

# GATEHOUSE SCHOOL



## Special Educational Needs, Disability and Inclusion Policy

Approved by:	Governors
Last reviewed on:	Spring 2026
Next review due by:	Spring 2027

### Mission Statement

In line with our Mission Statement, Gatehouse School is committed to inclusion and welcomes all children, including those with additional learning, medical, 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 medical needs, some children may need specific or specialist support to access some or all of the opportunities available at 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.

### **The Gatehouse Approach**

Our SEND and Inclusion Policy provides a model of action and intervention in school to help children with additional learning needs, with a view to supporting them in class and with their peers as much as possible.

### **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, Specialist Learning Practitioners, 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 an 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 build and develop attention/concentration skills.
- Extra phonics, spelling or reading support.

A number of school interventions are offered to children to provide additional support where it is felt necessary. Currently, Gatehouse have the following school interventions:

- Reading recovery scheme
- Spelling recovery programme
- Touch typing
- Social and communication groups
- Phonics interventions

- Literacy group interventions
- Maths intervention groups
- Sensory circuits

Once investigations, discussions or interventions move 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 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., by 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 review document that identifies the key areas 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 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, regularly reviewed in line with the child's needs, 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 timescale

### **Screening for specific learning difficulties:**

From formative and summative data analysis, decisions are made around screening children for possible specific learning difficulties, dyslexia and dyscalculia. This happens from Year 2 in the spring term, and at any point when identified as necessary up to Year 6. From the results of the screeners, recommendations are made to parents around assessments.

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 relocating the classroom to a more accessible room due to a physical disability, or providing special access to the school for 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.

### **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 sitting assessments, and the assessment process is considered unsuitable for the student's needs or attainment levels, 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 SENCo 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. They are invited to contribute to Individual Education Plans. Parents will be updated on changes and amendments, usually at the IEP Review, but if deemed more beneficial, updates may be more frequent.

### **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 in the 2015 SEND Code of Practice when applying for an EHC Plan, and we may use external agencies, such as the Tower Hamlets EYFS Inclusion Team, to advise and guide us through this process. Wherever possible, we shall seek the child's views, for example, through conversation or drawing, and take them into account when planning special educational provision. Parents can apply for an Education, Health and Care Plan directly, with a 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 provide evidence outlining the student's needs at school, how these impact their ability to learn or be part of the whole school community, what support is currently in place for this student, and what further provision is needed to enable this student to access the curriculum in line with their needs. The school will then send the application to the Local Authority, where the LEA will decide whether there is sufficient need or sufficient 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 where they live, or choose to access a range of services privately, 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 a relevant authority officer to help us identify 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, when it becomes clear that, despite additional support and intervention, 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**

At Gatehouse, we recognise and celebrate the diverse abilities of our students, and we aim to provide a dynamic and exciting learning environment in which all pupils are stimulated, extended and challenged. This policy outlines our commitment to identifying and supporting the 'more able' and 'gifted' students to reach their full potential, whilst also ensuring that their social and emotional needs are consistently met throughout school life.

#### **Definition**

'More able' students are those who demonstrate exceptional abilities, skills and understanding in one or more areas of the curriculum, such as academic, artistic, or athletic pursuits. These pupils display a natural aptitude and consistently work well above their age-related expectations. They therefore require additional support and enrichment to thrive in their learning and development.

#### **Identification**

At Gatehouse, we understand that a flexible and fluid approach is necessary when identifying more able pupils, as progress through the curriculum is not always linear and students may reveal their giftedness in a variety of ways. We therefore take a holistic view when deciding who these students are and consistently review this.

In order to identify more able students, we will utilise the following information;

- Formative assessments and observations by teachers.
- Summative data and standardised testing.
- Parent/student feedback and nomination.
- Identification checklists of behaviours and characteristics.
- SEND information (if any).
- Referral and support from external professionals, e.g., an Educational Psychologist.
- Outstanding achievements both inside and outside of school

#### **Provision**

At Gatehouse, we aim to build cognitive challenge into our curriculum and pedagogy so that every child can meet their potential, including those who are more able. There are several ways we provide this to our students who demonstrate exceptional abilities.

## **1. Nurture Groups**

Nurture Groups are intervention sessions led by our specialist teacher who provides opportunity for additional stretch and challenge beyond the classroom environment. These lessons are taught in small groups and are designed to encourage critical thinking, higher-order skills and foster independence. Using Bloom's Taxonomy as a foundation, students apply their skills and knowledge in a range of meaningful contexts, such as;

- Solving complex, real-life problems
- Engaging in sophisticated debate
- Presenting and sharing ideas/strategies
- Entering competitions
- Teaching lessons to one another
- Undertaking projects which involve innovating and creating
- Evaluation and research
- Hypothesising and theorising
- Analysis and synthesis
- Deeper thinking and philosophy

The resources and work completed within these sessions are shared on Google Classroom with parents at home and subject teachers in school.

## **2. Differentiated Curriculum**

As a non-selective, non-streamed school, we recognise that a differentiated curriculum is essential for meeting the diverse needs of our more able students. Our goal is to foster a culture of enquiry and curiosity in the classroom by emphasising higher-order skills and thoughtful questioning. Teachers incorporate these elements into lesson planning and homework, ensuring that gifted pupils engage with topics at a greater depth and complexity.

In the classroom, students encounter open-ended tasks with multiple solutions, which encourages critical thinking and problem-solving. They are also given frequent opportunities to evaluate, edit, and enhance their work, empowering them to take ownership of their learning and make independent choices. To further support collaboration and communication, teachers often design activities that involve mixed-ability groupings or pairings. This approach can be especially beneficial for high-ability learners, who may prefer working independently but can gain valuable insights from their peers.

### **3. Enrichment opportunities**

We ensure a variety of enrichment opportunities are offered across all subjects in the curriculum at Gatehouse. This means there is a place for every talented musician, scientist, mathematician, writer, actor, or athlete. These include;

- Entering national competitions across all subject areas
- Sitting LAMDA and ABRSM exams for drama and music
- Scholarship support in creative subjects
- External sporting fixtures and tournaments
- Chamber choir and orchestra for advanced musicians
- STEM projects in Science
- Whole school responsibilities such as School Council, Eco club and ambassador roles

### **Evaluation and Review**

This policy will be reviewed annually by the SEND/Inclusion co-ordinator and the More Able teacher to evaluate its efficacy and relevance. We will also continue to gather parent/pupil feedback and analyse performance outcomes to ensure we meet the needs of more able students in the best possible way.

### **Online digital platforms and SEND**

All staff are regularly trained to understand and be aware of the additional barriers that exist when safeguarding SEND children. All staff need to be aware that SEND children may be more vulnerable when online and using digital platforms, and it is important that Online Safety lessons and related advice are tailored to their individual needs.

The DSL and SENDCo (deputy DSL), and the whole safeguarding team at Gatehouse, will work closely together to support and safeguard SEND pupils, including children with physical health conditions, and to ensure that safeguarding systems are accessible to all children. Staff should be vigilant when working with SEND pupils and aware of what needs to be done to overcome the known barriers.

Gatehouse staff adhere to the following online safety procedures:

- Keys to the School ChromeBook trolleys must be locked away.
- Children are not permitted to work unsupervised whilst using Chromebooks or computers.
- Teachers must ensure that all screens are visible during a lesson or activity.
- Filtering and monitoring are in place, but all staff are expected to be vigilant and monitor usage at all times.
- All incidents must be reported immediately to the DSL, who is responsible for online filtering and monitoring.
- When assigning homework using technology, teachers must provide specific websites to use, as children may inadvertently come across inappropriate material when searching topic-related sites. (For example, a search of Henry VIII's beheading may bring up inappropriate sites)
- Requests for unblocking internet sites should be made in writing to the technician, with the reason for the request. These requests are logged.
- All devices, including your own, must be logged off if you are leaving the vicinity.
- Passwords on school devices for staff need to be changed every 90 days. This will be automatically processed via a prompt alert.
- Any staff member bringing their own device into school needs to take it to the technician to ensure it has adequate firewalls in place.
- If a firewall test is being conducted, the Headteacher must be notified, and two members of staff must be present: one **must** be a member of SLT.

### **Review:**

This policy will be reviewed regularly. We will consider the effectiveness of our policy by looking at the arrangements we make to meet special educational needs and the progress our children make. If our practice does not reflect our policy, we will seek to amend it as necessary 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