



# Special Educational Needs and Disability (SEND) Policy

## Version 1.1

<b>Approved by:</b>	Academy Committee	<b>Date:</b> May 2025
<b>Last reviewed on:</b>	May 2024	Draft
<b>Next review due by:</b>	May 2026	Version 1.1
<b>Owner:</b>	Charlotte Ims	

## **Gladstone Primary Academy**

Gladstone Primary Academy is fully supportive of the inclusion of all children. Unconditional and positive regard is given to all members of the school community and respect for all individuals. We believe that every pupil has the right to develop their full potential, and it is our aim to provide each pupil with a broad, balanced, relevant and challenging curriculum, which is appropriate to their individual abilities, talents and personal qualities. We ensure the well-being of all our pupils in relation to being healthy; staying safe, enjoying and achieving; making a positive contribution and economic well-being. Well-being outcomes are embraced in every aspect of school life. Whilst many factors contribute to the range of difficulties experienced by some pupils, we believe that much can be done to overcome them with parents, carers, teachers, support assistants, pupils, outside agencies and the local community working together.

## **Compliance**

The purpose of this policy is to demonstrate how Gladstone Primary Academy, as an education setting within the Thomas Deacon Education Trust (TDET), meets its statutory responsibilities. This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25, January 2015, and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DFE, May 2014
- SEND Code of Practice 0-25, updated January 2015
- Part 33, Children and Families Act 2014
- The Special Education Needs and Disability Regulations 2014
- Statutory Guidance on supporting pupils at school with medical conditions. April 2014
- Teacher Standards 2021
- Peterborough City Council. Decoding the School Census: SEN Provision and Type 2019.

This policy is reviewed annually and will be monitored for impact through each of the academy's self-evaluation processes, academy development plan and pupil and parent feedback.

Across TDET, we value the abilities and achievements of all pupils and are committed to providing inclusive learning and teaching environments.

None of the TDET academies discriminate on the grounds of SEND/additional needs and support the admissions code agreed in partnership with the Local Authority.

Pupils with an Education Health and Care Plan (EHCP) that names Gladstone Primary Academy will be admitted where it is seen that our setting is able to provide efficient and effective education that will enable the pupil to make progress, unless it is deemed incompatible with the efficient education of others or the efficient use of resources.

The responsibility for the day-to-day implementation is delegated to the Academy's SENDCo. The Academy Committee retains overall responsibility for the quality and provision of SEND.

### **Contact Details**

The school's Special Educational Needs Co-ordinator (SENCO) is Miss Charlotte Ims, with Miss Michelle Smith and Mr Darren Boven as Specialist SEND TAs.

Miss Charlotte Ims can be contacted via email on [cims@gpa.education](mailto:cims@gpa.education) or by telephone 01733 343908

### **Local Offer**

Please find the link below for Peterborough's Local Offer.

[SEND Information Hub \(Local Offer\) - Peterborough City Council](#)

### **Definitions within this Policy**

#### **Definition of SEND (Special Educational Needs and Disabilities)**

There is a clear difference between 'underachievement' sometimes caused by environmental factors and poor early learning experiences, and 'special education needs. Some learners may be underachieving but this will not necessarily mean they have a special educational need, however we are responsible for identifying this quickly and ensuring that appropriate support is put in place to 'close the gap'.

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

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

- a) Have a significantly greater difficulty in learning than the majority of children the same age and/or,

- b) have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

For children aged two or more, 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 or early years' settings.

### Definition of Disability

Many children and young people with SEND may also have a disability. A disability is described in law (Equality Act 2010) as 'a physical or mental impairment' which has a long term (a year or more) and substantial effect of their ability to carry out normal day-to-day activities. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

The Equality Act (2010) requires early year's providers, schools, colleges, other educational settings and local authorities to:

- a) Not directly or indirectly discriminate against, harass or victimise disabled children and young people
- b) Make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is known as anticipatory.

### Identifying learners with SEND

Pupils may have been identified as having SEND at their previous school. Class teachers and Teaching Assistants may have expressed concerns and similarly, parents or carers may have concerns that they bring to the attention of the school, possibly leading to the need for support from outside agencies and other professionals. All will then consider the best course of action required to support the pupil.

The Code of Practice, 2014 describes four broad categories of need (pg 97 6.28 onwards) as:

- a) Communication and Interaction (C&I)
- b) Cognition and Learning (C&L)
- c) Social, emotional and mental health difficulties (SEMH)
- d) Sensory and /or physical needs (S/PD)

We also recognise, as laid out in the COP 2014, that there are other factors that will have an impact on progress that do not constitute SEND, such as:

- Disability (the COP outlines a 'reasonable adjustment' duty for all settings and schools provided under current disability equality legislation; this alone does not constitute SEND)
- Attendance and Punctuality.
- Health and Welfare
- English as an additional language (EAL).
- Being in receipt of Pupil Premium.
- Being a 'Looked After Child'.
- Being a previously 'Looked After Child'.
- Being a child of a serviceman/woman.

At Gladstone Primary Academy, we adopt a whole school graduated approach to learners' special educational needs (Appendix 1). The majority of learners identified as having SEND are fully integrated into mainstream classes, where adaptations and reasonable adjustments are made. We do also have an Explorers Provision, where we use a hybrid approach to learning in an appropriately adapted environment to meet the needs of some of our more complex learners.

All learners have access to the National Curriculum and are encouraged to take part in all aspects of school life. Early identification of learners with SEND is a priority. We work closely with our Pre-school and EYFS team to ensure children are supported and identified as early as possible. The academy will assess each pupil's levels of attainment on entry in order to build a clear picture of the needs of each learner. If a pupil already has an identified SEND the relevant information will be transferred to the academy. The SENDCo and class teacher will use the information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the pupil within the class.
- Use the assessment process to identify any learning difficulties.
- Ensure that ongoing observation and assessment provide regular feedback about pupils' achievements and experiences, to form the basis for planning the next steps in learning.

- Involve the parents and the pupil in the information gathering process and in implementing a joint approach at home.

### **Objectives in making provision for pupils with SEND**

We believe:

- The aims of education for pupils with difficulties and disabilities are the same as those for all pupils, recognising that any pupil may encounter difficulties in their school career at some stage.
- It is the responsibility of all teachers to identify barriers to learning and apply appropriate measures to meet the needs of pupils. In this they can draw on the resources of the whole school.
- Every pupil is entitled to a happy sensitive and secure learning environment and to have his or her particular needs recognised and addressed.
- All pupils are entitled to experience success.
- That consideration of SEND crosses all curriculum areas and all aspects of teaching and learning.
- Good special needs practice is good practice for all.
- All special educational provision is more effective if pupils and parents are fully involved in working together for the benefit of the pupil.

We aim to:

- Value all the pupils in our school equally.
- Ensure that all pupils have equal access to a broad, balanced curriculum, with appropriately differentiated teaching that makes learning challenging, enjoyable and successful.
- Maximise the opportunities with special educational needs to join in with all the activities of the school.
- Seek the views of the pupil and take them into account.
- Ensure that parents/carers are fully involved in decision making with regard to planning and provision for their children and are kept informed of progress and attainment.

This policy will contribute to achieving these objectives 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.

### **Monitoring**

As part of the academy's approach to monitoring and tracking progress, we utilise the school's assessment system and data collection points throughout the year. This supports us in identifying learners that are not making satisfactory progress. This coupled with pupil progress meetings helps us to determine whether a pupil requires support over and above that which is normally available within the classroom. This may lead to additional assessments linked to the pupil's difficulties being administered.

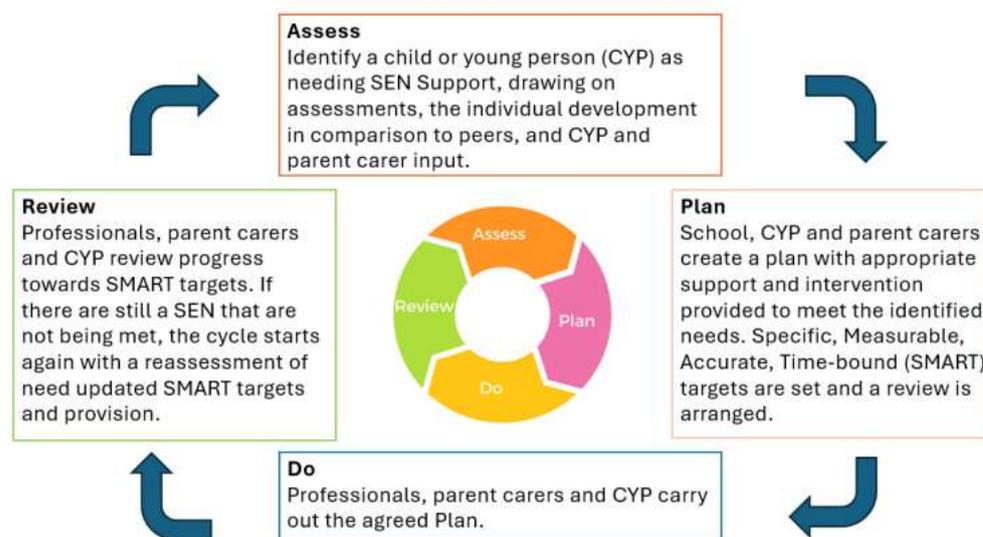
Progress of learners with SEND is often not linear or in line with national expectations. In these instances, we utilise a range of different assessment systems to show smaller steps in progress. Some children's progress may be monitored using the Pre-Key Stage Standards, Developmental Journal, Engagement model or Cherry Garden on Tapestry. Children with SEND can often have a 'spikey' profile and these different tools allow us to measure their progress more effectively and precisely.

Success is evaluated by reviewing progress on a regular basis. The academy has a rigorous monitoring and assessment schedule, and all teachers have access to detailed information on the platform Insights.

### **Graduated Approach - Assess, Plan, Do and Review Cycle**

We believe that in order to support **all** of the children in our care, ensuring that our ordinarily available provision in the classroom is of a high quality, is the first step in supporting children with SEND. We believe that many of the strategies we put in place for children with SEND can be beneficial for the collective.

The graduated approach is a 'four-part cycle through which decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes' Code of Practice 6.44. At the heart of the work of the academy is a continuous Assess, Plan, Do, and Review cycle (APDR) that takes account of the wide range of abilities, aptitudes and interests of our pupils.



The SENDCo in collaboration with teachers and parents will support the further assessment of the pupils and assist in planning future support and monitoring of any actions taken. APDR meetings take place each term so appropriate targets can be set and reviewed. These targets are recorded on our Pupil Learning Plans and Pupil Passports on Provision Map.

The class teacher/tutor will remain responsible for working with the pupil on a daily basis and will liaise with the SENDCo and Teaching Assistant on the delivery of individualised programmes. Parents / carers will be kept informed at each stage. Outside agencies, including the Local Authority may be consulted in relation to further assessments, advice, strategies and planning programmes for the pupil. In some cases, professionals from Health and Social Services may be involved. Parental agreement for this involvement is always sought. Pupils with emotional or mental health difficulties will follow the same graduated approach.

Pupils whose attainment or achievement in specific areas fall significantly below the expected range may have a special educational need or disability. The SENDCo, teacher and parents/carers will work together to decide on the action needed to provide the best possible support for the pupil.

This may include:

- Additional support through adaptation within the curriculum.
- Provision of specialist equipment.
- Termly APDR Staff Meetings to set/home individual targets for children on the SEN REGISTER. This is then recorded for staff to use in their lesson planning.

- Access to outside agencies for advice on strategies or provision.
- In class, small group or individual support by the class teacher or Teaching Assistant.
- Periods of withdrawal to work on specific programmes with teacher or TA.
- Additional adult time to devise the nature of the planned intervention and to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.

### **SEND Support for Additional Needs (AN)**

Additional needs are characterised by interventions that are different from, or additional to the normal adapted curriculum. AN intervention is triggered by evidence that, despite receiving differentiated teaching, pupils:

- Make little or no progress.
- Demonstrate difficulty in developing skills in English and Mathematics.
- Present persistent emotional or behavioural difficulties which are not affected by behaviour management strategies.
- Have sensory or physical problems and make little progress despite the provision of specialist equipment.
- Experience communication and /or interaction difficulties and make little or no progress despite experiencing a differentiated curriculum.

These are some of the interventions and provision currently on offer at Gladstone Primary Academy:

**Fine Motor Interventions** – Handwriting and hand strengthening learning activities, focused on posture, grip, letter formation and legibility.

**Precision Teaching** – 1:1 support learning High Frequency Words/Common Exception Words

**Sensory Circuits** – sensory integration intervention, that supports children in calming, alerting and organising.

**ELSA** – Emotional Literacy Support Assistant

**Bereavement Group** – A small group of up to 5 children, supported through managing their emotions and grief at the loss of a family member.

**Physiotherapy** – Specifically trained teaching assistant provides specific physiotherapy exercises for individual pupils as stated in their care plan.

**Speech and Language** – 1-1 sessions designed to follow the specific speech and language care plans devised by the Speech and Language Therapist.

**Communication Groups** – Small group sessions designed to improve pupils' communication and social interaction skills delivered by ELSA trained assistant.

**Emotional Literacy, Talk Time, and Social Skills groups** – 1-1 and small group sessions designed to build confidence and self-esteem of our more vulnerable pupils.

## **Swimming**

### **1:1 Phonics Tutoring**

## **Involvement**

We are committed to ensuring we involve pupils and parents from the offset. If there are concerns raised the class teacher will speak with the parents/carers and begin our graduated approach. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We consider the parents' concern.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are. Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

## **Children with Medical Needs**

Gladstone Primary Academy has a great deal of experience of including children and supporting children with complex medical conditions such as allergies, physical impairment, personal care issues, epilepsy, diabetes, visual impairment, sensory processing difficulties, ASD, ADHD and other more complex needs. Relevant training is provided on an annual basis for staff working to support children with e.g. diabetes, epilepsy, personal and intimate care

needs or allergies requiring the use of an EpiPen. We liaise closely with the medical profession and take guidance from the external agencies where needed.

We ensure that staff access the appropriate training. We have accessible toilets for both pupils and visitors. Gladstone Primary Academy complies with the statutory guidance for governing bodies for supporting pupils at school with medical conditions as laid out in section 100 of the Children and Families Act 2014.

### **Educational Health Care Plans (EHCP)**

‘SEN support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs 104 assessment.’ Code of Practice, 2014 updated 2015.

A request for an EHCP is likely to happen when, despite relevant and purposeful action to identify, assess and meet the SEND of a child made by the academy, the pupil has still not made the necessary expected progress.

When a request for an EHCP has been made to the Local Authority, the pupil will have been identified as having complex needs that satisfy the requirements of the additional funding criteria. The pupil’s needs are therefore unlikely to be met without:

- Intervention or support from a special schools placement or a placement in a designated school or resource base attached to a mainstream school and / or
- A significant multi-agency response is required to address the complexity of need. The process of obtaining an EHCP assessment (from the point at which an assessment is requested until the final EHCP is issued) must not take more than 20 weeks, unless there are exceptional circumstances, as detailed in Section 9.42 of the Code of Practice.

The school will need to provide the following information:

- The action followed with respect to SEND support.
- Records and outcomes of any review undertaken.
- Information about the pupil’s health and any relevant medical history.
- National Curriculum attainment.

- Other relevant assessments from specialists, such as advisory teachers or Educational Psychologists.
- The views of parents / carers.
- The views of the pupil.
- Involvement of other professionals such as Health, Social Services or Educational Welfare Services.

A Educational Health Care Needs Assessment (EHCNA) does not always lead to an EHCP being granted. The information gathered during an EHCNA assessment may indicate ways in which the school can meet the needs of the pupil without an EHCP. EHCP's cover an age range of 0-25 and should be forward looking documents that help raise aspirations and outline provision required to meet the needs of the pupil, and to support them to achieve their ambitions. EHCP's should specify how services will be delivered as part of the whole package and explain how best to achieve the outcomes sought in education, health and social care for the pupil.

EHCP's must be reviewed annually. The aim of the review will be to:

- Assess the pupil's progress.
- Review the provision made for the pupil in the context of the National Curriculum and attainment in basic English, Mathematics and Life Skills.
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease it, continue it or amend it.
- Set new targets for the coming year.

### **Early Help Assessments(EHA) and Family Support Worker**

Where a child and family would benefit from co-ordinated support from more than one agency an Early Help Assessment may be used to identify help required and to prevent needs escalating. This often involves the support of a social worker, our school Family Support Worker, Rozina Sher.

### **Relationships/Partnerships**

Partnership with parents / carers play a vital role in enabling pupils with SEND to achieve their potential. The school recognises that parents hold key information and have valuable knowledge and experience to contribute to the shared view of a pupil's needs, and the best way to support them. All parents / carers of pupils with SEND will be treated as partners and

encouraged and supported to play an active role in their child's education. Parents/carers will be informed as soon as the school becomes concerned about a pupil's learning development or behavioural, social or emotional needs. Parents/carers will be kept informed of their child's progress and will be invited to regular meetings and reviews to discuss progress. They will be consulted, and their permission sought before their child is referred to an outside agency. The school's SEND policy and information report is available to all parents and can be found on the school's website.

### **Roles and Responsibilities - Co-ordination of Provision**

SENDCo:

- Has an overview of special educational needs provision in the school and works alongside the SEND Administrator.
- Overseeing the day-to-day operation of the SEND policy.
- Co-ordinating provision for pupils with SEND and advising on the graduated approach to support.
- Liaising with other schools, educational psychologists, health and social care professionals, independent or voluntary bodies, and being the key point of contact for external agencies, the local authority and support services.
- Liaising with and advising colleagues.
- Managing Teaching Assistants.
- Overseeing the records of pupils with SEND.
- Working in partnership with parents to provide the best support for pupils.
- Liaising with colleagues from Beacon Education to keep up to date with initiatives both locally and nationally, and to share good practice.

### **The Role of the Academy Committee**

The Academy Committee in consultation with the Headteacher, determine the academy's SEND Policy and provision for pupils with SEND, establish the appropriate staffing and funding, and generally oversee the school's work in meeting the needs of pupils and its implementation of the SEND Policy

## **The Role of School Staff.**

All teachers are teachers of pupils with SEND, which is a whole school responsibility, requiring a whole school response. Central to the work of each class is a continuous cycle of planning, assessment and evaluation, which takes account of the wide range of abilities, aptitudes and interests of children. Most pupils will learn and progress within these arrangements. For pupils with SEND however, there may be a need to provide an enhanced level of provision that supports and enhances their learning. All teaching and support staff are involved in the deployment of the school's SEND policy and have a duty to implement the policy consistently. All teaching and support staff are aware of the procedures for identifying, assessing and making provision for pupils with SEND. Teaching Assistants work under the direction of both the class teacher and the SENDCO to support children with SEND.

## **Admission and Inclusion**

The Academy Committee, in line with current government legislation believes that the admission criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the Code of Practice (COP) that: The School Admissions Code of 2014 requires children and young people with SEND be treated fairly.

Admission authorities:

- Must consider applications from parents of children who have SEND but do not have an EHC plan on the basis of the school's published admissions criteria as part of normal admissions procedures.
- Must not refuse to admit a child who has SEND but does not have an EHC plan because they do not feel able to cater for those needs.
- Must not refuse to admit a child on the grounds that they do not have an EHC plan (SEN Code of Practice 1:27).
- The Equality Act 2010 prohibits schools discriminating against disabled children and young people in respect of admissions for a reason related to their disability (SEN Code of Practice 1:28).

## **Pupil participation**

Pupils with SEND often have unique awareness of their own needs and circumstances, as well as opinions about the support they would like to have to help them to make the most of their education. They will be encouraged to participate in all decision-making processes at an appropriate level, including the setting of learning targets, contributions to the APDR (Access,

Plan, Do, Review) Plan and discussions about the choice of schools and transition arrangements. Augmented communication systems will be used when necessary.

### **Links with other schools**

Advanced planning for pupils is essential to allow appropriate options to be considered. The SENDCo will liaise with the SENDCo's from its feeder schools to ensure that effective arrangements are in place to support pupils at the time of transfer. Additional visits and enhanced transfer arrangements are also in place

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

External support services play an important part in helping the school to identify, assess and make provision for pupils with SEND. Our academy prides itself on its close professional working relationships with other schools within the local area. The school has regular visits from the Educational Psychologist, Hearing and Visually Impaired support team, Speech and Language Therapists, Physiotherapists, Occupational Therapists, Emotional Health Counsellors and the Physical Impairment and Medical Support Team.

### **Evaluating the Policy**

The policy will be reviewed and updated on an annual basis.

Updated

Policy Review date May 2026

### **Complaints Procedure**

A copy of the school's Complaints Procedure can be found on the school website. Parents /carers with concerns are encouraged to, in the first instance, speak to the class teacher. Some Parents / Carers will prefer to approach the SENDCo first. If the matter requires further resolution, it will be the Headteacher's responsibility to advise about appropriate procedures.

### **Working together**

The success of our pupils relies on strong links between the school staff, pupils, parents/carers, Governors and other professionals. We continually develop our practice to improve outcomes for our pupils and welcome your suggestions and involvement in working towards this. Together we achieve more!

## **Services and information for parents**

SEND Code of Practice - [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/send-code-of-practice-0-to-25-years)

SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support)

[Peterborough Information Network | SEND Information Advice and Support Service - SENDIASS \(Local Offer\)](#)

**Appendix 1 – Gladstone Primary Academy Graduated Approach**