

GATEHOUSE SCHOOL



Special Educational Needs, Disability and Inclusion Policy

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Mission Statement

In line with our Mission Statement, Gatehouse School is committed to inclusion, and we welcome all children, including those with additional learning, medical needs and disability/mobility needs. At Gatehouse School we believe that all children should have equal opportunities to benefit from the education that we provide. We recognise that due to additional and medical needs some children may need specific support in order to access all of the opportunities available in school. We aim to provide necessary and appropriate support to enable all children to make the maximum possible progress.

We welcome applications from children with an existing Education, Health and Care Plan (EHCP). If we are able to meet the needs of pupils with an EHCP who wish to join Gatehouse School, we will plan carefully to ensure that the identified needs are addressed and supported.

The Gatehouse Approach

Our SEND and Inclusion Policy provides a model of action and intervention in school to help children who have additional learning needs with a view to support them in class where possible and with their peers.

Objectives of this policy

- to share our beliefs and aims with parents and all others involved in Gatehouse School
- to provide a framework for good practice in our school
- to support the School in meeting our statutory duties to identify, assess and make provision for those children identified as having additional and special educational needs

SEND and Inclusion Coordinator

The role of the SEND and Inclusion Coordinator is to be involved in the strategic development of the School's SEND and Inclusion Policy and provision. The SEND and Inclusion Coordinator has responsibility for the day-to-day operation of the school's SEND and Inclusion Policy, and for coordinating provision for pupils with additional needs.

Key Staff

Our SEND and Inclusion Coordinator is Marie Lenaerts.

In addition to the SEND and Inclusion Coordinator there are a range of additional staff that support the SEND Department, which includes specialist teachers, Speech and Language Therapists, Occupational Therapists and learning support or 1:1 staff attached to children with an EHC Plan. In addition to this, when necessary, we use the services of the local Outreach Service to support pupils with Autism Spectrum Condition, and also the services of the Tower Hamlets Early Years Inclusion Coordinator to advise us with regard to additional needs to support pupils in Early Years.

Meeting Individual Needs

The SEND and Inclusion Policy of Gatehouse School is to enable children with additional educational, physical and medical needs to:

- reach their full potential
- be fully included in their school
- make a successful transition to their next educational setting
- be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the National Curriculum
- have recognition that provision for children with additional needs is a matter for everyone in the school. All teachers are likely to have contact with children with additional needs, and everyone at Gatehouse School understands that they will contribute to the care and teaching of children with identified needs.
- demonstrate their uniqueness and celebrate this with and within the school community.

Identification of SEND and Additional Needs

We believe that it is essential to monitor children's progress throughout their time with us. Where a child appears not to be making progress either generally or in a specific area of learning, we will present different opportunities or use alternative approaches to learning as appropriate. This will be done in discussion with parents and under the advisement of external agencies if appropriate, in accordance with the May 2015 Special Educational Needs Code of Practice. Following this adapted and/or extended interventions are devised that are additional to or different from those provided as part of the school's usual differentiated classroom curriculum. Extended intervention from this point will be monitored, assessed, planned, delivered and reviewed by the class teacher, and in consultation with the Inclusion Co-ordinator. If extended classroom intervention does not enable the child to make satisfactory progress, our Inclusion Co-ordinator will consult further with parents and may seek advice and support from the Local Educational Authority (LEA) Inclusion Officer or other relevant professionals.

Examples of interventions that are additional to or different from usual provision may be:

- daily language games with an adult or small peer group to develop spoken vocabulary
- support in physical activities for a child with delayed gross motor skills
- a paired listening game to develop attention/concentration skills
- extra phonic or reading support

For some pupils it may be necessary for the school to offer exceptional support in the form of 'reasonable adjustments' in order for a pupil to access learning or make progress in line with their ability. An example of 'reasonable adjustments' may be relocation of classroom to a more accessible room due to physical disability, or special access to the school due to a visual need. A further explanation of 'reasonable adjustments' can be found in the Gatehouse Equal Opportunities Policy.

Once investigations or discussions have moved beyond additional classroom support, in collaboration with parents and the pupil, we may write an Individual Education Plan (IEP). An IEP is used to plan, monitor, review and evaluate additional support that we may provide to meet individual additional or educational needs. The progress of each pupil against set

targets will be reviewed regularly, usually termly, but this is subject to change based on the needs of each pupil. Prior to writing an IEP, all interventions will be discussed with parents who are encouraged to work in partnership with us, e.g. using the same strategies at home, and keeping the school up-to-date with relevant information.

Delivery of intervention and the construction of an IEP may involve internal or external support services, for example, a specialist teacher, a physiotherapist or a speech and language therapist. If an IEP is not in place by this stage then this would be a priority, with parents, the pupil, Gatehouse staff and external agencies offering input where possible. From this point the Inclusion Coordinator will take the lead in:

- any further assessment/s of the child
- planning future interventions for the child in discussion with colleagues and parents
- monitoring and reviewing any action taken
- collating and securing paperwork relevant to interventions in order to build a profile of support and impact over a period of time

What is an Individual Education Plan (IEP)?

An IEP is a planning and reviewing document that identifies the key areas that a child needs support with in order to progress. An IEP should be used to plan for individual children at extended intervention and for children with EHC Plans. The areas identified in an IEP may cover learning, physical, medical, social, language, and behavioural. An IEP should have specific and manageable targets, and underpin the process of a plan of intervention for the individual child with additional needs.

An IEP is a working document for all adults working with the child, including parents. It should be accessible and understandable to all concerned, reviewed regularly in line with the needs of the child and amended accordingly. IEPs are teaching and learning plans that identify target areas and set out:

- what should be taught
- how it should be taught

- how often it should be taught

What should be included in an IEP?

An IEP usually focuses on up to three or four key individual targets and should include information about:

- short-term targets set for or by the child
- teaching strategies to be used
- provision to be put in place
- a review date
- success and/or exit criteria
- outcomes (to be recorded when IEP is reviewed)

Issues that we consider when writing an IEP

- we try to identify a maximum of three or four areas of particular concern and then pinpoint exactly what the child can do in these areas and what you would like them to achieve within a short time period
- we try to break long-term goals down into small, achievable steps which we call **SMART** targets:

Specific – written in active performance terms

Measurable – having criteria for success

Achievable – must address priority concern

Relevant – must address priority concern

Time – to be achieved within a specific time-scale

Adaptations to the School Assessment Procedures

As set out in the Assessment and Recording Policy, data generated by school assessment systems, for example CATS and Progress Tests is beneficial to teachers in tracking pupil progress, but Gatehouse adopts a flexible approach to the assessment procedures for children who have identified or suspected learning, medical or social needs. This may involve the provision of a reader, additional time or using a paper test for assessments rather than online assessment. All modifications will be recorded and parents will be consulted or notified prior to pupils being assessed.

In circumstances where individual pupils have significant difficulties with regard to sitting assessments, they may be withdrawn from the assessment cycle and provided with a more appropriate assessment strategy. Such decisions will always be made in consultation with parents. All amendments to the assessment procedures will be made by the Inclusion Coordinator and Director of Studies in liaison with the Headteacher. As a non-selective school we have a number of children with specific, diagnosed learning difficulties and these pupils will be highlighted on assessment records to enhance teachers' awareness of their individual needs.

The Role of Parents

The School recognises the excellent partnership that we have with parents and we recognise that their unique strength, knowledge and experience of their child can be used to support their child and any interventions that are put in place. We acknowledge that parents are the child's first educators and we are committed to working in partnership with them. We shall discuss any concerns we may have with parents and obtain their permission before placing their child's name on a 'school register', or before planning any additional intervention outside of standard and differentiated classroom support. Where a child is identified as having additional educational, social or medical needs, parents are consulted and are invited to contribute to Individual Education Plans and to attend reviews of targets. Parents will be updated to changes and amendments, usually at the IEP Review, but if it is deemed more beneficial then updates may be more regular.

Beyond School/Class Intervention

On rare occasions, if a child is unable to make satisfactory progress following intervention, even with external help and extended support, we may decide, in consultation with parents and the LEA Inclusion Officer, that it is desirable to request an Education, Health and Care Plan (EHCP) in order that a child's additional educational needs can be fully identified, met and supported by the necessary range of external services (for example: Occupational Therapy and Educational Psychology). We follow the guidance contained in the 2015 SEND Code of Practice when applying for an EHC Plan, and we may use external agencies, for example the Tower Hamlets EYFS Inclusion Team to advise and guide us on this process.

Wherever possible, we shall seek the views of the child (e.g. through conversation or drawing), and take these into account when planning special educational provision. Parents or School can make a request for an EHC Plan assessment to the LEA, where the LEA will decide if there is enough need or enough evidence of tried and reviewed support to determine whether an assessment is appropriate.

On very rare occasions, where it becomes clear that despite additional support and intervention that Gatehouse School may not be the best educational provision for a pupil, we will discuss this with parents and support them in finding an educational setting that may be more appropriate for the needs of their child.

Education, Health and Care Plan Application and Assessment:

When requesting an EHC Plan, the LEA will require:

- evidence that any strategy or programme implemented for the child has been continued for a reasonable period of time without success
- clear documentation with regard to the child's 'additional or different needs' and any action taken to deal with those needs (e.g. copies of IEP's and both classroom and extended intervention
- evidence that outside advice has been sought and acted upon
- evidence that parental views have been sought and considered

This evidence will be considered by the LEA's pre-assessment panel, which will decide whether or not to initiate an EHC Plan assessment.

The Assessment for an Education, Health and Care Plan

If an EHC Plan statutory assessment is agreed, the LEA will ask for advice from a range of sources, including:

- the school
- an educational psychologist
- a doctor
- social services (who will only give advice if appropriate)
- anyone else whose advice the LEA considers appropriate

Once the Local Education Authority has collected all the advice and comments regarding a child's educational needs, they will decide whether to issue an EHC Plan for the child. If an EHC Plan is issued, this is a legal document describing all the child's special educational needs and the special help the child should receive. The LEA will usually make a statement if they decide that all the special help the child needs cannot be provided from within the school's resources. Further advice on applying for an Education, Health and Care Plan can be obtained from the Educational Department of the local authority where a child lives.

Arrangements for Support

Whilst we seek to work collaboratively with parents, we understand that parents may prefer to pursue further assessments or support themselves. Any parent can access the support services from the Local Educational Authority that they live in, and also access a range of services like Speech and Language Therapy, Occupational Therapy, Specialist Teachers, Educational Psychologists, Physiotherapists and other necessary agencies. We access support from the Tower Hamlets Inclusion Officer (or relevant Authority officer), who can assist us in identifying additional educational needs, writing IEPs and reviewing progress. We also welcome support from the professionals (e.g. speech and language therapist,), and encourage support within the school, rather than withdrawing the child. Additional support can also be accessed through the child's LEA and their GP.

Links with Relevant Agencies

We have links with a range of services and departments from the Local Authority of Tower Hamlets, including Early Years Services, Language and Communication Services, Occupational Therapy Services, Speech and Language Services and the Educational Psychology Service. We also have a range of specialist services that visit and support pupils and staff at Gatehouse School on a regular basis, including Speech and Language, Occupational Therapy and an Autism Outreach Service. We liaise with receiving schools and pass on relevant information to ensure that the transition is as smooth and stress-free as possible.

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POLICY FOR MORE ABLE PUPILS

DEFINITION

Our policy for the more able pupils is aimed towards those children capable of excelling in one or more areas which place them into the highest achieving 5% of our school population, including:

- general intellectual abilities
- specific aptitude in one or more subjects
- creative or productive thinking
- leadership qualities
- ability in creative or performing arts
- physical ability

EDUCATION PROVISION

Opportunities for extended activities and enrichment are built into all aspects of our school provision, through encouraging:

- all children to become independent learners
- Providing opportunities for pupils to serve on various working parties, for example, school newsletter or school council
- provide opportunities for extra curriculum learning, for example, a wide range of clubs
- recognising achievement through, for example, teacher praise, commendation assemblies and certificates
- recognition of more able children within our special needs provision
- setting up a more able register
- identifying characteristics within subject areas which might indicate more able abilities

CLASSROOM LEVEL

The classroom should offer a carefully structured positive atmosphere in which the contributions of **all** pupils are recognised, differences acknowledged and where enthusiasm for learning is fostered.

Teachers should seek to provide tasks that promote problem solving, skills associated with clear thinking and a spirit of investigation should be encouraged. Teachers should also ensure they use both open-ended questions, as well as closed questions to meet and extend the needs of all the children.

The following strategies are employed where appropriate:

- varied and flexible groupings, sometimes allowing the more able children to work together, or sometimes allowing them to take specific roles in mixed-ability groups
- differentiation by tasks (including differentiated homework)
- differentiation by outcome
- setting individual targets
- provision of challenging activities across the whole curriculum

Most importantly:

- encouraging all children to become independent learners
- organise their own work
- undertake unaided tasks which stretches their capabilities
- make independent and relevant choices about their work
- develop the ability to evaluate their own work and thus become self-critical.

Review:

This policy will be reviewed regularly. We will consider the effectiveness of our policy, looking at the arrangements we make to meet special educational needs and the progress that our children make. If we feel our practice does not reflect our policy, we will seek to amend it as necessary, seeking support as appropriate. We welcome feedback on this policy and its implementation from parents and all others involved in Gatehouse School.

Related Policies: Teaching & Learning, Equal Opportunities, Admissions.

Policy Name	SEND & INCLUSION		
Circulation	Governors / all staff / Parents / website	Governors Review	June 2016
Status	Public Interest Disclosure Act 1999		
Date Policy Written	February 2003	Reviewed	November 2004 November 2005 January 2007 September 2008 January 2010 May 2016
		Last Review:	March 2017
		This Review:	December 2019
		Next Review:	December 2020