

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 or specialist support in order to access some or 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, if there is a space available, we will plan carefully to ensure that identified needs are addressed and supported. Consideration for admission to Gatehouse for students with EHCPs or

other needs is considered in line with the needs of the young person and the suitability of Gatehouse to meet their identified needs.

COVID 19 SEND Statement for School Closure and Vulnerable Child Arrangements.

Gatehouse School recognises that in the event of school closure due to lockdown, pandemic or other related medical factors in keeping with Gatehouse's commitment to provide a safe, supportive and stimulating learning environment, where necessary, provision for SEND pupils and/or vulnerable pupils working at home, Gatehouse School will;

- Identify SEND and vulnerable students and make bespoke online and/or school and pastoral provision for them. This will include pupils with an Education, Health and Care Plan, pupils at risk as identified by the Designated Safeguarding Lead (including those on Child in Need and Child Protection Plans) and pupils identified by the Head of Pastoral Care. The scope of the bespoke educational and/or pastoral provision will be determined by the needs of the student and their capacity to access remote learning.

In addition to the provision of adapted SEND educational provision, Gatehouse will ensure;

- Monitoring of Safeguarding, attendance and wellbeing.
- Consultation with key staff for parents and young people with SEND.
- Assessments and review of children's progress.
- Support for children with moving between phases of education.
- Work with other professionals to provide informed support for pupils with SEND.
- For pupils with an EHC Plan, a risk-assessment will be actioned to determine if the needs of the student can be met at home. This will be on an individual basis and following advice from health professionals where appropriate and where the risk to the individual is that some or all elements of their EHC Plan cannot be delivered home.

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 as much as 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 Gatehouse in meeting our statutory duties to identify, assess and provide appropriate provision for those children identified as having additional and special educational needs and/or disability that impacts upon their ability to learn.

SENDCo and Inclusion Coordinator

The role of the SENDCo and Inclusion Coordinator is to participate and contribute to the strategic development of Gatehouse'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, Head of Learning Support, is Jenni Veitch.

The Learning Support Department, in addition to the SENDCo, includes specialist teachers, external Speech and Language provision, external Occupational Therapy, classroom learning support or 1:1 staff attached to children with an EHC Plan. We may refer families to external services, for example, an outreach service to support pupils with Autism Spectrum Condition, the Tower Hamlets Early Years Inclusion Coordinator, Child and Adolescent Mental Health Services (CAMHS) or the Autism Spectrum Disorder Advisory Service (ASDAS). We may also refer families to follow a private services route, for example, a specialist paediatrician, an educational psychologist or occupational therapist.

Meeting Individual Needs

Gatehouse School's SEND and Inclusion Policy sets out how to enable children with additional educational, physical and medical needs to:

- Reach their full academic potential.
- Be fully included in all aspects of their school.
- Make a successful transition to their next educational setting.

- Be offered full access to a broad, balanced and relevant education, including appropriate adaptations to access the National Curriculum.
- Have recognition that provision for children with additional needs is a matter for everyone in the school. All staff, including teachers, teaching assistants, premises staff and catering staff will work with children who have additional needs, and everyone at Gatehouse School understands that each member of staff 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 explore, present and/or use alternative approaches to learning as appropriate.

Alternative approaches to learning will be discussed with parents and under the advice 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 or other designated person. If extended classroom intervention does not enable the child to make satisfactory progress, the Inclusion Co-ordinator or other designated person 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 phonics, spelling 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 the 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. Exceptional adjustments are agreed in discussion with the Headteacher, SENDCo and/or other appropriate members of staff.

Once investigations, discussions or interventions move beyond additional classroom support, in collaboration with parents and the student 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 is reviewed regularly, usually termly, but this is subject to change based on the needs of each pupil. Prior to writing an IEP, interventions will be discussed with parents and parents are encouraged to work in partnership with the school, 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 or other designated person 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 needs to be taught to enable small-step progress.
- How this should be taught.
- How often this should be taught.

What should be included in an IEP?

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

- Short-term targets set for or by the child.
- The teaching strategies to be used.
- The 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 four areas of need and pinpoint exactly what the child can do in these areas and what we would like them to achieve within a short time period.
- We 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 in English and Maths, is beneficial to track and monitor pupil progress; however, Gatehouse adopts a flexible approach to assessment procedures for children with identified or suspected learning, medical or social needs. This may involve providing appropriate extra time or rest breaks, a reader or a paper test rather than an online assessment. All modifications are recorded and parents consulted or notified prior to pupils being assessed.

In circumstances where individual pupils have significant difficulties with regard to sitting assessments and the assessment process is considered unsuitable for the needs or attainment levels of the student, they may be withdrawn from the assessment cycle and provided with a more appropriate assessment strategy. Such decisions are made in consultation with parents, and amendments to assessment procedures are made by the SENCD0 and Director of Studies in liaison with the Headteacher. As a non-selective school we have a number of children with specific, diagnosed learning needs; these pupils are identified on assessment procedures and SEND logs to enhance teachers' awareness of individual needs. Teachers are regularly provided with strategies to support pupils with identified learning needs in class and during assessments, training is provided to teachers and teaching assistants to support students with identified needs and multi-sensory resources and bespoke differentiation strategies are readily available to support pupils in class and during assessment cycles.

The Role of Parents

The School recognises the excellent partnership that we have with parents, recognising 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. However, when a student is formally identified with a diagnosed physical, learning or medical need, this need is recognised by being recorded on a central document that is accessible by all staff; this ensures efficient communications with

regard to some of our most vulnerable students and ensures that all staff are aware that adaptations should be considered and/or applied. 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 Classroom or School Intervention and Support

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 student's additional educational needs can be fully identified, met and supported by the necessary range of external services, for example, Occupational Therapy or 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, for example, through conversation or drawing, and take these views into account when planning special educational provision. Parents can apply for an Education, Health and Care Plan directly, with contribution from the school sought independently by the LEA. However, the usual process is for parents to request an EHCP application from the Local Authority and set out why they feel an EHCP is appropriate for their child. Gatehouse will offer evidence to outline the student's needs at school, how this impacts upon their ability to learn or be part of the whole school community, what support is currently in place to support this student and what further provision is needed to enable this student to access the curriculum in line with their needs. The application will then be sent by the school to the Local Authority, 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.

An Education, Health and Care Plan Application and Assessment:

An Education, Health and Care Plan (EHCP) is for children and young people aged up to 25 who need more support than is available through reasonable special educational needs support

and adjustments in school, where it has been recognised through regular plan, assess, review processes that the student is not making expected progress and/or is struggling in other ways that require specialist advice and support, for example, socially and emotionally. The application for an EHCP recognises that more support than school can offer informally is needed, possibly to include more specialist input, therapy and/or individual teaching assistant support. EHCPs identify the educational, health and social needs of the student, and set out the additional support to meet those needs.

The application process for an EHCP can be a long process, requiring substantial time from parents and the school in terms of writing the application and/or meeting to discuss the application. The Local Authority will require a range of evidence to support the application: strategies or programmes implemented for a reasonable period of time without success, clear documentation with regard to appropriate provision or advice used to support the student's additional needs and/or evidence that outside advice has been sought and implemented and evidence that parental views have been sought and considered. When requesting an assessment for an EHC Plan, the Local Authority will submit the evidence to the pre-assessment panel who will decide whether or not to initiate an EHC Plan assessment.

If an assessment for an EHC Plan is agreed, the Local Authority may seek further advice from a range of sources, including: the school, an educational psychologist, a doctor, social services, (if appropriate) and/or 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 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 seek further support or assessments outside of school. Any parent can access the support

services of the Local Educational Authority that they live in, or choose to privately access a range of services, for example, Speech and Language Therapy, Occupational Therapy, Specialist Teachers, Educational Psychologists, Physiotherapists and other relevant agencies. We may request advice and support from the Tower Hamlets Inclusion Officer or relevant authority officer to assist us in identifying additional educational needs. We also welcome support from other professionals, for example outreach services, and encourage support within the school rather than withdrawing the child to access services externally. Additional support can also be accessed through a pupil's GP.

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 suggest possible alternative educational settings that may be more appropriate for the needs of a student. This discussion will be in collaboration with the Headteacher and other appropriate school staff. For Nursery pupils we aim to have this discussion before the end of the Autumn Term, to allow time to apply to a state school. However, where supporting evidence is needed or may not be available by the end of the Autumn Term in Nursery, we will have this meeting as soon as possible.

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 support pupils and staff at Gatehouse School, 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.

GATEHOUSE SCHOOL POLICY

MORE ABLE PUPILS

DEFINITION

The term 'More Able' originated from the Department for Education (DfE) term 'Gifted and Talented', originally offered to describe or classify those students who achieve a very high level of attainment. The term has since evolved to recognise that high attainment is achievable across all areas of the curriculum and not just in the core subjects of maths, English and science. The understanding of the term More Able has evolved further with the recognition that ability is coupled with potential, with attainment demonstrating how well a student expresses that potential. As such, the term 'More Able' is now the general term used in schools to best describe those students with the potential to achieve in the top five percent academically and/or creatively.

There are an understood range of characteristics of a More Able student, including but not restricted to: a wide and rich vocabulary, excellent memory and attention span, natural early or avid readers, determined and focussed perseverance when faced with challenge, a natural aptitude for problem and puzzle solving to a very high level, a notable aptitude and natural ability with numbers, steadfast strong curiosity in a particular area, high levels of creativity and keen observers with a vivid imagination. Through summative (teacher) and formative (formal) assessments and judgement, Gatehouse seeks to identify students who may fit the category of More Able, and offers a range of additional opportunities and stimulus to develop this potential.

Our policy for those students identified as More Able is therefore 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 and/or 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 council, providing opportunities for extra curriculum learning, for example, a wide range of clubs, recognising achievement through praise, commendation assemblies and certificates, and also identifying characteristics within subject areas which may indicate more able potential.

All classrooms offer a carefully structured positive atmosphere in which the contributions of all students are recognised, differences acknowledged and enthusiasm for learning fostered. Teachers provide tasks that promote problem solving, clear and innovative thinking and encouragement to be curious, open minded and for students to offer their own ideas. Teachers ensure that they use open-ended questions in addition to closed questions to meet and extend the needs of all the children.

Within the classroom the needs of the More Able students are met through varied and flexible groupings, encouraging them to work collaboratively as appropriate, or work in a specific role in mixed-ability groups. They are provided with differentiated tasks and outcomes (including differentiated homework), set individual and personalised targets and provided with consistent and challenging activities across the whole curriculum. Teachers also encourage students to become independent learners, organise their own work, undertake unaided tasks to stretch their capabilities, make independent and appropriate choices about their work and also develop the ability to evaluate their own work and thus become self-motivated to improve.

Additional Provision

For those students who are recognised as More Able we record this on a central register that all teachers have access to, which enables all staff to know which students have a high learning potential in a particular area. We have recruited a teacher to deliver an appropriate level of support for students who are More Able. This teacher works alongside the SENCo to deliver a proactive and innovative approach to improving student outcomes and working effectively within well-established teams.

Those pupils who are regarded as More Able are taught in groups identified as ‘Nurture Groups’. In line with the philosophy of inclusion which is at the heart of the Gatehouse Mission Statement, we sought an identifying term to describe the specific teaching of those students with

a natural aptitude in the top 5% of identified areas, a term that was in line with the positive language that we seek for all students. Gatehouse recognised that for every standard positive term, for example, 'More Able' and 'Gifted and Talented', there was an opposing less positive term ('less able' and 'not gifted'). Through discussion with students and staff the term 'Nurture Group' evolved to reflect all student interventions at Gatehouse, and we are satisfied that the positive language to indicate additional support is equally interpreted as 'intervention' and 'support', where 'phonics nurture' and 'science nurture' are both seen to be enhancing student outcomes.

The provision for the More Able students through the Nurture Groups is driven by a committed team to extend and challenge students appropriately based upon attainment but also on potential. We have very high standards for all students, and this is extended to the Nurture Groups, where they are encouraged to achieve beyond their high potential. We also encourage excellent communication skills, pupils sharing ideas with each other to inspire and motivate the group, a proactive approach to independently seek further extension and challenge, a proactive and collaborative attitude to critical thinking, problem solving, developing higher-order analytical skills, evaluation, research, presentation and debate. We also encourage students to be even more creative and original, support each other, use their excellent knowledge and understanding to pursue independent research and also use their enhanced skills to help peers build confidence and independence.

The SENCo and the teacher for the Nurture Groups review the More Able provision half termly, using updated formative assessment and teacher feedback to ensure that suitable students are identified promptly.

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 as a means to improve our provision, seeking support and advice 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
- Accessibility
- Pastoral
- Assessment

Policy Name	SEND & INCLUSION
Circulation	Governors / all staff / Parents / website
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