	Gislingham CE Primary School ***'Belong, Believe, Together Achieve'***	**Policy Document** Agreed: March 2026 Review: Annual Date: March 2027

At the heart of our vision is the belief that the spiritual, social, mental and physical development of every child is as important as academic achievement. We strive to nurture children to believe in themselves and honour our Christian values, ensuring they have the capacity to thrive and flourish throughout their lives.

Special Educational Needs And Disability Policy

1. INTRODUCTION

At Gislingham Primary school we welcome and support all children who have or may have a SEND throughout, or at any time during their time here, regardless of whether they have an Education, Health and Care Plan (ECHP).

This policy outlines our aims, beliefs and our commitment to include all children within our school regardless of SEND.

All children are unique at Gislingham and we want to ensure there is the same vision and ambitions for all. We believe that all children are entitled to an education which enables them to achieve their best, and we endorse the principle that all children should have full and equal access to the curriculum. We are committed to supporting their needs appropriately and to promote high standards. We also understand the high importance of children's well-being and self-worth. We want our children to lead happy and fulfilled lives, to be caring and confident and to achieve their personal best.

We adhere to the Department for Education's SEND Code of Practice (2015). Our school is committed to giving all pupils the opportunity to achieve high standards and reach their potential.

This policy is in keeping with the school's aims, its teaching and learning policy, and its policy on equality of opportunity. The school is committed to a policy of inclusion: one in which the teaching, learning, achievements, attitudes and well-being of all children matter – including those identified as having special educational needs or disabilities (SEND). The culture, practice, management and deployment of the school's resources are designed to ensure all children's needs are met.

The Governing Body believes that all children should be valued equally. Different children's needs are recognised and met through varied and flexible provision throughout the curriculum. We recognise that education is a partnership. We therefore aim to involve staff, parents, children and governors in the creation of a secure environment, where there is a shared sense of purpose, supported by mutual trust and respect.

1.1 Aims and objectives

- To provide an effective partnership between staff, parents and children and work closely with external agencies where appropriate.
- To ensure that high quality inclusive teaching is embedded in every classroom and that teachers are held accountable for the progress and attainment of all pupils in their class whether or not they have additional needs.
- To ensure that all children have access to a broad, balanced and relevant curriculum.
- To ensure early identification, assessment and provision for any child who may have special educational needs.

- To enable all staff to play a part in identifying SEN pupils and to take responsibility for recognising and addressing their individual needs.
- A clear and consistent graduated approach with four stages: Assess, Plan, Do, Review
- To help every child realise his or her full potential and optimise his or her self-esteem.
- To encourage all pupils to become independent learners and have the opportunity to take positions of responsibility within the school.
- To encourage and enable the whole school community to demonstrate a positive attitude towards SEN.
- To encourage an effective parent partnership in developing and implementing a joint learning approach at home and at school.
- To encourage and support children to participate in all decision-making processes, where appropriate, that occur in their education, seeking their views and taking them into account.

1.2 Definition of SEND

A child has a Special Education Need if he or she has a learning difficulty or disability that means 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 facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision will be matched to the child's identified SEN. Children's SEN are categorised into the following four broad areas of need:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class reduces the number of pupils who require such support.

The school will assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. We will consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, as well as ensuring an inclusive classroom, are the first steps in responding to pupils who have or may have SEN.

The school will take a graduated approach in line with Suffolk County Councils document *'Supporting CYP with SEND:The SEND journey: A graduated response*. Graduated Response The majority of children with SEN or disabilities will have their needs met within the school. Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan. The purpose of an EHC plan is to make specific and/or additional provision to meet the special educational needs of the child, to secure the best possible outcomes for them across education, health and social care.

The school will maintain a record of those pupils who are currently receiving SEND support or who have previously received support.

1.3 Working with parents

This school is committed to working with parents in all aspects of the special education provided for their child within school. Parents will be part of any reviews of provision for their child and will be regularly informed about their child's progress.

A link to Suffolk's local offer can be found on the school's website. This provides information about the services available for children with special educational needs and/or disabilities.

1.4 Curriculum Access

All pupils have access to a broad and balanced curriculum at Gislingham Primary school which is adapted to meet the needs of all pupils. We set high expectations for every pupil, whatever their prior attainment. Teachers use appropriate assessment to set targets that are deliberately ambitious. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to follow the full national curriculum. All teachers aim to provide a Universal offer ensuring that all children can access their learning effectively within the classroom.

2. ROLES AND RESPONSIBILITIES

- **Parent / carer:** the school recognises the role of the parent as the primary educator and carer of the child. Parents play a vital role in supporting the education of the child and have a responsibility to engage with the school when it consults with them on decisions affecting the child and to inform the school of any changes in circumstance that may affect the child. We believe that this is a team effort and encourage parents/ carers in their support and active contributions to their child's education and school life.
- **Class teacher:** the class teacher will be responsible for delivering high quality inclusive teaching adapted for individual pupils, identifying any possible SEN concerns and liaising with the parents and Special Educational Needs Coordinator. Alongside the SENDCo, they will set appropriate outcomes for SEN children and monitor the progress towards achieving these outcomes.
- **Support staff & MDSAs:** to have knowledge of those children with significant Special Educational Needs and the relevant strategies to support them, so that they are able to provide appropriate support. To access training provided where necessary. .
- **Special Educational Needs & Disability Coordinator (SENDCo):**

The SENDCO, under the direction of the Head Teacher will:

• Promote an ethos and culture that supports the school's SEND policy and promotes good outcomes for pupils with SEND or a disability
• monitoring and reviewing the quality of provision for children with SEND.
• Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice
• Identify a pupil's SEND by undertaking initial school-based assessments
• Manage assessment and complete relevant and supporting documentation required (including those by outside agencies)
• Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
• Implement intervention groups for pupils with SEND, and evaluate their effectiveness
• Contribute and oversee the class teacher's pupil progress review records
• Upkeep records – maintain the SEND register
• Evaluate whether funding is being used effectively, and propose changes to make use of funding more effectively
• Provide professional support and advice to colleagues – advising with the graduated approach to SEND support
• Work closely with staff, parents and other agencies
• Liaise with those involved with transitions to ensure an efficient handover
• Organise and lead Annual Reviews for SEND children
• Prepare and review information the governing board is required to publish
• Contribute to the school improvement plan and whole-school policy

- **The School Governance Committee** is responsible for ensuring that the school fulfils its statutory duties. It will establish and review this policy having regard to the Code of Practice on the identification and assessment of special educational needs. It will hold the Head of School to account for the provision for and outcomes of children with SEND. A member of the SGC is given responsibility for SEN provision. This person will meet with the SENDCo termly.

- **The local authority:** The local authority must consult parents of children with SEN in the development of its policies. Where a child requires an EHC needs assessment, it must ensure that the child's parents are fully included in the process from the start, are fully aware of their opportunities to offer views and information, and are consulted about the content of the plan.

3. PROCESSES

3.1 Admissions

Gislingham Primary school follows the Suffolk County Council Co-ordinated Admissions Policy. Places will be offered to those children with an EHC Needs Assessment that names the school as the appropriate school for the child, even if it is not the catchment school. In making the decision to name a school, parents' views will be considered carefully by local authority staff.

Parents who wish to see if Gislingham school is suitable for their child can find details of our local offer for pupils with SEND on the school's website. The best way to find out if this school will meet your child's needs is to visit the school. Please contact us to arrange an appointment. Parents will be responsible for transporting their child to the school if they do not qualify for free or discretionary transport under the Suffolk County Council home to school transport policy.

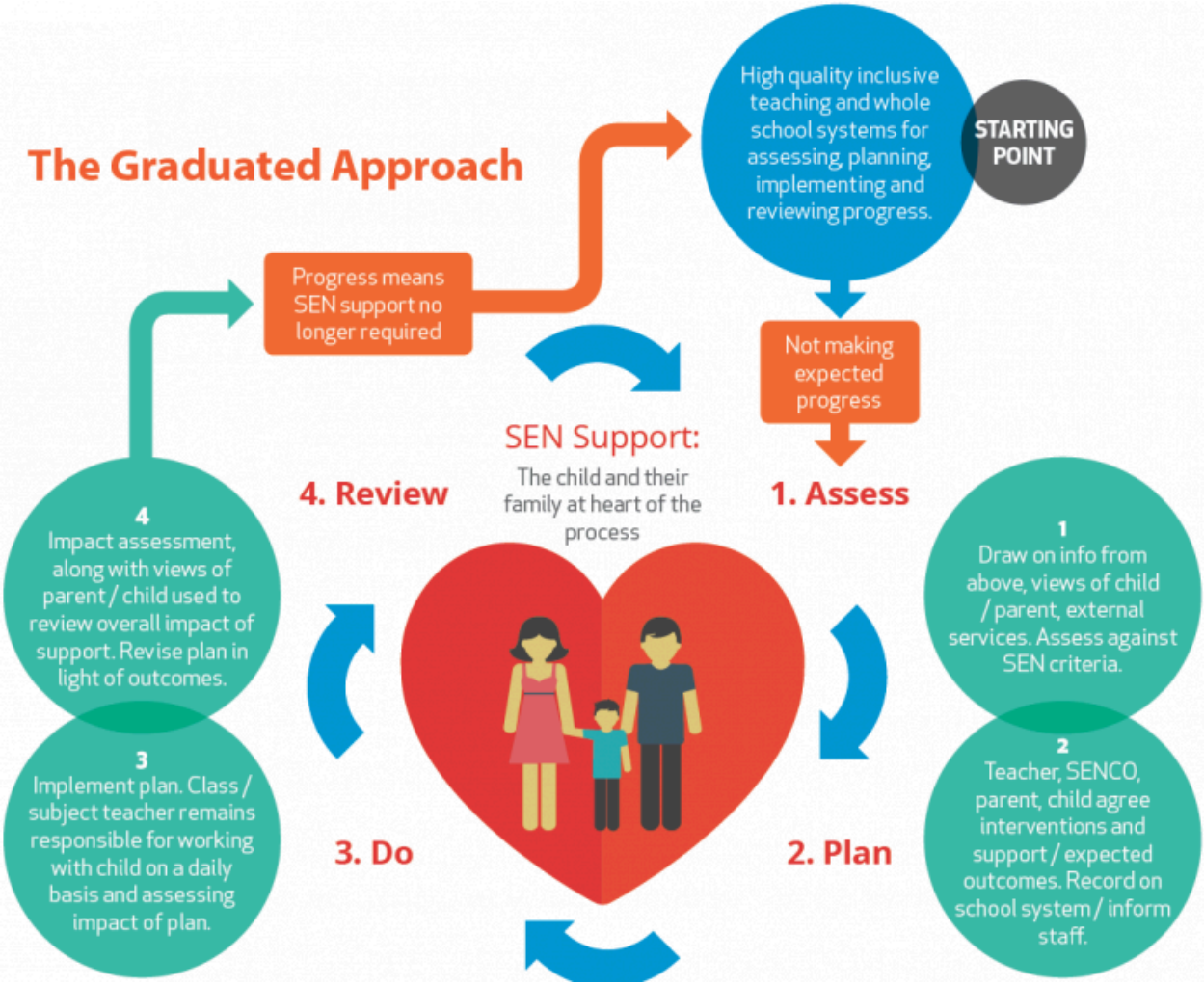
3.2 Assess, plan, do review

We use a cycle of assessment, identification, planning, implementation and review.

The school conducts regular assessments, for example: Foundation Stage baseline assessment, Phonics Screening in Year 1, Key Stage 1 statutory assessments in English and Maths and Science, a variety of tests and assessments in years 3 to 5 in English and Maths and Y6 and statutory assessments at the end of year 6. In addition, informal assessment takes place through teacher observation, discussion with teaching assistants, discussion with the child and parents and marking and evaluation of work.

If a pupil is not making expected progress the class teacher will consult with the SENCo to decide whether additional/different provision is necessary. Further specific assessments may be carried out at this point by the SENCo and/or outside agencies. Where a Special Educational Need is identified, pupils will be placed on the SEND register.

A support plan will be drawn up by the class teacher in consultation with the SENCo. This will state the targeted outcomes set for the child and the interventions and strategies required to achieve those outcomes. This will be reviewed at least termly. This information will be used to monitor impact of interventions and pupil progress.



3.3 Provision and funding

- Universal: High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEND.
- Targeted: Additional programmes of support, in groups or one to one, will be provided to pupils according to their needs.
- Specialist: External advice and / or support from other professionals will be sought for pupils who need further intensive provision.

The school will provide resources to support children with SEND as appropriate within the school's delegated budget. Children who have particularly complex needs may qualify for High Needs Funding in order to provide specific support for their needs. The Headteacher manages the allocation of funding and resources.

As part of ongoing professional development, the SENCo and headteacher will arrange training for staff to enable them to meet the needs of pupils with SEND in the school.
Subject Leaders should take into account the needs of all abilities when providing resources for their particular subject areas and the SENCo works closely with the headteacher to manage the budget for SEN resources.

NB: A child must not be regarded as having a special educational need solely because their home language is not English, however if a special educational need has been identified then the schools identification process should be followed.

4 EDUCATION, HEALTH & CARE PLANS

A referral for an Education Health and Care needs assessment (EHCNA) may be requested by the child's parents, the SENCo or Headteacher or someone acting on behalf of the school or anyone else acting in the interests of the child. A referral from the school will be made when a child continues to give cause for concern with evidence that strategies and programmes implemented have been in place for a reasonable period of time without success. This is done with the knowledge and agreement of the parent.

5 TRANSITION & TRANSFER

When a child with SEN moves school at the normal age of transition, we will engage in thorough liaison with the receiving school to share information and familiarise the pupil with the new environment and provide opportunities for them to meet key members of staff at the new school. Depending on the receiving school and the needs of the child, this will include visits to the school by staff, visits to the receiving school by the pupil, meetings between staff and parents and the sharing of information between the schools. Where transition takes place at other times, we will use our best endeavours to engage in the same way.

6 LIAISON WITH EXTERNAL AGENCIES

The school will work in partnership with other agencies with a role in provision for pupils with SEND. This may include:

- Specialist Education Service (SES)
- Psychology & Therapeutic Services
- Speech and Language Therapists
- Specialist Learning Support Assistant (SpLSA) Service - (Complex medical needs)
- Occupational therapists and Physiotherapists
- Community Paediatricians
- Young Carers Unlimited
- SEND Family Services
- School Medical Services-School Nurse/GP
- The Alternative Tuition Service (ATS)
- Emotional Well-being Hub - Primary Mental Health Workers
- Child and Adolescent Mental Health Services (CAMHS)
- Others as appropriate

7 THRESHHOLD FOR DISABILITY

Threshold guidance for children with a disability is available here
Safeguarding disabled children guidance is available here

8 COMPLAINTS PROCEDURE

The governing body will ensure that anyone who wishes to make a complaint in relation to children with SEN, whether they have an EHC plan or not, is treated fairly, given the chance to state their case, provided with a written response (including the rationale for any decisions) and informed of their appeal rights in line with the school's complaints procedure.

In the first instance, any parent or carer with a concern about the implementation of the SEN policy should speak to their child's class teacher. If the concern is not resolved then an appointment should be made to discuss the issue with the SENCo. If parents wish to pursue a complaint they should contact the headteacher and follow the school's complaints procedure.

APPENDIX: GLOSSARY OF TERMS

Annual review: the review of an EHC plan which the local authority must make as a minimum every 12 months.

Child and Adolescent Mental Health Services (CAMHS): These services assess and treat children and young people with emotional, behavioural or mental health difficulties. They range from basic pastoral care, such as identifying mental health problems, to specialist 'Tier 4' CAMHS, which provide in-patient care for those who are severely mentally ill.

Early Years Foundation Stage (EYFS): The foundation stage begins when children reach the age of three. Many children attend an early education setting soon after their third birthday. The foundation stage continues until the end of the reception year and is consistent with the National Curriculum. It prepares children for learning in Year 1, when programmes of study for Key Stage 1 are taught.

Education, Health and Care plan (EHC plan): An EHC plan details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.

Graduated approach: A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.

Local Offer: Local authorities in England are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. Local authorities must consult locally on what provision the Local Offer should contain.

National curriculum: This sets out a clear, full and statutory entitlement to learning for all pupils, determining what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported.

Parent: Under section 576 of the Education Act 1996, the term 'parent' includes any person who is not a parent of the child, but has parental responsibility (see below) or who cares for him or her.

Quality First Teaching (QFT): At Gislingham we define QFT as teaching that demonstrates

- highly focused lesson design with sharp learning objectives and success criteria which are understood by the pupils and focused at their needs
- high demand of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining
- an expectation that pupils will accept responsibility for their own learning and work independently
- regular use of feedback during the lesson and
- use of authentic and specific praise to engage pupils and inform them of their achievements and next steps

This is explained in detail in the Tilian Effective Teaching Policy.

Special Educational Needs (SEN): A child or young person has SEN 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 others of the same age in mainstream schools or mainstream post-16 institutions.

Special Educational Needs Co-ordinator (SENCO): A qualified teacher in a school or maintained nursery school who has responsibility for coordinating SEN provision. In a small school, the headteacher or deputy may take on

this role. In larger schools there may be a team of SENCOs. Other early years settings in group provision arrangements are expected to identify an individual to perform the role of SENCO and childminders are encouraged to do so, possibly sharing the role between them where they are registered with an agency.

Special educational provision: Special educational provision is provision that is different from or additional to that normally available to pupils or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school or to study at college.