



Gilbertstone Primary School

SEND Policy

1. Aims

Our SEND policy and information report aims to:

- › To promote the successful inclusion of all pupils with SEND at Gilbertstone Primary School
- › Set out how our school will support and make provision for pupils with special educational needs (SEND)
- › Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

2. Legislation and guidance

This policy and information report is based on the statutory 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 SEND and disabilities
- › The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinator's (SENDCOs) and the SEND information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability that 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.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Mrs Fiona Kane (inclusion@gilbertstone.bham.sch.uk)

They will:

- › Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- › Have day-to-day responsibility for the operation of this SEND 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 SEND receive appropriate support and high-quality teaching
- › Advise on the graduated approach to providing SEND support
- › Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- › Be the point of contact for external agencies, especially the local authority (LA) 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 SEND up to date

4.2 The SEND governor

The SEND governor will:

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

4.3 The headteacher

The headteacher will:

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

4.4 Class teachers

Each class teacher is responsible for:

- › The progress and development of every pupil in their class
- › 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
- › Working with the SENDCO to review each pupil's progress and development, and decide on any changes to provision
- › Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- › Communication and interaction, for example, autistic spectrum conditions, speech and language difficulties
- › Cognition and learning, for example, dyslexia, dyspraxia
- › Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- › Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- › Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

At Gilbertstone, all staff are involved in assessing children's attainment and progress. This enables staff to identify whether a child has special educational needs. When a special educational need is being considered, we use a range of evidence to support our identification process e.g. by:

- Observing children in class, looking at their books and speaking to their teachers about what the child can and can't yet do.
- Using school test results such as the Year 1 Phonics, end of unit / year assessments
- Assessments (SATs) and other published resources to find out exactly what a child can do.
- Using information from parents, carers and from gaining the views of the child.
- Working with specialist teachers and outside agencies who advise and assess children
- Using information from previous schools or settings

If we think that a child has additional needs, we use a graduated approach to finding out what level of support they might need, and identify the prime area of need for support.

We will assess the child in more detail, plan how to support them, carry out the support for a period of time and then review how well it has worked.

5.3 Consulting and involving parents

We will have an early discussion with parents when identifying whether they need special educational provision. These conversations will make sure that:

- › Everyone develops a good understanding of the pupil's areas of strength and difficulty
- › We take into account the parents' concerns
- › Everyone understands the agreed outcomes sought for the child
- › Everyone is clear on what the next steps are

We will notify parents if their child is identified as needing SEND support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- › The teacher's assessment and experience of the pupil
- › Their previous progress and attainment or behaviour
- › Other teachers' assessments, where relevant
- › The individual's development in comparison to their peers and national data
- › The views and experience of parents
- › The pupil's own views (where appropriate)
- › Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school or other setting the pupil is moving to.

5.6 Adaptations to the curriculum and learning environment

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

- › Scaffolding and adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- › Adapting our resources and staffing
- › Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- › Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- › Providing additional interventions

5.8 Training of staff

School provides generic training of quality first teaching.

We have regular training for more specific SEND e.g. Autism awareness, intervention programs.

Where a child has a more specific need, training is provided for those staff working directly with the pupil.

5.9 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- › Reviewing pupils' individual progress towards their goals each term
- › Reviewing the impact of interventions termly
- › Capturing pupil voice where appropriate

- › Monitoring by the SENDCO and SLT
- › Holding annual reviews for pupils with EHC plans and SSPP (SEND Support Provision Plans - Birmingham specific)

5.10 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities are made available to children with SEND and where appropriate, additional support and adjustments are made to the activities taking place.

Reasonable adjustments are made to ensure that all pupils, including those with SEND, are able to access school visits.

5.11 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- › Through our RHE and PATHS curriculum
- › Emotional support from our pastoral team
- › Referrals to our in-school social and emotional provision e.g. Mindful Life
- › Referrals to National Health Service specialist services e.g. Forward Thinking Birmingham

5.12 Working with other agencies

School is supported by other agencies in meeting pupils' SEND and supporting their families e.g. Communication and Autism Team, Educational Psychology Service, Pupil and School Support,

5.13 Raising concerns about SEND provision

If a parent has a concern around the SEND provision in our school they should make contact with the headteacher and SENDCO in the first instance.

Parents should follow the school's complaints procedure if they feel their concerns have not been resolved to their satisfaction.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- › Exclusions
- › Provision of education and associated services
- › Making reasonable adjustments, including the provision of auxiliary aids and services

5.14 The local authority local offer

Our local authority's local offer is published here: <https://www.localofferbirmingham.co.uk/>

6. Monitoring arrangements

This policy and information report will be reviewed and approved by the governing body **every year**. It will also be updated if any changes to the information are made during the year.

7. Links with other policies and documents

This policy links to the following documents:

- › Accessibility plan
- › Behaviour policy
- › Equality statement
- › Supporting pupils with medical conditions policy

Policy Agreed and Adopted by Full Governing Body on 10 December 2025

Due for annual review December 2026