



# **Galley Hill Primary School & Nursery**

## **SEND & Inclusion Policy**

**Ratified at a meeting of the  
Teaching and Learning Committee**

**Signed: *B. Mackenzie***

**Name: Bob Mackenzie**

**Date: 30<sup>th</sup> September 2024**

**Due for review: October 2025**

## **SEND and Inclusion Policy**

Galley Hill Primary School & Nursery is committed to promoting the highest levels of achievement for all the members of our school community, to valuing all learners equally and to developing their enthusiasm for learning.

We are committed to meeting the special needs of pupils and ensuring that they make progress. In line with our vision statement we aim to develop resilient learners who are curious about the world, have high aspirations and persevere to achieve their goals. Our vision and mission statement are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils as confident, happy citizens.

At Galley Hill the governors and staff encourage every teacher to have responsibility for meeting the learning needs of all the pupils in their care and to differentiate the curriculum appropriately. The Teachers' Standards (DfE, May 2012) state that all teachers must "adapt teaching to respond to the strengths and needs of all pupils...have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them." Learning within the school is facilitated, recognising the importance of equal opportunities, taking into account individual needs, gender, race, creed, age and circumstances. Some children have barriers to learning that mean they have special needs and require particular action by the school. Staff take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age to ensure access to a broad and balanced curriculum and the National Curriculum at their level.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child, the aims of the Special Educational Needs Code of Practice.

#### Aims and objectives

At Galley Hill School we aim:

- To provide an inclusive environment for all pupils
- To ensure that all children have access to quality first teaching and to create an environment that meets the needs of each individual child; "High quality teaching, adapted for individual pupils is the first step in responding to pupils who have SEN." (CoP 6.37)
- To identify children who need additional support as early as possible
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to provide access to all aspects of the curriculum by modifying it to suit individual needs;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum;
- to work in partnership with parents and carers encouraging an active and valued role in supporting their children

- to ensure that our children have a voice in this process by evaluating their progress and setting new targets.
- To ensure that all staff have access to training and advice to support the children's learning.

### Educational Inclusion

At Galley Hill Primary School we seek to include children from all cultures and backgrounds, including disabled children, vulnerable learners and those with special educational needs. We are committed to providing equal opportunities regardless of race, faith, social background or capability in all aspects of school life. We respect that all children are different and are valued as part of the school community. In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely, in order to improve their learning outcomes
- helping individuals to manage their emotions particularly due to trauma or stress, in order to improve their learning outcomes

### Identifying Special Educational Needs

Children with special educational needs have difficulties that call for special provision to be made. All children may have special needs at some time in their lives.

Children have a difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age,
- they have a disability, which prevents or hinders them from making use of the educational facilities that are provided for children of the same age,

Some children who have SEN may have a disability under the Equality Act 2010 that is physical or mental impairment which has a long term and substantial effect on their ability to carry out normal day to day activities. However, not all children who have a disability will have SEN.

Slow progress and low attainment does not necessarily mean that a child has SEN, but it may be an indicator of learning difficulties.

We strive to make a clear distinction between “underachievement” – often caused by a poor early experience of learning - and special educational needs.

Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.

Other pupils will genuinely have special educational needs and this may lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils.

These will be provided, initially, through additional support funded from the devolved schools budget.

We identify high attainers based on their previous attainment. Those children considered high attainers in Key Stage One will have achieved highly in EYFS. Similarly, those children considered high attainers in Key Stage Two will have previously achieved highly in KS1. We ensure these children are challenged in lessons and given a depth of knowledge.

There are four main areas of need identified in the Code of Practice:

- Communication and interaction (speech, language and communication needs, Autistic Spectrum Disorder)
- Cognition and Learning (moderate or severe learning difficulties, profound and multiple learning difficulties, specific learning difficulties such as dyscalculia and dyspraxia)
- Social, emotional and mental health difficulties (including withdrawn or challenging behaviour, depression or anxiety, attention deficit or attachment disorders)
- Sensory and or/ physical needs (visual, hearing or multisensory impairments, physical disability)

It is important to identify a child’s special educational needs as early as possible and there are a number of ways of doing this:

- Pupil progress, attainment and behaviour
- Standardised tests and assessments
- The teacher’s assessment of the child
- The views and experiences of the parents
- The child’s own views
- Advice from external support services

Teachers observe and assess the progress of all the children they teach and this provides information about the area of the curriculum where a child may not be progressing satisfactorily in spite of appropriately differentiated curriculum. When assessments show that a child may have a learning difficulty, a range of strategies are used that make full use of all available classroom and school resources. Provision maps record the range of support available for each year group. This level of support is called K – SEN SUPPORT. The child’s class teacher will offer interventions that are different from or additional to those provided as part of the

school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. The Special Educational Needs Coordinator (SENCo), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The SENCo will then take the lead in further assessments of the child's needs.

We will record the strategies used to support the child within their My Targets (MT). The MT will show the short-term target(s) set for the child. These targets will be SMART (small, manageable, achievable, realistic and targeted); it will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place once a term. Parental views are an important part of this process.

If the MT review identifies that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in school by external support services. This may lead to additional or different strategies to those at K – SEN SUPPORT. External support services will provide information for the child's new MT. The new strategies within the MT will, wherever possible, be implemented in the child's normal classroom setting.

If the child continues to demonstrate significant cause for concern, a request for support from an outside agency to give additional advice may be sought.

Children who are making less than expected progress are characterised by progress which:

- is significantly slower than peers starting from the same baseline.
- does not match or better the child's previous rate of progress.
- does not close the attainment gap
- widens the attainment gap

Children who do not make expected progress are placed on the SEND Register at Galley Hill School under the single category of SEN Support. A MT could be put in place to monitor progress towards short term outcomes/targets which are discussed and reviewed with parents and the child in turn. A child is removed from the SEND Register following discussions with the SENCO and when appropriate progress has been made.

The support follows the graduated approach which takes the form of a four part cycle: Assess, Plan, Do, Review.

#### Assess

The class teacher and SENCO analyse a child's needs, this may include looking at teacher assessment, prior progress and attainment, development compared to peers and national data, parents' views and advice from external support agencies.

#### Plan

Parents are informed, staff working with the child are made aware of their needs, intervention and support is selected to meet the outcomes identified.

#### Do

The class teacher retains responsibility for the child's learning at all times; teaching assistants or specialist staff work closely with the class teacher when providing interventions which may involve group or one-to-one teaching.

#### Review

The effectiveness of the support is reviewed each term at the Pupil Progress Meetings and the class teacher, SENCO and head teacher will discuss actions needed to help the child progress. Support may include extra assistance in the

classroom, specialist equipment or learning materials, individual or small group support from a teacher or teaching assistant. Staff training may be needed to develop more effective strategies. Each term the class teacher will have a meeting with the parent to review targets and set targets for the next term.

STAGE 1 Well-differentiated, quality first teaching, including, where appropriate, the use of Interventions.

- All learners will have access to quality first teaching.
- The routine and prolonged withdrawal from mainstream of children with EAL is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of good, inclusive strategies, interventions and adaptations of the usual school curriculum.
- Some vulnerable learners will have access to interventions. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be an adaptation of the usual school curriculum.

#### Identification and Assessment at Stage 1

Children's needs should be identified and met as early as possible through:

- the analysis of data including entry profiles, Foundation Stage Profile scores, reading ages, other whole-school pupil progress data
- classroom-based assessment and monitoring arrangements. (Cycle of assessing, planning, action and review.)
- following up parental concerns
- tracking individual children's progress over time,
- liaison with feeder nurseries and pre-schoolers on transfer
- information from previous schools
- information from other services
- undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language.
- involving an external agency where it is suspected that a special educational need is significant.

#### Stage 2 Additional SEN Support

- Pupils will be offered additional SEND support when it is clear that their needs require intervention which is "additional to" or "different from" curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEN Code of Practice 2014.
- Under-achieving pupils and pupils with EAL who do not have SEND will not be placed on the list of pupils being offered additional SEND support.
- It may be decided that a very small number, but not all of the pupils on the SEND list will require Local High Needs funding, for which an application needs to be made to the Local Authority, the Local High Needs Funding (LHNF) panel, to ensure their underlying special educational need is being addressed. This is a short term financial allocation. This can apply to children that have needs that fall outside the EHCP process. This may particularly be the case where outside agencies have been involved in assessing the pupil or

contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEND Descriptors published as part of the local offer.

- On very rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.

### Inclusion of pupils with English as an additional language

#### Definition

A pupil who has English as an Additional Language is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL pupils are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language.

#### Ethos

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all pupils regardless of ethnic, cultural or linguistic heritage. We aim to include all pupils and parents in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

### Role of the SENCO

In accordance with Section 6 of the SEN Code of Practice 2014, if appointed after September 2008, our Special Educational Needs Coordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new SENCO is appointed, he/she will gain statutory accreditation within three years of appointment.

The key responsibilities of the SENCO include:

- overseeing the day-to-day operation of the school's SEND policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues;
- oversees the records of all children with special educational needs;
- acts as the link with parents;
- liaise with external agencies and other support agencies, making referrals;
- monitors and evaluates the special educational needs provision and reports to the governing body;
- manages a range of resources, human and material, to enable appropriate provision for children with special educational needs;
- Liaise with local secondary and other schools to plan and prepare for a smooth transition for SEND pupils
- monitoring staff training for SEND
- Contributes to the professional development of all staff.

### The role of the governing body

The Governors have a responsibility in overseeing the provision for children with SEN in the school and are involved in establishing the school's policy. The governing body has appointed a governor to have specific oversight of the school's provision for pupils with special educational needs and inclusion. The provision is reported at a governors' meeting each term. The governor liaises with the SENCO/INCo at regular intervals during the year. The governor ensures that all governors are aware of the school's provision, including the deployment of funding, equipment and personnel. The Governing Body of Galley Hill endeavours to follow guidelines as laid down in the Education Act 2011 and included in the Code of Practice 2014, as well as the Children and Families Act 2014.

### Admission Arrangements

Galley Hill Primary school is an inclusive school where all children are welcome. We do not have any SEND specialisms or units. Galley Hill is a two form entry school with a nursery. Galley Hill is for the most part a series of single storey interconnecting buildings with four classes on a second floor in the main building. These four classrooms on the second floor are accessed via two sets of internal staircases. At Galley Hill we also have a new build consisting of four additional classes and cloakroom areas. The classrooms on the ground floor have good accessibility for wheelchairs. We have a medical room and a disabled toilet. We also have an internal lift for wheelchair use on the ground floor of the school, as we have four steps on the ground floor. Galley Hill School has regard to the Equality Act of 2010 and makes "reasonable adjustments... to ensure that disabled children...are not at a substantial disadvantage compared to their peers." (CoP intro xix)  
All members of the school community are invited to inform the school of any disability they have.

### External Support

Outside agencies may be requested by the school if more specialised support and advice is required, if a child continues to make slow or little progress despite considerable input. The external specialist may act as an advisory capacity, provide specialist assessments and /or teaching programmes or support the child directly.

Agencies include:

- Educational Psychology
- Health specialist eg, Speech and Language Therapy, Occupational Therapy (OT), physiotherapy
- Speech, Language, Communication and Autism Team
- Specialist teacher for Visual, Hearing, Physical or Neurological impairment
- School nurse
- Child and Adolescent Mental Health Services (CAMHS)
- Special School Outreach, eg Woodfield School
- Educational Support Outreach eg, DESC
- Play Therapy/ Counselling
- Attendance Officer
- Virtual School for Children Looked After (CLA)

### Educational Health Care Plans

Galley Hill School endeavours to meet the needs of all children who need SEND support from within our allocated resources. However, a small minority of children who have exceptional and complex needs may require a statutory Assessment from the Local Authority (LA). The request is usually made by the school but parents may also request an assessment. A multi-agency approach is required to assess needs, plan provision and identify resources. Information will be gathered from the school,



parents, external education and health professionals and social care. A decision will be made by the Local Authority who will assess to see if the child is eligible for an Educational, Health and Care (EHC) Plan to be issued. For children with an EHC Plan an annual review is held to look at the progress towards the objectives listed on the EHC Plan. Parents have the right to appeal in a number of areas including, the LA's decision not to carry out an EHC assessment, the LA's decision not to issue an EHC Plan, the description of a child's SEND, the school specified in the plan, or the decision to cease to maintain an EHC Plan.

#### Inclusion of pupils who are looked after in local authority care

Our school recognises that:

Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.

There is a statutory requirement for all schools to have a designated safeguarding lead (DSL) for looked after children. The responsibilities of our designated safeguarding lead include:

- monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school
- ensuring that children who are 'looked after' have access to the appropriate network of support
- checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months
- ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals
- preparing a report on the child's educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern)
- discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team.
- liaising with the child's social worker to ensure that there is effective communication at all times
- celebrating the child's successes and acknowledge the progress they are making.

#### Management of Inclusion within our school

The head teacher and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Inclusion Leader (INCO). The INCO and SENCO are responsible for reporting regularly to the head and the governor with responsibility for SEND on the ongoing effectiveness of this policy. The Designated Teacher for Looked After Children has strategic responsibility for the inclusion of children who are adopted or in local authority care.

The Inclusion Leader:  
Mrs Jackson

The SENDCo:

Mrs Elsey & Mrs Larner

The Designated Teacher for Looked After pupils:  
Mrs Jackson

Head teacher

- the Head teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- the head teacher and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENDCO)
- the head teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
- analysis of the whole-school pupil progress tracking system
- hold pupil progress meetings with teachers and staff
- regular meetings with the SENDCO/INCO
- discussions with pupils and parents

### Pupil participation

At Galley Hill School we encourage children to take responsibility and to be resilient learners. We have high aspirations and want our pupils to persevere to achieve their goals. This is part of the culture of our school and relates to children of all ages. Children are involved at an appropriate level in setting targets in their MTs and in the termly MT review meetings. Children are encouraged to make judgements about their own performance against their MT targets. We recognise success here as we do in any other aspect of school life.

### Effective Transition

- We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of Additional SEN support. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.
- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits.
- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- Parents will be given a reliable named contact at the next phase provider with whom the SENDCo will liaise.

### Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring of progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the Parent Partnership services.
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

### Complaints

It is always best to try to resolve complaints amicably and any concerns about the SEND provision should initially be discussed with the class teacher. A further meeting can be arranged with the SENDCO and if needed, with the Head teacher.

The governor with specific responsibility for SEND/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy)

All complaints are taken seriously and are dealt with as soon as possible in accordance with the Complaints procedure which follows Hertfordshire LA guidelines.

This policy will be reviewed annually by school staff and governors.