Wembley Multi-Academy Trust

ACHIEVEMENT FOR ALL



SEND POLICY

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1. Aims and objectives

This policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND;
- Set out how our school will:
    - Support and make provision for pupils with special educational needs and disabilities
    - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
    - Help pupils with SEND fulfil their aspirations and achieve their best
    - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil;
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Make sure the SEND policy is understood and implemented consistently by all staff.

2. Vision and values

East Lane Primary School aims to provide a rigorous and transformational education that prepares students for success at school, further education, university and beyond. This policy recognises the entitlement of ***all*** students to a broad and balanced curriculum. It reinforces the need for teaching that is of the highest standard and fully inclusive. We seek to ensure inclusion for all young people by removing barriers to learning, raising achievement and promoting progress.

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 coordinators (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

4. Inclusion and equal opportunities

At our school, we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5. Definitions

5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5.2 Disability

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.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
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 usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • 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	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.

6. Roles and responsibilities

6.1 The SENCO

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

6.2 The board of Trustees

The trustees have responsibility for:

- The strategic overview of and the implementation of the SEND Policy
- Ensuring, through the appraisal process, that the objectives and priorities in the schools' Improvement Plan are met
- Monitoring the SEND policy through the schools' self-review procedures
- Reporting annually to parents on the schools' policy through the website
- All Trustees are informed of the schools' provision, including funding, equipment and staffing.

6.3 The SEND Governor

The SEND governor will:

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

6.4 The headteacher
The headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Class teachers
Each class teacher is responsible for:

- Planning and providing high-quality teaching that is adapted to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report

6.6 Parents/carers
Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- The school will take into account the views of the parent or carer in any decisions made about the pupil.

6.7 The pupil
Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support.

This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions
- The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with adaptive, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO by filling out a 'Cause for Concern Form' (see Appendix 1) and have an initial discussion about whether this lack of progress may be due to a special educational need. The SENCO will seek to gather more information about the child before suggesting changes to provision. If concerns continue, the SENCO will meet with parents to discuss the possibility of adding the pupil to the SEN register. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- 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 make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

**See Appendix 2 for Identification of Special Educational Needs Flowchart.*

8.2 Consulting and involving parents/carers
The school will put the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

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

8.3 The graduated approach to SEN support
Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. **Assess**

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. **Plan**

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system and will be made accessible to staff.

3. **Do**

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching**.**

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising 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 date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

8.4 Levels of support

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

8.5 Evaluating the effectiveness of SEN provision

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

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

8.6 Addressing Complex SEND

At East Lane Primary School, we recognise that some pupils have complex SEND, characterised by significant challenges spanning multiple areas of need. These pupils require specialised, individualised support beyond standard SEN provisions to access education effectively.

Identifying Complex SEND Needs

Pupils with complex SEND often experience overlapping challenges, such as:

- Profound and multiple learning difficulties (PMLD), involving severe intellectual impairments and additional physical or sensory needs.
- Co-occurring conditions, such as autism spectrum disorder (ASD) combined with ADHD, sensory processing issues, or severe anxiety.
- Rare medical conditions or syndromes with significant educational implications.

Identification is based on:

- In-depth assessments conducted in collaboration with educational and healthcare professionals.
- Discussions with parents/carers to gather detailed developmental and medical histories.
- Classroom and holistic observations to understand the impact on learning, behaviour, and social interactions.

Provision for Complex SEND

Provision for pupils with complex SEND is highly personalised and adaptable to their unique needs. Key elements include:

1. **Individualised Plans:** Tailored learning plans outlining specific outcomes, interventions, and resources.
2. **Specialist Support:** Collaboration with external agencies such as speech and language therapists, occupational therapists, and CAMHS.
3. **Assistive Resources and Equipment:** Access to technology, sensory tools, and adaptive resources to support learning and engagement.
4. **Curriculum Adaptations:** Adaptive teaching, alternative pathways, and meaningful, inclusive activities designed to meet the pupil's needs.
5. **Skilled Staff Support:** Dedicated teaching assistants and staff trained to deliver targeted interventions and manage specific challenges.

9. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

10. Links with external agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- Physio therapists
- GPs or paediatricians
- School nurses
- Child and Adolescent Mental Health Services (CAMHS)
- Education welfare officers
- Social services
- Brent Outreach Autism Team (BOAT)
- Mental Health Support Team (MHST)
- Brent Deaf and Hearing Support Services
- Brent Visual Impairment Services
- Brent SEND Information Advice and Support Service (SENDIASS)
- Place 2 Be

11. Accessibility arrangements

Please see the Equality Policy and Accessibility Plan.

12. Complaints about SEND provision

Initially, all concerns from parents or carers about their child's provision should be made to the SENCO. If a parent or carer is not satisfied with the response given, the Complaints Procedure as outlined on the school's website may be followed.

13. Monitoring and evaluation arrangements

13.1 Evaluating the effectiveness of the policy

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

13.2 Monitoring the policy

This policy will be reviewed **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year. It will be approved by the full governing board.

14. Links with other policies and documents

This policy links to the following documents:

- SEN information report
- The local offer

Appendix A – Cause for Concern Form

Pupil name:		**Class/Year:**
Teacher name:		**Date of referral:**
Areas of concern *(tick the relevant boxes)*	Other *(please specify)*	
☐ General learning difficulties	☐ Communication and interaction	☐ Emotional, social and mental health
☐ Specific learning difficulties (e.g. dyslexia)	☐ Speech and language	☐ Physical (gross/fine motor skills, visual or hearing impairment)
What difficulties does the pupil have accessing the curriculum?		
*Score the **impact** on the pupil's **behaviour** and **learning** out of 10, with 10 being the most impact and 1 being the least impact.* **Impact:** _____/10	*Score the **urgency** of the referral out of 10, with 10 being most urgent and 1 being least urgent.* **Urgency:** _____/10	
What support has already been put in place?	**Impact of support**	
What next steps would you like to see?		
Any further comments?		

Appendix B - Identification of Special Educational Needs Flowchar

Class Teacher or parent raises a concern about an area of a pupil's development

- Consider what are the pupil's barriers to learning?
- What are their areas of need?

Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and/or Physical

Wave 1

Through Quality First Teaching, the class teacher will:

- Plan and implement adaptations and additional support
- Monitor impact for 6-8 weeks

If pupil makes progress and there are no further concerns, continue with Wave 1 provision and monitor.

Wave 2

If concerns continue, the class teacher should:

- Fill out a Cause for Concern Form
- Arrange to discuss with the SENCo

The SENCo may:

Observe the pupil	Complete further assessments	Advise and plan further provision

Class teacher to:

- Implement changes to provision
- Monitor impact for 6-8 weeks
- Meet with the SENCo to discuss outcomes of any assessments and review impact

If pupil makes progress and there are no further concerns, continue with provision and monitor.

- Pupil continues to make little/no progress
- There are ongoing concerns
- Assessments indicate further evidence of need

Consideration for SEN register
SENCo meets with parents

Wave 3: SEN Support

- Parents agree to SEN support
- Referrals to outside professionals may be made
- SENCo and class teacher write ISP and share with parents
- Class teacher implements provision and monitors

Pupil Passport Example

My Pupil Passport

Name:

Class:

Year:

Last Updated:

My Strengths

What I find Challenging

What others like and admire about me

Things That Upset Me

My Favourite Things

How Best to Support Me

Date Plan Created:

Individual Support Plan

Child's Name	Year Group	Class	Teacher
Areas of Need *(Tick all that apply and highlight main area of need)*	**External Professionals Involved**	**Level of Need**	
☐Communication and Interaction ☐Cognition and Learning ☐Social, Emotional and Mental Health ☐Sensory and/or Physical		☐SEN Support ☐EHCP	

Assessment Information			
	Reading	**Writing**	**Maths**
Autumn			
Spring			
Summer			

Target Setting		
Target	**Provision in Place**	**Progress Review**