Bernard Gilpin primary School

Special Educational Needs and Disability Policy

Adopted: July 2026 **Date of review: June 2027**

Inclusion Statement

We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.

Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.

Special Educational Needs might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.

English as an Additional Language (EAL) is not considered a Special Educational Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.

We focus on individual progress as the main indicator of success.

We strive to make a clear distinction between "underachievement" and special educational needs.

- Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
- Other pupils will genuinely have special educational needs and this may lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils.
- These will be provided, initially, through additional support funded from the devolved school's budget.

Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.
- Meet individual requirements through a wide range of provision.
- Attain a high level of satisfaction and participation from pupils and Parents/Carers

- Map provision for vulnerable learners to ensure that staffing deployment, resource allocation and a choice of intervention is leading to good learning outcomes.
- Ensure a high level of staff expertise to meet pupil need, through well targeted continued professional development.
- Work cooperatively with the Local Authority and other outside agencies, to ensure there is a multi-agency approach to meeting the needs of all vulnerable learners.
- Promote children's self esteem and emotional well being and help them to maintain worthwhile relationships based on respect for themselves and others.

Legislation and guidance

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

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report.

Definitions

At Bernard Gilpin Primary School our Special Educational Needs provision has taken into account the following statements and definitions:

"Defining achievement in terms of the number of targets on an individual education plan achieved across a given time rarely ensured rigorous evaluation of provision or pupils' progress. What made the difference to higher outcomes was effective target-setting within the curriculum or personalised programme as part of a whole-school policy on assessment."
'Inclusion: does it matter where pupils are taught?' (Ofsted, 2006a)

"Special educational provision is educational or training provision that is additional to or different from" that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching"
SEN Code of Practice (2014)

"This is not necessarily "more literacy" or "more maths" but would be interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum."
"Achievement for All" (National Strategies: 2009)

"Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision."
Ofsted SEN Review 2010

"Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and

the additional provision they make for those with SEN, should simplify the process of planning the right help at school level" (p68)
SEND Code of Practice 2014

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

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind 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 by mainstream schools.

Roles and responsibilities

The SENDCO

The SENDCo is Mrs G O'Mara

They will:

- Work with the headteacher and SEND governor (Mr A Hennis) to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.

The SEND governor

The SEND governor (Mr A Hennis) will:

- Help to raise awareness of SEND issues at governing board meetings.

- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
- Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school.

The Headteacher

The Headteacher (Mr A Bainbridge) will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND 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 they can be linked to classroom teaching.
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

SEND information report

The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

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- Communication and interaction, for example, autism, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from 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.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Consulting and involving pupils and parents

We will have an early discussion with the pupil and their Parents/Carers when identifying whether they need special educational provision by:

- giving Parents/Carers opportunities to play an active and valued role in their child's education.
- making Parents/Carers feel welcome.
- encouraging Parents/Carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- instilling confidence that the school will listen and act appropriately.
- focusing on the child's strengths as well as areas of additional need.
- allowing Parents/Carers opportunities to discuss ways in which they and the school can help their child.
- agreeing targets for all pupils those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets.
- keeping Parents/Carers informed and giving support during assessment and any related decision-making process.
- making Parents/Carers aware of the Parent Partnership services.
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress using targets.

We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning.
- identify their own needs and learn about learning.

- share in individual target setting across the curriculum so that they know what their targets are and why they have them,
- self-review their progress and set new targets.

Notes of these early discussions will be added to the pupil's record and stored within school.

We will formally notify parents when it is decided that a pupil will receive SEND support.

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 teacher will work with the SENDCo 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 termly and Parents/Carers will be informed of progress through their child's ISP (Individual Support Plan)

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

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.
We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is a smooth as possible.

If a child is moving child to another school:

- We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:
Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. ISP s will be shared with the new teacher.

In Year 6:

- The SENDCo will discuss the specific needs of your child with the SENDCo of their secondary school.
- Where possible children will visit their new school on several occasions, and in some cases staff from the new school will visit children in this school.

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.

The Class teacher is responsible for:

- Checking on the progress of SEND children and identifying, planning and delivering any additional help needed (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Coordinator (SENDCo) know as necessary.
- Writing Pupil Progress targets /Individual Education Plans (ISPs), based on the smaller steps outlined in PIVATs (Performance Indicators for Value Added Target Setting), and sharing and reviewing these with parents at least once each term and planning for the next term.
- Personalised teaching and learning for children as identified on the school's provision map.
- Ensuring that the school's SEND Policy is followed in their classroom, and for all the pupils they teach with any SEND.

This means:

- That the teacher has the highest possible expectations all pupils in their class.
- That all teaching is built on what children already knows can do and can understand.
- Different ways of teaching are in place, so all children are fully involved in learning in class -this may involve using more practical learning.
- Specific strategies (which may be suggested by the SENDCo) are in place to support learning.
- Teachers carefully check on progress to decided where gaps in learning are put in strategies to address such issues.

Adaptations to the curriculum and learning environment

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

- Differentiating our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Additional support for learning

We have:

- Specified teachers are responsible for teaching SEND groups/individuals on a part-time basis.
- Teaching Assistants mainly working with either individual children or small groups.

Expertise and training of staff

In accordance with Section 6 of the SEND Code of Practice 2014, The Special Educational Needs Coordinator is a qualified teacher working at our school and has statutory accreditation.

- The SENDCo will regularly attend local network meetings and National training courses.
- All staff will be trained in how to best support all vulnerable learners to maximise their achievement as part of the school development plan and annual schedule of continuous professional development.

Securing equipment and facilities

- The school is fully compliant with DDA requirements.
- The school is on one level with easy access and double doors and ramps.
- The front desk has a wheelchair height section.
- There is a disabled toilet, shower area and changing facilities.
- We ensure, wherever possible, that equipment used is accessible to all children regardless of their needs.
- After school provision is accessible to all children including those with SEND.
- All extra-curricular activities are accessible to children with SEND (see website for details).
- Evacuation plans are in place for specified SEND children.
- Specific risk assessments are completed for children when considered necessary.

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by: Children's progress will be continually monitored by his/her class teacher.

- Progress will be reviewed formally every term in reading, writing and maths.
- Progress with be reviewed every term against the four areas of SEND needs on children's individual ISP's.
- For children in Year 1 or above, a more sensitive assessment tool can be used, which shows their attainment in more detail - breaking learning down into smaller steps (PIVATS - Performance Indicators for Value Added Target Setting and Pre Key Stage Standards).
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATS). This is something the government requires all schools to do and are the results that are published nationally.
- Where necessary children will have an ISP based on PIVATS (Performance Indicators for Value Added Target Setting). Targets will be set, using these PIVAT levels, designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly, evidence for judgements assessed, and futures plan made.
- The progress of children with EHC Plan will be formally reviewed at an Annual Review, with all adults involved with the child's education.
- Regular book scrutinies and lesson observations will be carried out by the SENDCo and other members of the Senior Management Team, to ensure that the needs of all children are met, and that the quality of teaching and learning is high.
- Progress of children with SEND will be tracked and monitored by the SENDCo

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

All our extra-curricular activities and educational visits are available to all our pupils, including our before-and after-school clubs. All pupils are encouraged to go on our residential visits. No pupil is ever excluded from taking part in these activities because of their SEND or disability.

Support for improving emotional and social development

We recognise that pupils with SEND may well have Emotional and Social Development needs that will require support in school.

- The Emotional Health and Wellbeing of all our pupils is very important to us.
- We have a robust Safeguarding Policy in place, following National and LA Guidelines and we recognise that some groups of children are more at risk i.e. children with Special Educational needs or disabilities.
- The Head Teacher, Deputy Head Teachers and all staff continually monitor the Emotional Health and Wellbeing of all our pupils.

We recognise that children with SEND are vulnerable so have a robust Behaviour Policy and Anti-bullying Policy in place, and copies of which can be obtained from the school office along with the Complaints Policy and Procedures.

Working with other agencies

Other agencies who work within school are:

. Local Authority Provision delivered in school

- Autism Outreach Service
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- SALT (Speech and Language Therapy)
- Language and Learning Partnership Team
- The Virtual School (for LAC children)

Health Provision delivered in school

- Additional Speech and Language Therapy input to provide a higher level of service to the school.
- School Nurse, Diabetes Nurse, Epilepsy Nurse
- Occupational Therapy
- Physiotherapy
- CAMHs
- CYPS
- MHST

Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDCo in the first instance. They will then be referred to 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:

- Exclusions

- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for parents of pupils with SEND

- Please see the school's website with links to SEND Local Offer

  www.bernardgilpin.com

Contact details for raising concerns

- Contact: Mr P Iveson (Deputy Headteacher)

The local authority local offer

- Our contribution to the local offer is: mainstream Primary school.
- Our local authority's local offer is published here: see the school's website.

  www.sunderlandinformationpoint.co.uk

Monitoring arrangements

This policy and information report will be reviewed by SENDCo (Mrs G O'Mara) every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- Complaint's policy
- Confidentiality policy
- Health and Safety policy
- Inclusion policy
- Teaching and Learning Policy