

SEND Policy



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1. Aims

Our SEND Policy aims to:

Set out how our school will support and make provision for pupils with special educational needs and/or physical disabilities (SEND)

Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Gastrells Primary School fully recognises its responsibility in providing equality of opportunity for all of its pupils irrespective of their ability, gender, race, creed, physical ability or social circumstances. This is clearly set out in the School's Equality information & Objectives Policy, which underpins and informs the school's approach to any type of discrimination.

This SEND policy deals with the specific duties outlined in the 2014 Children and Families Act and the Special Educational Needs and Disability Code of Practice (July 2014), together with the Equality Act 2010. to prevent discrimination against disabled people in their access to education.

2. Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (2015) and the following legislation:

Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND

The Special Educational Needs and Disability Regulations 2014, which outline schools' responsibilities in relation to education, health and care (EHC) plans, SEND coordinators (SENCOs), and the SEND information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A pupil has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; and/or
- Have a disability which prevents or hinders them from making use of facilities generally provided for others of the same age in mainstream schools.

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 in mainstream schools

4. Roles and responsibilities

The Special Educational Needs and Disabilities Co-ordinator (SENCo)

The school's SENCo is Fiona Radway, supported by the Assistant SENCo, Helen Evans.

The SENCo and Assistant SENCo can be contacted via email at send@gastrells.gloucs.sch.uk

Please make an appointment with the School Office (01453 765959) if you wish to speak with either the SENCo, or our Assistant SENCo.

The SENCo & Assistant SENCo are responsible for:

- Working with the headteacher and SEND Governor to determine the strategic development of the SEND policy and provision within the school.
- Having day-to-day responsibility for the operation of the SEND policy and the coordination of specific provision to support individual pupils with SEND, including those with Education, Health and Care (EHC) plans.
- Providing professional guidance to colleagues, and working with staff, parents, and external agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advising on the graduated approach to SEND support and the importance of early intervention.
- Advising on the effective deployment of the school's delegated budget and other resources to meet pupils' needs.
- Acting as the main point of contact for external agencies, particularly the local authority and its support services.
- Liaising with potential next providers of education to ensure pupils and their parents are informed about available options and that a smooth transition is planned.
- Working with the headteacher and governing board to ensure the school meets its responsibilities under the Equality Act 2010, including reasonable adjustments and access arrangements.
- Ensuring that the school maintains up-to-date records for all pupils with SEND.

The role of the Assistant SENCo is to support the SENCo in fulfilling these responsibilities.

The SEND Governor

The SEND Lead Governor can be contacted via the school office.

The SEND Governor is responsible for:

- Helping to raise awareness of SEND issues at governing board meeting
- Monitoring the quality and effectiveness of SEND provision within the school and reporting back to the governing board
- Working with the headteacher, SENCo and Assistant SENCo to determine the strategic development of the SEND policy and provision within the school

- Providing an annual report to the governing board on SEND-related matters

The Headteacher

The Headteacher is responsible for:

- Working with the SENCo, Assistant SENCo and governor to determine the strategic development of SEND provision within the school.
- Having overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how these can be linked to classroom teaching
- Collaborating with the SENCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of Assess, Plan, Do, Review.

The class or subject teacher will work with the SENCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant
- The assessment will be reviewed regularly.

All teachers and support staff who work with a pupil will be made aware of the child's needs, the outcomes sought, the support provided, and any teaching strategies or approaches required. The effectiveness of the support and interventions, and their impact on the pupil's progress, will be reviewed regularly.

Updates on the progress and attainment of children with SEND are included in the Headteacher's report to the bi-monthly meetings of the Governing Body. The individual progress of children with SEND or an Education, Health and Care Plan (EHCP) is reviewed on

a case-by-case basis, as outlined in SEND requirements, with a full review of each child undertaken annually.

6. Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. Transition to secondary school ensures all pupils have an induction session at their new school and where possible, additional sessions to familiarize the setting with the individual pupil.

Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

- Little Wandle – Phonics Interventions
- Spelling, Punctuation and Grammar
- Dyslexia Support
- Early Literacy Support
- Better Reading
- Fine Motor – Handwriting
- Social Skills
- Gross Motor Skills
- Relax Kids
- Balance Ability
- Therapeutic Story Writing
- Social Emotional Aspects of Learning (SEAL)
- Nurture Group
- ELSA (Emotional Literacy Support Assistant)

This list is not exhaustive and additional interventions may be provided to meet the needs of individual pupils.

The curriculum is designed to be fully inclusive for our children with SEND, considering intent, implementation and impact for all. In some case this may mean adaptations to the curriculum and learning environment need to be made.

We make the following changes to ensure all pupils' needs are met:

Adapting the curriculum to ensure all pupils can access it, for example, through grouping, 1:1 work, teaching style, or lesson content

Adapting resources and staffing to meet individual needs

Using recommended aids, such as laptops, coloured overlays, visual timetables, or larger font

Implementing adaptive teaching approaches, for example, by allowing longer processing times, pre-teaching key vocabulary, or reading instructions aloud

7. Additional support for learning

We have a proportionately large number of teaching assistants who are trained to deliver interventions. Teaching assistants will support pupils on a 1:1 or group basis as required.

We work with the outside agencies to provide support for pupils with SEND including:

- Social Services
- Behavioral Support Team
- Early Help
- Advisory Teaching Service
- R & A team
- Educational Psychologist
- Medical Professionals
- Speech & Language
- Educational Psychologists
- Children Young People's Service

8. Children with Higher Ability

We will recognize children who have a higher or exceptional ability in one or more aspects of the curriculum. We will support their area of expertise to enable them to reach their potential as outlined at Appendix 1.

9. Expertise and training of staff

Our SENCo has extensive experience in this role

They are allocated time each week to manage SEND provision.

We have a team of teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

In the last academic year, all staff have had Continued Professional Development. We use specialist staff for relevant interventions e.g. ELSA

10. Securing equipment and facilities

Children's additional needs and identified and addressed through My Plan, My Plan + and EHCP's.

These may include specialist equipment and facilities which will be sourced in line with guidance from professionals.

11. Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

Reviewing pupils' individual progress towards their goals each term

Reviewing the impact of interventions 3 times a year

Using pupil questionnaires

Monitoring by the SENCo & Assistant SENCo

Using provision maps to measure progress

Conducting reviews of pupils with SEND who have Education, Health and Care (EHC) plans, in line with statutory requirements

12. Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extracurricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s).

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

13. Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- All pupils complete a questionnaire each year
- All parents complete a questionnaire each year
- We identify children who need additional support in several ways including informal and formal methods (including Boxall profile)
- All pupils are encouraged to stand for school council
- 'Pupil Voice' is recorded as required and at least twice a year We have a zero-tolerance approach to bullying.

14. Working with other agencies

We work with the outside agencies to provide support for pupils with SEND including (but not exclusive to):

- Social Services
- Behavioral Support Team
- Early Help
- ATS
- R & A team
- EP
- ATS
- Medical Professionals
- Speech & Language
- Educational Psychologists
- CYPS

15. Complaints about SEND provision

Complaints about SEND provision in our school should be made to the Head Teacher in the first instance. They will then be referred to by the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

16. Exclusions

Provision of education and associated services

Making reasonable adjustments, including the provision of auxiliary aids and services

17. Contact details of support services for parents of pupils with SEND

http://www.glofamiliedirectory.org.uk/kb5/gloucs/glofamiliedirectory/family.page?familychannel=3_2_3

18. Contact details for raising concerns

Headteacher; Helen Seward head@gastrells.gloucs.sch.uk

19. The local authority local offer

Our contribution to the local offer is: Special Educational Needs Gastrells Primary School Gloucestershire Our local authority's local offer is published here:

https://www.glofamiliedirectory.org.uk/kb5/gloucs/glofamiliedirectory/family.page?familychannel=2_1

20. Monitoring arrangements

This policy and information report will be reviewed every year by the SENCo and Headteacher followed by deliberation and approval by the Full Governing Board. It will also be updated if any changes to the information are made during the year.

21. Links with other policies and documents

Links to Gastrells SEND Report and our policies:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- Safeguarding Policy
- Attendance
- Pupil Premium

Appendix 1

Rationale for higher ability children.

Our school aims state that we:

- help our pupils to develop their skills and abilities, intellectually, emotionally and socially.
- provide teaching which makes learning challenging, engaging and enables pupils to reach their potential

This policy is an integral part of the school's broader development of maximum inclusion of educational opportunities for all pupils and states our commitment to providing an environment in which all pupils are enabled to realise their potential.

Aims

This policy is intended to support the following aims:

- The raising of aspiration for all pupils
- High expectations of achievement for all pupils
- Greater enterprise, self-reliance and independence for all pupils

To achieve these aims, we will ensure that all pupils have opportunities to develop specific skills or talents.

We also recognise that those pupils who are higher attaining do not always show their ability.

Identification

Higher attaining students are identified by making a judgement based on an analysis of various sources of information including:

- Test scores (end of key stage levels; assessment scores)
- Teacher nomination (based on classroom observation, discussions with pupils, work scrutiny)
- Peer or self-nomination Parental nomination
- Predicted test/ examination results Reading ages

Organisational and In-class approaches

Important strategies include:

- The coherent management of pupil groupings (whether in mixed ability groups or ability sets) and recognition that whilst there may be a higher concentration of more

able pupils in some groups there will be pupils who have gifts and talents in all groups.

- The provision of opportunities for more able pupils to work with pupils of similar ability. This will mean that it is appropriate for pupils to work with older pupils occasionally.
- Mentoring and additional provision for pupils of exceptional ability.
- The provision of enrichment/extension activities and tasks.
- Adaptive teaching within subject areas.
- The development of independent learning by allowing pupils to organize their own work, to carry out tasks unaided, evaluate their work and become self-critical.

Out of class activities

The following are offered on a regular basis and, although these benefit all pupils, they are particularly apt for ensuring that pupils who have potential in these areas are given opportunities to practice and extend their skills.

- Enrichment days
- Residential experiences
- School clubs
- Musical and sporting activities.
- Co-ordination and monitoring

The SENCo has overall responsibility for:

- ensuring that the policy is implemented
- coordinating the monitoring of progress
- ensuring that the professional development program includes relevant aspects of higher achievers' provision.