

GLC SPECIAL EDUCATIONAL NEEDS & DISABILITIES [SEND] POLICY – PRIMARY

This Policy was ratified by the Board of Directors on	Autumn 2026
This Policy will be reviewed by the GLC Board on :	Autumn 2027

GLC Mission Statement

The GLC's mission is to develop active and thriving citizens within a diverse, truly fair and equal community.

This will be achieved through:

- High quality teaching that deliberately develops competencies of curiosity, creativity, communication and critical-thinking;
- An inspiring and meaningful curriculum;
- The development of productive relationships by instilling the values of compassion, resilience, responsibility and aspiration to prepare our young people for learning and life;
- A commitment to the wellbeing of our staff;
- A culture of professional generosity, collaboration, challenge and support throughout the GLC;
- The development of effective external partnerships for the benefit and wellbeing of our community.

Equalities Statement

The GLC's commitment to equality is enshrined in our mission statement to develop 'active and thriving citizens within a diverse, truly fair and equal community'.

We are a vibrant, innovative and successful organisation: we work hard to be the place of choice to work and to learn. Across the 5 academies of the GLC, we pledge that everyone enjoys an equality of opportunity. We work tirelessly to ensure that individual characteristics including age, ethnicity, socio-economic background, academic ability, disability, gender, religious beliefs, sexual orientation are not discriminated against in any way. We create inclusive environments characterised by mutual respect where difference is celebrated.

GLC Special Educational Needs and Disabilities [SEND] Policy

Contents

1. [Introduction and Purpose](#)
2. [GLC Guiding Vision, Values and Aims for SEND and Equality](#)
3. [Legislation and Guidance](#)
4. [The SEND Reform Landscape 2026–2030](#)
5. [Definition and Identification of SEND](#)
6. [Graduated SEND Support](#)
7. [Education, Health and Care \[EHCP\] Plans](#)
8. [Monitoring and Evaluation](#)
9. [Roles and Responsibilities](#)
10. [Partnerships](#)
11. [Resource Allocation](#)
12. [Admissions](#)
13. [Communication](#)
14. [Evaluation of SEND Provision](#)
15. [Complaints](#)
16. [Supporting documents and appendices](#)

[Appendix 1](#)

[Appendix 2](#)

[Appendix 3](#)

[Appendix 4](#)

The GLC Primary SEND Policy

1. Introduction and Purpose

1.1 This policy sets out our vision for how The GLC primary schools work to support, advise, challenge and intervene so that the best outcomes can be realised for pupils with Special Educational Needs and Disabilities [SEND]. This policy outlines our trust's commitment to inclusive practice and provision for all pupils with SEND; it has been developed collaboratively across all academies and is shared on The GLC website.

1.2 We follow a continual cycle of self-reflection, adaptation and improvement, in order that the leadership of SEND can focus on raising standards for all children and young people with SEND. The SEND information report outlines how our vision, aims and objectives of this policy are implemented in our academies.

1.3 The policy complies with section 19 of the Children and Families Acts, 2014, and is written with reference to inclusive education and legislation. It is fully compliant with the *Special educational needs and disability code of practice: 0 to 25 years [September 2014, updated January 2015]*, and should be read in conjunction with statutory guidance, as detailed in section 3. The policy has been reviewed and updated in Autumn 2026 to reflect the SEND reform landscape arising from the Schools White Paper 'Every Child Achieving and Thriving' [February 2026] and to reference the Education for All Bill announced in the King's Speech of May 2026.

2. GLC Guiding Vision, Values and Aims for SEND and Equality

2.1 All children and young people at the GLC are entitled to the support for their learning necessary to enable them to develop the skills, knowledge and understanding to reach their full potential. Our expectations for pupils with special educational needs or disabilities [SEND] are the same as for all pupils; they deserve the right to an outstanding education. This commitment is realised through a focus on creating an inclusive environment, where provision is tailored to the diverse needs and abilities of our pupils.

This policy outlines how The GLC, its leaders and all staff enact this commitment by consistently delivering high-quality, adapted teaching informed by a clear understanding of pupil barriers. Teachers and support staff use GLC inclusive strategies as a first response to ensure all pupils access their learning and make strong progress. The collective responsibility of all staff is fundamental to securing outstanding outcomes for every pupil with SEND. Please see section 8 for more information on Roles and Responsibilities.

In line with our statutory duty, The GLC must ensure that the admission of a child with an Education, Health and Care [EHC] plan is compatible with the efficient education of other children and the efficient use of resources. Where The GLC determines that a placement would be incompatible, and no reasonable steps can be taken to mitigate this incompatibility, we reserve the right to follow due process to challenge the naming of our academy and work alongside the Local Authority to secure the best outcomes for that pupil. Please see section 11 for further information on Admissions.

2.2 Alignment with The GLC Mission and Equalities

This SEND Policy is intrinsically linked to the overarching GLC Mission ‘to develop active and thriving citizens within a diverse, truly fair and equal community’ and our Equalities Statement. For further information on our mission, core values and equalities objectives please refer to Appendix 1.

2.3 Principles for all pupils with SEND

The delivery of our vision is guided by the following principles:

- High-quality, inclusive provision is a necessity, not an entitlement. Through our broad, balanced, and ambitious curriculum, delivered via strong adaptive teaching and our universal approach, we effectively meet the needs of most pupils within our core offer;
- Guided by an equity mindset, we maintain identical high academic and behavioural expectations for every child. We ‘hold the line’ by refusing to lower our expectations, instead we relentlessly identify and address the causes of poor progress, with scaffolding and support provided to make these expectations achievable;
- Identification of needs is timely and child-centred, built on open dialogue with pupils, parents/carers, and professionals. Support is targeted directly at what helps each child learn and how we can reduce barriers, without needing to wait for a diagnostic label;
- Pupils receive precise, classroom-based support that removes barriers to learning and fades naturally as their independence grows;
- Out-of-class, evidence-based interventions are time-limited and used only when the learning benefit clearly outweighs the impact of missing core classroom instruction;
- The GLC will anticipate and make reasonable adjustments to ensure that provisions and aids are in place so that pupils with disabilities are not placed at a disadvantage, promoting disability equality and accessibility;
- The GLC works closely with and supports Thurrock Local Authority [LA] to assist them in fulfilling their obligations to our pupils and families;
- The voice of the pupil must inform the development of effective support, and their sense of belonging and engagement will be actively fostered and monitored;
- They receive a programme of guidance and support needed to make successful transitions to post primary studies and into adulthood, with growing independence the explicit end goal of all support.

High Expectations for All: The GLC Primary "Learning Zone"

The Learning Zone—detailed in Section 1.8 of the GLC Primary Behaviour & Relationships Policy—represents the heart of student engagement, emotional regulation, and personal development across our primary academies. Every child begins each day in the Learning Zone. Through continuous positive reinforcement, low-level adjustments, and structured reflection, pupils are supported to develop the GLC Core Values [*Responsibility, Resilience, Compassion, Aspiration*] and GLC Competencies [*Communication, Curiosity, Critical Thinking, Creativity*]. Our ultimate aim is for every pupil to build intrinsic self-regulation and take pride in demonstrating these values independently as active and thriving members of our school community.

This vision applies equally, and without dilution, to pupils with SEND. The SEND Code of Practice [2015] requires schools to hold high ambitions and expectations for every pupil with SEND. The GLC does not lower its standards of conduct, effort, or personal development for

Viki Reid Autumn 2026

pupils with additional needs. Instead, our graduated response—encompassing high-quality inclusive teaching, the 5:1 ratio of positive interactions, Pupil Support Plans, Regulation Plans, and reasonable adjustments—exists to remove barriers. This ensures that pupils with SEND are given the exact tools, predictability, and support needed to thrive alongside their peers. Support and high expectations are not in tension: at our primary academies, tailored support is how high expectations are made achievable for every pupil.

From Individualism to Inclusion

Our primary approach to SEND aligns with the shift from individualism to inclusion set out in *'Inclusive Teaching — Securing Strong Educational Experiences and Outcomes for All Students'* [McCrea, Barker & Goodrich, 2025]. As core cognitive processes are fundamentally similar across all learners, our first layer of support is high-impact, universally effective classroom teaching—built on our codified routines and signature strategies. Maintaining a strong 5:1 ratio of positive to corrective interactions fosters a safe environment where pupils take learning risks with confidence. To ensure all pupils benefit from our broad, balanced, and ambitious curriculum, we layer necessary classroom adaptations and flexible adjustments onto this universal foundation. This approach lowers cognitive load for all pupils, makes specific additional needs clearer to identify, and ensures specialist resources [time, targeted interventions, and external expertise] are directed effectively to those with the most complex needs.

Please see section 4.1 below for further information, and the article by McCrea, Barker & Goodrich, [2025]  [Inclusive-Teaching-Discussion-Paper.pdf](#).

3. Legislation and Guidance

This 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;
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care [EHC] plans, SEN co-ordinators [SENCOs] and the special educational needs [SEN] information report;
- The Equality Act 2010 [section 20], which sets out the school's duties to make reasonable adjustments for pupils with disabilities;
- The Public Sector Equality Duty [section 149 of the Equality Act 2010], which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic [which includes having a disability] and those who don't share it;
- The Governance Handbook, which sets out governors'/trustees' responsibilities for pupils with SEND;
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care [EHC] plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs;
- The GLC will carefully consider all consultations for admittance of a pupil with an EHCP. However, if the EHCP indicates that placement in one of our academies is either unsuitable for the child, or incompatible with the efficient education of others,

or the efficient use of resources, The GLC reserves its right to provide this evidence to the local authority to appeal against the admission.

This policy also complies with our funding agreement and articles of association.

This policy should be read alongside the following GLC policies:

- GLC Teaching and Learning Policy & Handbook – which sets out in more detail the high quality and Inclusive teaching practices;
- Behaviour and Relationships Policy – in particular section 1.5, which sets out how SEND is considered when responding to behaviour;
- GLC Suspensions and Exclusions Policy – which sets out the right of parents to request a SEND expert at the GLC Pupil Discipline Panel and at any Independent Review Panel;
- GLC Attendance Policy – in particular section 14, which sets out how reasonable adjustments are made for students whose SEND affects attendance;
- GLC Mobile Phones and Electronic Devices Policy – which sets out adjustments available to students with SEND in relation to device use.

4. The SEND Reform Landscape 2026–2030

The Schools White Paper ‘Every Child Achieving and Thriving’, published in 2026, sets out the government’s ten-year vision for education in England, with a major chapter on reform to the SEND system. A companion consultation document, ‘SEND Reform: Putting Children and Young People First’, was published on the same date and the consultation closed on 18 May 2026. The Education for All Bill was announced in the King’s Speech on 13 May 2026 and will legislate the reforms arising from the consultation.

The GLC welcomes the direction of travel in the white paper and is preparing for reform in line with the three-phase implementation plan:

- **Phase 1 [2025/26 – 2026/27] - Aligning to best practice.** Schools are expected to ensure their practice reflects strong SEND provision and inclusive teaching. The GLC’s Pupil Support Plans, graduated approach, external agency partnerships and monitoring systems place it well for this phase;
- **Phase 2 [2026/27 – 2027/28] - Preparing for reform.** Schools will receive additional training, funding [including the Inclusive Mainstream Fund] and support to prepare for the new framework. The GLC will participate in all available CPD and training programmes and will develop its Inclusion Strategy;
- **Phase 3 [from 2028/29] - Full implementation.** National Inclusion Standards expected to be in force. New statutory framework operational from September 2029. The GLC will update this policy as legislation and statutory guidance develops.

Key commitments in the white paper relevant to The GLC’s SEND practice include:

- A new legal duty for schools to produce an Individual Support Plan/Pupil Support Plan for every child with an identified special educational need, created collaboratively with parents [see section 5.11];
- National Inclusion Standards – new standards expected for full introduction in 2028, setting clear expectations for inclusive practice in mainstream schools [see section 12];
- The Inclusive Mainstream Fund – £1.6 billion over three years from 2026/27, available to schools to improve their inclusion offer [see section 10];

- The Experts at Hand programme — commissioned access to specialist support including speech and language therapists and educational psychologists [see section 9];
- A new expectation that all schools monitor students' sense of belonging and engagement, with full implementation expected by 2029 [see section 7].

5. Definition and Identification of SEND

In line with the Code of Practice [2015], the GLC defines special educational needs & disabilities where a pupil has one or more of the following:

1. A significantly greater difficulty in learning than the majority of others of the same age;
2. A disability that limits or prevents their access to teaching, learning and wider academy life;
3. Significant social, emotional and mental health barriers to learning.

Pupils are considered to have a disability if they have 'a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities' [SEND Code of Practice, 2015].

We abide by our duty under the *Equality Act [2010]* to make reasonable adjustments for medical, sensory, or physical conditions, identifying and removing barriers across both hidden and visible disabilities. We are committed to identifying the disadvantages the disability causes and removing any barriers to learning or involvement in academy life.

5.1 The Four Broad Areas of Need

Pupil needs are understood through four broad statutory areas. Pupils may have needs that co-occur across areas, and their needs may change over time. Identification focuses on assessing specific *barriers to learning* rather than fitting a pupil into a static label:

Area of need	Description
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties typically learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: - Specific learning difficulties, which impact specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia - Moderate learning difficulties - Severe learning difficulties - Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning

	difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: - Mental health difficulties such as anxiety, depression or an eating disorder - Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder - Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. pupils may have: - A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment - A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

The GLC recognises that pupils learn at different rates, and many may experience difficulties at some point in their education. There are additional factors that can influence a pupil's learning, wellbeing and attainment that do not necessarily mean that there is a special educational need or disability. For some children, SEND can be identified at an early age, whereas for other children difficulties may become evident only as they develop. The holistic approach that The GLC adopts is therefore vital in identifying and determining levels of need, with analysis of the causal factors relating to that need.

All pupils on the SEND register have a Pupil Support Plan [PSP] which clearly sets out their barriers, SMART targets, provisions and strategies. We have also included areas to record pupil and parent/carer voice on the support plans:

Pupil Support Plan, 2026 - 27	
Pupil name	Year
Diagnoses/ barriers	SEND Code
Date	Reading
	Writing
	Maths
Autumn 2026 - Spring 1 2026: assess, plan, do, review	
Barriers to learning	
Targets	
Provision and strategies	
Resources	
Summary of discussion at parents' evening	
Inclusive Signature Strategies in The GLC. The following strategies are used universally: 1. Create culture & secure attention - <i>use of clear and established GLC routines, specify actions and time given, insist on 100%</i> 2. Optimise communication - <i>give clear & memorable explanations, active practice for new vocabulary, modelling as a scaffold</i> 3. Drive thought - <i>check for understanding, use choral responses, question-pause-name, tailored tasks & scaffolds, paired talk</i> 4. Gather & give feedback - <i>make feedback precise and actionable, gather responses during instruction, check for understanding, check with individuals and whole class</i> 5. Ensure consolidation - <i>use retrieval quizzes to check for understanding, repeat tricky concepts</i>	

5.2 The GLC Inclusive Teaching Model

The Three-Tier Model of Provision

High-quality inclusive teaching, adapted and scaffolded strategically, is always the first step in responding to pupils who have or may have SEND. Our provision operates through the *Three-Tier Model of Inclusive Teaching* [McCrea, Barker & Goodrich, 2025]:

- Tier 1: High-impact core instruction for all;
- Tier 2: Lessons that are accessible by default;
- Tier 3: Targeted contextual adaptations and individual plans [e.g., Regulation Plans and Pupil Support Plans].

Signature Strategies & Universal Design [Tiers 1 & 2]

In line with Education Endowment Foundation [EEF] guidance, high-quality universal instruction delivered through evidence-informed strategies is the single most effective lever for improving outcomes for pupils with SEND.

Our core Signature Strategies make teaching predictable, consistent, and accessible:

- Create culture & secure attention;
- Optimise communication;
- Drive thought;
- Gather & give feedback;

- Ensure consolidation.

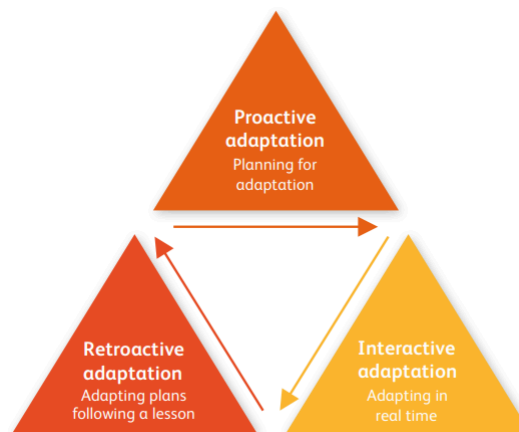
[For a detailed breakdown of how teaching is predictable, consistent and accessible mapped across these areas, see Appendix 4: Inclusive Teaching Framework. This aligns directly with the GLC Teaching & Learning Policy & Handbook.]

To ensure classrooms are Accessible by Default [Tier 2], teachers design environments and tasks that are:

- Perceivable: Clear fonts, uncluttered layouts, high contrast, optimal sightlines, and calm classroom settings;
- Understandable: Pre-taught vocabulary, chunked instructions, live modelling, and frequent checks for understanding;
- Doable: Manageable tasks, sentence stems, sufficient processing time, and ready access to equipment.

The Adaptive Teaching Cycle

To embed Tiers 1 and 2 in daily practice, teaching across all GLC primary academies is delivered through a three-stage adaptive cycle:



- Proactive [Before]: Teachers anticipate barriers during planning and prepare universal scaffolds [e.g., sentence stems, vocabulary mats] while maintaining high cognitive demand;
- Interactive [During]: Teachers use live formative assessment to respond in the moment—re-teaching when most misunderstand, flexing support when some are unsure, or extending when most understand;
- Retroactive [After]: Teachers evaluate lesson outcomes to address lingering gaps through targeted retrieval practice in subsequent lessons.

[For further information, see The GLC Teaching & Learning Policy and Handbook.]

Pupil Support Plans [PSPs] & Targeted 'Flex' [Tier 3]

While our universal Signature Strategies meet the vast majority of needs, we recognise that some pupils require further, targeted adaptations. Individual recommendations build directly upon our universal offer:

- Pupil Support Plans [PSPs]: Digital plans setting out specific barriers, SMART targets, tailored provisions, and strategies. PSPs capture pupil and parent/carers voice to ensure collaborative support;
- Preparing for Statutory Reform: The GLC's digital PSP framework serves as the

direct precursor to the Individual Support Plan [ISP] model proposed in national reforms, ensuring a seamless transition as statutory guidance and the *Education for All Bill* progress.

[For more information about how The GLC makes further targeted adaptations, see Appendix 4: Inclusive Teaching Framework.]

5.3 Needs-Led Identification & The Graduated Response

Continuous Monitoring & Early Identification

The GLC recognises that pupils learn at different rates and difficulties may emerge at different stages. The identification of SEND is integrated into our overall monitoring of pupil progress. By embedding our Signature Strategies into daily practice, teachers use real-time formative assessment to adapt instruction live—ensuring misconceptions are addressed immediately and additional needs are identified promptly. Summative assessment checkpoints and Question-Level Analysis [QLAs] drive retroactive adaptation—closing specific learning gaps and tracking progress over time.

Needs-Led Practice & Moderation

Every child deserves targeted support that directly addresses their specific learning needs, rather than being defined or limited by a label.

- Equity Mindset: Diagnostic labels provide context but are never used to lower academic or behavioral expectations or cap potential;
- Graduated Response: Support is determined through class teachers' continuous *Assess-Plan-Do-Review* cycles;
- Trust Moderation: To ensure accurate and consistent identification across all primary academies, entries to and exits from the SEND register are moderated collaboratively by Primary SENDCos and the Trust Lead for SEND and Inclusion against national and peer-school benchmarks.

5.4 Joined-Up Transitions

When a pupil joins a GLC academy with previously identified SEND, active involvement from external agencies, or an Education, Health and Care Plan [EHCP], we work in a multi-agency partnership from day one to gather information and ensure continuity of support.

5.5 External agencies and specialist services

The GLC works closely with other professionals to secure needed services for our pupils and seek advice when a pupil is making less than expected progress, despite tailored support being put into place. These include but are not limited to:

- Speech and language therapy;
- Physiotherapy;
- Educational psychology;
- Local schools, including those with specialist status;
- Occupational therapy;
- Mental health services;
- Counselling & therapies;
- School nurse, specialist nursing and health teams;
- Other health and social care professionals.

6. Graduated SEND Support

6.1 Once a pupil has been identified as having SEND they are placed on the school's SEND register and parents/carers are informed. Support plans are written to share barriers to learning and strategies to mitigate against these. Support is delivered through successive rounds of a 4-part cycle known as the graduated approach [assess, plan, do, review]. Teachers remain responsible and accountable for the progress and development of all pupils in their class.

The GLC believes that all staff are integral to supporting our learners with SEND so that the highest outcomes can be achieved. The ethos is that whole school SEND provision is the responsibility of all, this is encapsulated by the phrase in the Code of Practice [2014]:

*'every teacher is a teacher of pupils with SEND'.
and therefore 'every leader is a leader of pupils with SEND.'*

A pupil will be removed from the SEND register if they do not have a diagnosis and are progressing in line with their peers nationally, without the need for personalisation or intervention from the SEND or inclusion teams.

6.2 The Graduated Approach

The GLC follows the graduated approach to a pupil's special educational needs. This cycle of support means that earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports them to make good progress.

Stage	What this involves
Assess	The pupil's class teacher, with support from leaders and the SENDCo, will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/carers will be taken into account. The school may also seek advice from external support services.
Plan	Key staff decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review. Parents/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home. Pupil and parent/carer views will be sought.
Do	The pupil's class teacher retains overall responsibility for their progress in each subject area. Where the plan involves group, key worker support or focused teaching away from the main class teacher, they still retain responsibility for the pupil. Class teachers will work closely with any learning support assistants or other staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo will support the teacher in further assessing the pupil's particular barriers, and advise on how to implement support effectively.

4. Review	The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed dates. The impact and quality of the support and interventions will be evaluated. The teacher will revise the support plans in light of the pupil's progress and development, and in consultation with the pupil and their parents/carers.
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6.3 At The GLC, the SEND team, phase leaders and wider inclusion team work alongside teachers to quickly identify underachievement and potential barriers to learning. Regular monitoring [including learning walks], analysis of summative assessments and feedback from staff are used to review needs, identify any further barriers and monitor the effectiveness of high-quality inclusive teaching and learning.

The SEND and wider inclusion teams of The GLC are made up of:

- Assistant headteachers for SEND/SENDCo;
- Deputy head teachers with responsibility for Inclusion/safeguarding;
- Trust Lead for SEND and Inclusion;
- SEND Provision Lead;
- Senior and Lead Learning Support Assistants [LSAs];
- Learning Support Assistants [LSAs]

6.4 Before transition to reception, families of pupils with SEND are offered a bespoke programme of opportunities to visit and meet with staff and pupils, in response to their needs. These measures are taken after liaising with families, Thurrock NHS and portage, and meetings with pre-schools. All pupils attend transition events at their new school, these are carefully planned with a programme of support given to pupils with SEND.

We recognise that end of year or new school transitions can be difficult for many pupils and organise programmes of support that could include the following:

- Extended transition events;
- All about me booklets and activities;
- Additional sessions with key staff;
- The use of transitional objects;
- Personalised working areas that mirror the original class setup.

6.5 Pupil Support Plans and online trackers are used to track provisions, strategies and reviews for SEND. The support plans detail what adaptations and provisions are in place, and the SEND register details whether outside agencies are involved. It identifies the pupil's barriers to learning and the recommended teaching strategies to minimise any areas of difficulty.

Please see appendix 2 for further details on how The GLC adopts the graduated approach of assess-plan-do-review.

6.6 The GLC employs rigorous systems of monitoring progress and evaluating teaching and learning. The graduated approach for SEND works in partnership with whole school systems, through application of this we feel confident in identifying areas of need and securing the provision or additional support that is needed to meet the needs of individuals and groups of pupils.

6.7 At The GLC we make every effort to make adaptations to curriculum, teaching and the learning environment to meet the needs of individual pupils; for some pupils this includes more personalised teaching and learning approaches. Some pupils with highly complex needs follow an adapted curriculum that focuses on the pupils' specific needs. This approach ensures that The GLC's curriculum and pastoral offers for pupils with SEND are different from and/or additional to that already offered, whilst maintaining high expectations and an ambitious, broad curriculum.

6.8 Adapting Minimally and Appropriately

We prioritise high-quality mainstream teaching, using temporary, minimal adaptations to enable pupils to access the same ambitious curriculum alongside their peers. Where pupils present with significant and pervasive barriers—typically those with, or being assessed for, an Education, Health and Care Plan [EHCP]—we offer bespoke, small-group alternative provisions overseen by the SENDCo. These provisions deliver targeted pedagogy and assessment while maintaining a clear, structured pathway for reintegration into mainstream whole-class learning whenever appropriate.

6.9 Thurrock Resource Base

Lansdowne Primary Academy is host to a Thurrock Resource Provision for primary pupils with a moderate learning difficulty and/or social communication difficulties. This is funded by Thurrock. Please see Appendix for further details.

6.10 Exam Access Arrangements [EAA]

Exam access arrangements [EAA] are a provision or type of support that is given to pupils, depending on their level and type of need. They extend and reflect the support that is given to a pupil with SEND in the classroom and in internal exams.

For further information about the assess-plan-do-review cycle for SEND at The GLC please refer to the GLC SEND Information Report, found at <http://www.theglc.org.uk/>.

6.11 Behaviour, Character, and SEND Alignment

This policy operates in direct alignment with **Section 1.5 [Pupils with Vulnerabilities, including Special Education Needs and/ or Disability [SEND]]** and **Section 1.6 [Pupils with an Education, Health and Care Plan [EHCP]]** of the *GLC Behaviour and Relationships Policy [Primary]*.

When addressing breaches of GLC core values or behaviour standards, academies evaluate whether a pupil's SEND or additional barriers contributed to the incident on a case-by-case basis using professional judgment, Pupil Support Plans, Regulation Plans, EHCP provisions, and the context of the event. In line with the SEND Code of Practice and DfE *Behaviour in Schools* guidance, a SEND diagnosis does not automatically excuse misbehaviour: high expectations and standard expectations apply to all pupils while maintaining an equity mindset.

When making decisions regarding pupils with SEND, academies fulfill statutory obligations under the **Equality Act 2010, Children and Families Act 2014, and EHCP statutory requirements**. Academies anticipate likely triggers, apply the graduated response [Assess, Plan, Do, Review], and implement proactive reasonable adjustments and adaptive strategies, including:

- Regulation Support: Tailored self-regulation support, short planned regulation breaks, and designated reflection/reset spaces [e.g., Regulation Time / Yellow or Red Zone reset spaces] guided by individual Regulation Plans;
- Environment & Sensory Adaptations: Flexible seating arrangements, adjusted uniform requirements for sensory or medical needs, clutter-free learning environments, and visual support tools [e.g., dual-coded vocabulary, sentence stems, and visual timers];
- Staff Expertise & Inclusive Practice: Targeted staff CPD in autism, trauma-informed practice, attachment awareness, de-escalation, and inclusive/adaptive teaching strategies embedded within the Steplab instructional coaching framework.

If significant behaviour concerns arise for a pupil with an EHCP—particularly where there is a risk of suspension or permanent exclusion—the academy will liaise with the Local Authority to secure appropriate provision and consider requesting an early EHCP review. Parent and carer insights regarding the link between SEND and specific behaviours are proactively considered alongside professional evidence through parent contracts, regular review meetings, and consolidated Pupil Inclusion Plans [PIPs].

7. Education, Health and Care Plans [EHCP]

7.1 Pupils who need more support than is available through the school's SEND provision may be entitled to an Education, Health and Care Plan [EHCP]. This is a legal document that describes a young person's special educational needs, the provision needed to achieve and the outcomes that success will be measured against. An EHCP can only be issued after a pupil has gone through the process of an EHCP needs assessment.

7.2 The Code of Practice states that *'the local authority should consider whether there is evidence that despite the..... school.....having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person, the child or young person has not made expected progress'*.

7.3 The GLC would typically apply for an Education, Health and Care Plan [EHCP] for pupils who, despite significant and appropriate interventions and provision, are not making expected progress. It is applied for in response to thorough assessments of a pupil's needs, skills and progress, working in partnership with parents and other agencies to determine whether an EHCP is required¹. Please see the GLC SEND Information Report for further details on The GLC's provisions to meet special educational needs.

7.4 The EHCP both specifies and quantifies what support is required to meet a child's special educational needs; this does not necessarily mean that this support will be delivered 1:1 by an additional adult. They also determine which services the Clinical Commissioning Group [CCG] will commission to meet the health needs. The ultimate responsibility for ensuring provision is made rests with the LA. As a general guide, only young people in the highest 2% of complex needs will receive an EHCP. For further advice, please refer to the Thurrock website:

<https://www.thurrock.gov.uk/special-education-needs>

¹ It should be noted that parents and other agencies may also request an EHCP, which would be binding on the GLC academy if approved

***Note on EHCP reform.** No changes to the support provided through Education, Health and Care Plans will begin before September 2030. EHCPs remain the statutory framework for the most complex needs throughout the period covered by this policy. The GLC will not reduce or alter provision set out in any pupil's EHCP in anticipation of future changes.*

8. Monitoring and Evaluation

8.1 Combined with the graduated approach, leaders of SEND in The GLC follow cycles of monitoring and evaluation. We evaluate the effectiveness of provision for pupils with SEND by:

- Analysing and interpreting data;
- Case sampling;
- Discussing learning, progress and attitudes with pupils and parents;
- Identifying strengths and weaknesses in provision;
- Raising awareness of special needs, and supporting all staff to develop their practice;
- Holding at-least annual reviews for pupils with EHCPs;
- Completing drop-ins with immediate feedback and coaching;
- Reviewing SEND identification rates and the consistency of register decisions against national and similar-school benchmarks.

8.2 The actions above are completed in different forms at The GLC, such as:

- Core team meetings, with a regular agenda item for SEND, attended by SLT and the SENDCo;
- Regular GLC reviews, with learning walks throughout the day followed by a meeting focused on achievement and progress data;
- ½ termly SEND progress and provision reviews, where the data for the ½ term is analysed and used to review and amend provision;
- Year group progress and provision reviews, attended by the SENDCo for key sections of the meeting;
- Team around the family [TAF] meetings;
- Bi-annual SEND assessments, including standardised tests of single word, language and maths skills;
- SEND specific reviews and internal moderation discussions;
- The GLC Inclusion panels.

8.3 Student Belonging and Engagement

The Schools White Paper [2026] sets out an expectation that every school will monitor students' sense of belonging and engagement, with full implementation expected by 2029. The GLC recognises that pupils with SEND are disproportionately at risk of feeling disengaged or excluded from their school community and that belonging is fundamental to educational outcomes and wellbeing. As a result, a number of planned strategies are in place to support pupils with SEND having a strong sense of belonging, this includes:

- Before and after school provision to support with regulation;
- Pupil check ins;
- Regulation Time;
- All pupils are included in mainstream registration classes;
- Inclusive environment including adjusted lighting, reducing cognitive overload [classroom layout, classroom and corridor displays, movement around the academy, lesson format];

- Breaktime and lunchtime provision - supported by key SEND and Inclusion staff;
- Enhanced transition arrangements.

9. Roles and Responsibilities

9.1 The SENDCo will:

- Be a qualified teacher, recognised by the DfE, in line with statutory requirements for SENDCos;
- Work with the headteacher, leadership, Trust Lead for SEND and Inclusion and governing board to determine the strategic development of the SEND policy and provision in the school;
- Form positive working relationships that encourage parents, carers and pupils to participate in decision making processes and to contribute to the assessment of needs, reviews and transition processes;
- 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 EHCP 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;
- Challenge and engage with teachers, initiate evidence led practice and influence pedagogy to secure improvements for pupils with SEND;
- Advise on the graduated approach to providing SEND support;
- Embed The GLC vision for SEND, as set out in the policy, information report and internal guidance;
- Implement strategies that secure high standards of provision for SEND, monitor the impact of these and adapt throughout the year;
- Advise on the deployment of the academy's delegated budget and other resources to meet pupils' 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 pupils and their parents are informed about options and a smooth transition is planned, including preparation for adulthood;
- Work with the headteacher, leadership, Trust Lead for SEND and Inclusion and governing board 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;
- Oversee that staff have the appropriate training provided in order to implement what is set out in the policy, information report and internal GLC guidance;
- Support parents and carers in accessing appropriate support for their children;
- Compile reports for progress boards and governors;
- Monitor and evaluate the achievement and attainment of pupils with SEND and demonstrate impact through the use of data.

9.2 Teachers and support staff

Teachers offer the best opportunities for all pupils with SEND in the GLC by:

- Planning and providing high-quality teaching that is adapted to meet pupil needs through a graduated approach;

- Delivering appropriate curricula that will engage and challenge;
- Implementing the GLC's core teaching and learning principles to ensure that every pupil - including those with SEND - makes good progress for their age and stage;
- Using inclusive strategies as the first response in adapting teaching and learning, ensuring that all pupils can access their learning and make good progress in every lesson, every day;
- Improving their practice by ensuring that they implement guidance on high quality teaching for pupils with SEND;
Implementing effective teaching and learning strategies, that is appropriately adapted, scaffolded and supported for the pupils' needs;
Working closely with any learning support assistants to plan how additional support in the classroom will be impactful;
- Working with the SENDCo and other leaders to review pupils' progress and development, and decide on any changes to provision;
- Ensuring that they follow this SEND Policy and the SEND Information Report;
- Providing evidence of strategies being used to effect change;
- Providing supportive, inclusive learning environments;
- Fostering good relationships and encouraging a positive self-image;

Support staff are key to supporting our pupils by:

- Promoting Independence: Implementing the GLC signature scaffolding strategies [including prompt hierarchies, sentence stems, visual models, and dual-coded tools] to foster autonomous learning and reduce prompt-dependency;
- Delivering Inclusive In-Class Support: Providing flexible, targeted support under teacher direction without replacing core instruction from the class teacher;
- Adapting Learning Resources: Collaborating with teachers to adapt concrete resources, visual frameworks, and assistive technologies to ensure lesson accessibility;
- Delivering Structured Interventions: Delivering pre-planned, high-impact individual or small-group interventions aligned with Pupil Support Plans [PSPs] and EHCP targets;
- Observational Feedback & Review: Contributing observational evidence to the *Assess-Plan-Do-Review* cycle and Pupil Information Folders, participating in review processes alongside teachers and SENDCos;
- Continuous Professional Development: Engaging in instructional coaching and training to implement evidence-based learner support guidance.

Signature Strategies

We teach for the understanding, retention and application of knowledge and the development of transferable learning competencies [communication, critical thinking, creativity and curiosity]. Teaching and learning strategies drive thought and **check pupils' understanding** - every minute matters.

Core Step: Create Culture & Secure Attention

Establish routines Insist on 100% Scan effectively	Establish routines Publicly narrate met expectation	Active listening routine Use a clear routine for gaining pupil attention	Build a sense of pace Specify action and time limit [display timer]
Stand in a front corner of the room to maximise your view [Perch] Scan the room purposefully and exaggeratedly [Crane]	Reinforce expected learning behaviours: Verbal praise / Dojo - Dojo for... - excellent tracking	Everyone tracking me, in 3 - 2 - 1...Dojo for... Turn and track...	Task instruction, allocated time, start signal - I want you to...You have 3 minutes & 45 seconds. Go! - Books & reading rulers out in 3-2-1 - Dojo for...

Core Step: Optimise Communication

Give clear and memorable explanations Script explanations and models	New vocabulary with active practice Repeat target vocabulary	Modelling as a scaffold Live model the process
Create scaffolds for yourself: diagrams, bullet points, etc. Keep teacher talk lean: be concise, repeat crucial ideas & terms. Chunk explanations.	My turn, your turn. Read it, say it, define it, use it.	Live model the steps [think out loud]. Model the use of visible scaffolds.

Core Step: Drive Thought

Use accountable questioning Frontload means of participation	Plan, run and monitor independent practice Tailor tasks and scaffolds	Plan, run and monitor independent practice Ensure that practice is quiet
Cold calling [no hands up] Thinking - Question - Pause - Name Thinking - Question - Means of participation: choral response, partner A/B, paired talk, rock-paper-scissors, show-me boards. - Show-me boards: Thinking - Question - Answer: - '3,2,1 - Hover, 3,2,1 - Show me! Feedback: Tick/Fix/Total - 3,2,1 Show me!' - Rock, paper, scissors: Thinking - Question - 'Rock, paper, scissors, show me!'	Choose or remove scaffolds according to the needs of your class Proactive adaptation: Plan for adaptation Interactive adaptation: Adapt in real-time Retroactive adaptation: Adapt plans following a lesson Lesson specific scaffolds Universal scaffolds Targeted & specialist scaffolds	Use 'stop & jot' throughout the lesson to help pupils learn & remember key knowledge Silent & solo - go!

Core Step: Gather & Give Feedback

Specify success & plan for feedback Identify moments to check for understanding [key learning]	Give whole class feedback Re-teach, re-check	Check individual & whole class feedback Make feedback precise & actionable
Plan hinge questions to assess key learning & possible misconceptions using: - '3,2,1 - Hover, 3,2,1 - Show me! Feedback: Tick/Fix/Total - 3,2,1 Show me!' - Rock, paper, scissors: Thinking - Question - 'Rock, paper, scissors, show me!' - Choral response: Thinking - Question - Cue: [hands to chest, then out]	Most pupils not secured learning: Re-teach - script [lean teacher talk] how it will be explained differently. Some pupils not secured learning: Add or remove scaffolds. Most pupils secured learning: Move on.	Specify the exact action pupils need to take and/or ask prompting questions: - Emilly, you have done a fantastic job of...The error here is...To fix this... - What do you need to do first? Which parts do you know? Which strategies could you use? - Address foundation skills - Correction, reflection & feedback time [CRAFT]

Core Step: Ensure Consolidation

Use retrieval quizzes Include prior content	Use retrieval quizzes Repeat tricky concepts
Ensure that quizzes cover content from different time periods: last lesson, week, month and term. Frame quizzes as low-stakes.	When a large portion of the class struggles with a particular quiz question, repeat that question, or variant of it, on the next quiz.

Our teaching and learning strategies are inclusive by design, incorporating the EEF core practices (explicit instruction, cognitive and metacognitive strategies, and scaffolding) that support all pupils, including those with SEND and wider vulnerabilities, to overcome barriers to learning.

A Relentless Focus on Academic Achievement

Signature Strategies - In class Support

Support staff have a positive impact on pupil engagement, independence, learning and progress - they add value at each stage of the lesson.

Build positive relationships

Welcome pupils

How?
Say something positive and personalised to begin relationship building:

"Morning Leo, did you finish building your lego house?"

Frame expectations positively

How?
Use clear, positive statements to reinforce good behaviours:

"Track the speaker, thank you"

Precise praise

How?
Be precise: identify specific strengths [avoid exaggeration]

"You are showing excellent resilience - keep going...you're almost at the final step"

Prepare effectively for the lesson

Understand the pupils

How?
Build an ongoing holistic view of the pupils you are working with - understand their specific learning needs.

[EHCP, Pupil Support Plans, Regulation Plans, Assessment Data, EP Reports, Speech and Language Reports etc.]

Agree the role in the class

How?
Agree mechanisms for sharing planning and resourcing, the specific support you will provide in the lesson and how you will feedback to the teacher.

[Conversation, email, annotated plans, communication book, etc.]

Master the content

How?
Take steps to fully understand key learning in the lesson and ensure you have the required subject knowledge to add value to learning.

[Maths strategies, key vocabulary, grammar terminology, knowledge of text, etc.]

Support behaviour during the lesson

Insist on 100%

How?
Articulate clear expectations, scan for compliance and use non-verbal gestures.

[Use 2 fingers to point eyes for tracking, gentle tap on table, gesture picking up a pencil and writing, stand near a pupil who does not comply, etc.]

Model expected actions

How?
Model the action expected by the teacher.

[Call for attention, track the speaker, one voice, choral response [reading/table sticks], Singing, etc.]

Use a refocusing statement

How?
Redirect pupils' attention to the work in a positive way:

"Let's get back to this piece of writing. Great use of vocabulary in this sentence! Keep going."

Support literacy during the lesson

Support talk before writing

Ask pupils to verbalise key points they want to include in their writing before starting.

[Use 'hold a sentence' & other strategies to scaffold this, i.e. sound buttons, sequencing, widget, whiteboards, etc.]

Insist on use of key vocabulary

Use vocabulary and definitions on planning and knowledge organisers. Model this and insist on pupils using this both verbally and within written work

Check and correct spelling and grammar

Provide feedback using agreed marking codes. Direct pupils to correct their mistakes using a purple pen.

Facilitate independent learning

Circulate to check for understanding

Move around the classroom with purpose to monitor pupil engagement and understanding:

[Circulate calmly, use a planned route, avoid disrupting the learning, address misconceptions, feedback to the teacher]

Make feedback precise and actionable

Direct pupils to where the error is and specify the exact action they need to take next:

"Eli, you've done a fantastic job of... The error here is... To fix this you should..."
[Include imperative verbs such as:
"Check...then rewrite..." "Review...then redo..."]

Support self-scaffolding using the least amount of support needed first

Allow pupils time to plan and problem-solve themselves before offering support, then:

- Pause before prompting;
- Gesture to appropriate resources for pupils to help themselves;
- Draw on pupil's prior knowledge;
- Provide hints or clues;
- Push the thinking back on to the pupils;
- Repeat rather than correct errors;
- Model and narrate

Please see appendix 2 for details of the responsibilities staff hold in adopting a graduated approach to SEND.

9.3 Trust Lead for SEND and Inclusion

The Trust Lead for SEND and Inclusion supports the development of SEND best practice in all academies. This is achieved through developing the capacity of academy based SENDCos and challenging academies in terms of their provision and data. SEND policy and practice has been aligned, facilitated by a shared vision and regular opportunities for all to benefit from sharing best practice. The Trust Lead for SEND and Inclusion reports to the GLC Board of Directors through the CEO. Specific responsibilities of the Trust Lead for SEND and Inclusion include:

- SEND development plans, structures and reviews;
- Advice and support for identification and intervention;
- Reviewing progress, challenging all in their expectations of and provision for pupils with SEND;
- Keeping well-informed in current research and best practice to affect teaching and learning for SEND;
- Leading and supporting staff training in SEND;
- Developing capacity and sustainability through SEND action group meetings;
- Conducting specialist assessments;
- Preparing for LA and Ofsted visits, and compiling reports;
- Monitoring the effectiveness and appropriateness of the SEND policy and its implementation;
- Partnership working, including engagement with the local SEND collaborative group as this is established by Thurrock Local Authority;
- Commissioning additional services, including the Experts at Hand programme;
- Leading the GLC's preparation for white paper SEND reforms across all academies.

9.4 Head of School

The Head of School will:

- Work with the SENDCo and Trust Lead for SEND and Inclusion to determine the strategic development of the SEND policy and provision at The GLC;
- Have overall responsibility for the provision and progress of learners with SEND.

9.5 The SEND director

The SEND governor will:

- Help to raise awareness of SEND issues at Quality of Education board meetings;
- Monitor the quality and effectiveness of SEN and disability provision during reviews within the school and update the board on this;
- Work with the head of school and Trust Lead for SEND and Inclusion to determine the strategic development of the SEND policy and provision in the school.

9.6 The GLC Board of Directors

It is the role of the GLC Board of Directors to ensure that the GLC's Policy complies with current legislation and is maintained in line with current legislation as required. The Board ensures that all academies comply with the agreed policy and monitors provision and outcomes for young people with SEND.

- The Board and local governing bodies are responsible for ensuring each Academy within the GLC implements the Special Educational Needs and Disabilities Policy;
- This policy will operate alongside equalities, inclusion and access policy and practice.

9.7 Pupils

Pupils are encouraged to take an active role in decision making and planning for their future; at The GLC we feel it important that pupils know they will be listened to and that their views are valued. Pupils are requested to attend parents' evening and annual reviews where appropriate. Their views are captured in preparing for annual reviews and any requests for additional support from external agencies.

Pupil voice is included within support plans, where pupils can give their input in shaping what support for them looks like. They are asked to reflect on what they find difficult, what works well for them and what's important to them. For a number of our pupils with SEMH needs a regulation plan is written collaboratively to identify possible triggers and effective strategies, an example of this is below. When a pupil has an EHCP or more personalised provision, an 'all about me' is completed to support the assessment and review process.

Regulation Plan, 2026-27				
Pupil name			Year	
Diagnoses/ barriers			SEND Code	
Date			Date of plan and version number	
What is important to me		Behaviours I might display		
Warning signs, triggers and difficult situations		Strategies to reduce dysregulation		
What support I require to keep me regulated and ready to learn		Scripts/key phrases to use or to avoid		
Other notes and observations:				
Review:				
Aspirations:				
Parent signature		Staff signature		
Please ensure that the signed copy is saved in the pupil's folder and on CPOMS				

9.8 Parents and carers

We actively seek to work with parents and /or carers and value the contributions they make. The GLC has set out a Partnership Plan to welcome visitors to our academies, and to ensure that pupil's needs are central to all discussions. Parents / carers are encouraged to be fully involved with:

- Offering and including their views within all statutory paperwork and procedures;
- Engaging fully with parents' evenings, mentoring and annual reviews;
- Regular and effective communication between home and the academy, which may include planners, communication logs, telephone calls and meetings, where both home & academy share pertinent information;
- Supporting their child / children with their learning and additional needs, as discussed in reviews;
- Attending academy events;
- Discussing their child's / children's day with them, including what rewards they may have received and what they did that was new or interesting;
- Sharing key information with the academy that may affect their child;
- Completing an annual questionnaire to reflect on the progress and support of their child and give their views on what else could be achieved and how.

10. Partnerships

10.1 IASS and Parent Advisory Team Thurrock

A UK network of Information, Advice and Support Services [IASS] is available for disabled children and young people, those with special educational needs and their families. Thurrock also provides the Parent Advisory Team Thurrock [PATT] to give information and advice to parents and carers of students with SEND. For further information see: <https://www.thurrock.gov.uk/support-for-parents-and-carers-whose-children-have-special-needs-at-school>.

10.2 Thurrock Local Authority

The Code of Practice places legal duties on Local Authorities [LAs] to identify and assess the special educational needs and disabilities [SEND] of students for whom they are responsible. An LA must carry out an EHCP needs assessment if a student needs, or probably needs, more support than their school or other setting can give them. Once special educational provision has been specified in an EHCP, the LA has a legal duty to provide it. Thurrock's Local Offer is available at:

<http://www.askthurrock.org.uk/kb5/thurrock/fis/localoffer.page>

10.3 Experts at Hand

The government's Experts at Hand programme, announced in the Schools White Paper [2026], will provide schools with commissioned access to specialist support including speech and language therapists and educational psychologists. The GLC will access this programme when commissioning begins in 2026/27, using it to complement the external specialist services already accessed for GLC students. This programme is intended to reduce waiting times and improve the consistency of expert support available to mainstream schools.

11. Resource Allocation

11.1 It is the responsibility of each academy to make sure that a budget allocation is made to SEND that meets the needs of the targeted young people. They will also ensure that additional funds allocated through high needs funding or EHCPs are targeted and used appropriately.

11.2 Inclusive Mainstream Fund

The Schools White Paper [2026]) announces the Inclusive Mainstream Fund - £1.6 billion over three years from 2026/27 - to support schools, colleges and early years settings in improving their inclusion offer. Schools will be expected to join a local SEND group and contribute to a collective funding pool to access this funding.

The GLC will work with Thurrock Local Authority to understand and access the Inclusive Mainstream Fund as details are confirmed. The Trust Lead for SEND and Inclusion will lead on engagement with local SEND collaborative structures when these are established. The deployment of any Inclusive Mainstream Fund allocation will be set out in The GLC Primary's Inclusion Strategy [see section 12].

12. Admissions

12.1 The GLC Academies follow all national and local guidance and legislation in the admission of pupils with SEND, both with or without a statutory assessment [EHCP plan]. The policy and guidelines for admissions of all young people is outlined in the Admissions Policy for The GLC academy.

12.2 Prior to admission of a pupil with SEND, The GLC reserves the right within current legislation to defer admission for up to four weeks whilst reasonable adaptations are made. Please see the Admissions Policy for The GLC for further details:

<http://www.theglc.org.uk/170/key-information>

12.3 The GLC will carefully consider all consultations for admittance of a student with an EHCP. However, if the EHCP indicates that placement in one of our academies is either unsuitable for the child, or incompatible with the efficient education of others, or the efficient use of resources, The GLC reserves its right to provide this evidence to the local authority to appeal against the admission.

13. Inclusion Strategy

13.1 In line with the expectations set out in the Schools White Paper '*Every Child Achieving and Thriving*' [2026], the GLC Primary Academies are developing a standalone Primary Inclusion Strategy. The Inclusion Strategy will set out how all inclusion funding—including Pupil Premium, the SEND notional budget, High Needs funding, and any future Inclusive Mainstream Fund allocation—is deployed across our primary schools to support pupils with SEND and other additional needs.

13.2 The Inclusion Strategy will be developed during 2026/27 in collaboration with the Primary SENDCos, the Trust Lead for SEND and Inclusion, the Primary Heads of School, and the SEND Link Governor. It will be published on each Primary Academy's website when finalised and will be reviewed annually.

13.3 The Inclusion Strategy will set out:

- **Vision & Principles:** The Primary Academies' overall vision and approach to inclusion, fully aligned with the GLC Mission, the GLC Equity Mindset, and this SEND Policy;
- **Funding & Allocation:** How SEND and inclusion funding is transparently allocated and spent, including any Inclusive Mainstream Fund allocation across the primary phase;

- **Impact on Outcomes:** The measurable impact of that spending on academic progress, personal development, and holistic outcomes for pupils with SEND;
- **National Standards:** The Primary Academies' approach to implementing the National Inclusion Standards, as these are developed and published by the DfE;
- **Local Collaboration:** Plans for participating in the local SEND collaborative group as established by Thurrock Local Authority;
- **Belonging & Engagement:** The primary pupil belonging, attendance, and engagement monitoring framework, incorporating findings from Pupil Inclusion Plans [PIPs] and Student Regulation frameworks.

14. Evaluation of SEND Provision

14.1 The culture of the GLC is to promote reflection and professional challenge; as such evaluation is ongoing and collaborative. SEND is incorporated into teaching and learning reviews, whereby provision and outcomes are evaluated.

14.2 It is the responsibility of the Trust Lead for SEND and Inclusion to collate and deliver SEND reports and to use these to support The GLC in ensuring that all pupils with SEND make good or better progress.

15. Complaints

15.1 The GLC believes that the Special Educational Needs of pupils are best met when there is effective collaboration and communications between the Academy, other agencies, families and young people. We aim to foster good working relations with all of these groups.

15.2 Procedures at the GLC:

- There are opportunities throughout the year for parent/family consultation. Parents are requested to make an appointment with their child's class or form teacher if a problem arises.
- If a satisfactory outcome is not achieved then a meeting is arranged between the parent, teacher and the SENDCo;
- The complaint then escalates to the Assistant Headteacher for SEND, in consultation with the Trust Lead for SEND and Inclusion;
- In some cases it may be necessary to involve the Head of School;
- If still no solution is found parents are advised to make a formal complaint using the GLC's complaints procedure.

16. Supporting Documents and Appendices

Policies to read alongside this document

- GLC Teaching and Learning Policy & Handbook
- Behaviour and Relationships Policy
- GLC Suspensions and Exclusions Policy - includes SEND expert right at GLC Student Discipline Panel and Independent Review Panel hearings;
- GLC Attendance Policy - section 14 sets out SEND adjustments and reasonable adjustments for attendance;
- GLC Mobile Phones and Electronic Devices Policy;
- GLC Safeguarding and Child Protection Policy;
- GLC Complaints Policy;

- GLC Admissions Policy;

Useful contacts and external guidance

- DfE Schools White Paper 'Every Child Achieving and Thriving' [February 2026]: gov.uk/government/publications.
- SEND Code of Practice 0–25 years [2015]: gov.uk/government/publications/send-code-of-practice-0-to-25;
- Thurrock Local Authority SEND services: thurrock.gov.uk/special-education-needs | Tel: 01375 652555;
- Thurrock Local Offer: askthurrock.org.uk;
- Parent Advisory Team Thurrock [PATT]: 07711 749 187 / patt.org.uk;
- IPSEA [Independent Provider of Special Education Advice]: ipsea.org.uk;
- Contact [charity for families with disabled children]: contact.org.uk.
- Mccrea, Barker & Goodrich [2025] 'Inclusive Teaching — Securing Strong Educational Experiences and Outcomes for All Students', Steplab discussion paper: steplab.co/resources;
- Education Endowment Foundation [2021] 'Special Educational Needs in Mainstream Schools: Guidance Report': educationendowmentfoundation.org.uk.

Appendix 1

The GLC's Mission Statement:

The GLC's mission is to develop active and thriving citizens within a diverse, truly fair and equal community

This will be achieved through:

- High quality teaching that deliberately develops competencies of curiosity, creativity, communication and critical-thinking;
- An inspiring and meaningful curriculum;
- The development of productive relationships by instilling the values of compassion, resilience, responsibility and aspiration to prepare our young people for learning and life;
- A commitment to the wellbeing of our staff;
- A culture of professional generosity, collaboration, challenge and support throughout the GLC;
- The development of effective external partnerships for the benefit and wellbeing of our community.

GLC Core Values:

- Responsibility: We own our behaviour and actions. We recognise that we play a fundamental role in shaping our lives, the lives of others and every aspect of the world. We understand the importance of 'making the weather'.
- Resilience: We tackle challenges head-on. We approach people and situations with confidence and a positive mindset. We learn from our setbacks and failures.
- Compassion: We care for ourselves and each other. We contribute to making the world a better place. We treat others with kindness, respect and dignity.
- Aspiration: We aim high and work hard to fulfil our potential. We believe everybody can achieve something great and realise the importance of 'improving upon our best'.

Equalities Statement:

The GLC's commitment to equality is enshrined in our mission statement to develop 'active and thriving citizens within a diverse, truly fair and equal community'.

We are a vibrant, innovative and successful organisation: we work hard to be the place of choice to work and to learn. Across the 5 academies of the GLC, we pledge that everyone enjoys an equality of opportunity. We work tirelessly to ensure that individual characteristics including age, ethnicity, socio-economic background, academic ability, disability, gender, religious beliefs, sexual orientation are not discriminated against in any way. We create inclusive environments characterised by mutual respect where difference is celebrated.

Equalities Objectives:

To achieve this, our equality objectives include the following:

Support all members of the GLC to model and promote the GLC mission, motto and values.

1. Work with all members of staff so that they are able to implement the Equity in Education principles:
 - Equity not equality
 - Capacity not deficit thinking
 - Deep not shallow relationship
 - Multiple not singular talents

Work with all members of staff to increase bias awareness and create a culture of challenge and shared responsibility.

2. Provide a broad and balanced curriculum that takes into account academic, interests and talents in, or outside of the classroom.
3. To ensure our book lists and materials are representative of our community and the world around us and children and young people can see themselves in fiction and non-fiction texts.
4. To promote all young people's social, moral, cultural and spiritual development through a rich range of experiences both in and beyond each GLC academy.

To provide additional support for those who are under-resourced to meet age related expectations and to be able to become active and thriving citizens.

To understand the needs and ensure equal access to information for all parents and carers.

See our Equality of Opportunity Policy for further details.

Graduated Approach in The GLC

High Quality Teaching For All

High Quality Teaching inclusive teaching and learning - the universal offer, with adaptive teaching for all	
The teachers...	The SENDCo and leaders....
Please refer to The GLC Pedagogy Wheel for more details on what this looks like in our schools. Concerns are discussed in phase teams.	Review progress and attainment data half-termly for all pupils, identifying any concerns and liaising with teachers.
Additional and different strategies	
The teachers...	The SENDCo and leaders....
Where needed: adapt plans, using scaffolds and support; discuss concerns with colleagues and parents; observe, trial, reflect and assess; Complete SEND referral forms after discussions with parents.	Give support where required, including with observations, planning and setting targets. SENDCo writes the next steps on the SEND referral form and gives feedback to staff. Collaboratively decide on whether to add to the SEND register or continue to monitor at this stage.
'Ordinarily available provision for pupils with SEND' - scaffolding, strategies and support that prioritises access to high-quality teaching in the classroom	
The teachers...	The SENDCo and leaders....
Where pupil is added to the SEND register: Teacher completes the Pupil Support Plan on the directory (PSP, termly). Meet parents termly to discuss areas of concern and progress towards targets (can be included in parents' evenings where scheduled). Completes 1/2 termly RAG rating on the directory to indicate progress from starting point (where pupils are taught in an alternative provision/ interventions teachers to liaise with LSAs regarding progress)	Give support where required, including with observations, planning and setting targets. SENDCo writes the next steps on the SEND referral form and gives feedback to staff. Collaboratively decide on whether to add to the SEND register or continue to monitor at this stage.
Specific provisions and high levels of scaffolding and support; targeted provisions balanced with access to high-quality teaching in the classroom	
The teachers...	The SENDCo and leaders....
As above, but also: Complete any referrals with SENDCo. Discuss outcomes from referrals and implement targets and provision/strategies/ advice given.	SENDCo submits referrals and liaises with external agencies, whilst keeping teachers informed. Ensures that the provision/strategies/ advice given can be implemented successfully, with staff appropriately trained.
Ensure that a high level of scaffolding and support is available in all classes, ensuring that this is carefully adapted so that the pupil achieves a level of independence. Liaise with the SENDCo and leaders about alternative assessments for pupils with SEND working significantly below ARE.	Regularly monitor to ensure that appropriate scaffolds and support are in place, and that the provisions are effective. Liaise to ensure that the right assessments are taken and that progress is being made.
Where specific and targeted provisions are not meeting needs, gather evidence for an EHCPNA (needs assessment)	
The teachers...	The SENDCo and leaders....
Complete professional reviews and barriers to learning documents to support the process, attending meetings where requested.	Collates information and submits requests; maintaining communication with Thurrock and parents/carers to ensure that timescales are kept to.
An EHCP is in place, detailing the needs, outcomes and provision required for that pupil	
The teachers...	The SENDCo and leaders....
As above, but also: Read and familiarise themselves with the plan. Ensure provision is being implemented from the EHCP. Be aware of what the next steps are for that child towards their EHCP targets, and reflect these in the support plan and provisions. Complete annual review documentation and attend meetings.	As above, but also: Monitors the outcome of provisions in place. Hold at least yearly reviews with families and teachers. Ensure that leadership are aware of provisions and staffing needs across the school.

Assess ... Plan ... Do ... Review



SPECIAL
EDUCATIONAL
NEEDS &
DISABILITIES

PARTNERSHIP PLAN

We welcome you to our academy, during your visit we will endeavour to:

- Begin every meeting with introductions, and agree a timeframe and purpose;
- Keep your child's / children's needs as the central focus to our work;
- Ensure that difficulties are acknowledged but that we move forward with a 'no blame' agenda;
- Work towards finding solutions and securing the best outcomes together;
- Agree to a clear action plan that is shared by all and shows the contribution needed from everyone.

***By working together we strive to fulfil the GLC mission of:
developing effective partnerships for the benefit and wellbeing of our community.***

please also refer to the 'Working in partnership to raise standards' information that is displayed in our reception areas.

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The
Gateway
Learning Community Trust

Appendix 4: Inclusive Teaching

Our teaching and learning strategies are inclusive by design, incorporating the EEF core practices [explicit instruction, cognitive and metacognitive strategies & scaffolding] that support all pupils, including those with SEND and wider vulnerabilities to overcome barriers to learning:

Core Step	How does this support pupils with barriers to learning?	Further targeted adaptations
Create Culture & Secure Attention Goal: Establish Routines, Granular Steps: Insist on 100%, Scan effectively; Publicly narrate met expectation Goal: Use an active listening routine, Granular Steps: Use clear routines for gaining pupil attention Goal: Build a sense of pace, Granular Steps: Specify action and time limit [display timer]	Reduces cognitive load; increases predictability; removes ambiguity; depersonalises correction; proactively supports refocusing ✓ Social Communication ✓ Speech and Language ✓ Cognition and Learning ✓ Executive Functions ✓ SEMH ✓ Sensory	Make adjustments for varying processing times - anticipate and extend; use discreet and non-verbal cues to prompt and avoid shame; accept alternative indicators of participation; minimise talk time whilst pupils are working; deliver with warmth, vary tone intentionally and cue pupils into listening; pre-alert and pace countdowns with reminders; use multi-sensory and vocal anchors with a countdown; frame the timer as a target not an absolute high-pressure deadline; provide physical scaffolds such as timers, with varying sounds/visuals to avoid distraction
Optimise Communication Goal: Give clear and memorable explanations, Granular Steps: Script explanations and models Goal: New vocabulary with active practice,	Eliminates verbal and visual clutter; anticipation and adaptation for any barriers; models metacognitive strategies explicitly; provides deliberate opportunities for overlearning ✓ Social Communication	Use a clutter-free, hyper-literal delivery with explicit language by selecting just a few high-leverage words per lesson; vary vocal intonation, tone and pacing [including chunking, pauses and choral responses] to distinguish between different intents [eg a

Granular Steps: Repeat target vocabulary Goal: Modeling as a scaffold, Granular Steps: Live model the process	✓ Speech and Language ✓ Cognition and Learning ✓ Executive Functions ✓ SEMH ✓ Sensory	writing voice vs a planning voice]; model mouth shapes and use dual-coded individual scaffolds to overcome barriers to expression; accept non-verbal indicators of understanding; adjust the length and complexity of instructions through backward chaining; enhance models with verbal and visual cues [pointers, highlighters, key iterative verbs]; ensure that pupils immediately mirror the required steps using a checklist or printed reference
Drive Thought Goal: Use accountable questioning , Granular Steps: Frontload means of participation Goal: Plan, run and monitor independent practice, Granular Steps: Tailor tasks and scaffolds Goal: Plan, run and monitor independent practice, Granular Steps: Ensure that practice is quiet	Provides routines cues and predictable processing time; normalises support and accessibility; lowers the stigma of receiving help and makes challenge feel safe; minimises the need to switch attention; normalises collective, focused effort ✓ Social Communication ✓ Speech and Language ✓ Cognition and Learning ✓ Executive Functions ✓ SEMH ✓ Sensory	Use cold-calling after rehearsal or for mastered content; keep target information to 1 or 2 absolute words; keep physical movements highly regulated and routine script and rehearse specific partner pairings and roles; prioritise thinking and effort over task completion; provide visually uncluttered personal versions of universal scaffolds; explicit reminders of what independent practice looks like, with clear time expectations;
Gather and Give Feedback Goal: Specify success & plan for Feedback, Granular Steps: Identify moments to check for understanding [key learning] Goal: Give whole class feedback Granular	Destigmatises confusion and explicitly promotes making errors as a natural, safe part of the learning process facilitates and encourages all pupils to actively engage in metacognitive strategies ✓ Social Communication	Narrate explicitly when modelling both skilled responses and less successful strategies; use precise verbal cues to direct physical behaviour [eg where hands should be]; when addressing errors, limit feedback to one high-leverage correction at a time;

Steps: Re-teach, re-check Goal: Give individual & whole class feedback Granular Steps: Make feedback precise & actionable	✓ Speech and Language ✓ Cognition and Learning ✓ Executive Functions ✓ SEMH	explicitly name the exact error publicly and frame as a common misconception; outline structured feedback in books and on slides using a consistent layout; frame instructions with a clear reason why
Ensure Consolidation Goal: Use retrieval quizzes, Granular Steps: Include prior content Repeat tricky concepts	Automates foundational skills and knowledge, providing more capacity for acquiring new concepts; disrupts the forgetting curve; gives pupil immediate experience of improvement ✓ Social Communication ✓ Speech and Language ✓ Cognition and Learning ✓ Executive Functions ✓ SEMH	Focus older retrieval items strictly on core concepts; maintain consistent, predictable formats; display the quiz for the duration of the activity, with physical scaffolds for some pupils to match questions and responses for less secure knowledge; on first repeat, provide a near-transfer variant that keeps all but the core values/words the same; explicitly flag where questions are revisiting learning from more recently; use non-judgemental language