Special Educational Needs and Disability (SEND)

Inspire to achieve; persevere to succeed

The policy covers many of the articles from the UN Convention on the Rights of the Child. Some key articles, are highlighted below:

Article	Description
2	**No Discrimination – No child shall be treated unfairly for any reason**
23	**Every child with a disability should enjoy the best possible life in society. Governments should remove all obstacles for children with disabilities to become independent and to participate actively in the community.**
23	**Every child has the right to an education. Primary education should be free. Discipline in schools should respect children's rights and never use violence.**

Approved by:	Quality of Education Committee	**Date:**	09/12/2025
Signature (Chair of Committee):	Abidah Kamali	**Signatures (Co-Headteachers):**	James Fox
Last review date:		**Next review date:**	December 2026

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The Special Educational Needs Co-ordinators are:

- Cheryl Monks – Foundation Stage and Key Stage 1.
- Selina Alexander (NASENCO) – Key Stage 2.

They can be contacted via the school office on 020 8270 4291 or via the school website using the Contact Form on the SEND page.

The Special Educational Needs Governor is:

Ms Lola Fadojutimi

Section 1 - Rationale

All children share a common entitlement to a broad and balanced curriculum, which meets their social, emotional and learning needs.

We recognise that it is the teacher's responsibility to set high expectations, inspire, motivate and challenge all pupils. By adapting teaching to respond to the strengths and needs of all pupils, either through environment, teaching materials, strategies, topic or use of language, the teacher provides the child with the means to engage with learning and make good or better progress.

Our guiding principle is one of inclusion. We want to identify and break down possible barriers to learning in order that children with SEND engage in all aspects of school life alongside pupils who do not have SEND, achieve their best and become confident individuals living fulfilling lives.

Section 2 - Objectives

1. To make excellent provision for pupils with special educational needs and disabilities and implement the requirements of the SEND Code of Practice 2014 in accordance with L.E.A. guidelines.
2. To work in partnership with pupils and parents to enable pupils to achieve their short- and long-term goals.
3. To ensure that all staff are aware of the systems and procedures in place within the school in order that all children can make progress.
4. To ensure the most effective use of school staff, (teaching and non-teaching) and resources for pupils with special educational needs and disabilities.
5. To use whole school assessment procedures to facilitate the early identification and assessment of pupils with special educational needs.
6. To ensure the ongoing use of consistent record keeping, assessment, planning, monitoring and reviewing procedures.
7. To ensure effective working arrangements with external agencies.
8. To promote continuity of SEND provision between phases and effective transition between schools.
9. To enable staff, Head Teacher and Governors to evaluate the effectiveness of SEND provision within the school.

Section 3 - Legislation and guidance

This is based on the statutory guidance Special Educational Needs and Disability (SEND) Code of Practice, Keeping Children Safe in Education and working together to improve school attendance.

This policy is also based on the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The governance guide for maintained schools which sets out governors' responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

Section 4 - Identifying Special Educational Needs

Gascoigne School follows the DfE SEND Code of Practice in defining special educational needs and disabilities:

"A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age."

The school will 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.

It can include progress in areas other than attainment, such as social development.

Limited progress and attainment may not always be identified as SEND.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND. Where there are concerns, there should be an assessment of any underlying causes such as undiagnosed learning or language difficulties.

If other circumstances such as housing, domestic circumstances or bullying may be contributing to disruptive behaviour or learning delay a multi-agency approach, may be appropriate. Such events will not always lead to children having SEND but it can have an impact on a child's well-being and progress.

Slow progress and low attainment should not automatically lead to a pupil being recorded as having SEND. However, they may be an indicator of a range of learning difficulties or disabilities.

A child must not be regarded as having a learning difficulty solely because the home language is not English.

There are four broad areas of SEND, although in practice, individual children often have needs that cut across all these areas and their needs may change over time. At Gascoigne we identify the needs of pupils by considering the needs of the whole child.

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.

4.1 Broad areas of need:

Communication and Interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Children with Autism are likely to have difficulties with social interaction.

Cognition and Learning

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate adaptations to teaching. Learning difficulties cover a wide range of needs from moderate to profound.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health Difficulties

Children and young people may experience a wide range of difficulties which may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical Needs

Some children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

4.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

Section 5 - Our Approach to SEND Support

High quality teaching

As part of high quality teaching all teachers constantly assess every child's attainment and progress (See Assessment Policy). If a child is making less than expected progress, then the teacher will adapt their teaching to target the areas of weakness, this may include modifying teaching and adapting resources. The majority of pupil's needs will be met through high quality teaching.

Where progress continues to be less than expected the class teacher will do the following:

1. Talk to the child about what the child is finding difficult and discuss ways to help them.
2. Talk to the parents/carers about their child's areas of strength and difficulty, their concerns, the agreed outcomes sought for the child and the next steps.
3. Make relevant adjustments to their teaching.
4. Make further assessments.

All this information forms part of an initial assessment and will help to:

- Identify the child's strengths and weaknesses.
- Decide what the child and parents want to achieve.
- Decide what strategies will help the child.

The class teacher will record this information on ***The Initial Assessment form*** (appendix 1) and discuss with the SENCo. If it is decided that the child may have SEND, then targeted provision will begin.

Targeted Provision

The SENCo will enter the child's needs onto the school record keeping system. Copies of all information regarding the child's special needs will be stored in their individual profile. All staff can check whether a child has a SEND and/ or medical need on the school's record keeping system.

SEND support will take the form of a four-part cycle known as the graduated approach. The graduated approach works as a spiral, giving increasing knowledge about how to meet a child's needs. The class teacher will maintain the child's individual chronology and SEND support plan. This records the assessments, interventions and outcomes in order to ensure the child is making progress and their needs are met.

5.1 The Graduated Approach

Assess

The initial assessments will be reviewed regularly. This will help ensure that support and interventions are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEND, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

Plan

The teacher, SENCO, child and parents will agree the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the pupil will be made aware of their strengths, needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be recorded by the class teacher on the child's ***SEND Support Plan***. (appendix 2)

Do

The identified strategies will be put in place. The class teacher will remain responsible for working with the child daily. Where the interventions involve group or one-to-one teaching away from the main class, they will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

Review

The effectiveness of the support and interventions and their impact on the child's progress will be reviewed termly by the class teacher and recorded on the SEND Support Plan. This review should include the views of the pupil. SEND Support Plans and targets must be discussed with the parents/carers at least twice a year, either at parent consultation meetings or at a special needs review meeting with the SENCo. This contributes to more detailed assessment of their needs, and the cycle starts again.

This four-part cycle through which earlier decisions and actions are revisited, refined and revised gives a growing understanding of the child's needs and of what supports him/her in making good progress and securing good outcomes. As the cycle continues interventions will typically be more intensive, individualised and sustained. We may also draw on more specialist expertise to help achieve the best outcomes.

The SENCo will make these referrals with the agreement of parents/carers and liaise with external agencies.

Most pupils with SEND will have their needs met through a SEND Support Plan. However, if the school cannot meet the child's needs through the resources typically made available to the school, then there will be a discussion with parents to consider a request for an Education, Health and Care Plan.

5.2 Education Health Care Plan (EHCP)

If school or parents/carers request the local education authority to undertake an assessment for an EHCP, the authority will seek the views of all professionals working with the child. The most important views sought will be those of the parents/carers and the child. The EHCP will be reviewed at least annually.

See https://localoffer.lbbd.gov.uk/

5.3 Criteria for Exiting the SEND Record

If a child is making progress and has reached broad national attainment, without further need of additional provision, then they may be removed from the SEND record. This must be done with the agreement of the pupil, parents/carers and professionals working with the child.

Section 6 - Roles and Responsibilities

6.1 The Class Teacher

The class teacher is responsible for

- Planning and providing high-quality teaching that is adapted to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents/carers regularly to:
    - Set clear outcomes and review progress towards them
    - Discuss the activities and support that will help achieve the set outcomes
    - Identify the responsibilities of the parent, the pupil and the school
    - Listen to the parents'/carers' concerns and agree their aspirations for the pupil

6.2 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND list will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs

- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress
- The school will take into account the views of the parents or carers in any decisions made about the pupil.

6.3 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions
- The pupil's views will be taken into account in making decisions that affect them, whenever possible.

6.4 The Special Educational Needs Coordinators (SENCo) will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate

- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Teaching and Learning Advocates are responsible for:

Working under the direction of the class teacher, the SEND teacher or SENCOs to support pupils to make progress and achieve independence. This may be done through:

- In class support.
- Small Group interventions
- Individual coaching

6.6 Social Inclusion Team and Social Communication Team are responsible for:

Working under the direction of the SENCos to support pupils with social, emotional and mental health needs (SEMH) and social communication needs.

6.7 The Co-Headteachers will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer

- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.8 SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

Section 7 - Supporting Pupils and Families

The school is committed to working in partnership with parents to support pupils with special educational needs and recognises that parents hold key information, knowledge and experience to contribute to the shared view of the child's needs and the best ways of supporting them. Parents' views are sought at all stages and are recorded at review meetings and at any other time they discuss the needs of their child.

Should parents wish to discuss a concern they are welcome to make an appointment to do so with the class teacher or SENCo via the school office or website. Individual arrangements will be made for parents who experience literacy or communication difficulties or who speak English as an additional language.

Parents have access to the SEND policy and can find further help and information, including where to find independent support and advice, in the schools SEND Information Report, both of which can be found on the school's website.

Section 8 - Supporting Pupils with Medical Conditions

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school visits and physical education.

The school works closely with the School Nursing and Health Visiting services and where a medical condition requires special arrangements or adjustments in school, a planning meeting will be arranged. Pupils' needs, and the school's care arrangements will be recorded on a Health Care Plan. The School Nursing Service provides training for school staff as required.

Where pupils have a medical condition, which requires prescribed medication to be administered in school, this can be arranged with the Office Team.

Full arrangements for supporting pupils with medical needs can be viewed in the Medication and Health Needs Policy on the school website.

Section 9 - Monitoring and Evaluation of SEND

The SENCos will meet termly to review the SEND development plan and to evaluate the success of SEND provision. The following criteria can be used to measure effective implementation of the School's SEND policy. They can be used in the annual report to parents by the Governors.

- Accurate records of intervention are kept for all pupils with SEND.
- The monitoring of pupils' progress, e.g. through progress data, SEND Support plan or Engagement Model shows improvement in attainment and engagement.
- Parental and pupil satisfaction is evident through review meetings, pupil voice and parent surveys.
- Annual reviews are successfully completed on time.
- Pupils with SEND have well defined and realistic SEND Support Plans which facilitate full participation in school life.
- All staff are following the procedures laid out in the policy and as a result pupils are identified early.
- All staff feel confident in managing the needs of SEND pupils.

There is a governor appointed as SEND Governor who is responsible for monitoring SEND policy and provision.

The Head Teacher makes a termly report to the full governing body meeting. An annual report is made by the Governing Body to parents.

Section 10 - Allocation of Resources to Special Educational Needs

The Governing Body allocates a percentage of the school budget to Special Educational Needs; the SEND team is funded from this budget. This currently comprises two Special Educational Needs Co-ordinators and a SEND teacher, a social inclusion team comprising of a Pupil Engagement Lead, a Thrive Lead, Thrive Practitioners and a social communication team which includes a teacher and a small team of trained teaching assistant. The SENCos are non-class based and are responsible for the day-to-day operation of the special needs policy and provision. They work in partnership with the Head Teacher, Senior Leadership Team, class teachers, parents and external agencies as appropriate.

Additional teaching resources in the form of cover for class teachers is provided to enable liaison with parents, SENCo and other professionals. Funds are allocated annually for the purchase and development of special needs resources. Rooms are allocated which act as bases for the SENCOs and for SEND resources.

Additional support for pupils with SEND is determined by the SENCos according to need and available resources. This occasionally takes the form of individual support but is more usually small group or in class support, it is not our policy to use a one-to-one approach as research suggests that this is not the most effective method to improve outcomes and develop independence for children with SEND.

Section 11 - Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary, the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services

- Educational psychologists
- Occupational therapists
- Physiotherapists
- General practitioners or pediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services
- Local charities who support SEND

Section 12 - The School's Arrangements for SEND Professional Development

The school actively encourages continual professional development of staff both teaching and support staff in order to ensure good practice. Feedback is shared by

school leaders and between peers in regular Drop-In sessions to develop knowledge and skills.

School leaders provide regular staff training linked to the school development plan; Inclusion is an integral part of this.

SEND specific training is also provided to different staff groups based on need. This may include training delivered by the local authority or external agencies.

SENCOs provide induction sessions for new members of staff and for all staff at the beginning of each school year to familiarise them with the SEND procedures. SENCOs remind all staff of the SEND procedures and advise of any update in SEN arrangements.

The SENCos attend Borough SEND inset and support group meetings and external training sessions where appropriate.

Section 13 - Admission Arrangements for Pupils with Special Educational Needs

Pupils are admitted to the school according to the LEA admissions criteria, provided their needs can be met in a mainstream school.

Admissions of children with EHC plans are discussed with the L.E.A. Special Needs Team and a planning meeting held prior to admission.

We regularly assess and adjust our physical environment, resources and information to ensure our school is accessible to all pupils and stakeholders. You can find details of out accessibility plan in the links below:

https://www.gascoigneprimaryschool.co.uk/_site/data/files/documents/policies/single-equality-scheme/CFA6AEC503DDB94B4DB31EDA01E6FF09.pdf

13.1 Links with Other Mainstream and Special Schools

Gascoigne School works closely with pre-school groups and nurseries to ensure smooth transition for children coming into our school or nursery.

Advance planning for pupils in Year 6 is also essential to allow appropriate choices of school to be considered and transition support to be put in place. The SENCO will liaise with SENCOs of the secondary schools to ensure that effective arrangements are in place to support pupils at the time of transfer.

SEND records for children transferring into the school at other times are requested from the previous school and, where possible, information is sought by the SENCO by telephone or by a visit, if appropriate. SEND records of children transferring out of the school are passed on to the receiving school and direct contact made where appropriate.

Section14 - Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support or the school to make reasonable adjustments.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

Section 15 - Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy.

Section 16 - Dealing with Complaints

If a parent/carer has concerns about the special educational provision made for their child, they should contact the SENCO via the school office. A meeting will then be held to discuss the nature of the concerns. This will be recorded in writing, as will agreed action. A review date should be set.

If a parent has a serious cause for complaint which has not been resolved to their satisfaction through meeting with the SENCo, they should submit their complaint in writing to the school with the course of action they hope to achieve. This letter will be dealt with by the Co-Head Teachers or the Governing Body and a response made to the parent/carer.

To see a full explanation of suitable avenues for complaints, see pages 246 and 247 of the SEN Code of Practice.

For local services which support parents please refer to the Barking and Dagenham SEND Local offer for Parents https://localoffer.lbbd.gov.uk/

Appendices:

1. Initial assessment form
2. SEND Support Plan

Other related policies:

This policy should be read in conjunction with the following policies:

- The SEND information report
- The Assessment Policy
- Barking and Dagenham SEND Local offer for Parents https://localoffer.lbbd.gov.uk/
- Pupils with Medical Needs Policy
- Safeguarding Policy

Appendix 1

Initial assessment form

Initial Assessment for Special Educational Needs			
Identifying children who are underachieving because of on-going barriers to their learning including social, emotional, mental health and disability barriers.			
Name of Pupil:	Date of Birth:	Class:	Date of admission:
Pupil premium: yes / no			Home language: English
Punctuality and attendance:	Medical concerns:		If EAL - level of competency in English? New to English Early acquisition Developing competence Competent Fluent
Current stage in attainment: Reading Writing Maths			
Siblings -			
What is the teacher worried about?			
What additional or alternative strategies have you deployed as a teacher, and what has been the impact?			

What are the parents' views? Please record dates of meetings, these will be recorded in the child's chronology.	
What are the child's views?	
Baseline information: **Provide detail where there is an area of relative strength or weakness.**	
Sensory and physical	
Communication and interaction	
Cognition and learning	
Social, emotional and mental health	

Home environment	Please describe any family / external factors that you consider may have contributed to the pupil's difficulties e.g. lots of moves of home, family difficulties, bereavement, etc.
Other	
Other agencies involved:	

Form completed by:	Form received by:
Name: Role: Date:	Name: Role: Date:

Please send form by email to Cheryl/ Selina/ Ashvin

Appendix 2

SEND Support Plan