

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

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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

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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.

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:

- They are entitled to a broad and balanced curriculum that is intended to meet their individual learning needs;
- They are entitled to access the curriculum, in line with our policies and adapted as required;

- Identification of, and provision to meet, their needs will be supported by timely and honest dialogue with pupils, parents and professionals;
- Will have their different needs met effectively, whilst promoting disability equality and accessibility;
- 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;
- 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;
- They receive a programme of guidance and support needed to make successful transitions to post-16 studies and adulthood.

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 it's 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.

4. Definition and Identification of SEND

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

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

4.1 Special educational provision is educational or training provision that is additional to or different from that made generally for other children of that age. High quality inclusive teaching, adapted and scaffolded strategically for pupils, is always the first step in responding to the needs of pupils who may have SEND. Please see the infographic below that demonstrates what high-quality inclusive

teaching and learning encompasses in The GLC:



Advice on adapted teaching is provided for each pupil on the SEND register in the form of a support plan, which clearly sets out their barriers, termly SMART targets, provisions and strategies. We have also included areas to record pupil and parent/carer voice on the support plans:

| Pupil Support Plan, 2025 - 26 | | | | |
|--|----------------------|---|-----------|----------------------|
| Pupil name | | <input type="text"/> | Year | <input type="text"/> |
| Diagnoses/ barriers | | <input type="text"/> | SEND Code | <input type="text"/> |
| Autumn 2025 - assess, plan, do, review | | | | |
| Barriers to learning | Termly targets | Provision and strategies | Resources | |
| | | Inclusive Signature Strategies in The GLC The following strategies are used universally: 1. Secure attention - <i>insist on 100%, build a sense of pace</i> 2. Optimise communication - <i>give clear explanations</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>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</i> | | |
| Outcomes | Target 1 | <input type="text"/> | Review | |
| | Target 2 | <input type="text"/> | | |
| | Target 3 | <input type="text"/> | | |
| | Target 4 | <input type="text"/> | | |
| Pupil voice | <input type="text"/> | | | |
| Parent/carers views | <input type="text"/> | | | |

4.2 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]. The GLC abides by our duty to cater for the needs of pupils with disabilities, through making reasonable adjustments and arrangements to cater for medical, sensory or physical conditions. We recognise that disabilities take many forms, both hidden and visible, and are committed to identifying the disadvantages the disability causes and removing any barriers to learning or involvement in academy life.

4.3 The needs of pupils with SEND are grouped into 4 broad areas. Pupils may have needs that co-occur across more than one area, and their needs may change over time. The purpose of identification is to assess what a pupil’s particular barriers to learning are, and therefore what is needed to support them, and not to fit a pupil into a category. The barriers to learning are then used to make plans, advise on strategies and review progress.

Teachers, SENDCos and other key staff collaborate when writing and reviewing support plans. The GLC SEND team have also compiled what is considered best practice in regards to high-quality inclusive teaching and learning strategies that are linked to specific barriers, so that staff are better informed and there is consistency in approach.

Interventions [additional provisions] will be selected that are appropriate for the pupil’s particular area[s] of need, at the relevant time. The GLC SEND Team holds a database of recommended interventions, linked to areas of need, that is used to identify appropriate programmes linked to particular barriers.

| Area of need | |
|-------------------------------------|--|
| Communication and interaction | <p>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.</p> <p>pupils who are on the autism spectrum often have needs that fall in this category.</p> |
| Cognition and learning | <p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> - Specific learning difficulties, which impact 1 or more 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 | <p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> - 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 <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p> |
| Sensory and/or physical | <p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>pupils may have:</p> <ul style="list-style-type: none"> - A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment - A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p> |

4.4 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 Academy adopts is therefore vital in identifying and determining levels of need, with analysis of the causal factors relating to that need.

4.5 The identification of SEND is built into the overall approach of monitoring the progress and development of all pupils. Teachers in the GLC use continuous formative assessment and agreed pedagogical approaches to ensure that any difficulties are identified early, with teaching and learning adapted 'in the moment' and effective feedback given. Summative assessment is also structured

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throughout the year [and on entry for new pupils] to ensure that progress and attainment are carefully monitored. The SEND Information Report provides further detail regarding how early identification and assessment of progress is part of our whole school approach.

4.6 If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEND;
- They are known to external agencies;
- They have an education, health and care plan [EHCP];

then the school will work in a multi-agency way to gather relevant information, so that support can be put in place as early as possible.

4.7 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.

5. Graduated SEND Support

5.1 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.

5.2 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.

| Graduated approach | |
|--------------------|--|
| 1. 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. |

| | |
|-----------|--|
| 2. Plan | <p>Key staff decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.</p> <p>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/carers views will be sought.</p> |
| 3. Do | <p>The pupil's class teacher retains overall responsibility for their progress in each subject area.</p> <p>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.</p> <p>The SENDCo will support the teacher in further assessing the pupil's particular barriers, and advise on how to implement support effectively.</p> |
| 4. Review | <p>The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed dates.</p> <p>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.</p> |

5.3 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]

5.4 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.

5.5 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.

5.6 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.

5.7 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.

5.8 Where pupils have significant and pervasive barriers in accessing the curriculum, we offer bespoke alternative provisions in small groups that are overseen by the SENDCo. Pupils in these provisions would typically have, or are being assessed for, an Education, Health and Care Plan [EHCP]. The SENDCo monitors and supports with planning, pedagogy and assessment, with plans made for reintegration into mainstream whole class teaching where appropriate. Arrangements for these provisions are made in response to the needs of each primary school's pupils, and in collaboration with parents/carers.

5.9 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.

5.10 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 details about eligibility and the processes followed at The GLC, please see the Exams Access Arrangements Policy [Primary].

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. Education, Health and Care Plans [EHCP]

6.1 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.

6.2 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'*.

6.3 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.

6.4 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>

7. Monitoring and Evaluation

7.1 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;
- sampling work;
- holding at-least annual reviews for pupils with EHCPs;
- 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.

7.2 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. Roles and Responsibilities

8.1 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;

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

- 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.

8.2 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 [see appendix 2];
- 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;
- Utilising 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 differentiated and resourced 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.

The learning support assistants [LSAs] are key to supporting our pupils by:

- Delivering effective support, using the scaffold for learning approach to promote independence;
- Improving their practice by ensuring that they implement guidance on effective learner support;
- Jointly planning and delivering individualised programmes where appropriate;

- Monitoring progress against targets using the SEND directory and EHCPs;
- Assisting in drawing up recommended strategies and assessing for special educational needs;
- Contributing to review processes;
- Working with small groups, within or out of the classroom, under the direction of the teacher;
- Supporting with visits;
- Planning with or adapting teacher plans.

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

8.3 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;
- Commissioning additional services.

8.4 Headteacher and Assistant Headteacher

The headteacher and Assistant Headteacher [SEND] 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

8.5 The SEND governor

The SEND governor will:

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

8.6 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.

8.7 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.

| Student Regulation Plan 2024-2025 | | | | | |
|--|--|---|--|---|--|
| What motivates me, makes me feel happy and calm? | | How do I behave when I am regulated and calm? | | What can keep me calm and regulated? | |
| What makes me feel confused and/or frustrated? | | What are the signs that I am struggling? | | What are the strategies to support me to be calm and regulated? | |
| What makes me angry and out of control? | | How do I behave when I feel like this? | | What are the strategies to de-escalate behaviour and emotions? | |
| What makes me feel tired or sad? | | How do I behave when I feel like this? | | What are the strategies to support me to be calm and regulated? | |
| Other notes and observations: | | | | | |
| | | | | | |

8.8 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.

9. Partnerships

9.1 In the GLC academies pupils and parents/carers are part of the team that specifies provision and
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monitors the effectiveness of that provision, please see appendix 4. Please see the GLC SEND Information Report for further details, available on our academy websites.

9.2 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 a Parent Advisory Team Thurrock [PATT] to give information and advice to parents and carers of pupils with SEND. For further information please see:

<https://www.thurrock.gov.uk/support-for-parents-and-carers-whose-children-have-special-needs-at-school/information-advice-and>

Thurrock Local Authority [LA]

9.3 The Code of Practice places legal duties on Local Authorities [LAs] to identify and assess the special educational needs and disabilities [SEND] of pupils for whom they are responsible. An LA must carry out an EHCP needs assessment if a pupil's needs, or probably needs, more support than their school or other setting can give them.

8.4 Once special educational provision has been specified in an EHCP plan, the LA has a legal duty to provide it. The provision that an LA provides is set out in a Local Offer to detail all the services and support that are available children and young people with SEND. Thurrock has published theirs on the website below:

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

10. Resource Allocation

10.1 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. Admissions

11.1 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.

11.2 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. Communication

12.1 We strive to maintain strong communication links within the GLC:

- The SEND Co-ordinator meets regularly with teaching and support staff to discuss the progress of pupils with SEND;
- Targets for SEND support plans and EHCPs are agreed in meetings between class teachers, the SENDCo, parents /carers and the pupils;
- The Graduated Approach and the SEND online database are updated regularly, and distributed to all staff members;
- A trust SEND Information Report is held on the GLC website, detailing what support and provision is offered in the academies;
- Each academy holds an appendix to the GLC SEND Information Report that provides further detail about what they offer that is additional to our core GLC provision.

13. Evaluation of SEND Provision

13.1 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.

13.2 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.

14. Complaints

14.1 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.

14.2 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.

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

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

| 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-terminly 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. |



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.

www.theglc.org.uk

