

Gateway Federation Lea C.E. Primary School, Gateway Lodge Nursery and Gorsley Goffs Primary School.



SPECIAL EDUCATION NEEDS AND DISABILITY (SEND) POLICY 2025-26

Written by:	SENDCos in consultation with SEND Governor, and staff
Reviewed	November 2025
Next Review	November 2026
Ratified by Governors	1/12/2025
Signed: Executive Head	Simon Manning

Links with other school policies and practices

This Policy links with a number of other school policies and practices and should be read in conjunction with the:

- ❖ SEND Information Report
- ❖ A Parent's and Care's Guide to Special Educational Needs leaflet (GGS)
- ❖ Teaching and Learning Policy
- ❖ EYFS Policy
- ❖ Child Protection & Safeguarding Policy and procedures
- ❖ PSHE and SMSC
- ❖ Behaviour and Discipline Policy
- ❖ Equal Opportunity and Race Equality Policy
- ❖ Accessibility Plan
- ❖ Complaints Policy

THE GATEWAY FEDERATION PHILOSOPHY

At Gorsley Goffs Primary and Lea Primary School & Gateway Lodge Nursery, it is important to us that we provide an inclusive, broad and balanced curriculum for all children, including those with special educational needs. Children may have special educational needs at any time during their school years. This policy therefore ensures that curriculum planning and assessment for children with special educational needs takes into account the learning needs of each pupil.

THE VOICE OF THE CHILD

All stages of a graduated response require a purposeful and sensitive dialogue between adults and children. Children are involved in their termly reviews and are encouraged to contribute. They are encouraged to reflect upon their learning or behaviour, their strengths and difficulties and what they have found to be of help and support. From these reviews, planning of the targets and organisation of resources can be agreed. Children record their view on the termly IPP document.

PARENTAL PARTNERSHIP

The Gateway Federation believes that close working partnerships with parents/carers of children with SEND is essential if the learning process is to be maximised. In keeping with the guidance contained in the Code of Practice, the schools aim to ensure that parents/carers are partners in working together to further their child's progress and SEND provision, including the drawing up and reviewing of IPPs.

DEFINITION OF SEND (Special Educational Needs and Disabilities)

A child is considered to have Special Educational Needs if they have defined learning difficulties in any of the areas described below.

This may be because they have a significantly greater difficulty in learning these than the majority of children of the same age, or a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in other schools within the local education authority. This policy aims to address the needs of those pupils who have learning difficulties in any of the areas described below. The current Code of Practice (2014) identifies four categories of difficulty:

- Communication and interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory and/or physical

DEFINITION OF DISABILITY:

The Disability Code of Practice defines a disabled person as one who ‘.... has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities’.

AIMS

- To ensure that all children have access to a broad and balanced curriculum
- To ensure that all pupils with Special Educational Need and/or disabilities (SEND) are enabled to reach their full potential taking into account targets based on prior attainment
- To identify any pupil's SEND as early as possible in order to put in place appropriate interventions, resources and adaptations.
- To provide a curriculum appropriate to the individual's needs and abilities and adapted to meet these needs
- To ensure that SEND children, where there may be a vulnerability are kept safe at all times within the school environment , and are enabled to integrate as fully as possible with all the school activities
- To work in partnership with parents, educational professionals (see SEND information Report) and external agencies to enable ‘best practice’ to meet SEND (Special Educational Needs and disability)

ROLES AND RESPONSIBILITIES

The SEND Co-ordinators (SENDCOs)

Gorsley Goff Primary School – Sarah Williams
Lea Primary School and Gateway Lodge Nursery – Catherine Brevet

- Maintain an overview of all children with SEND within each school and a register of children with SEND as a tool in tracking progress; ‘concern’ children not at the time on the SEND register are recorded on a ‘monitoring’ register.
- Carry out detailed assessments and observations of pupils with specific learning difficulties or refer to appropriate agencies or external professionals where sufficient evidence has been collected from home/school
- Apply for top up funding where needed and request a statutory assessments (EHCP) when needed
- Ensure appropriate timetabled support is managed through the use of teaching assistants and class teachers
- Communicate with parents of SEND children as and when appropriate; Co-ordinator/teacher meetings with parents of children with SEND at least two to three times a year and attend consultations with other agencies as required
- Prepare and hold Annual Reviews for children with an Education and Healthcare Plan (EHCP) following the Code of Practice and submit reports to the Local Authority
- Communicate with outside agencies where necessary making referrals

- and report progress against agreed targets
- Monitor IPPs and interventions
 - Contribute to staff training relating to SEND issues where needed
 - Offer advice and support to class teachers and teaching assistants
 - Provide transition information for pupils leaving the school and liaise accordingly for those children with already identified SEND needs transitioning to Reception.

The Class Teacher

- Be aware of the schools' procedures for the identification and assessment of, and provision for SEND pupils. (See SEND Information Report)
- Collaborate with the SENDCO to decide the action required to assist the pupils to progress.
- Plan and review Individual Provision Plans (IPP)s for SEND pupils and discuss these with parents; teacher/co-ordinator meetings at least two to three times a year.
- Work with SEND pupils on a daily basis to deliver the IPP targets within adapted planning and specific strategies
- Plan teaching style and learning environment to ensure accessibility, continual progression and challenge.
- Monitor the child's progress towards IPP targets.
- Develop collaborative relationships with parents based on trust and mutual respect.

The Executive Head teacher

The Executive Head teacher is responsible for pupils with SEND, keeping the Governing Body fully informed and working closely with the SENDCO and SLT (Senior Leadership Team) to coordinate provision. The Executive Head teacher ensures that the schools have clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education. They also ensure that the effectiveness of SEND provision is evaluated.

Termly pupil progress meetings with class teachers and between Executive Head teacher and SENDCO monitor the progress of students with SEND and other vulnerable pupils.

The SEND Governor

The Governing Body has appointed Joanna Martin (2024) as SEND Governor to develop the schools' SEND policy, support and liaise with the SENDCO, monitor SEND provision and report back to governors and parents as required. The SEND Governor monitors progress of SEND pupils and monitors the budget for Special Educational Needs.

Teaching Assistants

The Teaching Assistants provide 'in class' support across the curriculum for all years and individual support or small group for children with specific needs where appropriate. They play a key part in delivering adaptations to enable pupils to access the curriculum and feedback information to the class teachers and SENDCO. IPP targets are addressed through one to one or small group support guided by the class teacher, SENDCO and advice from outside agencies and assessment reports. Targets and support may cover one or more of the areas of need described in the 'definition of SEND'

Teaching Assistants help to monitor IPPs and discuss next targets with the class teacher who overall responsibility for their children. Additional support given directly from TA's is monitored and can be variable. Those with the greatest needs may receive additional funding and support through Top up Funding or an Educational Health Care Plan (EHCP).

ADMISSION ARRANGEMENTS

The Gateway Federation strives to be fully inclusive. The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the Code of Practice. (See the School's Admissions policy)

There is pre-admission liaison between the Early Year's coordinators and the child's previous setting.

Consideration will be given to the induction process and the possible need for part-time attendance. Personalised transition arrangements will be made for students with SEND that need it.

Assessment of special arrangements will be made e.g. provision of support assistants.

IDENTIFICATION, ASSESSMENT and PROVISION

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENDCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Whether or not a pupil is making adequate progress, is seen as a significant factor in considering the need for SEND provision.

SCREENING and ASSESSMENT

Across the Gateway Federation, appropriate screening and assessment tools are used to ascertain progress. The teacher gathers evidence regarding:

- Teacher or TA observation and assessment
- Performance against NC expectations and Age Related Expectations for reading, writing, mathematics and science

- Progress in relation to Pre -Key Stage Standards, Foundation Stage Profile, Standardised Tests, Teacher assessments, in year transfer Baseline assessment, End of Key Stage Attainment Tests, Diagnostic tests etc
- Records from previous schools, nurseries and information from parents.
- Reports or observations

Teachers report concerns about an individual pupil to the SENDCO and together, plan and decide upon early intervention strategies to put in place to meet the pupil's needs. Teachers can raise concerns to the SENDCO at any time, and formalise through an internal referral form.

PROVISION

The main methods of provision made by the school are

- Full-time education in classes with additional help and support by class teacher through an adapted or personalised curriculum
- In class support with adult assistance
- Periods of withdrawal to work with a Teaching Assistant or support teacher
- Support as part of a withdrawal programme.

MONITORING PUPIL PROGRESS

Progress is the crucial factor in determining support. Adequate progress is that which:

- Closes the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupils' behaviour

THE GRADUATED RESPONSE

If a child's class teacher in consultation with parents concludes that a child may need further support to help their progress, the teacher should seek the help of the SENDCO to aid additional class provision. This is part of a graduated response to a child's needs. They may be placed on the SEND Support register.

The SENDCO in consultation with the class teacher and parents continue to assess the child's needs, supporting the teacher to implement, monitor and review the child's support.

- The class teacher devises interventions additional to or different from those provided as part of an adapted curriculum.
- The class teacher deploys the class teaching assistant to work with the

pupil individually or as part of a group either within the classroom or as an adapted activity outside of the classroom

- The teacher or teaching assistant provides adapted materials or specialist equipment devising interventions and monitoring their effectiveness.
- In addition to the above a special needs teaching assistant may withdraw the child from the class to deliver a specific group or 1-1 intervention
- The SENDCO may co-ordinate staff development /training to undertake more effective strategies
- The SENDCO may access Local Authority (LA) support services or buy in independent services to assess, advise on strategies, equipment or staff training

The teacher remains responsible for working with the child on a daily basis, and for planning and delivery of task that support their needs. The IPP contains short term targets, teaching strategies, provision, success criteria/ outcomes following an assess, plan, do, review cycle. It will usually concentrate on 3 individual targets that to work towards meeting the child's needs. IPP's are reviewed termly with teacher, teaching assistants and the child and SENDCO as appropriate. This is all shared with parents 2 to 3 times a year.

The teacher implements additional behaviour management strategies to deal with persistent emotional or behavioural difficulties and monitors and records the arrangements. If after further consideration a more sustained level of support is needed in collaboration with parents, teachers and SENDCO a referral to outside agencies will be made.

A wider level of support is considered for:

- Those children who, despite receiving appropriate school support fail to make progress over a period of time and continue to work at a level substantially below expectations for children of a similar age.
- The child who has emotional or behavioural difficulties which substantially and regularly interfere with their own learning or that of the class or group despite having an individual positive behaviour plan.

The SENDCO, in consultation with parents, initiates assessment and support from external services through the Local Authority or from an Independent source where evidence meets the criteria for referral

The class teacher and SENDCO are provided with advice or specialist support from these sources which may be additional or different to that already in place.

The SENDCO assists with planning future interventions for the child in discussion with colleagues and the child's parents, monitoring and reviewing the action taken. Where appropriate there may be direct intervention or support from a specialist teacher.

In some cases an Early Help Assessment (EHA) is initiated in order to engage multi agency working to provide a comprehensive assessment and targeted support of the pupil's diverse needs. Team Around the Family

Meetings (TAF) are also convened at both schools.

Throughout this graduated response an approach cycle of **ASSESS, PLAN, DO and REVIEW** is adopted.

EDUCATION AND HEALTH CARE PLAN (EHC) [previously STATEMENT OF SPECIAL EDUCATIONAL NEED]

On receiving a request for an EHC Plan, the LA will consider if the pupil's needs meet the criteria for further assessment. Should the request meet the criteria, the school, the parents, the pupil and any external agencies involved will be asked to submit further evidence of need. This evidence will then be considered at a panel meeting where a decision will be made.

If an EHC Plan is issued the SENDCO is the key worker but legal responsibility for provision rests with the LA.

EHC plans will be reviewed within a twelve month period of any previous review, following the LA guidance. At both schools we have EHC Plans through both Herefordshire and Gloucestershire Local Authorities, depending on which county the child resides in.

LINKS WITH OTHER MAINSTREAM SCHOOLS AND SPECIAL SCHOOLS

The Gateway Federation has close links with many local secondary schools, including John Kyrle High School, John Masefield High School, Dene Magna, Newent High School, Monmouth Comprehensive, Monmouth Boys and Girls Schools, Hereford Cathedral School, Gloucester Grammar Schools as well as local Nurseries and Pre- schools. Transition arrangements are well established for the smooth transfer of all pupils and special arrangements can be made for pupils with SEND such as additional visits and meetings to ensure comprehensive preparation in meeting the needs of any student transferring.

The Gateway Federation schools also have established links with Brookfield Special School and County SEMH hubs for pupils with behavioural difficulties, Hampton Dene for those with a diagnosis of autism / speech and language difficulties and Blackmarston Special School and Heart of the Forest Special School for those with other learning needs.

SEND Co-ordinators at both schools in the Federation work collaboratively and supportively together.

ALLOCATION of FINANCIAL RESOURCES

The Governing Body ensures that resources are allocated to support appropriate provision for all pupils requiring it. This includes a notional budget for each pupil with SEND. Additional top up funding to meet the needs of specific pupils can be applied for by written presentation of an individual case to a panel including LA officers, educational psychologist and other relevant multi-agency team members.

The Federation has opportunity to draw upon LA for services for Behaviour support.

Other services such as Learning support and educational psychologists (even through the LA) will be employed on an independent basis.

INCLUSIVE PRACTICE

The Gateway Federation strives to be inclusive, engendering a sense of community and belonging through its:

- Inclusive ethos
- Broad and balanced curriculum for all pupils
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all children
- High quality differentiated teaching
- Variety of teaching styles to match learning styles
- Catch up small group intervention programmes
- Individualised support

Each school has adopted a whole- school approach to SEND policy and practice. Children identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of school life.

EVALUATION

The following procedures provide evaluative points for judging the effectiveness of the school's SEND Policy.

- Monitoring and developing the quality of inclusive teaching by SLT, SENDCOs and subject co-ordinators
- Analysis of assessment data and tracking the progress of all pupils APP, Key stage and pre key stage standards, SATS, Test Scores etc
- Monitoring of pupil's success in achieving IPP targets.
- Monitoring the effectiveness of the role of teaching assistants and support assistants
- Regular monitoring of procedures and practice by the SEND Governor
- Pupil feedback and comments
- Parental feedback and comment
- External agency feedback /interaction
- School Improvement Plan

COMPLAINTS PROCEDURE

In the event of a complaint being made the appropriate SENDCO should be contacted in the first instance; should the matter remain unresolved the Gateway Federation's Complaints Policy should be followed.

STAFF DEVELOPMENT

Through each school's improvement plan and professional development meetings (teaching and non-teaching staff) the schools decide on priorities for SEND INSET for the staff. The Head teacher or performance management line manager meets with the teaching assistants to discuss their training requirements and ensures that there is INSET provision for all staff. Each School's INSET needs will be included in The School Improvement Plan. Parent training workshops are also planned.

MONITORING

This policy will be reviewed at least annually by the SENDCO, SLT and the SEND Governor in conjunction with the Curriculum Sub-committee

DATE OF NEXT REVIEW: November 2026