



# Gilbert Colvin Primary School

## Special Educational Needs and Disability Policy

### Vision

At Gilbert Colvin Primary School, we believe that all our pupils have the potential to be changemakers. We believe that confidence, self-esteem and strong moral values are the keys to successful futures.

We empower every member of the school community to embrace challenge, have a passion for learning, take risks, collaborate, and aspire to achieve their best.

Our pupils thrive in a caring environment, which provides excellent educational opportunities and memorable experiences to prepare our pupils for a positive future.



**As a Rights Respecting School, this Policy supports the following articles:**

- 23.** You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.
- 28.** You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.
- 29.** Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

<b>To be Reviewed on:</b>	<b>October 2024</b>
<b>Next review:</b>	<b>October 2025</b>



Gilbert Colvin Primary School  
**Special Educational Needs and Disability (SEND) Policy**

### **Introduction**

Our guiding principle is one of Inclusion and providing Quality First Teaching for all our pupils. This includes appropriate differentiation for individual pupils, high quality resources and effective use of additional adult support. We aim to identify and break down possible barriers to learning so that all our pupils experience success. This means treating all pupils as individuals and ensuring they have the required provision to achieve the best possible progress.

This SEND policy details how we ensure that the needs of all our pupils with special educational needs and/or disabilities are met.

When carrying out our duties towards our pupils with SEND, we have regard to the Special Educational Needs Code of Practice 2014.

### **Principles**

- We value all children in our school equally.
- All pupils are entitled to a broad and balanced curriculum which is differentiated to meet their individual needs and abilities.
- All children are entitled to experience success.
- All children are entitled to have their particular needs recognised and addressed.
- All children should be helped to reach their full potential – we have high expectations for everyone.
- Good special needs practice is good practice for all pupils.
- Additional intervention and support cannot compensate for Quality First Teaching.
- Pupils and their parents/carers know their child best and should be full partners in planning and reviewing support for their child.
- Pupils with SEND have a unique perspective on their own needs and should be central to all decision-making processes about their support.

### **Aims**

- To ensure that we take the views of the child into account when planning and evaluating their SEND provision.
- To develop and maintain partnerships and high levels of engagement with parents.
- To raise the aspirations of and expectations for all pupils with SEND.



- To ensure that every child has their individual needs recognised and addressed through Quality First Teaching and effective additional support.
- To ensure that all pupils have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities.
- To ensure that pupils with SEND engage in the activities of the school alongside pupils who do not have SEND.

This policy will contribute to achieving these aims by ensuring that provision for pupils with SEND is a matter for the whole school and is a part of the continuous cycle of assessment and review.

### **Definition of special educational needs (SEND)**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age, or
- have a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for pupils of the same age in mainstream schools or mainstream post-16 institution

Children are not regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

### **Identification and assessment of pupils with special educational needs**

The identification of SEND is built into our overall approach to monitoring the progress and development of all pupils. This allows us to identify pupils who are making less than expected progress at an early stage. Inadequate progress might be that which:

- is significantly slower than that of their peers starting at 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

We are aware that a number of factors may impact on a child's progress and attainment, including having English as an additional language, attendance and punctuality, and family circumstances. Therefore, we do not immediately assume that a child has special educational needs.



The first response to inadequate progress is high quality teaching targeted at the child's areas of need. Most pupils will have their needs met through Quality First Teaching. This may include appropriate differentiation of learning tasks, adaptations to the curriculum and learning environment, the provision of additional practical or visual resources, and time-limited interventions. We focus on early intervention to ensure 'gaps' are targeted and intervention is put in place at the earliest opportunity.

Where progress continues to be less than expected, the teacher will work with the SENDCo to assess whether the child has SEND. The SENDCo will gather information from the pupil, parents and class teacher. Discussions will be held with the pupil and their parents/carers in order to develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps.

At this stage the SENDCo will record this as a cause for concern and keep a record of meetings held, strategies tried and how successful these have been. The SENDCo will also observe the child in class and work with the child if appropriate to gather more information. The child will be monitored for a term before a review takes place to evaluate strategies and next steps will be planned.

Special educational needs can be categorised under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

We recognise that, in practice, individual children often have needs that cut across more than one of these areas and that their needs may change over time. Our purpose is not to 'label' a child, but to work out what action the school needs to take. We consider the needs of the whole child and ensure that support is focused on individual need and personal outcomes rather than classification/label.

Teachers are responsible and accountable for the progress and development of all the pupils in their class, including those who have or may have SEND and who access support from Learning Support Assistants (LSA) or specialist staff.

### **SEND Support**

When a pupil is identified as having SEND, we take action to remove barriers to learning and put effective special educational needs provision in place – SEND Support. Quality First Teaching remains our first response in relation to the identification of SEND, but we also ensure that the child receives high quality additional support and interventions carefully matched to their needs.

We adopt the graduated approach and four-part cycle of 'assess–plan–do–review' as recommended in the SEND Code of Practice. In successive cycles the SEND Support

Gilbert Colvin Primary School  
Special Educational Needs and Disability Policy



received by the child is refined or revised depending on how effective it has been in achieving the agreed outcomes. Where a pupil continues to make less than expected progress despite the school's best efforts, and with the agreement of the child's parents/carers, we will involve appropriate specialists and outreach services

When the child has been identified with SEND and requires interventions or support that is 'additional to' and 'different from' those provided as part of the usual differentiated curriculum, a Pupil Support Plan is formulated, to help with meeting the identified needs of the child. The Pupil Support Plan includes information about:

- The termly targets set for the pupil
- The teaching strategies to be used
- The provision to be put in place
- Success criteria
- Outcomes (recorded when individual targets are termly reviewed at a Parents Consultation Meeting with parents and class teacher.

The class teacher has responsibility for ensuring that time is designated each week for a pupil to work on specific target areas, in order to ensure the child has the best chance of achieving their targets. This is monitored and overseen by the SENDCo. This will be recorded on the class provision map. Individual targets will be reviewed at least three times a year with the child, parents and the class teacher and where appropriate the SENDCo. At the review, new targets will also be set.

All relevant staff that come into contact with any pupil who has SEND are made aware of the individual targets and planned strategies. Some pupils will make accelerated progress and cease to require SEND support after a period of targeted intervention and these pupils will then be removed from the school's register of SEND pupils. However, we continue to monitor the progress of such pupils closely to ensure their progress is maintained.

### **Education, Health and Care Plans**

A small number of children with the most complex needs may need the support of an Education, Health and Care Plan (EHC Plan) to enable them to achieve the best possible outcomes. If we believe that a child's needs require provision and resourcing over and above that which we make available to our SEND pupils from delegated funding, we will request that the Local Authority conduct an assessment of the child's education, health and care needs. We will involve the child and their parents/carers at every stage of the assessment process.



## **How Gilbert Colvin Primary School adapts the curriculum and learning environment for pupils with SEND**

It is the responsibility of teachers to make the appropriate adaptations to the curriculum and learning environment to enable pupils with SEND to access learning opportunities and experience success alongside their peers. Our teachers have a clear understanding of the needs of the SEND pupils in their class and know a range of strategies that can be utilised to support pupils. They are able to draw on the expertise of the SENDCo, outreach teachers and professionals from other external agencies for advice as needed.

### **Additional support for learning available to pupils with SEND**

The SENDCo has provided training and has the capacity to deliver a range of carefully matched to need intervention programmes to address the needs of groups and individual pupils within the school. Interventions available include:

- Speech and Language groups
- Social skill Groups
- Colourful Semantics
- Plus 1
- Power of 2
- Numicon
- Phonics Group
- HFW Group
- Toe by Toe
- Healthy Hands
- Talking About Secondary
- Precision Teaching
- The Word Wasp
- Language for Thinking
- Write from the Start

Some interventions are delivered by trained Learning Support Assistants (LSAs) under the direction of the teacher and/or the SENDCo. The LA allocated speech and language therapist works closely with school staff to ensure that we address the needs of our pupils with language and communication needs effectively.

Some pupils are supported in class for part of the school day by an LSA, either individually or in a small group. These pupils continue to have the same opportunities as their peers for learning in a group with the class teacher and the teacher remains responsible for their progress. LSAs understand the need to develop independence in the pupils with whom they work and support is only assigned when it is needed.

### **Support for pupils with social, emotional and mental health difficulties**

Some pupils' special educational needs relate to social, emotional or mental health difficulties. Whilst some pupils display their difficulties through challenging or disruptive



behaviour, other pupils may become withdrawn or isolated. These difficulties may reflect underlying mental health difficulties such as anxiety or depression. Some pupils may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder. We address the needs of these pupils by individual or group interventions, liaising with relevant outreach services and health professionals as appropriate.

Two members of support staff are ELSA (Emotional Literacy Support Assistant) trained. They are able to offer interventions in the following areas - social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling skills such as solution focused and managing friendships.

### **Specialist provision, equipment and facilities**

If a child needs specialist equipment due to physical or medical needs, the SENDCo will liaise with the relevant professionals to secure the equipment or therapy needed and any training for staff who are involved in meeting the child's needs e.g. Physiotherapy, Occupational Therapy, Speech and Language Therapy and SEATSS.

We have a disabled toilet with shower and a welfare area.

### **How Gilbert Colvin Primary School evaluates the effectiveness of its provision for pupils with SEND**

Intervention programmes are time-limited and the progress of children taking part is tracked. If there is no evidence that an intervention is effective, we will either adapt the intervention to more closely meet the child's needs or we will plan a different type of support. We track the impact of intervention by the success of the education offered to children with SEND will be judged against the aims of this SEND policy.

The SEND policy will be reviewed annually.

### **How Gilbert Colvin Primary School assesses and reviews the progress of pupils with SEND**

We have robust tracking systems for monitoring the progress of all our pupils, including those with SEND. Pupil progress conferences are held termly, attended by the class teacher and parents, at which action is planned to address any lack of progress identified.

The 'assess-plan-do-review' cycle ensures that we match provision closely to each child's needs and that we respond quickly to any evidence of inadequate progress.

The progress of SEND pupils in relation to the outcomes in the EHC plan are reviewed annually. A child's outcomes are broken down into smaller steps and recorded on the child's Support Plan. These shorter-term targets are reviewed at least termly. We involve the child and family fully in the planning and review process.



## **The SEND Register and Record Keeping Arrangements**

The SENDCo maintains a central electronic register that details all children who have been identified as having SEND. This register is live and the SENDCo ensures it is kept updated (on an on-going basis). Every child with additional needs has an electronic file stored internally. These folders have specific sections for each child who has SEND Support or an Education Health and Care Plan (EHC Plan). The Pupil Profiles belonging to these children can be found within these sections. Additionally minutes from each meeting, review meeting and annual review are kept, along with any copies of samples of work the SENDCo, teacher or additional adults feel are of significant importance with regard to monitoring the child's progress. All of these documents are used during meetings or reviews. These folders are passed onto transfer schools at the new school's request.

## **Admissions**

Pupils with SEND are admitted to the school on the same basis as any other child. The Governing Body uses the LA admissions criteria.

## **Roles and responsibilities**

Provision for pupils with special educational needs is a matter for the school as a whole. However, some key individuals and groups have particular areas of responsibility:

## **Governing Body**

- to ensure that the necessary provision is made for any pupil who has special educational needs
- to consult the local authority and the governing bodies of other schools when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- to ensure that parents are notified of a decision by the school that SEND provision is being made for their child
- to ensure that pupils' needs are made known to all who are likely to teach them
- to ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs
- to ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources
- to review the SEND policy annually and to report annually on the allocation of available resources and the success of the policy





- to appoint a member of the Governing Body to have special responsibility for SEND within the school who will meet on regularly with the SENDCO and conduct visits to the school on a planned programme

### **The Headteacher**

- to manage all aspects of the school's work, including provision for pupils with SEND
- to keep the governing body fully informed
- to work closely with the school's SENDCO
- to seek out and share best practice with the LA and other schools

### **The Special Educational Needs and Disability Co-ordinator**

The Special Needs and Disability Co-ordinator is Mrs Begum. She is in school full time. Her key responsibilities include:

- to work in collaboration with the Headteacher, school governors and staff to develop a clear strategic direction for SEND
- to oversee the day-to-day operation of the school's SEND policy
- to coordinate and develop high quality provision to meet the needs of pupils with SEND
- to work in partnership with parents/carers of pupils with SEND to develop and review effective support for their child
- to work with teachers to monitor the effectiveness of interventions and the progress made by pupils with SEND
- to liaise with the relevant Designated Teacher where a looked after pupils has SEND
- to advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- to liaise with professionals from outside agencies, such as educational psychologists, outreach services, health and social care professionals, and independent and voluntary bodies, ensuring that appropriate referrals are made and strategies are implemented
- to liaise with other schools to ensure that pupils make smooth transitions between school placements
- to work with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regards to reasonable adjustment and access arrangements
- to promote the inclusion of pupils with SEND in the school community, ensuring they have access to the school's curriculum, facilities and extra-curricular activities
- to ensure that the records of pupils with SEND are maintained and kept up to date



- to support and advise teachers about differentiated teaching methods appropriate for individual pupils with special educational needs
- to coordinate the effective deployment learning support assistants, providing support and training as needed
- to contribute to the in-service professional development of staff in relation to SEND
- To line manage the Learning Support Assistants

### **Teachers**

- to provide Quality First Teaching for all the pupils in their class
- to provide for the individual needs of all their pupils, adapting their teaching and the learning environment as appropriate
- to be accountable for the progress of all their pupils, including those who receive additional support from learning support assistants and specialist teachers
- to work with the SENDCo to monitor the effectiveness of interventions and the progress made by pupils with SEND
- to deploy additional adults working within their classrooms as necessary/where there is the greatest need
- to complete Pupil Profiles termly for children on the SEN Register and for those children where concerns have been identified. This should be evaluated at the end of each term and new targets set. Pupil Profiles will be shared with parents.

### **Learning Support Assistants**

- to support pupils with their learning under the direction of the class teacher and/or the SENDCo, implementing strategies recommended by the teacher, SENDCo or professionals from external agencies. This includes delivering additional intervention programmes across classes/phases
- to develop the independence of the pupils with whom they work
- to provide feedback to the teacher and/or the SENDCo on the progress of the pupils with whom they work to inform planning and review

### **Arrangements for training and staff development**

The school makes an annual audit of training needs for all staff taking into account school priorities as well as personal professional development.

The SENCO attend courses relating to Special Educational Needs covering a variety of topics relevant to SEND and also attends Joint Planning Meeting and SENDCo Forum arranged by the Local Education Authority, responding back to staff as appropriate. Other staff are encouraged to attend courses which may be relevant to a specific need of a child in their care. Liaison with other schools takes place as and when necessary. Particular support is given to Early Careers Teachers and other new members of staff.



### **Arrangements for partnership with parents**

We recognise the importance of working in partnership with parents. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of pupils with special educational needs are treated as partners and supported to play an active and valued role in their child's education.

We will always tell parents when their child is receiving help for their special educational needs and will involve them fully in planning and reviewing any SEND provision.

A child's class teacher will work closely with parents at all stages in their education and if parents have concerns their first port of call should be the class teacher.

### **Pupil participation**

Pupils and young people with special educational needs often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in the decision-making processes, including the setting and evaluation of targets. We are committed to developing more person-centred ways of working to make it easier for our SEND pupils to express their views.

### **Storing and managing information**

All information relating to the child is held confidentially in accordance with the Data Protection Act and will not be divulged without permission. The exception to this is where information received may indicate that the child is in significant harm. The school has a duty to protect the welfare of the child and in this situation the school is duty bound to disclose this information to the relevant person or agency. All records kept will be held in a secure place accessed only with the agreement of the Child Protection Co-ordinator or Headteacher.

See Gilbert Colvin Primary School's Data Protection Policy.

### **Links with other mainstream schools and special schools**

Advanced planning for pupils in Year 5 is essential to allow a smooth transition to secondary school. The SENDCo will liaise with the SENDCo of the Secondary School to ensure that effective arrangements are in place to support pupils at the time of transfer.

When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.



Gilbert Colvin Primary School has good links with local special schools through the outreach services.

### **Links with other agencies and voluntary organisations.**

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs.

The school receives visits every other week from the Education Welfare Officer from EWASS. The SENDCo works closely with the Educational Psychologist assigned to the school and meets with her at the beginning of each term to plan her work in the school for the term.

### **Other agencies and outreach services that the school works with include:**

- Early Years SEND Support Services (EYSENDSS)
- Emotional Well-Being and Mental Health Services (MHST CAMHS NELFT REWT)
- Redbridge Child Development Centre (CDC)
- Virtual School for Children Looked After
- Social Care Services
- Mental Health Support Services (MHST)
- Specialist Education and Training Support Services (SEATSS)
- Education Psychology Service (EPS)
- Speech and Language Therapy (SALT)
- Occupational Therapy (OT)
- Physiotherapy Service
- Newbridge Outreach
- Special Education Resource Centre (SERC)

### **Complaints procedures**

The complaint procedures are set out in the school's Complaints Policy.

Under the Children and Families Act 2014 parents may seek advice on resolving disagreements with the LA and/or the Independent Mediation Service. The school will make further information about this process available on request.

### **Primary School's Local Offer**

Further information on Gilbert Colvin Primary School's arrangements for supporting pupils with SEND can be found in the school's Local Offer which can be accessed via the FIND website:

<http://find.redbridge.gov.uk>



Our School Local Offer forms part of the local authority's Local Offer, which is also available on this site and provides information for parents/carers on SEND services available within Redbridge and neighbouring boroughs.

### **Legislation and guidance relevant to this policy**

Children and Families Act 2014, Part 3

Educational Needs and Disability Code of Practice: 0 to 25 years 2014

Equality Act 2010

Education Act 2011

### **Related school policies**

Equality Policy

Accessibility Plan

Health and Safety Policy

Supporting Children with Medical Needs Policy

Behaviour Policy

Child Protection and Safeguarding Policy

### **Useful contacts for further information:**

RIASS (Redbridge Information Advice Support Service) <https://redbridgeiass.org.uk/> Tel: 0208708 8922

IPSEA (Independent Parent Special Educational Needs Advice) [www.ipsea.org.uk](http://www.ipsea.org.uk) Advice Line Tel: 0800 018 4016 IPSEA is a national charity providing free legally based advice to families who have children with special educational needs.

Contact a Family [www.contact.org.uk](http://www.contact.org.uk) Advice Line Tel: 0808 808 3555

Coram Children's Legal Centre [www.coramchildrenslegalcentre.com](http://www.coramchildrenslegalcentre.com) Advice Line Tel: 0808 802 0008 Policy agreed with Governors



## Glossary

Annual review	A legal annual meeting for those children who are in receipt of an EHCP where outcomes are reviewed and new outcomes are set. All professionals involved with the child are invited and contribute within their area of expertise.
CAMHS	Child and Adolescent Mental Health Services- an NHS service
Educational Psychology services (EP)	A team of trained psychologists who come to school for advice and training purposes
Pupil Support Plan	A document containing the child's targets and strategies used to overcome barriers to their learning and help them achieve their individual targets
Learning Support Assistant (LSA)	A professional who supports a child under the direction of the class teacher and SENCo.
Speech and Language Therapy (SALT)	A service offered by the Local Authority for pupils with Speech and Language concerns
Specialist Education and Training Support Service (SEATSS)	A professional service who work with mainstream teaching staff, LSA's and SENDCo's in an advisory role
SENDCo	Special educational needs coordinator- person responsible for pupils on SEND register
Special Education Needs and Disabilities (SEND)	Special educational needs and disabilities- A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
Education Health Care Plan (EHCP)	A legal document listing the pupil's strengths and needs along with their provision. Only pupils with severe needs will have an EHCP. Most SEND pupils' needs can be met at School SEND support.
One Page Profile	An overview of a child stating their strengths and needs
Quality First Teaching	Quality First Teaching is a style of teaching that emphasises high quality, inclusive teaching of all pupils in a class.