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The Gilberd School

Additional Needs and Disabilities Policy

Rationale

Students are admitted to The Gilberd School in line with the school's admission procedure. The Gilberd School, led by the Governing Body will adopt a whole school inclusive approach to students with Additional Needs, recognising that the aims of the school are the same for all students, whatever their abilities. The school makes provision in accordance with the Code of Practice [2015], the Equality Act [2010], the Children and Families Act [2014] and Keeping Children Safe in Education [2025]. Our Additional Needs policy and our practice aim to reflect these principles.

Additional Needs are identified in terms of Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Sensory and Physical needs (4 broad areas of need). The school works in partnership with parents, carers and outside agencies to identify needs, provide support for them and monitor the progress of all students.

Policy Aims

- The Gilberd School aims to ensure that all students, regardless of ability, have full access to a wide range of suitably challenging educational opportunities which are appropriate to their needs.
- Every student at the school is provided with opportunities to make progress in every aspect of their development, enabling them to be the best they can be. We hold high expectations of all students.
- To ensure that all staff provide high quality teaching which allows students to learn effectively. A range of teaching and learning strategies may be required to ensure that all students can access the curriculum.
- To ensure that members of staff understand that they are all teachers of students with Additional Needs or they are all support staff who support students with Additional Needs.

Procedures

- To advise and support Curriculum Areas in providing adaptive and accessible learning opportunities which meet the needs of all students.
- To identify the needs of students with Additional Needs, deliver interventions to address these and monitor their progress.

- To develop and implement One Plans for students who have Additional Needs.
- To keep parents and carers involved with and informed of their children's progress through a process of termly reviews.
- To deploy resources effectively to meet the needs of all students with Additional Needs.
- To work with outside agencies to meet the needs of the individual students.
- To ensure all students are fully involved in all aspects of school life including participating in their own learning and decisions about it.
- To pay due regard to the Equality Act [2010].
- To ensure all Governors are kept informed of developments and their responsibilities to support, monitor and evaluate the school's Additional Needs policy.

In line with the school's Child Protection Policy:

- To liaise with the pastoral and safeguarding team to ensure that students with Additional Needs are provided with extra pastoral support and/or sex education where required.
- To ensure all staff are aware of the susceptibility of students with Additional Needs to child-on-child abuse (including up skirting) and violent crime.
- To ensure all staff are aware of the communication difficulties in overcoming these barriers.

The Learning Support Department operates as a support and consultation facility to ensure that no child is denied access to a full range of educational opportunities. The Learning Support Department plays an important role advising Curriculum Areas on the most appropriate teaching methods, resources and equipment needed to suit the needs of students with Additional Needs. There is also a close link with the pastoral system within the school. Heads of Year meet with a member of the Additional Needs Team and Pastoral Support Manager on a three-weekly basis for liaison and to discuss, implement and review interventions for students on the Additional Needs register as well as track students who may require extra intervention. It is also where we look beyond a child's Additional Needs as it can be harder to identify abuse or neglect within this vulnerable group.

The implementation of the Code of Practice is through the school's Additional Needs Policy. The school's Additional Needs Policy will be reviewed on an annual basis by the Deputy Head Teacher, Pastoral.

Identification, Assessment and Provision

Provision for students with Additional Needs is a matter for the school as a whole. In addition to the Governing Body, the school's Head Teacher, the Additional Needs Team and the Learning Support Team, all other members of staff have important roles.

"High quality teaching, adaptive for individual pupils, is the first step in responding to pupils who have or may have SEN" (p99 2015 SEN Code of Practice)

Central to the work of every class and every subject is a continuous cycle of assessing, planning, doing and reviewing that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students will learn and progress within these arrangements. However, for students with Additional Needs, there may need to be an enhanced level of provision to enable progression.

Identification of students not previously on the register is the responsibility of all members of staff. Subject teachers and Heads of Year scrutinise a range of attainment and achievement data on a termly basis. Qualitative evidence will also be used. Once per fortnight Heads of Year attend "Learning, Attendance, Behaviour and Safeguarding" (LABS) meetings with key members of the Learning Support Department where individual students are discussed and interventions allocated.

The SEN Code of Practice 2015 states:

"6.17 Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

6.19 The first response to such progress should be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the Additional Needs Team, should assess whether the child has Additional Needs. While informally gathering evidence (including the views of the pupil and their parents) schools should not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required. The pupil's response to such support can help identify their particular needs.

6.21 Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has Additional Needs. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate. In all cases, early identification and intervention can significantly reduce the use of more costly intervention at a later stage.

6.23 Slow progress and low attainment do not necessarily mean that a child has Additional Needs and should not automatically lead to a pupil being recorded as having Additional Needs. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties."

If a student is known to have Additional Needs when they arrive at The Gilberd School, the Head Teacher, Additional Needs Team, Subject and Student Support Team colleagues will:

- Use information from Primary School and appropriate outside agencies to provide an appropriate curriculum and interventions to support the student within the school.
- Ensure that on-going observation and assessment provides feedback to inform future planning of the student's learning and review their position on the Additional Needs register.
- Involve the student in planning and decision making with regard to their education.
- Involve parents/carers in developing a joint approach at home and in school.
- Involve/update the safeguarding team if there is any historical child protection evidence.

The Additional Needs Team will consult with parents/carers and the student, involving them in any decision that affects the type of support or intervention allocated. During this consultation, information will be gathered and strategies will be passed on to classroom teachers and Learning Support Assistants so that they may appropriately differentiate their classroom teaching. The student's teachers will remain responsible for working with the student and for planning and delivering a personalised programme in the classroom. The Learning Support Department will support the assessment of the student, assist in planning future support in discussion with colleagues and monitor the progress of the student using intervention entrance and exit data and qualitative evidence. Parents will be invited in each term to discuss the progress of their child (this may also be via pre-arranged meetings at Parents' Evenings or via the telephone or Microsoft Teams).

Children can receive a diagnosis at different stages of their school career and there may not be a need to include them onto the school's Additional Needs Register. This would be because their needs are being met via Quality First Teaching. However, we recognise the importance of sharing key information with staff so that they can implement good classroom strategies to support that child. A member of the Additional Needs Team will meet with the parents and discuss whether the child needs to be added onto the Pre-Additional Needs Register. This is the stage before the Additional Needs register and will generate a Teaching Strategies Passport for the child. Good awareness and classroom teaching could meet this individual need, without the requirement for further intervention.

EHC Plans

For some students, the help given at *Additional Support* will not be sufficient to enable them to make adequate progress. In consultation with parents and external agencies, the Additional Needs Team will consider whether to ask the Local Authority (LA) to initiate an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan.

To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents and child or young person
- provide a full description of the child or young person's Additional Needs and any health and social care needs

- establish outcomes across education, health and social care based on the child or young person's needs and aspirations
- specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes

An EHC needs assessment will not always lead to an EHC plan. The information gathered during an EHC needs assessment may indicate ways in which the school, college or other provider can meet the child or young person's needs without an EHC plan.

The local authority **must** decide whether or not to proceed with an EHC needs assessment, and **must** inform the child's parent or the young person of their decision within a maximum of six weeks from receiving a request for an EHC needs assessment (or having otherwise become responsible). The local authority **must** give its reasons for this decision where it decides not to proceed.

Removal from the Additional Needs register

The Additional Needs Team will review the Additional Needs register three times a year, at the end of the Autumn, Spring and Summer Term. If a child has made good progress with:

- their reading and spelling and/or
- their numeracy and/ or
- their social and emotional health

and are no longer receiving interventions that are "additional to and different from those normally available to the school" and their curriculum diet, the Additional Needs Team will consult with the student and parents with a view to removing them from the register. However, this would only be considered once the student has consolidated their good progress over a term e.g. a student would be identified for removal at the end of the summer term, but removal would not occur until the end of the Autumn term.

Partnership with Parents/Carers and Primary Liaison/Post 16 Liaison

The partnership with parents/carers begins when the students are still in primary school. In the summer term of Year 6, the Additional Needs Team will invite all parents/carers of students identified by the primary schools as having Additional Needs, to individual transition meetings. Parents/carers will be invited to contribute to a progress review on three occasions during Year 7.

The Additional Needs Team should be invited to the Annual Reviews (EHCP students only) of students applying for a place at The Gilberd School either in year 5 and/or year 6. Parents/carers will also be present at this meeting.

The Additional Needs Team visits the primary schools, speaking to the Year 6 students, teachers and the Primary School SEN Team, in the summer term prior to entry.

Visits by individual students or small groups are organised by liaison with the Additional Needs Team of the Primary School if necessary.

The Additional Needs Team will invite the relevant staff from post-16 placements to the Transfer Reviews of students with an EHCP in year 11, to discuss support at college or 6th Form. This also provides an opportunity for visits to be arranged to support transition between placements.

The files of students with Additional Needs and/or safeguarding concerns are transferred to receiving establishments as soon as possible to assist with good transition and information sharing. This will also include key information regarding exam access arrangements. Receiving establishments must sign and return a receipt to confirm they have received safeguarding records.