

St Gabriel's C of E Primary School



Special Educational Needs and Disability Policy **AUTUMN 2025**

Review of the SEND Policy

The school undertakes a thorough review of both policy and practice as identified in the School Improvement Plan, in conjunction with the Governing Body

Approved by	Name: Governors	Date: December 2025
Last reviewed by	SENCO, Sonia Bell – OCTOBER 2025	
Next review due by:	OCTOBER 2026	

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1. Aims

At St Gabriel's CE Primary School, we are deeply committed to the principles of inclusion and equality for all children and adults. These values form the foundation of our SEND practises and are integral to our school ethos: **Excellence with Compassion.**

We believe that every child, regardless of their special educational needs and disabilities (SEND), has the right to be fully included in all aspects of school life. Our commitment is reflected in the following key principles:

1. Early Identification and Assessment

We prioritise the early identification of SEND through appropriate and timely assessment. This enables us to provide high-quality, targeted support tailored to each child's specific needs.

2. Inclusive Teaching

At St Gabriel's, every teacher is a teacher of every child, including those with SEND. We ensure that teaching strategies and classroom environments are adapted to support all pupils effectively.

3. Partnership with Pupils and Parents

We actively encourage and value the participation of children and their parents in all decisions related to the identification, assessment, and support of SEND. This collaborative approach ensures that provision is personalised and responsive.

4. Collaboration with Specialists and Services

We work closely with external specialists and services to enhance our support for pupils with SEND. This partnership is essential in removing barriers to learning and preparing children for successful transitions into further education and independent life.

Through these commitments, St Gabriel's aims to create a nurturing and inclusive environment where every child can thrive and achieve their full potential.

2. Legislation and Guidance

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

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report
- Working Together to Safeguard Children (updated 2023)
- The Children Act 1989
- Equality Act 2010
- Reasonable Adjustments for Disabled Pupils (2012)
- Supporting Pupils at School with Medical Conditions (2014)
- The Mental Capacity Act Code of Practice: Protecting the Vulnerable (2005)

Related School Policies

- Admissions Policy
- Attendance Policy
- Behaviour Policy
- Child Protection Policy
- Medical Policy
- Equality Policy
- Anti-Bullying Policy
- Safeguarding Policy
- Online safety Policy
- Teaching & Learning Policy
- Confidentiality Policy

3. Definition of SEND

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 the 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.

Children with a special educational need may have a disability, "a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities" as defined by the Equality Act 2010. 'Long term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. It includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such

as asthma, diabetes, epilepsy, and cancer. Children with a disability may not have a special educational need but if a child requires special educational provision, this will be addressed by the SEND definition. Children with a disability must not be directly or indirectly discriminated against, harassed or victimised as set out in the Equality Act 2010. It requires that thought must be given to what disabled children might require and what adjustments might need to be made to prevent disadvantage.

4. School SEND aims

- To foster high expectations among children, parents, and staff for pupil achievement and progress.
- To ensure all children have access to the full school curriculum, appropriately differentiated to meet their individual abilities and needs.
- To enable children to participate fully in every aspect of school life, with reasonable adjustments made where necessary.
- To identify children requiring SEND provision as early as possible in their education.
- To actively seek and consider the views, wishes, and feelings of children and their parents when identifying and planning support for additional needs.
- To keep children and their parents well-informed and supported, enabling their meaningful participation in decisions regarding SEND provision.
- To create a safe and supportive school environment where children feel listened to and empowered to achieve their best

5. Roles and responsibilities

The SENCO

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN 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 SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet children's 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 that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The Headteacher

The Headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each class teacher will:

- Monitor and track the progress and development of every pupil in their class
- Follow this SEND policy
- Support children with SEND in their class
- use ongoing assessment for learning to inform planning and next steps for pupil's learning
- Communicate with parents/carers about progress and ways to achieve goals
- Use assessment data to identify any learning difficulties
- 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
- Ensure that the Teaching Assistants are supporting pupils in their class, as directed.
- Meet regularly with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

Support Staff (Teaching Assistants and Specialist Staff)

Support staff will:

- Work under the direction of class teachers and the SENCO to deliver targeted support and interventions for pupils with SEND.
- Assist in planning and adapting learning activities to meet individual pupil needs.
- Monitor and record pupils' responses to interventions and report progress to class teachers and the SENCO.
- Support pupils in accessing the full curriculum and participating in school life.
- Attend relevant training and professional development to enhance their skills in supporting pupils with SEND.
- Collaborate with teaching staff to ensure consistency and continuity in support.

6. Areas of Need

SEND needs are grouped into four broad areas:

Communication and interaction:

- Where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.
- Children and young people with an Autistic Spectrum Disorder, including Asperger's Syndrome, are likely to have particular difficulties with social interaction

Cognition and learning:

- Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation and may:
- have difficulty in understanding parts of the curriculum
- have difficulties with organisation and memory skills
- have a specific difficulty affecting one particular part of their learning such as in literacy or numeracy
- The term 'learning difficulties' covers a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple difficulties (PMLD). Specific learning difficulties (SpLD) such as dyslexia, dyspraxia and dyscalculia come under this term

Social, emotional and mental health

- Children and young people may experience a wide range of social and emotional difficulties which present themselves in many ways. They may:
- have difficulty in managing their relationships with other people
- be withdrawn
- behave in ways that may hinder their and other children's learning or that have an impact on their health and wellbeing
- This broad area includes attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder. It also includes behaviours that may reflect underlying mental health difficulties such as anxiety, depression, self-harming and eating disorders.

Sensory and/or physical

- Children with a sensory and/or physical need have a disability which may prevent or hinder their use of the educational facilities provided for the broad school population. Children may have a vision impairment (VI), hearing impairment (HI), multisensory impairment (MSI) or processing difficulties. These difficulties can be age-related and change over time. Where children and young people have visual and/or hearing impairments, or a physical need, it can mean they must have additional on-going support and equipment

7. Identifying pupils with SEN and assessing their needs

At St Gabriel's Primary School, we believe that early identification is key to supporting children's needs.

We use a number of additional indicators of special educational needs such as:

- whole school progress data
- teacher assessment
- observations by key staff
- information from parents/carers
- diagnostic assessments
- discussions with other professionals
- Local Authority SEN criteria
- Discussions with parents/carers
- Reviewing arrangements within **High quality teaching**
- Review impact of any previous targeted intervention

These areas may indicate that the progress of the child:

- 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

8. How we provide and support pupils with SEND

Most children in mainstream schools will have their special educational needs met through good classroom practice. This is called **Quality First Teaching (QFT)**. **Quality First Teaching comprises of inclusive teaching where children's needs are met through a range of strategies including differentiated learning and ongoing formative assessment.**

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

All children who meet the definition of SEND (as stated above) will be recorded on the school's SEND Register which is administrated by the SENCo with the permission of parents and carers.

All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided, and teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the child's progress. This information will be outlined in an **Individualised Support Plan** which will be contributed towards by all people, including the child. The support plan will outline the child's primary needs, include the child's aspirations and goals, as well as clearly outline the child's strengths and key strategies that help them to learn so that all adults working with the child have a shared understanding about meeting their needs. The support plan is reviewed regularly with parents/carers and the child.

At St Gabriel's, we will follow the **graduated approach** and four-part cycle of **assess, plan, do, review** in meeting the needs of children who have or may have SEND.

Assess: Teaching and learning is continually assessed to ensure all children's needs are being met and adjusted accordingly. Time is spent identifying gaps in learning and any barriers to learning. Sometimes this includes specialist support, such as a speech and language therapist or an educational psychologist.

Plan: Children will receive **High quality teaching** from their class teacher which includes a broad range of teaching strategies, deep subject knowledge and a good understanding of your child's needs. All teaching and learning is differentiated at the appropriate level, which allows children to make progress from their starting points. Teachers will work alongside the SENCO and/or specialist member of teaching staff as supported by the SENCO to provide **targeted provision where appropriate**. This may include individual or small group intervention that happens **in addition** to high quality teaching. The most effective and appropriate intervention is identified in consultation with parents and child so they are actively involved throughout the process.

Do: Teachers work closely with teaching assistants and other specialist staff to carry out high quality teaching and where appropriate, provide targeted provision for a specified amount of time. This may include direct sessions from specialist services.

Review: The impact on your child's progress towards individual learning outcomes is informally and formally monitored and assessed. A growing understanding of what approaches work best for individual children builds as they progress through this four stage cycle and as it is repeated. School and parents liaise to discuss outcomes and decide next steps. It may be necessary to seek specialist advice which may lead to regular support from a specialist professional outside the school in order to plan for the best possible learning outcomes for your child and gain further information.

For a very small number of children, access to these specialists may be through an EHCP (Education, Health and Care Plan).

A child who has an EHC Plan will have an annual review of their plan led by the SENCO and the local authority who administer the EHCP.

Specialists available for your child:

Many of these services are secured through a referral process that the school facilitates in close consultation with the family. Currently, request for referral of initial assessment and advice from Speech and language therapy is facilitated through the child's GP.

St Gabriel's CE Primary utilise the following external specialists when required:

- Educational Psychology Service
- Speech and Language Service
- Child and Adolescent Mental Health Service (CAMHS)
- Cheyne Child Development Service
- ACE Team (previously Westminster Attendance Service)
- TBAP Intervention Team Primary (Behaviour and SEMH)
- Occupational Therapy
- Physiotherapy
- Sensory Service (Hearing and Vision Impaired)
- School Nurse
- Autism Outreach Team
- The Anna Freud Centre
- Drama and Art therapy
- MIND
- The local authority
- SENCo staff in other local schools
- Other external agencies

9. Education and Health Care Plans (EHCP's)

If your child presents with more complex needs and needs a high level of specialist support in school to be able to meet their needs, then a request for an Educational Health and Care Plan assessment can be requested. The assess, plan, do, review process is fundamental in supporting school and parents to gather a wider range of knowledge and understanding about how best to support your child's individual needs and will be used to inform the assessment request.

An Education, Health and Care Plan identifies need and provides support to children (from birth to 25yrs old) who have special educational needs or disabilities. It aims to improve outcomes for your child in their learning, co-ordinate what is provided by education, health and social care, and prepare your child for adulthood.

An EHC Plan will contain:

- views and aspirations of you and your child
- a full description of their special educational needs and any health and social care needs
- established outcomes for your child's progress
- additional input required to meet those outcomes as appropriate; including how all professionals can work together to meet your child's needs

Requesting an EHC Plan

Who can request an application for an *EHC Plan*?

You, your child (where appropriate) and/or the school (usually the SENCO, or Head teacher) can request that the local authority assess your child's needs. This may lead to an EHC Plan being issued. If the request is refused, parents are able to appeal the decision, as outlined in the Local Offer EHCP pages. The EHCP process is explained in detail below:

<https://fisd.westminster.gov.uk/kb5/westminster/fis/localoffer.page?localofferchannel=3>

10. Adaptations to the curriculum and learning environment

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

- Your child receives **Quality First Teaching** and support, identified by the class teacher and other staff working with your child, to reach these goals.
- Part of the support for your children may include taking part in interventions which would be run by either the class teacher, another teacher, a trained teaching assistant or in some cases an outside professional. Interventions are run for a set amount of time and reviewed carefully to reflect upon where the intervention is having a positive impact and to decide next steps.
- Children with SEND will all receive an **Individual Support Plan** which outlines their individual needs.
- External agencies and specialists may also review your child's progress and adapt their planning accordingly

- Differentiation of work
- Implementing strategies such as; multi-sensory learning, increasing visual aids, providing scaffolds, questioning, task planners and use of technology
- Planning is adapted carefully
- A range of extra-curricular activities such as singing, art, sports and music are also available to encourage learning in diverse environments

Interventions our school staff are trained in include:

- Speech and language informed support including; colourful semantics, Talk-boost, Blanks level questioning, using visuals in the classroom, shape coding, word aware and Language for Thinking
- Phonics
- Reading
- Reading comprehension
- Spelling
- Motor skills
- Supporting self-regulation
- Lego therapy
- ARC (Attachment, Regulation and Competency to support trauma informed care)
- Zones of regulation
- Music therapy

11. Trips/club and extra-curricular activities:

All clubs, trips and activities offered to pupils at St Gabriel's are available to pupils with special educational needs. For some pupils 'reasonable adjustments may need to be made. This is always done in partnership with families and carers. Risk assessments are always carried out for children with SEND or other high needs. This will involve consideration of a range of possible barriers and may also involve teachers meeting with the SLT ahead of choosing trips, when it would be sensible to do so. All risk assessments for individual children will be approved by school and parent.

A range of clubs and sports activities are offered by both the school and private providers; reasonable adjustments will always be made to include children with SEND. Where pupils have full time learning support to meet their needs, funding for one to one assistance does not extend beyond the school day. In these instances, the school works closely with parents to remove barriers to attendance and to find a creative solution.

For further information in relation to accessibility please see our Accessibility Action Plan policy and SEND information report.

12. Supporting and planning transitions

Careful planning and preparation takes place for all children as they move from one-year group to the next. Extra support is in place for children at the beginning and end of Key Stages.

- Transition between year groups: Class teachers meet to discuss the strengths and challenges of their children. They may be accompanied by the SENCo where there are children on the SEND Register present in the transitioning class

- Nursery to Reception: Teachers visit local nurseries in the Summer Term to discuss the strengths and challenges of children who intend to begin Reception the following September
- Key Stage 1 to Key Stage 2: Class teachers from Year 2 and Year 3 meet to discuss the strengths and challenges of their children. They may be accompanied by the SENCo where there are children on the SEND Register present in the transitioning class
- Key Stage 2 to Key Stage 3- Transition planning for Year 6 begins at the start of their school year. Their class teacher will make parents and children aware of the nearest good and outstanding local schools and provide information on applying through Westminster Admissions. More information can be found on their website <https://www.westminster.gov.uk/school-admissions>. St Gabriel's CE Primary School will share information with a child's receiving school. The SENCo will meet with the receiving school SENCo where possible. All SEND records will be forwarded to the receiving school.

13. Involving parents/carers and children

We will have an early discussion with the child and their parents when identifying whether your child needs special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the child's areas of strength and difficulty
- We consider the parents'/carers' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a child will receive SEN support and ask for your written permission to add your child to the SEN register.

- Parents/carers are informed of progress at Parent/Teacher Evenings which are held every term.
- Parents/carers are provided with an End of Year Report in July of each academic year which records effort and attainment.
- Parents/carers are provided with an end of term report sharing effort and attainment
- Parents/carers are encouraged to be involved in the planning and reviewing of support for their child.
- Parents/carers of children with SEND are invited to meet with the class teacher and as appropriate SENCo at least once a term to discuss aspirations, planning and progress.
- For children with a *EHCP (or statement)* an Annual Review will be held each year to discuss pupil progress and ensure the *Statement/Plan* reflects the child's ability and provides adequate support of their needs. Child and parent/carer views are collected prior to the meeting and both parent/carer and child are invited to attend the meeting. Children will participate in the formulation of their *Support Plan* and this will be shared with parents/carers.

14. Expertise and training of staff

At St Gabriel's CE Primary School, we believe that every child's learning needs are first addressed through the QFT provided by their class teacher.

We regularly review and update the school's training schedule and professional development programmes to ensure that all teaching and support staff have the necessary expertise to effectively support pupils with special educational needs.

The school accesses a variety of training opportunities from external organisations, including the Bi-borough Training and Outreach Team, which offers training widely available to all teaching staff.

We maintain a close partnership with Speech and Language Therapy services, which provide both specialised individual training for staff working directly with pupils on specific speech and language targets, as well as universal termly training sessions for all staff.

The SENCO and Assistant Headteachers collaborate closely with Teaching Assistants and Learning Support Assistants to facilitate ongoing professional development and ensure staff are equipped with up-to-date knowledge and skills.

15. Evaluating the effectiveness of SEN provision

Your child's progress will be reflected upon regularly by their class teacher, through daily lessons and formal termly assessments.

The impact of the support given is carefully measured to ensure that the learning outcomes have been achieved and if not, what changes are necessary. It may be decided that a further period of support would be beneficial for your child or an alternative intervention or range of strategies may be more appropriate.

A pupil progress meeting is held each term and if a child is not making the expected progress towards their targets, further support is discussed. When a child's support plan is reviewed progress towards their targets are monitored and if they are not on track the targets will be reviewed and if necessary adjusted such as breaking the target down into smaller steps or taking a different approach.

You and your child will be kept informed and encouraged to be actively involved at all stages of this support as we believe that working together and maintaining a child centred approach is key to ensuring your child's needs are fully met.