



United Learning
The best in everyone™

Goresbrook School

Special Educational Needs and Disability Policy



United Learning
The best in everyone™

■ Ambition ■ Confidence ■ Creativity ■ Respect ■ Enthusiasm ■ Determination

Context	
This policy was developed in consultation with parents/carers, staff and pupils and has regard to: • The SEND Code of Practice: 0-25 years – 2015 • Part 3 of the Children and Families Act 2014 and associated regulations	
Principal: Shereen Selim (Interim)	
Governor with responsibility for SEND: Ieuan Bennett	
SENDCO (All-Through): Mr Lee Morris SENDCO (Primary): Ms Zulai Bah Assistant SENDCO: Ms Cassie Blot	
SENCO Qualifications: Mr Lee Morris BA English Literature (Upper Second Class) MA Transformational Leadership (Distinction) QTS (Pass) NASENDCo (Pass) NPQSL (Pass)	SENDCo Qualifications: Ms Zulai Bah BSc Psychology with Neuroscience (Upper Second Class) QTS (Pass) NPQSENCo (In Progress)
Contact details: Lee.morris@goresbrookschoool.org.uk Zulai.Bah@goresbrookschoool.org.uk Cassie.bloy@goresbrookschoool.org.uk	
This policy will be reviewed annually	
Agreed by Governing Body:	
Review date: September 2027	

This policy is in line with our teaching and learning policy and equality of opportunity policy and aims to support inclusion for all of our pupils. This document is not the same as the school's Inclusion Strategy Policy. The responsibility for the management of this policy falls to the Principal, the day-to-day operation of the policy is the responsibility of the Special Educational Needs and Disabilities Co-ordinators (SENDCo). The Governing Body, the Headteacher and the SENDCo's work closely to ensure that this policy is working effectively.

Rationale

The United Learning Trust is committed to ensuring that the necessary provision is made for every pupil within their schools' communities. The Trust celebrates the inclusive nature of their schools and strives to meet the needs of all pupils with a Special Educational Need and/or Disability.

High-quality teaching which is adapted to meet the needs of the majority of pupils is the first response to supporting pupils with SEND (otherwise called Quality First Teaching). Some pupils will need something **additional to** and **different from** that which is ordinarily available for the majority of pupils, this is *special educational provision* and the pupils in receipt of this provision are classified as being in receipt of *SEN Support*. Each school has a duty to use their best endeavours to ensure that provision is made for those who need it.

Gorebrook school will ensure that the necessary provision is made for any pupil who is on the SEND register determined by a needs assessment based on holistic data. We will ensure that all staff are



United Learning
The best in everyone™

■ Ambition ■ Confidence ■ Creativity ■ Respect ■ Enthusiasm ■ Determination

able to identify and provide for these pupils to enable them to partake in all activities in the school to reach their full potential, be included in all aspects of school life and feel a sense of belonging to the wider school community.

This policy aims to support all members of staff as well as external stakeholders in providing a transparent framework of support and advice and is based on the underlying principle that we believe:

Every teacher and leader is responsible and accountable for the progress and development of all pupils in their class and in the school even where pupils access support from teaching assistants or specialist staff. Every teacher is a teacher of SEND. Every leader is a leader of SEND.

Teaching and supporting pupils with SEND therefore is a whole school responsibility requiring a whole school response. To achieve this, we work in partnership with parents/carers, pupils, local authorities, specialist providers and other external agencies and stakeholders required to meet the individual needs of our pupils to offer them the very best opportunities.

Aims and Objectives

Aim

To provide an inclusive, stimulating and safe environment which will enhance the learning of all pupils and help them achieve their full potential in all areas, including their development of knowledge, skills and understanding to equip them for the next phase of their education, employment or training. By doing this we hope to raise the aspirations and expectations of all pupils, especially those with SEND.

Objectives

- To identify and provide for pupils who have (or may have) Special Educational Needs and/or Disabilities and regularly assess and review the provision that we offer.
- To use our best endeavours to ensure that a pupil with SEN get the support they need.
- To have regard to the statutory guidance provided in the SEND Code of Practice (2015).
- To operate a 'child centred' approach to the management and provision of support for special educational needs and disabilities.
- To implement a graduated approach to meeting the needs of pupils identified as requiring SEN Support.
- To appoint a teacher responsible for the coordination of SEN provision (SENDCo) and ensure they have the relevant training and qualification to undertake the role.
- To provide training, support and advice for all staff as often as is appropriate and necessary.
- To ensure that all students with SEN are offered full access to a broad, balanced and appropriate mainstream that sets high expectations (while making reasonable adjustments) for every pupil whatever their prior attainment or needs.
- To work in partnership with parents/carers to enable them to make an active, empowered and informed contribution to their child's education.
- To take the views, wishes and feelings of the young person into account (where this is appropriate and possible), and involve them as fully as possible in decision making about their own education.
- To work collaboratively with external agencies and specialists including those from Social Care and Health.
- To ensure the Equality Act 2010 duties for pupils with disabilities are met.
- In conjunction with the Medical Policy, make arrangements to support pupils with medical conditions and to have regard to statutory guidance supporting pupils with medical conditions.
- To have regard to any other guidance issued by the United Learning Trust.



Identifying Special Educational Needs

The SEND Code of Practice (2015) defines SEND as a child or young person who has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A pupil has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has any social or emotional barriers that are a barrier to their ability to access their environment, or
- Cannot communicate within their environment within an age-related acceptability, or
- Has a disability which prevents or hinders him or her from making use of facilities generally available in a mainstream school that does not fall within the above descriptors.
- It is important to note that a pupil who has a disability may not necessarily have a specific educational need.

The SEND Code of Practice (2015) identifies four key areas of SEND from the above:

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

These four broad areas give an overview of the range of needs that are planned for, but we identify the needs of the whole pupil in order to establish what provision is required to meet their individual need, not just by the category in which they are placed or their 'label'. Goresbrook school will consider pupils' needs in all four key areas as appropriate and consequently determine the appropriate provision, including where this does not directly impact on cognition and learning.

Goresbrook School will have regard to the SEND Code of Practice 2015 when carrying out its duties towards all pupils with SEND and ensure that parents/carers are informed and, preferably, give consent for SEND provision being made for their child.

The progress made by all pupils is regularly monitored and reviewed as part of high quality, differentiated teaching and the school's SEND strategic plan. Where concerns are raised about a pupil's progress or if they fall behind their peers, additional support will be provided under the guidance of the class teacher in the first instance. This information will be shared with parents as and when appropriate, for example at parents' evening or through phone calls home.

Where concerns are raised about a pupil's progress, despite support and high-quality teaching, the class teacher or pastoral staff will seek advice from the SENCO and may even make a referral to the SEND team through the school's internal referral system. The SENDCo will then assess if a pupil has a significant learning difficulty and agrees support as appropriate for the presenting needs of the child (support is offered at an individual level and never to a general need i.e. ASD). Additionally, where there are concerns about a non-educational need such as the forming of social relationships, managing emotions or a pupil's mental health, the school will follow similar measures to support the child.

Where a pupil is identified as having SEN in line with the SEND Code of Practice (2015), the SENDCo and the class teacher(s) will take action to support effective learning by removing any barriers and put effective special educational provision in place. This SEN support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach – assess, plan, do, review.



The school will liaise with parents/carers to inform them immediately of provision being made for SEN Support and detail what additional provision is being put in place. This will be reviewed termly by the school via the student passport and, if applicable, the IEP. These meetings may include parents/carers or may be conducted internally with staff.

The Graduated Approach to SEND

Assess: In identifying a pupil as needing SEN support the class teacher, working with the SENDCo, should carry out a clear analysis of the pupil's needs. This should draw on:

- the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school.
- the pupil's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the pupil's views and, if relevant, advice from external support services.

This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEN, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention.

Plan: The SENDCo and relevant teaching staff will determine the needs of the child based upon assessment and holistic data sets. Where necessary, the parent will be called or met to discuss the SEND provision being put in place to support the child and their development. As per the planning for interventions, expected impact is put in place and measured throughout the delivery of the intervention to determine its success.

The plan will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the review will take place. A copy of the plan will be given to parents/carers and the child if appropriate.

The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.

Do: The class teacher remains responsible for working with the pupil on a daily basis and 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 at the universal level.

The SENDCo will support the class teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.

All interventions are carefully monitored by the intervention lead using a tracking system agreed upon with the SENDCo. All interventions will have a measurable target that is measured, at a minimum, two times during the interventions course typically at the start and again at the end to measure impact.

Review: The review will take place at the end of the cycle. This review will evaluate the impact and quality of the support and interventions and may include the views of the pupil and their parents/carers.

Parents/carers will be given information about the impact of the support and interventions provided in meetings with the SENDCo, the Head of Year or other members of staff, enabling them to be involved with planning the next steps. Where appropriate other agencies will be asked to contribute to this review.



Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is different from, or additional to, that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring SEN Support. At this point, through discussion and agreement with parents/carers, the pupil will be removed from the school's SEN register. Some pupils may remain on the SEND register for their entire educational journey, some may only be on the SEND register for a short while, this is entirely dependent upon the removal of their barriers to learning over time and the progress made.

SEN Provision

The provision offered to pupils requiring SEN Support will differ from pupil to pupil and across phases of the school. They *may* include:

- An individual student passport and/or individual educational programme (IEP),
- Evidence based interventions on a pupils need basis (Numicon, Reading Recovery, talkabout, Lexonik etc.)
- Support from an additional adult
- Different materials, resources or equipment
- Working within a small group
- Use of alternative technologies (laptops, ipads, reading pens)
- Peer-to-peer support
- Personal care support
- Access to resource base, nurture room
- Pastoral support with staff or a counsellor in the secondary or sixth form phase.

Statutory Assessment of Needs (EHC)

A small number of pupils whose needs are complex and long term, may require a greater level of support than the school can provide from its own resources. For these pupils all the evidence from the graduated approach process will be gathered and a request made to the local authority to conduct an Education, Health and Care Needs Assessment. This may result in an Education, Health and Care Plan being provided which is managed by the Local Authority and implemented by the school. Goresbrook School will follow their Local Authority's guidance for this process and involve parents/carers and the child from the beginning.

Monitoring and Evaluation of SEND

Regular monitoring of the quality of provision for all pupils, including those with SEND, follows the school's assessment and monitoring process with the Principal overseeing the direction of SEND provision with the SENDCo. In addition, the cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their individual provision reviewed regularly, at least termly. Additional training, advice and support will be provided to teaching staff where necessary to facilitate pupil progress and to meet pupil needs both within and beyond the classroom.

Pupil progress is tracked through frequent learning walks by the SENDCo, Heads of year, and Senior Leadership team and at the two major assessment points throughout the year. Where pupils are not



deemed to be making sufficient progress, additional information is sought and appropriate action taken.

Supporting Pupils and Families

We value and accept the positive role and contribution parents/carers can make in the success of the child. We make every effort to work in full co-operation with them, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, the school endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home which is largely accessible through the school's website or through direct communications with staff via parent evenings, year 7 'Meet the Coach' event, year 11 and 13 revision and exam preparation events, through directed home learning etc.

At Goresbook School we endeavour to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child.
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education.
- Understand procedures and documentation.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.
- Parents/carers of a child with SEN support will have the opportunity to meet with the classteacher at least 3 times a year formally. The SENCO is happy to meet with parents/carers, without prior arrangement, whenever possible.

More information about the support offered to parents/carers from our local authority can be found within their Local Offer – [Local offer | London Borough of Barking and Dagenham \(lbld.gov.uk\)](https://www.lbld.gov.uk)

Children in Care

When a child is in care, the carers are accorded the same rights and responsibilities as parents. The school has both an appointed member of staff and a governor for Looked after Children. These children are supported with additional staff training and provision in order to ensure they are properly supported.

Pupil Voice

We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to share their views in a number of different ways (appropriate to age and ability).

These views are welcome at any time but are specifically sought as part of their annual review, if they are in receipt of an EHC Plan, as part of their review meetings and at the end of a targeted intervention. We ask all pupils to contribute to the setting of their own targets.

Partnership with External Agencies

The school is supported by a wide range of different agencies and teams. The school's SEN Information report details which agencies the school has worked with in the last 12 months. This report can be found on the school website and is up-dated annually.



United Learning
The best in everyone™

■ Ambition ■ Confidence ■ Creativity ■ Respect ■ Enthusiasm ■ Determination

Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the whole school. In addition to the Governing Body, Head Teacher and SENDCo, all members of staff have important responsibilities in supporting children with SEND in and out of the classroom.

Governing Body:

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2015) to:

- Use their best endeavours to make sure that a pupil with SEN gets the support they need – this means doing everything they can to meet children and young people's Special Educational Needs.
- Ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- Designate a teacher to be responsible for co-ordinating SEN provision – the SEN co-ordinator, or SENCO.
- Inform parents/carers when they are making special educational provision for a child.
- Prepare an SEN information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time.

The Principal

The Principal has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with special educational needs. The Principal will keep the Governing Body fully informed on Special Educational Needs issues. The Principal will work closely with the SENCO and the Governor with responsibility for SEND.

In collaboration with the Principal and governing body, the SENCO determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.

The SENDCo

The SENDCo takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual pupils, working closely with staff, parents/carers and external agencies. The SENCO provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for pupils with special educational needs and disabilities.

Through analysis and assessment of pupils' needs, and by monitoring the quality of teaching and standards of pupils' achievements and target setting, the SENDCo(s) develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENCO(s) liaises and collaborates with class teachers and other school leaders so that learning for all children is given equal priority.

The principle responsibilities for the SENCO(s) include:

- Overseeing the day-to-day operation of the SEND policy.
- Co-ordinating provision for SEND pupils and reporting on progress.
- Advising on the graduated approach to providing SEN support – Assess, Plan, Do, Review.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.



- Monitoring relevant SEN CPD for all staff.
- Managing the Inclusion team.
- Overseeing the records of all pupils with special educational needs and ensuring they are up to date.
- Liaising with parents/carers of children with special educational needs.
- Contributing to the in-service training of staff.
- Being a point of contact with external agencies, especially the local authority and its support services.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies.
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned.
- Monitoring the impact of interventions provided for pupils with SEND.
- To lead on the development of high quality SEND provision as an integral part of the school improvement plan.
- Working with the Headteacher and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Monitoring and intervening in the attendance of children with SEND.
- To manage and enforce the Educational Health Care Plans (EHCP) of those students who have one issued in lessons and interventions.
- To monitor the behaviour of those with SEND and intervene through planned intervention, pastoral care, parental calls/meetings etc.

All Teaching and Non-Teaching Staff

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.
- Class teachers are fully involved in providing high quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
- Class teachers are responsible for the progress and development of all pupils including those with SEND.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENDCo to carry out a clear analysis of pupil needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment
- Class teachers will ensure that any pupil on SEN Support is provided with the required support as outlined in the graduated approach plan and clearly identifies this provision on their class lesson plans for every lesson
- Teaching assistants will liaise with the class teacher and SENDCo on planning, on pupil response and on progress in order to contribute effectively to the graduated response.

Speech and Language Therapy

- Goresbrook school has support from the NELFT Speech and Language Service only when a child/young person has received two terms of evidence based support in school. Once this requirement has been met a Speech and Language Therapist can assess a child, form a rounded report in which they identify further support and advice for school and home.



- The therapist may also write, where necessary, a more detailed report(s) to support the applications for Educational Health Care Plans (EHCPs)
- At the secondary phase, work with the borough has revealed that application of targeted group interventions such as Lego Therapy and TalkAbout for Teenagers are effective and therefore staff are trained on these interventions to promote improved communication between pupils.

Training and Development

Training needs are identified in response to the needs of all pupils. We have a number of staff with specific training in pastoral support, attention builder sessions, supporting pupils with autism, literacy and numeracy and a speech and language therapist in the primary phase. In the secondary phase we have access to school counsellors who have a deep understanding of educational needs and social, emotional, and mental health. Our SENDCo is specially trained alongside support staff who have a deep understanding ADHD, ASD and Dyspraxia. The secondary phase also buy in to the Local Authorities Emotional Literacy Support Assistant (ELSA) programme which is led by Educational Psychologists.

The whole school attends training sessions led by the Principal, SENDCo and other senior leadership, who offer training in specific areas of needs through twilight and drop in sessions. In the secondary phase, as well as the SENDCo and Principal, all staff are invited to participate in leading on CPD for critical pupils with SEND as we believe that all staff should be actively engaged in the overcoming of learning barriers.

All members of teaching staff discuss the progress of all pupils and the support and provision that is being offered to them through their subject lead. The SENDCo is involved in these conversations if the progress of a student with SEND is not in line with expectations.

The school offers opportunities for staff to reflect on their practice and to offer peer-to-peer support and guidance.

Funding

Funding to support the majority of SEN pupils in mainstream schools is delegated to the school's budget. It is the expectation that schools provide support to their pupils with SEN from their SEN budget. Where the school is not able to meet the needs of a pupil from its budget we will seek "top-up" funding from the local authority. Where a pupil is in receipt of additional funding allocated via an EHC plan the school will use its best endeavours to ensure it is spent effectively to meet the needs of the pupil and to deliver the outcomes as set out in the EHC plan.

Storing and Managing Information

Pupil records and SEN information may be shared with staff working closely with SEN pupils to enable them to better meet the individual pupil's needs. Pupil SEN files are kept in a locked filing cabinet and all electronic information is stored on the school system in compliance with our School Systems and Data Storage Policy.

Complaints

In the first instance, parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the School's Complaints Policy.

If there continues to be disagreement with regard to SEND provision the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have the right to appeal certain decisions about their child's special



needs made by their Local Authority. Such an appeal is made to the SEND Tribunal. A decision made by a school cannot be appealed to the SEND Tribunal.

Admissions

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision.

Transition Arrangements

Support for pupils with SEN includes the planning and preparation at key transitional phases of education. For students arriving at Goresbrook School we have a comprehensive package of transitional support that is put in. This includes:

- Transition days
- Visits between SENDCo's
- Key staff exchange
- Workshops for parents and pupils
- Orientation days

Access Arrangements

Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make reasonable adjustments. At Goresbrook School we ensure that those pupils who require access arrangements receive them. This is based on diagnostic testing as well as history of need and normal way of working. The SENDCo works closely with all teaching staff in completing the application to the awarding bodies. Access arrangements may include additional time, a reader where permitted, frequent breaks, small group or one to provision. Information about a child's normal way of working is captured across three academic years to ensure that the arrangements are fair and reasonable to the pupils needs.

This policy will be reviewed annually. It will be monitored by the SENDCo and updated and revised if necessary during the annual cycle.

