



**GESHER SCHOOL**  
ENGAGE EMPOWER EDUCATE

# Special Educational Needs and Disability (SEND) Policy

**2020-2021**

| Date           | Review Date    | Coordinator                 | Nominated Governor                |
|----------------|----------------|-----------------------------|-----------------------------------|
| September 2020 | September 2021 | Danielle Petar<br>(SEND CO) | Laurel Freedman<br>(SEN Governor) |

# 1. 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 significant greater difficulty in learning than the majority of others of the same age, or a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision means educational or training provision that is additional to, or differ from, that made generally for others of the same age in a mainstream setting.

**[Taken from 2014 'SEN Code of Practice': 0 to 25 Years. Introduction xiii and xiv]**

## 2. Categories of SEND

The Code of Practice refers to four broad areas of need:

### **Communication and Interaction**

This includes children with speech, language and communication disorders or difficulties, as well as processing difficulties. These children have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children with Autistic Spectrum Disorders (ASD), including Asperger syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### **Cognition and Learning**

Children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

### **Social, Emotional and Mental Health**

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health.

### **Sensory and/or Physical Needs**

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

### 3. Ethos

This policy describes our bespoke personalised curriculum that is tailored to meet individual needs and changing circumstance. Our provision is defined by the Special Educational Needs of our learners.

Children at Gesher School are at the centre of everything that we do. We advocate and implement personalised methodologies and approaches through our highly differentiated curriculum. Our curriculum includes not only an adapted National Curriculum but also life skills which focus on preparing our learners to be a part of society. We provide a safe, enjoyable, motivating and stimulating place to learn where learners have the opportunity to take risks with their learning and develop skills, knowledge and understanding in everyday life.

We work in close partnership with our parents and carers to consolidate and contextualise learning. We strive to create a home-school link which provides consistency for children and supports children and parents.

### 4. Our Vision

Gesher School is committed to the development of a whole school vision that is driven by ensuring we:

- Recognise and embrace individuality
- Work together
- Create opportunities
- Celebrate successes
- Value every child

We are a positive learning community working together to unlock the potential of each child in our care. As a school we celebrate our learners' individuality and successes in the classroom, playground, assemblies, school trips and outside of school.

### 4. Our Aims

To ensure that our learners' needs are met through high quality teaching and personalised provision

To ensure that learners with an Education, Health and Care Plan have access to high quality provision in line with their Plans

That all practitioners have an opportunity to actively identify and respond to the ever changing needs of our learners

To ensure that all systems and practices support our ethos and values

We will achieve these aims through:

- Our knowledge and understanding of the aspirations and potential of all our learners

- A commitment towards supporting learners' holistic development through offering high quality provision
- Ensuring that our parents and carers are actively involved in key aspects of their child's learning through working together to maximise outcomes
- Working collaboratively with the multi professional network and team around the child to regularly review IEPs, strategies and support
- Working collaboratively with the team around the child (including parents) to ensure that their EHCPs reflect their current needs and appropriate short and long term planning through the annual review process
- Regular curriculum and resource review to ensure the needs of our learners are continually being met
- Providing continuing professional development days to develop SEN pedagogy, awareness and skills to meet the needs of all the pupils

## 5. Responsibilities for the Policy and Procedure

The SENDCO is Danielle Petar.  
The SEND governor is Laurel Freedman

### **Role of the Headteacher and/or Deputy Headteacher**

- Oversee the tracking process and highlighting any additional needs
- Monitor integration opportunities
- Monitor the performance of staff in meeting pupils needs including identifying training needs
- Line manage the SENDCo

### **Role of the SENDCO**

- Promote the ethos and culture that supports SEND policy and promotes good outcomes
- Ensure up to date knowledge of National and local initiatives that may affect school policies and practice
- Part of the admissions team in carrying out observations and assessments of prospective students to ensure children's needs can be met at Geshar
- Collaborate with the therapy team and teaching staff to ensure that all aspects of a child's development are being monitored and addressed
- Identify and coordinate provision and interventions for pupils working with the therapy team
- Oversee the Annual Review process including liaising with parents to ensure the EHCP is kept current and is followed through
- Oversee the assessment place process, working with the therapy team

- Contribute to the record keeping process for all pupils and monitoring that pupil records are up to date
- Monitor the IETPs and Behaviour Plans
- Key point of contact for the various boroughs our children reside in as well as external agencies and services
- Explore and oversee appropriate integration opportunities
- Oversee transfers to other schools to ensure a smooth transition
- Carry out staff training to keep staff up to date with SEND policy and best practice
- Work with the SEND governor to review practice and oversee the development of policies

### **Role of the Teaching staff**

- Work collaboratively with the team around the child to plan, assess, review and carry out the individualised learning programmes to meet all pupils' needs
- Day-to-day manage and support teaching assistants
- Liaise and provide information to parents on a regular basis
- Take responsibility to identify training needs and engage in developing SEN practice through further training
- Work with SENCO to plan for integration opportunities and support individual programmes

### **Role of the Therapy team**

- Work collaboratively with the team around the child to advise in the planning and review process to meet all pupils' needs
- Part of the admissions team in carrying out observations and assessments of prospective students to ensure children's needs can be met at Gesher
- Carry out appropriate assessments to inform the review and target setting process, including as part of the annual review process and where there is an assessment place
- Identify and plan interventions at an individual, small group, in-class and whole school level
- Identify and plan parent and staff support (e.g. workshops)

### **Role of the Teaching Assistants**

Work alongside the class teacher to support individual children to access the curriculum and individual learning programmes.

- Carry out interventions under the guidance of the class teacher and the therapy team
- Engage in training opportunities to develop good SEN practice
- To facilitate positive integration

### **Role of the Parents**

- Work closely as part of the team around the child to share information as well as their views to address all aspects of their child's development
- Support Gesher in identifying and engaging with relevant training/support to meet family needs

### **Role of the Governing Body**

The Governing Body has:

- SEND governor to liaise regularly with the SENDCO and report back to full governing body
- Delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- Delegated powers and responsibilities to the Headteacher to oversee the development of this policy;
- Monitor and evaluate the school's performance based on summative assessments;
- Responsibility for ensuring that the school complies with all equalities legislation;
- Responsibility for ensuring funding is in place to support this policy;
- Responsibility for ensuring this policy and all policies are maintained and updated regularly;
- Make effective use of relevant research and information to improve this policy;
- Responsibility for ensuring all policies are made available to parents;
- Responsibility for the effective implementation, monitoring and evaluation of this policy

## **6. Complaints**

We urge parents/carers with any concerns regarding the SEND policy or the provision made for their child at Gesher to speak to us as soon as possible. In the first instance, please speak to the class teacher or the SENDCO.

If parents/carers feel their child's needs are still not being met they should make an appointment to see the Head teacher.

If concerns are still unresolved parents may wish to use their Local Authority (that which they reside in) Special Educational Needs and Disability Advice and Support Service (SENDIASS) or engage with the School complaints procedures.

## 7. Legislation informing this policy

This policy, along with the school's SEND information report, is based on the **Special Educational Needs and Disability (SEND) Code of Practice** and the following legislation:

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

## 8. Links to other policies

Other relevant documentation that links with this policy are:

- Behaviour Policy
- Wellbeing Policy
- Child Protection and Safeguarding
- Equal opportunities and Race Equality Policy
- Accessibility Plan
- Assessment Policy
- Curriculum Policy
- Admissions Policy