

SEND Policy – The Gates Primary School

1. Overview of the School

The Gates is a larger-than-average primary school. The number of pupils eligible for support through the pupil premium is below the national average. The pupil premium is additional funding for pupils who are eligible for free school meals (including EVA 6), children of service personnel, and those looked after by the Local Authority. Most pupils at the school are of White British heritage.

The school is committed to being an inclusive community that promotes respect, understanding, and a high-quality education for all its pupils. We believe that all children should be valued equally and given the opportunity to succeed. Our aim is to provide a learning environment where every child can thrive and feel safe.

2. Commitment to Inclusion and Equality

At The Gates, we are committed to providing an inclusive education. We believe in offering every child, including those with Special Educational Needs and Disabilities (SEND), access to a broad and relevant curriculum. Our teaching strategies are designed to maximise achievement, remove barriers to learning, and offer high-quality, differentiated, and personalised support.

This policy outlines how we support pupils with SEND, ensuring they have equal opportunities to succeed academically and personally. We want every child to feel valued and important within our school community. We celebrate the differences that make each child unique and aim to help them become confident, high achievers.

3. What is SEND?

A child is considered to have Special Educational Needs (SEN) if they have a learning difficulty or disability that requires special provision. SEND can be related to any of the following areas:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional, and Mental Health**
- **Sensory and/or Physical Needs**

At The Gates, we believe in looking at the whole child when identifying their needs. We aim to teach in creative and inclusive ways that support all pupils, including those with SEND.

4. Objectives of this Policy

The key objectives of this policy are:

1. **To ensure that every pupil with SEND:**
 - Is fully included in all aspects of school life.
 - Is a successful learner.
 - Receives support to learn at a pace appropriate for their needs, abilities, and development.
 - Has their strengths recognized and supported, whether those needs are academic, social, behavioural, physical, or emotional.
 - Has the best opportunity to achieve the five Every Child Matters outcome: being healthy, staying safe, enjoying and achieving, making a positive contribution, and achieving economic well-being.
 2. **To use a whole-school approach** to manage and support SEND.
 3. **To identify the Special Educational Needs Co-ordinator (SENCo)** and clarify their role.
 4. **To provide guidance and support** for all staff working with pupils with SEND.
 5. **To develop positive partnerships with parents** of pupils with SEND.
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5. Other Factors Affecting Progress

Some factors can impact a pupil's progress and attainment but are not considered SEND. These include:

- **Disability** (as defined by current Disability Equality legislation)
 - **Attendance and punctuality**
 - **Health and welfare**
 - **English as an Additional Language (EAL)**
 - **Receiving the Pupil Premium Grant (PPG)**
 - **Being a Looked After Child (LAC)**
 - **Being the child of a serviceman or servicewoman**
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6. Graduated Response to SEND Provision

We believe that "**We are all teachers of pupils with SEND.**"

High-quality teaching, which is differentiated and personalised, meets the needs of most children. However, some children may require additional or different educational support. Special educational provision is based on high-quality teaching and is not effective if teaching falls below this standard.

Teachers at The Gates are responsible for the progress and development of all pupils in their class, including those who receive extra support from teaching assistants or specialists. Identifying SEND is part of our approach to monitoring progress and development. This involves teachers and the SENCo working together to gather information and assess progress.

If parents raise concerns about their child's learning, we take these seriously and investigate them thoroughly. Often, the issue can be addressed through general teaching strategies and parental support.

7. Monitoring and Review

We regularly review our SEND provision to ensure it meets the needs of our pupils. This includes:

- Monitoring the progress of pupils with SEND.
 - Reviewing the effectiveness of teaching strategies.
 - Ensuring that any additional support is appropriate and sufficient.
 - Consulting with parents, pupils, and staff regularly.
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This policy ensures that all pupils with SEND receive the support they need and are given every opportunity to succeed. If you have any questions or concerns about this policy, please feel free to contact the school.

8. SEND Support Process – The Gates Primary School

At The Gates Primary School, if a child does not make adequate progress despite receiving high-quality teaching and personalised support, the following process will be used to identify and manage their Special Educational Needs (SEN). This process follows the **Assess-Plan-Do-Review** cycle, known as **SEN Support**.

The Assess-Plan-Do-Review Cycle

Assess

At The Gates, we track the progress of all our children to identify if they are meeting age-related expectations. We observe the child's learning in class and gather data on their achievement, behavior, and progress during pupil progress meetings. We work with all those involved, starting with the child, to create a clear picture of what works best, what barriers may remain, and what the desired outcomes of further support should be.

Plan

After the assessment, the class teacher, SENCo, parent, and child will agree on the interventions and support required, along with expected outcomes. At this point, the pupil will be placed on the whole-class provision map.

Do

The class teacher is responsible for working with the child on a day-to-day basis. They will oversee any interventions that occur outside of the classroom and work closely with teaching assistants to discuss progress and ensure that interventions align with classroom teaching. The interventions will be tailored

to meet the child's needs, targeting areas of difficulty. These interventions may take place within the class, in small groups of children with similar needs, or on a one-to-one basis. At The Gates, interventions are delivered by class teachers, assistant teachers, or external specialists, depending on the need.

Review

The support provided and its impact will be carefully monitored and reviewed regularly with the child and their parents or carers. The effectiveness of the support will be tracked, and adjustments will be made if necessary. The review will take place every ten weeks and will involve all those involved with the child. The review and evidence will be recorded and stored in the school's system. If a child is making expected or better progress, they will be removed from the provision map. The child may be placed on or removed from the SEN register, depending on their progress.

If necessary, external agencies (such as Educational Psychologists, Woodbridge Trust, Behaviour Support, or Speech and Language Therapy) may be involved, and an **Early Help Assessment (EHA)** will be opened. We work closely with specialists to ensure that the child's needs are met.

9. Additional Interventions

At The Gates, we provide various interventions to support pupils, including:

- Lego Therapy
- Working Memory Support
- "What Makes Me Great?" Program
- Motor Skills Development
- Managing Feelings Support
- Drama Therapy
- Talking Partners
- Speech and Language Interventions
- Yoga
- Art Therapy
- TalkaboutforChildren

More information about each of these interventions is available in the school's SEND report.

10. Educational Health Care Plans (EHCP)

While most children with SEND will have their needs met through reasonable adjustments and quality teaching, if additional support is needed beyond this, we may request an assessment for an **Educational Health Care Plan (EHCP)** from the Local Authority. The Local Authority will decide whether a statutory Education, Health and Care Assessment is necessary, and will communicate their decision to the child's parents. The process from the assessment request to the final EHC plan should take no longer than 20 weeks.

11. Exams and Tests

Class teachers, in collaboration with the SENCo, are responsible for ensuring that pupils can access assessments in the classroom. If a child's needs prevent them from accessing standardised tests, the SENCo will work with the class teacher to assess the child's eligibility for access arrangements. This may include applying for extra time, using different font sizes, or providing a reader.

12. Transition Support

Early Years to Primary

At The Gates, we understand that transition is especially important for children with SEND. We work closely with parents, children, and staff to ensure a smooth transition. With parental consent, we share relevant information with the receiving school or setting and arrange additional transition visits if needed. In some cases, a part-time timetable may be used to support the transition.

Primary to Secondary

All pupils visit their secondary school, and staff from the secondary school come to meet the children and their class teachers. Additional visits are arranged for pupils with SEND to meet key staff. The secondary school mentor will also visit to meet the child with SEND.

13. Monitoring and Evaluation of SEND Provision

At The Gates, we regularly monitor and evaluate the quality of SEND provision. This includes:

- Termly Assessment and Monitoring Meetings
- Gathering parent, pupil, and staff feedback
- Learning walks
- Reporting to the Governors' School Effectiveness Subcommittee

Our monitoring ensures a continual process of review and improvement to support all pupils.

14. Criteria for Exiting the SEND Register

If a pupil is making sustainable progress and their needs can be met through quality first teaching, they may be removed from the SEND register. The decision will involve the teacher, SENCo, pupil, and parents, as well as any other professionals involved. If a child is removed from the SEND register, their records will be kept until they leave the school, with parental permission, and shared with the next school. The child will continue to be monitored through pupil progress meetings, and if further assistance is needed, the procedures outlined in this policy will be followed.

15. Medical Needs

The Gates recognises the importance of supporting pupils with medical conditions, ensuring they can fully participate in education, including school trips and physical activities. For children with medical conditions that may also be classified as a disability, we comply with the **Equality Act 2010** and provide appropriate support.

For more details on supporting pupils with medical conditions, refer to the **Supporting Pupils with Medical Conditions** policy.

16. Resources and Training

The school ensures that all staff, including governors, receive relevant training and updates regarding SEND provision. The SENCo and Headteacher stay informed about current SEND practices through training and external meetings. All teaching staff receive informal updates through the Headteacher/SENCo and formal training sessions. Non-teaching staff who support pupils will also receive regular updates and training related to SEND needs. Induction for new staff includes an overview of SEND practices and the needs of individual pupils.

This structured policy provides a clear and comprehensive approach to managing and supporting SEND pupils at The Gates Primary School. If you need any further clarification, please contact the school directly.

17. Roles and Responsibilities

SEND Governor:

- Ensure provision for pupils with SEND is made.
- Ensure all staff are aware of the need to identify and provide for SEND pupils.
- Ensure SEND pupils join school activities, where reasonably practical and compatible with their needs.
- Ensure the school adheres to the SEND Code of Practice 0-25 (July 2014).
- Notify parents when SEND provision is made for their child.
- Play an active role in school self-review regarding SEND.
- Oversee staffing and funding arrangements for SEND.
- Regularly meet with the SENCo to ensure consistency and continuity in SEND provision.

Headteacher (Mr Sean Doherty):

- Manage all aspects of the school's work, including provision for pupils with SEND.
- Keep the governing body informed about SEND issues.
- Work closely with the SENCo to deploy SEND personnel.
- Monitor and report on the implementation of SEND policy and its effects on school inclusion.
- Serve as the Designated Teacher for Safeguarding and manage medical needs of pupils.

Special Educational Needs Coordinator (SENCo - Mrs. Paula Jackson):

- Oversee the day-to-day operation of the school's SEND policy.

- Coordinate provision for pupils with SEND.
- Advise and support school staff in identifying pupils with SEND.
- Carry out assessments and observations of pupils with learning issues.
- Assist class teachers in creating Support Plans with appropriate targets.
- Liaise with parents and outside agencies, ensuring a collaborative approach.
- Maintain the school's SEND register and records.
- Monitor and evaluate the progress of pupils with SEND.
- Contribute to in-service staff training and assist with smooth school transitions for SEND pupils.

Class Teachers:

- Provide high-quality teaching for all pupils.
- Assess and plan appropriate interventions and support for SEND pupils in collaboration with the SENCo, parents, and pupils.
- Regularly review the impact of adjustments, interventions, and support.
- Retain responsibility for the child's learning, including daily classroom engagement.
- Ensure their awareness of SEND procedures and liaise with parents and SENCo.
- Share Individual Provision Maps and create inclusive classrooms.

Assistant Teachers:

- Support learning in the classroom and provide meaningful, purposeful assistance.
- Deliver high-quality interventions and support speech and language development.
- Use questioning techniques to extend and challenge learning.
- Manage behaviour consistently and provide effective feedback.
- Participate in ongoing training to enhance their knowledge and skills.
- Actively communicate with colleagues and contribute to team teaching.

18. Data Protection:

- The Gates ensures compliance with the Data Protection Act 1998, safeguarding personal data.
 - Access to pupil data is restricted to staff for work-related purposes and shared with parents for their child's data.
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19. Accessibility:

At The Gates, we recognise the critical importance of ensuring that our school is accessible to all pupils, regardless of their physical or learning needs. Accessibility in schools goes beyond just meeting physical requirements; it is about fostering an inclusive environment where every child has the opportunity to succeed and fully participate in the school community. We are committed to providing a learning environment that enables children with different abilities and needs to thrive academically, socially, and emotionally.

- **Physical Accessibility:**
 - The school is designed with accessibility in mind, featuring wide corridors, a single-level layout, and easy access toilet facilities, ensuring that children with mobility difficulties can navigate the school easily and independently.

- We recognize the importance of adapting the physical environment to meet the needs of students with physical disabilities. This includes ensuring that all areas of the school are reachable for those using wheelchairs, walkers, or other mobility aids.
- **Support for Sensory Disabilities:**
 - Sensory disabilities such as visual or hearing impairments require thoughtful adaptations in the physical and learning environments. The school takes steps to ensure that these sensory needs are addressed by providing appropriate resources, lighting, sound systems, and signage. Visual aids, tactile materials, and auditory supports are used in classrooms to assist students with sensory impairments.
 - Teachers are trained to adapt their teaching strategies to accommodate sensory needs, ensuring that all pupils can access learning in a comfortable and effective manner.
- **Inclusive Classrooms:**
 - We strive to create classrooms that are inclusive and supportive for all learners, including those with dyslexia, dyspraxia, Autism Spectrum Disorder (ASD), and other specific learning difficulties. Our approach includes using a variety of teaching methods, tools, and strategies that cater to different learning styles.
 - Classrooms are equipped with visual aids, clear instructions, and structured routines to assist students who benefit from additional support. We also use assistive technology, such as screen readers or text-to-speech software, to ensure that students with specific learning needs can engage with the curriculum.
- **Adaptation of the National Curriculum:**
 - The school delivers a full National Curriculum, ensuring that students with SEND (Special Educational Needs and Disabilities) can access the same content as their peers. However, we understand that some students may need adjustments to the pace, style, or presentation of learning to ensure they fully understand and participate.
 - To support this, we modify resources and teaching techniques to accommodate the needs of students, such as providing additional time for tasks, using simplified language, or offering alternative assessment methods. By doing so, we ensure that all children, regardless of ability, have the opportunity to learn and succeed.
- **Importance of Accessibility:**
 - Accessibility is not just about physical adaptations but about creating an educational culture where all pupils feel valued, included, and capable of achieving their best. It promotes equality, dignity, and respect, helping to break down barriers that could otherwise hinder learning.
 - By fostering an inclusive school environment, we aim to build confidence, self-esteem, and independence in our students with SEND. These efforts also teach empathy and understanding, as all pupils learn to appreciate and celebrate differences in themselves and others.

In essence, accessibility in schools is crucial for ensuring that every child has an equitable opportunity to succeed. At The Gates, we are committed to continuously reviewing and improving our practices to ensure that all students can participate in every aspect of school life and reach their full potential.

20. Dealing with Complaints:

- In case of concerns, parents should first contact the class teacher to resolve the issue.
- If unresolved, they can meet with the Headteacher, followed by the Chair of Governors if necessary.
- The Complaints Procedure is available on request.

21. Bullying:

- The Gates actively promotes equality and works to prevent bullying related to SEN and disability.
 - Children with SEN and disabilities are vulnerable to bullying, and the school ensures heightened vigilance and consistent support.
 - Anti-bullying policies specifically address SEN-related bullying.
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22. Local Offer:

- Information about the school's SEND provision is published on the school website and complies with legal duties.

[Home – SEND Local Offer](#)

23. Equal Opportunities/Multicultural Education:

The school is deeply committed to fostering an environment that promotes equal opportunities for all students, ensuring that every individual is valued and treated with dignity. It actively encourages self-respect, mutual respect, and a caring attitude among all members of the school community, regardless of their race, faith, gender, or ability. By creating an inclusive and supportive atmosphere, the school strives to break down barriers and promote understanding, celebrating the rich diversity that each student brings to the community. Through various programs, resources, and initiatives, students are encouraged to appreciate differences, develop empathy, and learn to work together harmoniously. The school's commitment to multicultural education ensures that all students have access to the same opportunities for academic and personal growth, and that they are empowered to recognize their own potential while respecting and valuing the uniqueness of others. Ultimately, the goal is to nurture a sense of belonging for every student, helping them grow into responsible, open-minded individuals who contribute positively to society.

24. Relevant Legislation:

The school adheres to the following legislative frameworks:

- **Working Together to Safeguard Children (2013)**
 - **Children Act 1989**
 - **Equality Act 2010**
 - **Supporting Pupils with Medical Conditions (2014)**
 - **Mental Capacity Act (2005)**
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25. Linked Policies:

The following policies are linked to SEND and are available on the school website:

- Accessibility Plan
 - Anti-bullying Policy
 - Behaviour Policy
 - Complaints Procedure
 - Data Protection Policy
 - Disability Equality Scheme
 - Supporting Pupils with Special Medical Needs
 - Intimate Care Policy
 - Looked After Child Policy
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Review:

- The SEND policy will be reviewed annually by the Headteacher, with updates as needed.
- If any weaknesses in procedures are identified, the policy will be revised immediately.