



The Gateway Primary Academy

Policy for Special Educational Needs and Disability (SEND)

2026 - 2027

Introduction

This policy sets out the aims, principles, strategies and provision for children at The Gateway Primary Academy with Special Educational Needs and Disability. It was written in consultation with parents, staff and governors. This policy was devised in December 2014 and is revised annually.

It takes into account:

- The Children and Families Act 2014
- The SEND Regulations 2014
- The Equality Act 2010
- The SEND Code of Practice 0-25 years 2015.
- Inclusive mainstream fund: support for school leaders 2026

It should be read in conjunction with the following school policies:

- Accessibility Plan,
- Supporting Pupils with Medical Needs,
- Safeguarding,
- Staff Induction Policy,
- Complaints Procedure,
- Policy for Behaviour and Discipline,
- SEND Information Report.

Definition of 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:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age;
or
- (b) Has 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. *SEND Code of Practice (January 2015, p. 15-16)*

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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. *SEND Code of Practice (January 2015, p16)*

Many children and young people who have SEND may also have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' *SEND Code of Practice (January 2015, p16)*

Fundamental Principles

At The Gateway Primary Academy, we believe that:

- The needs of all pupils should be met within an inclusive, safe, secure and positive environment
- All children have a right to high self-worth and positive self esteem
- Individual needs and learning styles are recognised and respected
- All children should have the opportunity to achieve their personal potential and take an active part in the wider life of the school
- All children should be involved in decision making about their learning needs
- Parents have a vital role to play and are encouraged to work in partnership to meet the needs of their child
- All staff should have information and continued professional development to enable them to successfully meet the needs of pupils with SEND
- The needs of pupils with SEND are met within the school environment unless the effective education and safety of others is compromised

Aims

Through the implementation of this policy, we aim to:

- Identify, as early as possible, those children whose needs are additional to or different from their peers
- Provide appropriate support to meet those needs
- Promote individual success and positive self-esteem
- Ensure pupils with Special Educational Needs or Disability make at least expected progress from their own individual starting points
- Enable successful transition between classes, key stages and schools

Roles and Responsibilities

The Board of Governors annually appoints a Governor with responsibility for SEND. The SEND Governor has the remit to be a critical friend. On behalf of the Board of Governors, the SEND Governor is responsible for ensuring:

- Children with SEND are included in the everyday activities of the school

- The Provision is made for pupils with SEND, with and without Education and Health Care Plans (EHC Plans)
- The school admits a pupil whose EHC Plan names the school
- Appropriate staffing and funding are made available
- The school carries out its duties in relation to the Special Educational Needs and Disability Code of Practice: 0-25 years (2015)

The SEND Governor monitors the work of the school in relation to SEND and reports annually to the Board of Governors.

The Headteacher

- Oversees provision for children with SEND
- Monitors SEND practice
- Liaises with parents (jointly with SENCo)
- May change and modify the curriculum for individual pupils
- Ensures all staff who are likely to teach pupils with SEND are aware of their needs
- Ensures provision is made for pupils with EHC Plans
- Keeps the Board of Governors informed
- Ensures pupils are safeguarded
- Manages the Pupil Premium grant, High needs funding and Looked After Children funding
- Ensures the medical needs of pupils are met

The SENCo

The SENCo has responsibility for the day-to-day management of SEND across the school. This includes:

- Mapping provision and managing SEND funds jointly with the Head Teacher
- Making referrals to external agencies
- Liaising with external agencies
- Liaising with parents
- Managing School multi-agency meetings and Annual EHC Plan Reviews
- Managing pupil transition
- Maintaining the SEND register and records of pupils with SEND
- Refers pupils for Statutory Action
- Conducting in-house pupil assessment
- Liaising with class teachers and teaching assistants to plan and review provision for SEND pupils (Personalised Plans)
- Monitoring the progress of pupils with SEND
- Monitoring and evaluating class provision for pupils with SEND
- Supporting teachers and teaching assistants by providing on-going advice and information
- Consulting with local schools cluster to share practice and develop provision for SEND
- Keeping up-to-date with local and national updates in SEND
- Reporting to the Headteacher and the Board or Governors
- Maintaining links with local schools (SEND support network)

The Class Teacher is responsible for:

- High quality planning and teaching which is differentiated for the needs of pupils with SEND in their class (See Mainstream Core Standards <http://www.kelsi.org.uk/special-education-needs/special-educational-needs/the-mainstream-core-standards>)
- Writing, evaluating and reviewing Personalised Plans/Provision Plans with support from SENCo
- Implementing SEND provision
- Maintaining records to monitor pupil progress against targets
- Evaluating the impact of provision with support from the SENCo
- Meeting with parents
- Managing the work of teaching assistants assigned to their class
- Liaising with the SENCo and outside agencies as needed

The Teaching Assistant is responsible for:

- Delivering specific programmes of support to SEND pupils
- Managing the behaviour of pupils in their care, within school policy
- Monitoring the day-to-day progress of pupils and reporting back to the class teacher
- Maintaining records of pupil progress
- Reporting on pupil progress to teachers and SENCo

The Pupil is responsible for:

- Participating fully in the life of the school
- Behaving in a responsible and respectful way within a learning context
- Voicing their suggestions as to how the teachers can help them to learn better
- Commenting on how they feel they are progressing when their provision is evaluated

Record Keeping

The child's SEND file is an electronic folder maintained by the SENCo and includes details of specific difficulties, a record of all assessments, interventions, Personalised Plans and communications with parents and external agencies.

The teacher is responsible for maintaining a class SEND file. This contains current Personalised Plans, pupil progress monitoring sheets and guidance for staff on areas of SEND relevant to the children in that class. The class SEND file is an electronic working document and transfers to the next class teacher at the end of the school year.

All documentation relating to SEND are stored in line with our policy on Information Management.

Admissions

Children who meet the school's admissions criteria will be admitted to the school. Where possible the Headteacher and the SENCo will liaise with parents, pre-school provision, previous schools and the LA to ensure that any additional needs can be planned for, and provision is in place prior to the child starting school.

Consulting with Parents

Pupils and parents are at the heart of the decision making, ensuring high quality individual education pathways are carefully planned around the specific needs of the child. Parent partnership is encouraged through parent-teacher consultations, SEND reviews and informal discussions.

Identification and Assessment of Pupils with SEND

The school promotes a graduated approach to identifying, assessing and providing for pupils' special educational needs. This approach follows a model of action and intervention to help children make progress and successfully access the curriculum.

If a child fails to make expected progress following two review cycles of action and intervention, the SENCo in consultation with parents, teacher and pupil (where appropriate) will place the child on the SEND register under one or more of the following categories:

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

Provision for pupils with SEND

Provision for SEND is planned in accordance with the Mainstream Core Standards (Kent County Council) to ensure our teaching conforms to best practice.

A Personalised Plan will record the desired outcomes for the pupil. Specific learning targets which are required to meet the outcome are also documented on this plan. It details the additional provision planned, advice from outside agencies and the allocation of resources. These outcomes and targets will be monitored and reviewed by the class teacher and SENCo, in consultation with pupils and parents, at least termly.

Statutory Assessment (Education, Health Care Plan (EHC Plan)

When a child is demonstrating a significant cause for concern, or their needs are more complex and persistent than can be met by the interventions in place, the school will look to access support from outside agencies including that available via The Specialist Teacher Led Service. If after following guidance, the needs continue to be complex to provide support for, school will apply to the Local Authority for a Statutory Assessment in consultation with parents. If agreed by the Local Authority, they will put an EHC Plan in place.

In addition to termly reviews, pupils with an EHC Plan will have a formal Annual Review which will include the parental and child's views about progress. Additional reviews can be arranged at any time if a significant concern arises.

The Allocation of SEND Provision

The budget for SEND is reviewed and allocated annually by the Board of Governors working with the Headteacher and SENCo.

The SENCo, in consultation with the Headteacher, is responsible for the allocation of resources on a day-to-day basis to meet the aims and objectives of this policy. This includes the deployment of teaching assistants to work directly with pupils with SEND and the purchase of SEND resources.

The SENCo liaises with class teachers to complete an assessment of SEND needs, and maps provision to meet needs.

TA skills and experience are considered when deploying staff to SEND provision.

Arrangements for Inclusion of Pupils with SEND

Children with SEND will have their needs met within the school environment unless the quality of learning and the safety of others may be compromised. Within the classroom, teachers use a wide range of strategies to include all pupils in the curriculum. However, in some circumstances it may be necessary to provide strategies to support a pupil with severe difficulties out of the classroom. Cases are considered on an individual basis and with the involvement of SEND services, where appropriate. Working out of the classroom is seen as a short-term measure with the aim to reintegrate the pupil gradually and successfully back into the classroom.

The Engagement Model

The engagement model is the assessment (replacing P scales 1 to 4) for pupils working below the standard of national curriculum assessments and not engaged in subject-specific study. Teachers must use the engagement model to assess pupils working below the standard of the national curriculum assessments and not engaged in subject-specific study at Key Stage 1 and Key Stage 2.

The 5 areas of engagement are:

- Exploration
- Realisation
- Anticipation
- Persistence
- Initiation

These areas allow our teachers to assess pupils' engagement in developing new skills, knowledge and concepts in the school's curriculum by demonstrating how pupils are achieving specific outcomes. They represent what is necessary for pupils to fully engage in their learning and reach their full potential.

Links with External Agencies

The school consults with a wide range of external agencies to meet the needs of SEND pupils.

- Attendance Team (KPAS)
- Educational Psychology Service
- Specialist Teacher Led Service (Communication and Interaction/Social and Emotional Health/Sensory Difficulties/Physical Development/Vision/Hearing/SpLD)
- Speech and Language Therapy Service

- NHS Emotional Regulation Team
- Health Service - School Health Service, Child Development Centre, Children and Young People's Mental Health Service (CYPMHS), North East London NHS Foundation Trust (NELFT)
- Social Services
- Early Help Preventative Services
- Other Local Services (e.g. Project Salus and Kent Therapeutic Alliance)
- We are BEAMS

Staff Training and Development

Staff training and development needs are identified through the annual appraisal and performance management processes and school self-review.

The School Improvement Plan specifies the areas of professional development to be undertaken each year to meet the needs of individuals and address whole school issues. Funding is allocated annually for training and development, and all training is evaluated by staff to ensure best value and maximum impact on school performance.

Complaints Procedure

All complaints made by parents or staff relating to SEND are dealt with in accordance with the school's complaints procedure. Details of the complaints procedure are published on the school website.

Monitoring and Review of SEND Provision

The SENCo has responsibility for monitoring the day to day SEND practices within school and the progress of pupils on the SEND register.

Teachers monitor the progress of SEND pupils in their class by working closely with teaching assistants delivering SEND provision with groups or individuals. Teaching assistants complete intervention sheets recording individual or group progress against targets to:

- Provide written and oral feedback to the class teacher and SENCo
- Monitor pupil progress against targets
- Provide evidence of progress against targets for Personalised Provision reviews and planning next steps.

This policy will be monitored by the Board of Governors and reviewed annually in line with school self - evaluation processes and national initiatives.

Contacts and Further Information

SENCo

Our SENCo is Miss C Warner and can be contacted by telephoning the school on: 01322 220090 or via e-mail: cwarner@gateway-pri.kent.sch.uk

The local authority's local offer is published on <http://www.kent.gov.uk/education-and-children/special-educational-needs> and parents without internet access should make an appointment with the SENCo for support to gain the information they require.

The SEND Information Report is published on the school's website.

Next Date for Review: September 2027