

Gordon Primary School Special Educational Needs and Disabilities Policy

Revised Spring Term 2025

Signed _____ Chair of Governors

To be reviewed Spring Term 2026

Gordon Primary School

Special Educational Needs and Disabilities Policy

Introduction

At Gordon Primary School, we are committed to support every child to make good progress in their learning. Our guiding principle is one of inclusion and we aim to provide 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 does not mean treating all pupils equally; it 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 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 his or her 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 all 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 and Disabilities (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 him or her.

A child of compulsory school age or a young person 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 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. The needs of these pupils are explained in our Ethnic Minority Achievement/English as an Additional Language policy.

Identification and assessment of pupils with Special Educational Needs and/or Disabilities

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 development. Most pupils will have their needs met through Quality First Teaching. Teaching staff are supported by the SENDCo to ensure they are aware of the range of SEND and how they may be able to support all children as part of their practice. 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 in learning are targeted and intervention is put in place at the earliest opportunity.

We are also aware that not all SEND may impact upon pupil progress. This may include children with Sensory / Physical Needs and/or Social, Emotional and Mental Health Needs. In instances where there are concerns around needs such as these or where progress continues to be less than expected, the teacher will work with the SENDCo to assess whether the child has SEND. This will include gathering further information from the child and all adults who work with the child. 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 needs, the parents' concerns, the agreed outcomes sought for the child, and the next steps. The SENDCo may undertake observations or advise the teacher on time-limited strategies which may be put in place in order to ascertain

impact upon the child's learning. This information will be collated in an 'Initial Record of Concern' (See Appendix 1).

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 teaching assistants 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 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.

Pupils with SEND will be set short-term targets in the form of an Individual Educational Plan (IEP). 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. The IEP will be reviewed three times a year with the child, parents and the class teacher and where appropriate the SENDCo or appropriate specialists and outreach services. At the review, new targets will also be set.

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.

Following the assessment process, the borough may agree to the child having an EHC Plan and will designate a number of hours of support that they will fund to the school. This funding will be used to support the child, who has an EHC Plan, to achieve the outcomes stated in their EHC Plan.

As with the pupils with SEND support, pupils with EHC Plans will be set short-term targets in an Individual Education Plan (IEP) and the class teacher has responsibility to ensure that time is given to support the child with individual targets and outcomes. There are three meetings per year where the targets are reviewed with the child, parents and all relevant stakeholders. One of these meetings will be the Annual Review meeting where the EHC Plan is reviewed to ensure the information is relevant to the child and the support given is having the biggest impact on the pupil's progress.

As with the IEP, should the child with an EHC Plan make accelerated progress and it is felt that they no longer require the support of an EHC Plan, the child will be supported through SEND Support in school on an IEP following consultation with the borough.

How Gordon 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. E.g. Joseph Clarke Service for the Visually Impaired, Redbridge Service for Deaf and Hearing-Impaired Children, SEATSS (the Specialist Education and Training Support Service).

Additional support for learning available to pupils with SEND

Children with an IEP will have designated time each week to work specifically on their IEP targets, either in an individual or small group setting. Our main aim is to provide mostly class-based interventions in a relevant learning context.

The SENDCO works with the Assessment Leader to ensure that the school provides a range of intervention programmes to address the needs of groups of pupils and individual pupils within the school.

Some interventions are delivered by both the class teacher and by trained Learning Support Assistants (LSAs) under the direction of the teacher and/or the SENDCO. Other interventions are delivered by Outreach Teachers.

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. We have an allocation of *0.5 days* per week from New Rush Hall Outreach Service.

Some pupils' special educational needs relate to Social, Emotional or Mental Health needs. 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 needs 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. Within school, we have one member of staff who has undertaken Mental Health First Aid training and Senior Mental Health Leader training. We also have two trained Emotional Learning Support Assistants (ELSAs) who support pupils who have been identified as needing support in this area.

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 needed and any training for staff required in its use. E.g. physiotherapy, occupational therapy, SERC.

How Gordon 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.

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 and the Governing Body's Annual Report will report on the implementation of the policy.

How Gordon Primary School assesses and reviews the progress of pupils with an Education Health Care Plan.

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, SENDCO and assessment coordinator, 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 pupils with SEND in relation to the outcomes in their Education, Health and Care Plan is reviewed annually. A child's objectives or outcomes are broken down into smaller steps and recorded on the child's Individual Education Plan. These shorter-term targets are reviewed 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 updated on an on-going basis and details any external agencies the child is working with or has worked with in the past.

Electronic SEN records for each child are maintained by the school using the school's own internal electronic network. At such a time when the child leaves our school, these records are then passed on to the transfer school via secure 'Egress' email. Any paper files are sent to the transfer school using secure post.

Every class has a Green Inclusion Folder. These folders have specific sections for each child in that class who has SEND Support or an EHC Plan. The IEPs belonging to these children can be found within these sections. Where appropriate, these are annotated each time an adult works with a child on their IEP target. These are working documents and changes can be made as appropriate. Additionally, informal notes are kept on each child, along with any copies of samples of work the teacher or additional adults feel are significant importance with regard to monitoring the child's progress. All of these documents are used during reviews.

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 SEND joins in the activities of the school together with pupils who do not have SEND, 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 in meeting
- to appoint a member of the Governing Body to have special responsibility for SEND within the school who will meet 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 Co-ordinator

The Special Needs Co-ordinator is Mrs Kambo. She is in school 3 days a week. The key responsibilities of the SENDCo 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 Virtual School where a looked after pupil 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 Higher-Level Teaching Assistants and 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 assistants and specialist teachers
- to work with the SENDCo to monitor the effectiveness of interventions and the progress made by pupils with SEND

Higher Level Teaching Assistants

- Support the Learning Support Assistants and teachers to provide the best possible provision and use of resources.
- to ensure that the records of pupils with SEND and interventions are maintained and kept up to date
- 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 undertake all tasks related to a Learning Support Assistant

Learning 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
- 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
- to ensure that the records of pupils with SEND and interventions are maintained and kept up to date

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. Particular support is given to Early Career 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 will be 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 his/her education and if parents have concerns, their first port of call should be the class teacher.

Parents of any pupil identified with SEND may contact the Parents in Partnership Service of Redbridge (RIASS) for independent support and advice.

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

See Gordon 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.

Gordon 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 SEND.

The school receives regular visits from the nominated Education Welfare Officer for the area.

The SENDCO works closely with the Educational Psychologist assigned to the school and meets with them at the beginning of each term to plan their work in the school for the term.

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

- Specialist Education and Training Support Service (SEATSS)
- Speech and language therapy service
- Occupational therapy service
- Physiotherapy service
- Joseph Clark Service for the Visually Impaired (via SEATSS)
- Redbridge Service for Deaf and Hearing-Impaired Children
- SERC (special Education Resource Centre)

- Early Years Advisory and Support Service
- CAMHS (Child and Adolescent Mental Health Service)
- Redbridge Child Development Centre
- Virtual School for Children Looked After
- Social Care services

Success Criteria

The success of the school's SEND policy will be judged against the objectives set out here:

- 90% of SEND children will achieve their IEP targets.
- Over 80% of children and parents will contribute to SEND progress reviews.
- SEND will be seen as a whole staff responsibility.

Complaints procedures

The schools' complaint procedures are set out in the school prospectus.

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.

Gordon Primary School's Local Offer

Further information on Gordon 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> and via the school website at <https://www.gordonpri.uk/send/>

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

Policy Revised: Spring Term 2025

To Be Reviewed: Spring Term 2026

Appendix 1

Gordon Primary School
Record of concern

Pupil Name: _____ Class: _____ Date: _____		
Concern	Evidence of Concern	Strategies tried
Cognition and Learning difficulties		
Communication and Interaction Difficulties		
Sensory and Physical Difficulties		
Social Emotional and Mental Health difficulties		

Any other comments

Date of Meeting with parents/carers and SENCO _____

Parent /Carer concerns

Agreed Actions (tick):

- Remove barriers to learning based on information gathered
- Class teacher to liaise with SENCO regularly
- Monitor and review progress with parent/carers on _____
- Identify next steps (eg, referral to outside agencies, new targets to be set etc)