



The Eliot Bank and Gordonbrock
Schools Federation



SEND Policy & Information Report

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1. Aims and Objectives

The aim of this policy is to explain how the federation makes provision for pupils with additional educational needs, in line with current legislative requirements (see section 2 for further information).

We are inclusive schools and aim for all children with SEND to reach their full potential regardless of need. We believe that inclusion is underpinned by the principles of equal opportunities for all learners, whatever their age, gender, ethnicity or religion, attainment or background. We pay particular attention to the provision for and the achievement of different groups of learners. We do this by personalised learning and addressing barriers to learning. We want every child, whatever their need to reach their full potential. We focus on improving outcomes for each child using the resources, strategies and interventions available to us within a mainstream, inclusive context.

1.1 Objectives

- To identify pupils who have special needs and additional needs and determine their barriers to learning;
- To work within the guidance provided in the code of practice 2014;
- To operate a 'whole pupil, whole school' approach to the management and provision of support for SEND, where quality first teaching supports the needs of all children;
- To provide support and advice for all staff working with pupils;
- To involve parents, carers and children in planning and decision making;
- To work collaboratively with outside agencies to provide the best outcomes for all children;
- To work proactively with the local authority (LA) and other agencies, including children's social care, parent support groups, psychologists and medical services, in identifying, assessing and meeting SEND;
- To develop and maintain a range of professional expertise within the school; and
- To monitor, review and evaluate policy and provision on a regular and systematic basis.

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 SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. Pupils are deemed to 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 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 SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

4.2 SENDCo's

Eliot Bank School	Gordonbrock School
SENDCo: Hatice Emirali	SENDCo: Sophie Long
Email: info@eliotbank.lewisham.sch.uk	Email: admin@gordonbrock.lewisham.sch.uk
Tel: Tel: 020 8699 0586	Tel: Tel: 020 8690 0704

The key responsibilities of the SENCo include:

- Overseeing the day-to-day implementation of the school's SEND Policy.
- Co-ordinating provision for pupils with special educational needs.
- Liaising with and advising teachers, Teaching Assistants and parents.
- Updating the SEND register and overseeing the records on all pupils with special educational needs.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the LA's support and educational psychology services, and health and social services.
- Providing information to the governing body.
- Managing the school's responsibility for meeting the medical needs of pupils.

4.3 Executive Head / Head of School

The Executive Head / Head of School is responsible for:

- Working 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

4.4 SEND Link Governor

The governing body as a whole is responsible for making provision for pupils with special educational needs. The named SEN Governor for our federation is Peter Fidel.

Their responsibilities are to:

- Support the school in the application of the SEND policy and ensure that, within the school's overall budget, appropriate staffing and funding levels are maintained.
- Ensure that provision meets the needs of every pupil with special educational needs.
- Consult with Lewisham Educational Services and other local schools as appropriate.
- Report annually to parents on the implementation and effectiveness of the SEN policy and take account of any comments or suggestions.
- Ensure that the policy is accessible to all parents and that a summary of the policy is in the school prospectus and is given to the parent of every pupil with special educational needs.
- Identify, assess and make SEND provision for all children whether or not they have an EHCP.
- Use their best endeavours to secure the special educational provision called for by a child or a young person's SEND.
- Designate an appropriate member of staff (the SENCo) as having responsibility for coordinating provision for students with SEN.

5. SEND Information Report

Eliot Bank and Gordonbrock Schools Federation are committed to meeting the needs of every pupil. We teach a broad, deep and enriched curriculum that helps every child reach their own potential in a safe, healthy and happy environment.

Our primary strategy is the provision of quality first teaching. We use rigorous assessment systems to monitor pupil progress and to identify any barriers to learning. If additional support is needed for those with special educational needs, all interventions and provisions provided will be tailored to meet the needs of the child.

Children are supported by a strong team of experienced staff who include: The Inclusion Manager; SENDCo; Class teachers, Teaching Assistants and Learning Support Assistants.



5.1 Our SENDCo's

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5.2 What kinds of SEND are provided for at The Eliot Bank and Gordonbrock Schools Federation?

We are a multi-cultural, inner city federation serving a diverse community. Within this community we have a wide range of needs including:

- Communication and Interaction** - Children and young people with speech, language and communication needs (SLCN) have 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. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with an Autism Spectrum Disorder 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** - Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs. This includes moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD). PMLD is defined as severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

- **Social, Emotional and Mental Health Difficulties** - Children and young people 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 difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

- **Sensory and/or Physical Needs** - Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

5.3 What are the federation's policies for identifying pupils with SEN and assessing their needs?

We use a range of approaches to identify children's needs including the Record of Concern document, classroom observations, informal and formal assessments, discussions with teachers, parents and other professionals.

Eliot Bank and Gordonbrock have a comprehensive Teaching and Learning Policy which includes a robust Assessment Policy. This outlines a range of assessments used throughout the schools based on formative (day to day) and summative (end of term) assessments.

Termly data tracking and pupil progress meetings are held with members of the Senior Leadership Team to review the assessment outcomes. In addition to this:

- Termly SENDCo Surgeries and screening meetings are held with class teachers to identify and review children with SEND.
- Teachers who have any concerns about a child, academically, socially or emotionally will approach the SENDCo directly.
- Where a child is identified a Record of Concern Sheet is completed. The SENDCo will then carry out an observation. Any concerns will then be raised with parents.

5.4 What are the federation's arrangements for consulting parents of children with SEN and involving them in their child's education?

Parents will be consulted at all stages, from identification of SEND needs onwards and we are committed to working with parents and carers to ensure that children's needs are identified, supported and met within the Federation. Parents' evenings occur on a termly basis and teachers meet with parents on an informal basis whenever the need arises.

We endeavour to involve parents at every stage of the SEND consultation process in the following ways:

- Learning ladders are sent to parents termly. These specify the child's attainment based on the latest assessments, together with individual learning targets and SEND provision.
- Termly Parents' Evenings.
- Records of Concerns are shared with parents either at Parents' Evening or other agreed meetings.
- Meetings between SENDCo and parents as appropriate.
- Regular meetings are held between parents with a SEND child and external agents, to review progress.
- Annual reviews are held for pupils with EHCPs.
- Parent questionnaires are given out at parents' evenings; in this way parents can provide feedback on any aspects of school life.

5.5 What are the federation's arrangements for consulting young people with SEN and involving them in their education?

5.6 What are the federation's arrangements for assessing and reviewing pupils' progress towards outcomes?

- Class teachers regularly review children's progress through on-going assessments such as questioning, observing and feedback and marking (formative assessment).
- Learning support assistants and Teaching Assistants working with specific children contribute to this process.
- Termly summative assessments are undertaken.
- SENDCo surgeries and/or screening meetings with class teachers are held termly to discuss the children's progress and evaluate the impact of support.
- Where applicable specialist professionals contribute to the assessment process.
- Assessments are made against the child's individual targets alongside National Curriculum or EYFS expectations. Where this is not appropriate P levels are used.
- Targets are set for each child who is on an intervention programme and reviewed regularly. If the intervention is not having the required impact, it will be adapted to insure that progress is made (using the graduated response).
- Access arrangements will be made for children with SEN where appropriate, for example additional time, scribe, transcription enlarged print and using different forms of assistive technology.
- Depending on the child's individual needs, interventions will be agreed and put into place. Initially this is likely to be additional in class support or targeted support from a member of school staff.
- If this has no impact, referrals to outside agencies may be made. These services will give advice and recommend interventions and strategies that school based staff can implement. In some circumstances they will provide support direct to the child. This process is part of the graduated response cycle. Allocation of specialist services and intervention will be dependent on need of the child, funding and specialist teachers or service availability.
- If after intensive support, the child is still not making progress then the school and outside agencies may feel that an Education Health and Care Plan is necessary. The school will then

submit an application. Parents are also entitled to apply for an Educational Health Care Plan directly.

- A provision map is used to record these interventions ensuring that all the targets are monitored and evaluated. This enables the class teacher and SENDCo to monitor the effectiveness of these interventions making sure that they are having maximum impact on the child's learning and progress.

5.7 What are the arrangements for SEND children when transferring between phases and/or to the next stage of education?

Smooth transitions are vital to children succeeding in a new setting/environment. We support transition from Early Years settings to Reception, KS1 into KS2 and Year 6 to Year 7. All predictable changes are accounted for and provision is continuous. Our whole school policies ensure that learning and environments do not suddenly change. Expectations and routines are maintained throughout.

5.7.1 Admission to Foundation Stage (Starting Reception)

When a child starts at our school we support their transition through:

- Liaison with pre-school settings to share information.
- Transition meetings where appropriate.
- Home visits.

5.7.1 Transition Within The School (new classes / between phases)

Where possible all classes meet their new teacher at the end of the summer term and visits to new classrooms / new playgrounds are organised and new routines are rehearsed and accommodated.

In addition to this transition to new classes / phases are supported through:

- Planning our provision so that it builds on and from the previous year. There are no sudden changes.
- Handover meetings between current and future class teachers.
- Transition programmes are thorough particularly for ASD children. They may include 1:1 meetings between children and teaching staff to facilitate a seamless transition, pre visits, leaning mentor support.
- For children with specific needs, Social stories and transition books are used.

5.7.3 Transition to Secondary School (Year 6 to Year 7)

When children leave our school to move to secondary school we liaise with our secondary colleagues to aid smooth transition and a 'Starting a Lewisham Secondary School' transition form is completed for every child.

In addition to this, for children identified as needing extra support with secondary transition, additional measures are put in place to aid the smooth transition from Year 6 into Year 7. These can include:

- A 'My Learning Passport' is sent to the new school about a child's specific needs.
- Learning Mentor support,
- Support from other services such as the SALT and OT services.
- Support from the New Woodlands Outreach Inclusion Service
- Meetings between the primary and secondary SENDCos to handover information.

5.8 Our approach to teaching pupils with SEND

Every teacher at our schools is committed to ensuring the highest possible achievement for every child. We do this through the provision of outstanding quality first teaching in the context of a creative and differentiated curriculum. We adapt our teaching to meet the needs of children with SEND to support them to reach their full potential. Teachers have high expectations of all children and they look for ways to support them as individuals, preparing them for a successful, fulfilling future.

5.8.1 Quality First Teaching

Within the federation, all class teachers are fully aware of their responsibility and accountability for the progress and development of all pupils in their classes. Quality first teaching and a differentiated curriculum are the first step in responding to pupils who have or may have SEND. Our pedagogy, classroom environments and provision reflect best practice in the teaching of pupils with a range of SEND. In addition, learning support assistants or specialist staff and differentiated learning outcomes support children with SEND to access the curriculum.

5.8.2 Graduated Approach to SEND Provision

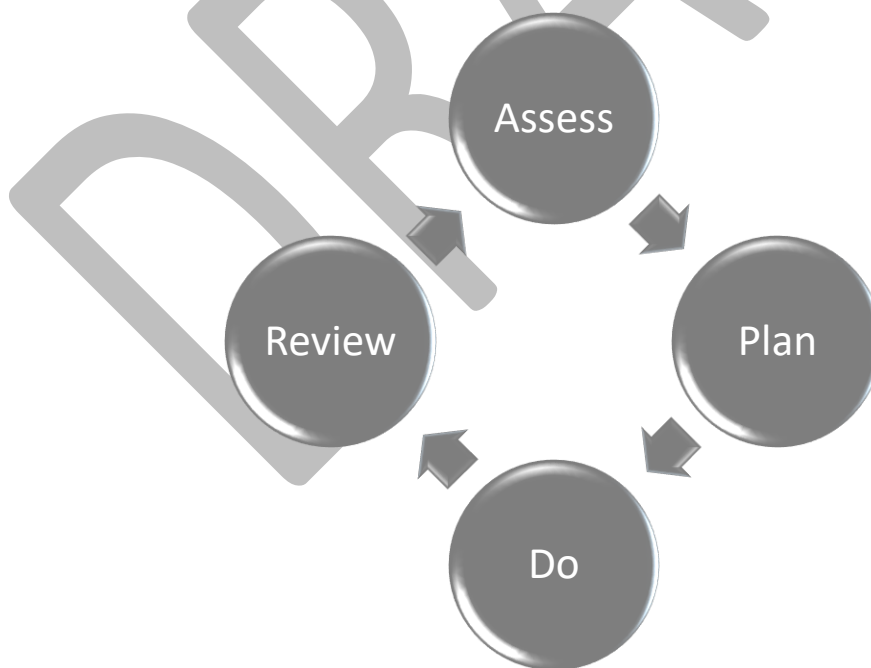
As part of our commitment to quality first teaching and inclusive practice, our staff work as a team to meet the needs of all of our children.

Teachers continually assess children throughout the year. Pupil progress meetings occur on a termly basis. These meetings ensure children's progress is fully monitored and underachievement is identified. All teachers meet with our SENCo every term to complete screening sheets. Where underachievement and possible SEND is identified, interventions will be provided.

If class/school intervention is not successful in raising achievement/removing a barrier to learning, our SENCo will utilise the specialists within school and/or liaise with a range of specialist teachers, outreach advisors and medical/educational specialists to further investigate. Teachers and staff across the school implement any advice and recommendations that may subsequently follow.

Where a pupil's learning difficulty or disability identifies a need for special educational provision (namely provision different from or additional to that normally available to pupils of the same age) he/she is identified as having SEND and is placed on the school's SEND register. The school then puts in place SEND support. This takes the form of a four-part cycle referred to as 'Assess-Plan-Do-Review'.

We implement this cycle by:



I. Assess

A clear analysis of the pupil's needs through the teacher's assessment and experience of the pupil, previous progress and attainment, the views and experience of the parents/carers, the pupil's own views and, if relevant, advice from external support services. We run our screening meetings and progress reviews alongside this process

II. Plan

The teacher and SENCo agree in consultation with the parent/carer the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

III. Do

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the class, the teacher retains responsibility for the pupil and works closely with the SENCo, any Learning Support /Teaching Assistants and specialist staff involved to plan and assess the impact of support and interventions and how these can be linked to classroom teaching.

IV. Review

The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed by the class teacher and SENCo, in consultation with the parent/carer and any external support services as appropriate, changes to the support are then agreed upon.

5.9 How does the federation make adaptations to the curriculum and learning environment for pupils with SEND?

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

If the child is on the SEND register, they will be placed on a provision plan that identifies barriers to learning and strategies for support. Children with SEN will have an individual target identifying their needs and specific interventions put in place with agreed outcomes. The intention is that children become independent learners and are able to use skills and strategies given to them to support their progress.

We provide the following interventions:

- Small groups and interventions take place in every class. Every class at Eliot Bank and Gordonbrock has a class teaching assistant, who supports the teacher and who works with small groups within the classroom.
- In addition to this, SEND teaching assistants work with small intervention groups as well as providing 1:1 support for those pupils who need intensive support.
- Intervention may include Speech and Language groups, 1:1 reading, social stories, booster phonics, precision teaching, ICT programs, fine motor skills, gross motor skills, Circle of Friends, Lego Therapy, Lexia, Social Skills groups, learning mentor sessions, Art Therapy and lunch clubs.
- Children with Education Health and Care Plans may have 1:1 support to aid them in meeting the long-term and short-term outcomes of the Plan.
- Alternative recording methods may be used (scribing, use of ICT, mind mapping, photographs).
- The curriculum is scaffolded and differentiated to meet the needs of the children.
- Strong encouragement of parental involvement is developed through a partnership between school and home so that strategies are cohesive and therefore effective. This may include further support from learning mentors and family support workers.
- At Eliot Bank and Gordonbrock we have highly skilled Learning Mentors/ Family Support Workers who support children emotionally and socially.
- We will also seek external professional support when needed.
- Recommendations that are given by outside agencies are implemented, monitored and reviewed regularly. This includes the provision of any resources and interventions.

5.9.1 Access Arrangements

We ensure that children with SEND are able to access exams and other differentiated assessments. We do this via:

- Additional time
- Rest breaks
- Scribing/Transcription
- Readers
- Small groups

These arrangements are discussed with teaching staff and the senior leadership team, which includes the SENCo.

5.9.2 Education, Health and Care Plans (EHCPs)

If a child's need exceeds the capacity of what the school can offer, we will request from the Local Authority, an Education Health and Care Plan needs assessment. Furthermore a parent/carer can also make a request for an EHC assessment and information on the process is available at <https://lewisham.gov.uk/localoffer>

For children with EHCPs, a review takes place annually.

5.9.3 Criteria For Exiting The SEND Register

As part of the school's assessment cycle, progress meetings are held termly. Children's needs are reviewed and if a child on the SEND register is at expected levels of attainment (or has needs which can be met through quality first teaching) they will be removed from the register. Any changes will be undertaken in consultation with parents, staff and other agencies.

5.10 What additional provision does the federation provide to support the learning of pupils with SEND?

5.11 What skills / expertise do staff at the federation have to meet the needs of my child with SEND?

5.12 How is equipment and facilities to support children with SEND will be secured by the federation?

5.13 How the effectiveness of the provision made for pupils with SEN is evaluated at the federation?

Interventions are closely monitored by the teacher and reviewed with the SENCo at the end of the agreed cycle. The teacher retains the responsibility for evidencing progress and outcomes are evaluated.

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after [number of] weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

Depending on the child's needs and evidence gathered, a referral may be made to outside agencies, for more information see section 5.16 *How does the federation work with other agencies in meeting and supporting pupils with SEND, including supporting their families?*

The school also regularly reviews and monitors progress of pupils through:

- Regular progress meetings
- Book scrutiny
- Intervention records
- Data analysis
- Learning ladders
- Reports to Governors
- Link Governor

In addition, the SENDCo's in both schools work very closely together to review and evaluate the impact of our practice, in the individual schools and across the federation. One of the ways in which they do this, is to carry out an annual SEND Audit, where they look closely at the SEND practice in each other's schools and present their findings – strengths, and areas for further action to senior leaders and governors.

5.14 How does the federation enable pupils with SEND to engage in activities outside the classroom?

5.15 What support is available for improving emotional and social development of children with SEND?

5.16 How does the federation work with other agencies in meeting and supporting pupils with SEND, including supporting their families?

Depending on the child's needs and evidence gathered, a referral may be made to outside agencies such as:

- Educational Psychology (EP)
- Speech and Language therapist (SALT)
- Occupational Therapist (OT)
- Physiotherapist
- Child Adolescent Mental Health Service (CAMHS) and Children Welfare Practitioners Team (CWP)
- Pediatrician
- Specific Learning Difficulties (SpLD)
- New Woodlands Behaviour Outreach
- Drumbeat ASD Outreach
- School Nursing Team
- Youngminds
- Art Therapists
- Lewisham SEN Team – including consultation with SEN advisory team

For referrals to the above agencies a referral form will need to be completed in partnership with the parents/carers, class teacher and SENCo to enable the access to these services.

5.17 What are the arrangements for handling concerns and complaints about SEND provision provided by the federation?

Concerns about SEN provision in our school should be made to the class teacher and SENCO in the first instance.

5.17.1 Dealing Complaints

Parents'/carers' complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the whole School [Concerns & Complaints Policy](#).



If the complainant remains concerned after following the local complaints procedure, he or she could ask the Department for Education's School Complaints Unit to take up the matter. If disagreements have not been resolved at the local level, under sections 496 and 497 of the Education Act 1996 complaints can be made to the Secretary of State for Education.

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

5.18 Where can families of pupil's with SEND get further information, help and support?

5.19 Storing and Managing Information

Records on all children with SEND are securely stored in individual files. . These are maintained throughout the pupil's time in the school and forwarded to the pupil's next school as necessary. Where a pupil moving to another school is no longer on the SEND register, the SENCo will share the pupil's SEND history with the importing school, and send on any documentation which may continue to be relevant, e.g. agency assessment reports. Any documentation which is no longer relevant and so is not required by the next school will be shredded.

5.20 The Local Authority's SEND Offer – Lewisham's Local Offer

The Local Offer aims to provide information on local services and support for children from birth to 25 years with special educational needs (SEN) and/or disabilities.

For more information about the Local Offer please visit the Lewisham Council Website.

6. How accessible are our schools?

The Eliot Bank and Gordonbrock school's federation has a duty to prepare an accessibility plan for disabled pupils in order to:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Increase the physical accessibility of school premises for disabled pupils in as far as is practical.

For more information, see our [Accessibility Policy and Plan](#).

7. How does the federation support pupils with medical conditions?

The Federation recognises that pupils with medical conditions should be properly supported so that they have full access to education and the curriculum, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs/a disability (SEND) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs.

The school will ensure that all pupils with medical conditions are catered for. This can involve making special arrangements for particular pupils so that they can access their full and equal entitlement to all aspects of the curriculum. For more information please see our [Supporting Pupils with Medical Needs Policy](#).

8. Safeguarding

Please see our [Safeguarding \(including Child Protection\) Policy](#) for more information.

The Designated Safeguarding Leads and the Deputy Designated Safeguarding Leads for the schools are:

- Maria Gilmore, Executive Headteacher is a DDSL for both Eliot Bank and Gordonbrock Schools
- Katrina Walsh (DSL), Lorraine McGuire (DDSL) and Andrea Osmond (DDSL) and, at Eliot Bank School
- Jane Birchall (DSL), Marinda Barry (DDSL) and Mark Ridler (DDSL at Gordonbrock School
- The Safeguarding in Education Lead the Local Education Authority is Lucia Bernardi.