regard to arrangements for children with medical conditions. Where a child or young person also has SEN, their provision will be planned and delivered in accordance to their healthcare plan.

Arrangements for Pupils who are Looked After by the Local Authority

Gosforth Junior High Academy will follow the statutory guidance on supporting pupils who are in local authority care as set out by the Department for Education. The LAC Coordinator and the SENCO will work collaboratively to ensure that SEN provision matches the pupil's individual needs. Where a student has an EHC Plan, individual needs, targets and provision will be discussed with the Care Plan and Personal Education Plan (PEP).

SEN Support – Four Part Cycle (Assess, Plan, Do, Review)

The identification of SEN is built into the overall approach to monitoring the progress and development of all students in school. Regular progress and review meetings support the early identification of children who may have SEN. When concerns are identified, they are then reported and discussed with the SENCO, and appropriate action is agreed and taken.

Assess

The class or subject teacher, working with the SENCO, will carry out a clear analysis of the child's needs. This assessment will be reviewed regularly and, where appropriate, professionals will help to inform the assessment. Parents and carers, and previous educational settings may be asked to contribute to this process.

Plan

Parents/carers will be formally notified if their child is going to be placed on the SEN register at the 'SEN Support' stage. Adjustments to provision, interventions and support will be agreed with the staff, the child or young person, and parents/carers, and a record of this planning is made on the student's Support Plan. The support plan is then shared amongst school staff to ensure provision can be placed effectively throughout school.

Do

The class or subject teacher will remain responsible for working with the student on a daily basis, and retain responsibility for their progress and outcomes. The class or subject teacher will plan and assess the impact of support and interventions with any LSAs or specialist staff involved. The SENCO will support this process by providing guidance, information and resources that are necessary.

Review

The effectiveness of the support and interventions, and their impact on the student's progress, will be reviewed on an agreed date. Termly reviews will be held to review this progress. Regular reviews will be held with parents/carers, the class/subject teacher and the student and support will be reviewed, and suitable targets will be made. If the student does not make the expected progress, over a sustained period, the SENCO will consider involving specialists (e.g. Educational Psychology Service, School Health, School Effectiveness Team (SET) SEN Support, SENDOS, and where appropriate, Social Care and the Looked After Children Team etc.)

Education, Health and Care Plans

Where relevant and purposeful action has been taken to identify, assess, and meet the SEN of a child or young person, but a child has not made sufficient or expected progress, the SENCO and/or parents will consider requesting an Education, Health and Care assessment. The SENCO will provide the Local Authority with evidence of the action taken as part of the SEN support. This may or may not result in issuing of an EHCP, which entitles the child or young person to additional support, as prescribed in the plan, to support them in meeting identified outcomes. The Local Authority is responsible for conducting the assessment and making the decision whether to issue an EHCP, based on the advice and information collected from school, external professionals and families.

Managing and Reviewing Provision for Students with SEND

All teachers at Gosforth Junior High Academy are accountable for the progress of students with SEN. Provision for students with SEN is managed by the SENCO. At Gosforth Junior High Academy, all teachers can teach students with SEN.

- Training is available throughout the year to all staff within Gosforth Junior High Academy (both teaching and support staff)
- Bespoke training is organised where there has been a need identified
- Information about individual needs is shared with all teaching and support staff via the SEN register and Student Support Plans; this register contains information regarding their specific need and their Support Plan details strategies to support them
- All new staff are inducted on SEN, which includes a focus on Quality First Teaching (QFT)
- An annual report will be made available to the Local Authority Group on the effectiveness of SEN provision
- Teacher data, teacher referrals and standardised assessment data will be used to used to inform students identified for interventions

Calculating the Effectiveness of Provision

Gosforth Junior High Academy will monitor the effectiveness of provision by:

- All students with SEN will be supported to make progress, which is monitored through classroom data entry, staff observations, assessment data and identification meetings
- The SENCO will liaise with Teaching and Learning Leaders (TALLs) to identify students who require support and intervention
- The impact of targeted intervention will be assessed and monitored by the SENCO
- The impact of Quality First Teaching (QFT) is assessed by the SENCO through data entry, SEN reviews, student voice, and lesson observations where necessary
- We review SEN provision termly through whole-school Quality Assurance inspection
- Students will be involved in discussing and reviewing their provision and outcomes
- The SENCO also completes a department development plan, annually, and reviews this regularly with the Senior Leadership Team (SLT)

Our SEND Champions initiative assists in monitoring the provision for SEN students. SEND champions are staff who monitor the effectiveness of provision using student support plans, observing students in lessons, and collecting student voice to assess the effectiveness of their provision and report any challenges or needs they feel need further support. Students are actively encouraged to discuss their needs and advocate for themselves, promoting their sense of control and their ability to manage their needs as they develop independence. Areas for improvement are quickly identified and rectified through this initiative.

****Further details regarding this provision for children with SEN can be found in the SEN Information document.**

This document can be found on the Gosforth Junior High website. It outlines the provision made for all children with SEN, within the four broad areas of need: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health; and Sensory and/or Physical needs. Some children may have need in more than one broad area.

Evaluating the Success of Our Policy

This policy will be evaluated against the objectives for children with SEN.

- Parents/carers are made aware of individual targets/outcomes for students with SEN
- Students participation in discussing, contributing to and reviewing their individual targets/outcomes
- Progress being monitored closely to ensure that children progress through specific, measurable, achievable, realistic, time-bound (SMART) targets
- Overall analysis of progress tracking data and assessment results for those SEN children who are withdrawn for targeted interventions in specific areas
- Ensuring that external agencies, where appropriate, are fully informed and involved.
- Formative assessment
- Value-added data for students on the SEN register
- Monitoring of procedures and practice, but the SEN Local Advisory Group members and the SENCO
- The number of children identified on the SEN register
- Academy self-evaluation

- Any external evaluations, or inspection, which also enables us to evaluate the success of our provision

Success Criteria:

- All planning will reflect individual needs
- Identified children will reach their expected target, as judged through objective testing and / or teacher's professional judgement, and / or no longer needing additional support
- Parents / carers, children and external agencies will be fully involved in the support process
- All SEN students will make sufficient progress
- All SEN children will enjoy school and achieve success

PARTNERSHIP WITHIN AND BEYOND GOSFORTH JUNIOR HIGH ACADEMY

Partnership with Parents/Carers

Parents/Carers are important partners in raising their child's achievement. Gosforth Junior High Academy recognises their important role and encourages them to be fully involved in their identification, assessment and decision-making process and they are encouraged to discuss any concerns with class/subject teachers and SENCO as they arise. Parent/Carer contributions, regarding their child's education, are valued highly by the staff at Gosforth Junior High Academy. Interpreters are arranged for parents/carers who require translation during meetings, to enable preparation and planning time for parents/carers. The SEN Information and Advice Service (SENDIASS) can also be used by parents, through parent request directly to the service, to provide parents with support and guidance regarding SEN and the Local Offer. The Early Help Plan (EHP) is used to co-ordinate support for children and their families who have a range of needs.

Student Participation

We show sensitivity, honesty and mutual respect in encouraging children to share their views and we value their contributions. Children are involved in the decision-making process, whenever possible, and are supported to do so. We encourage our students to become confident students who advocate for their needs as we recognise that students who can share their opinions and values confidently and appropriately will be more secure and effective students and adults in later life. At Gosforth Junior High Academy, we help children to participate in their learning by encouraging them to discuss their targets, achievements and next steps for improvement.

Links with external agencies and support services

Close links are maintained with the LA support services to ensure that Gosforth Junior High Academy makes appropriate provision for children with special educational needs. When it is necessary to contact external agencies, the SENCO will make the arrangements and consult with parents/carers accordingly. These agencies normally include:

- Educational Psychologists
- Special Educational Needs Teaching and Support Service
- School Health/National Health Service

- Educational Welfare Service
- Children and Young People's Service
- Social Care

Links with other schools and transition arrangements

At Gosforth Junior High Academy, links are maintained to ensure a smooth transfer, on school entry, through liaison and visits to local First Schools. Children are invited to Gosforth Junior High Academy for induction visits prior to starting at the school and, if necessary, the school liaises with other agencies at this stage. Additional visits are scheduled for students who are identified as needing extra support during transition (particularly those with SEN). Similarly, students who transfer to Gosforth Academy at the end of year eight, will have additional visits to ease their transition. Children transferring, mid-year, are offered visits and their SEN information is sought from their previous school to ensure a smooth transition.

If a child or young person with SEN, transfers to another school (e.g. to an alternative post-16 institution), the SENCO liaises with other SENCOs/key staff to ensure a smooth transition and key information, regarding SEN provision, will be shared with the next school/setting through the review process.

Parents/carers are fully involved in transition planning at all stages.

Staff development and appraisal

Through the monitoring and evaluation of our provision, the SENCO, Assistant Director and Principal will identify any particular professional development needs of the staff. Staff development will, where appropriate, be linked closely to the School Strategic Plan and Appraisal Objectives. Staff who attend additional courses will disseminate information at staff meetings. Whole-school in-service training sessions are arranged, as appropriate, in response to any particular needs identified across Gosforth Junior High Academy. Outside agencies deliver training as, and when, needed. Staff are informed of local and national developments in relation to SEN and inclusion.

Complaints

We strive to offer the best provision for all our children. We recognise the important role parents and carers play in raising the achievement of their child and are fully involved in the decision-making process regarding their child. Parents are encouraged to raise any concerns they have regarding their child as they arise with the SENCO. However, should a parent/carers have a complaint about the support provided for their child in school, they should refer to our Complaints Policy, which can be found on our website.

Date approved: 12 September 2024

Signed

A handwritten signature in black ink, appearing to be 'J. B.', written over a horizontal line.

Date to be reviewed: 12 September 2025

This SEN and Disability Policy will be reviewed and amended annually.