SEND Policy and Information Report

Date	Review Date	Endorsed by	Approved by	Link Governor
February 2026	February 2027	FGB	Governing Body	Tosin Asaolu

Aspire, Believe & Achieve











Policy last reviewed: February 2026

Policy written by: Megan Reeve

Article 3 The best interests of the child must be a top priority in all things that affect children.
Article 23 A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children. Article 29 Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

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Appendix 1 – Glossary of Terms

1. Introduction

Our guiding principle is one of Inclusion and we aim to provide quality first teaching for all of our pupils. This includes appropriate differentiation for individual pupils, the use of high-quality resources and effective use of additional adult support. We are dedicated to creating an inclusive environment that will enable children to achieve their full potential.

This SEND policy and information report details how, as school, we ensure that the needs of all pupils with special educational needs are met. When carrying out our duties alongside our pupils with SEND, we follow guidance provided in the Special Educational Needs and Disability Code of Practice 2015.

2. Definitions of Special Educational needs and disabilities

Special Educational Needs

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child has a learning difficulty or disability if they:

(a) *have a significantly greater difficulty in learning than the majority of others of the same age; or*
(b) *have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools*

Code of Practice 2015

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.

Children are not regarded as having a significant learning difficulty solely because the language or form of language of their home is different from the language in which they are taught. Formative assessment will establish if concerns are due to limitations in their command of the language or arise from special educational needs. Equally, challenging behaviour is no longer seen as a recognised need, though it may point to an underlying social, emotional or mental health need. It is important to identify why a child may be presenting with such behaviours.

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.

3. Aims and Objectives

- To ensure that each individual child has a voice and their views and opinions are considered when planning and evaluating their personalised SEN provision.
- To ensure that all pupils have access to a broad and balanced curriculum which is differentiated to meet their own individual needs and abilities.
- To continue promoting our school's dedication to an inclusive approach to education.
- To continue having a positive approach to learning, whereby their strengths are built on and their views and opinions are listened to and valued.
- To continue working in partnership with outside agencies, staff, children and parents.
- To ensure all children have access to high quality provision that is regularly monitored and evaluated.
- To monitor and review each individual child's progress and needs.
- To promote and develop early identification. This is to ensure that we are able to provide early intervention.
- To ensure that each individual child's needs are recognised and supported through quality first teaching and effective additional support.
- To maximise children's opportunities, and to enable them to play as independent a role in society as possible.

This policy and information report will continue to contribute to and support achieving the aims outlined. The provision for pupils with SEN will continue to be a high priority for our school, ensuring that all children are given the opportunity to reach their full potential.

4. Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

5. Inclusion, Equal Opportunities and Reasonable Adjustments

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.

We make reasonable adjustments to the curriculum, learning environment, and assessment methods to ensure pupils with SEND can access all aspects of school life. The effectiveness of these adjustments is regularly reviewed and monitored to ensure barriers to learning are removed and all pupils are able to participate fully.

Reasonable Adjustments

Reasonable adjustments are changes made to the learning environment, teaching approaches, policies, practices, or the provision of support to ensure that pupils with special educational needs and/or disabilities are not placed at a substantial disadvantage compared to their peers.
These adjustments are anticipatory, meaning the school considers and plans for the needs of pupils with SEND in advance, rather than waiting for difficulties to arise. Adjustments are made in line with the Equality Act 2010 and do not alter the expected learning outcomes, but provide alternative ways for pupils to access learning and demonstrate their understanding.
What is considered *reasonable* will depend on:

- The individual needs of the pupil
- The effectiveness of the adjustment in removing barriers to learning
- The practicality and impact of the adjustment
- The resources available to the school

Reasonable adjustments may include, but are not limited to:

- Adaptations to teaching strategies or lesson delivery
- Adjustments to the classroom environment or seating
- Modified resources or alternative formats
- Additional time, adult support, or assistive technology
- Flexible approaches to assessment or recording

6. Safeguarding and SEND

The school recognises that pupils with special educational needs and/or disabilities (SEND) may be more vulnerable to safeguarding concerns, including abuse, neglect, bullying, peer-on-peer abuse, and exploitation. Factors such as communication difficulties, sensory needs, dependence on adults for care, or social isolation may increase this vulnerability.

The school is committed to ensuring that safeguarding arrangements are accessible and inclusive for all pupils with SEND. Staff are aware that indicators of abuse or neglect may present differently in pupils with SEND and are trained to recognise and respond to these signs appropriately.

Safeguarding concerns relating to pupils with SEND are managed in line with the school's Safeguarding and Child Protection Policy**,** Behaviour Policy**,** and Anti-Bullying Policy, and with reference to statutory guidance, including *Keeping Children Safe in Education*.

All concerns are recorded and reported promptly to the Designated Safeguarding Lead (DSL) or Deputy DSL in accordance with school procedures. Where a pupil has an Education, Health and Care Plan (EHCP), relevant safeguarding information may be shared with appropriate professionals to ensure coordinated and timely support, in line with information-sharing protocols.

7. The Four Areas of need

The Code of Practice defines four areas of special educational need:

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

Area of Need	**Possible Needs**
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 behaviors, 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.

8. Responsible Persons

The SENDCo is Miss Megan Reeve.

She has 2 years' experience in this role and works across both schools. She is a qualified teacher and achieved the National Award in Special Educational Needs Co-ordination in 2023.

The SEND Governor are Tosin Asaolu

The Head of School is Mr Michael Fernandez

9. Role of the SENDCO, Governor, Executive Head Teacher, Head of School and Teachers

The SENDCO 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 head teacher and SEN Governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN 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 work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority 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 eg Year 6 to Secondary or to a new school
- When a pupil moves to a different school: 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 head teacher 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 SEN up to date
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy

The SEN Governor

The SEN Governor will:

- Help to raise awareness of SEN issues at governing 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 head teacher and SENDCO to determine the strategic development of the SEN policy and provision in the school

The Executive Head teacher and Head of School

The Executive headteacher will:

- Work with the SENDCO and SEN Governor to determine the strategic development of the SEN policy and provision in the school
- Work with the SENDCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Work with the SENDCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

The Head of School will:

- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have an overview of the needs of the current cohort of pupils on the SEND register
- With the SENDCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development

Class teachers

Each class teacher is responsible and accountable for:

- Planning and providing high-quality teaching that is adapted and/or differentiated 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 SENDCO 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
- Communicating with parents regularly to:
- Set clear outcomes and review progress towards them
- Discuss the activities and support that will help achieve the set outcomes
- Identify the responsibilities of the parent, the pupil and the school
- Listen to the parents' concerns and agree their aspirations for the pupil.

10. SEND Information Report

`10.1 What types of SEND does the school support?

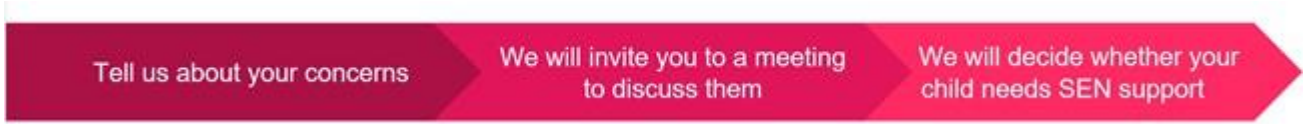
Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction **(C&IN)**, for example, Autistic Spectrum Disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning **(C&LN)**, for example, dyslexia, dyspraxia

- Social, emotional and mental health difficulties **(SEMH)**, for example, Attention Deficit Hyperactivity Disorder (ADHD)
- Sensory and/or physical needs **(S&PN)**, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

Area of Need	Condition
Communication and Interaction	Autism Spectrum Disorder/Condition
	Speech and Language difficulties
Cognition and Learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, Emotional and Mental Health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or Physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

10.2 How does the school identify if a child has SEND and assess their needs?



We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

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

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

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

Class teachers in the first instance complete an initial concern form which would detail the nature of their concerns and the support and strategies in place. Class teachers will also detail any other useful information e.g. attendance concerns, a change in family circumstance etc. Within six weeks, the SENDCo will then work collaboratively with the class teacher to ascertain next steps.

When deciding whether special educational provision is required, 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.

The first response to progress that is less than expected is high quality teaching targeted at the child's areas of weakness. Most pupils will have their needs met through quality first teaching. This may include appropriate differentiation of learning tasks, adaptations to the curriculum and learning environment, time-limited interventions and the provision of additional practical or visual resources. We focus on early intervention to ensure 'gaps' are targeted and intervention is put in place at the earliest opportunity.

It is essential that other possible barriers are considered prior to a decision being made around SEN. This includes exploring a child's attendance, additional language needs and home circumstances.

Where progress continues to be less than expected, the teacher will work alongside the SENDCO to assess the child further. The SENDCO will gather information from the pupil, parents/carers and class teacher. Discussions will be held with the pupil and their parents/carers in order to develop a good understanding of the pupil's areas of strength and difficulty, discuss any parents' concerns and the next steps.

Our school believes that early intervention is crucial and all staff are aware of the importance of raising and sharing concerns regarding a child's learning or development with the SENDCO and parent/carer.

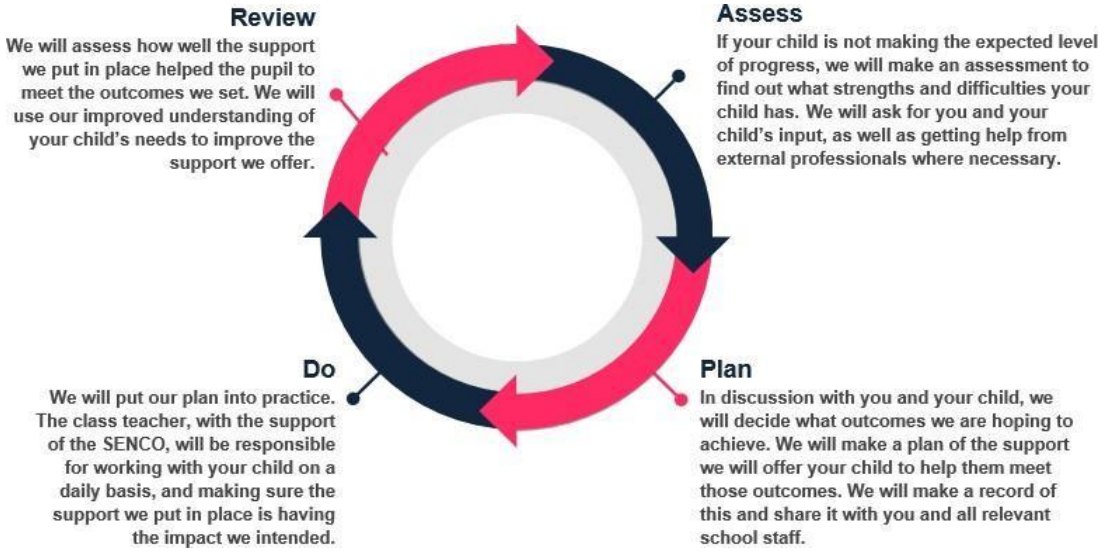
The school will assess each child's current levels of attainment on entry in Nursery/Reception. If the child already has an identified special educational need, this information may be transferred from the Early Years setting. The SENDCO and the child's class teacher will then:

- Provide starting points for the development of an appropriate curriculum
- Identify ways in which the child will be supported within the class
- Use the assessment processes to identify any learning difficulties
- Ensure ongoing observation and assessment is taking place
- Provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning
- Involve parents and carers in implementing a joint learning approach at home
- Make a referral to the Early Years Advisory Service if appropriate.

When a pupil is identified as having SEN, we take action to identify specific barriers to learning and put effective special educational needs provision in place – SEN Support.

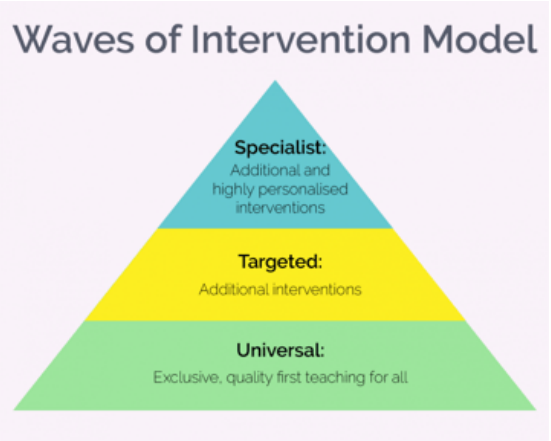
Quality first teaching remains our first response in relation to the identification of SEN, but we also ensure that the child receives high quality additional support and interventions, which are carefully monitored and targeted to their individual needs.

We adopt the graduated approach and four part cycle of 'assess–plan–do-review' as recommended in the SEN Code of Practice 2015. In successive cycles the SEN Support received by the child is refined or revised depending on how effective it has been in achieving the agreed outcomes. Where a pupil continues to make less than expected progress despite the school's best efforts, and with the agreement of the child's parents/carers, we will then involve appropriate specialists and Outreach Services.



We also use the "wave of intervention model." It is designed to be a flexible, "graduated response" to student needs.

- **Wave 1 (Universal): Universal Provision (Quality First Teaching):** High-quality, inclusive teaching that is available to all children in the classroom
- **Wave 2 (targeted): Targeted Provision:** Specific, additional, and time-limited interventions provided for some children who need help to accelerate their progress
- **Wave 3 (specialist): Specialist Provision:** Highly tailored, individual intervention for a minority of children where Wave 1 and Wave 2 support have not resulted in the desired progress.



10.3 How does the school support pupils with an Education, Health and Care Plan?

A small number of children with the most complex needs may require the support of an Education, Health and Care Plan (EHC Plan) to enable them to achieve the best possible outcomes. If we believe that a child's needs require provision and resourcing over and above that which we make available to our SEN pupils from delegated funding, we will request that the Local Authority conduct an assessment of the child's education, health and care needs. We will involve the child and their parents/carers at every stage of the assessment process.

10.4 How can parents and school request an Education, Health and Care needs assessment?

The SENDCo will request an Education, Health and Care Needs Assessment where a child displays significant and/or complex needs that cannot be met through SEN Support alone. This request will be made in consultation with parents/carers, the child (where appropriate), the class teacher, and any other professionals working with that pupil.

A request for an EHC Needs Assessment will be supported by clear and robust evidence of the child's needs, strengths, and areas of concern, including information from adults who have worked closely with the child and records of interventions already in place and their impact.

Parents/carers also have the legal right to request an EHC Needs Assessment directly from the local authority at any time.

10.5 Support Plans (IEPs) and Monitoring - how is my child's progress monitored?

Class teachers, with the support of the parents/carers and school's SENDCO, are responsible for creating support plans. A support plan records that which is 'additional to' and 'different from' the differentiated curriculum plan. It focuses on up to four individual targets.

The support plan includes information about:

- The short-term targets set for a child
- The teaching strategies and provision to be used
- Success and/or exit criteria
- Outcomes

All relevant staff that work alongside our pupils with special educational needs are aware of their individual targets and the planned strategies to be used. The support plan is usually implemented, at least in part, in the normal classroom setting. However, there are occasions when it may be more appropriate to withdraw children individually or in small groups to work on specific learning programmes, individual targets or to pre-teach a concept. Support plans are reviewed each term (3

times a year). We will involve the child and their parents/carers at every stage of the support plan process, by inviting parents to attend the review meetings, and allowing children to contribute their views, including the completion of a differentiated questionnaire. Where appropriate children attend their own reviews usually with a friend to allow them to have a voice in their own provision.

10.6 How does the school assess and review the progress of pupils with SEND?

The school follows the graduated approach and the four-part cycle of Assess, Plan, Do and Review, in line with the SEND Code of Practice (2015). This process is used to identify pupils' needs, plan appropriate support, implement interventions, and review their effectiveness to ensure positive outcomes for pupils with SEND.

Assess

School staff work closely with the SENDCo to carry out a clear and comprehensive analysis of each pupil's needs. This assessment draws on a range of information, including:

- the class teacher's assessment and experience of the pupil
- the pupil's previous progress, attainment and/or behaviour
- assessments from other teachers, where relevant
- the pupil's development in comparison with their peers and national data
- the views and experience of parents/carers
- the pupil's own views and aspirations
- advice and reports from external support services, where appropriate
- recognised assessment tools to identify need and track progress, including PIVATS for pupils working below age-related expectations and to evidence small steps of progress

For pupils in Key Stage 1 who are working two years or more below age-related expectations, assessment and planning will focus on progress towards the Early Learning Goals. For pupils in Key Stage 2 who are working two or more years below age-related expectations, progress is assessed using PIVATS to support the identification of need and demonstrate incremental progress.

PIVATS is a recognised assessment framework used to assess, monitor and evidence small steps of progress for pupils with SEND who are working significantly below age-related expectations. It supports the identification of pupils' strengths and areas for development across key areas of learning and enables progress to be tracked over time where standard national assessment measures are not appropriate.

If children make accelerated progress and the gap between themselves and their peers closes, they will then be assessed in line with SONAR.

Assessment information is reviewed regularly to ensure an accurate and up-to-date understanding of the pupil's needs.

Plan

Following assessment, outcomes are agreed in consultation with parents/carers and the pupil, where appropriate. Appropriate support, interventions, and reasonable adjustments are planned, with clear targets, timescales, and responsibilities identified. This information is recorded in the pupil's individual support plan.

Do

The class teacher remains responsible for the pupil's progress and for implementing the agreed support on a day-to-day basis. Where interventions involve small group or one-to-one teaching delivered by support staff, the class teacher retains oversight and works closely with staff to ensure consistency and impact.

All staff working with the pupil are made aware of:

- the pupil's identified needs
- the outcomes sought

- the support and interventions in place
- any specific teaching strategies or approaches required

Review

Progress towards the agreed outcomes is reviewed regularly. The effectiveness of the support and interventions is evaluated, taking into account assessment information and the views of the pupil and parents/carers. Where progress is limited or needs change, adjustments are made to the provision, and the graduated approach cycle is repeated to ensure continued progress and improved outcomes.

10.7 How are pupils with SEND taught in the classroom?

Teachers are responsible and accountable for the progress and development of all pupils in their class, including those with special educational needs.

High-quality teaching is the first step in responding to pupils who have SEN and is adapted and differentiated to meet individual needs. This includes planning that takes account of pupils' starting points, learning styles, and barriers to learning.

The SENDCo ensures that the school provides a range of targeted intervention programmes to address the needs of individual pupils and groups of pupils. Interventions are selected based on identified need and are monitored and reviewed regularly for impact. Interventions available may include:

- Lego Therapy
- Phonics-based interventions
- Fresh Start
- Ready to Progress
- Bucket Time
- Attention Autism
- Chatty Children
- Healthy Hands
- Social skills groups
- Social Stories
- Colourful Semantics
- Black Sheep Press resources
- Makaton signing and PECS (Picture Exchange Communication System)
- Sensory Circuits

In addition, small-group reading, writing, spelling and mathematics interventions run throughout the school to further support pupils with SEN.

Some interventions are delivered by trained Learning Support Assistants under the direction of the class teacher and/or the SENDCo, while others are delivered directly by teachers. Speech and Language Therapists work closely with school staff to ensure that the needs of pupils with speech, language and communication difficulties are addressed effectively and consistently.

Some pupils are supported in class for part of the school day by an LSA, either individually or in a small group. These pupils continue to have the same opportunities as their peers to learn alongside the class teacher, who retains overall responsibility for their progress and outcomes. LSAs support learning in a way that promotes independence, and additional adult support is provided only where it is necessary and reviewed regularly.

10.8 How is the curriculum and learning environment adapted for pupils with SEND?

We make a range of reasonable adjustments and adaptations to the curriculum and learning environment to ensure that all pupils' needs are met and that pupils with SEND are able to access learning alongside their peers.

Adaptations may include:

- Differentiating and adapting the curriculum to ensure all pupils can access learning, for example through flexible grouping, varied teaching styles, adapted lesson content, and appropriate levels of challenge
- Adapting resources and staffing, including the use of additional adult support where appropriate
- Using recommended aids and equipment, such as laptops or tablets, coloured overlays, visual timetables, now/next boards, writing frames, enlarged text, and alternative recording methods
- Differentiating teaching approaches, including allowing additional processing time, pre-teaching key vocabulary, breaking instructions into manageable steps, reading instructions aloud, and checking understanding
- Adapting the learning environment to support sensory, physical, or emotional needs, for example through seating arrangements, quiet workspaces, movement breaks, or sensory resources
- Flexible approaches to recording and assessment, including alternative ways for pupils to demonstrate their understanding where appropriate

Adaptations are informed by assessment, reviewed regularly, and adjusted as pupils' needs change. All staff working with pupils with SEND are expected to implement agreed adaptations consistently.

10.9 What additional support is available to help my child learn?

We have a number of Learning Support Assistants who are trained to deliver the interventions listed above in section 10.7. On occasions, where necessary, LSAs will support pupils on a small group or individua basis.

We work with the following agencies to provide support for pupils with SEN:

- Redbridge Speech and Language Service
- SENDATS (Specialist Education and Training Support Service)
- Redbridge Physiotherapy service
- Redbridge Early Years Advisory and Support Service
- EWMHS (Emotional Wellbeing and Mental Health Service)
- Redbridge Child Development Centre
- Virtual School for Children Looked After
- Social Care services
- Educational Psychology Service

10.10 How are staff trained to support pupils with SEND?

The school carries out an audit of training needs for all staff taking into account school priorities as well as professional development. The school is allocated funding from the Individual School Budget each year that it may use to meet identified needs. Particular support is given to newly qualified teachers and other new members of staff.

In addition to training needs identified through the audit, the school implements a planned SEND CPD programme for all staff, ensuring they receive regular updates and professional development to meet the needs of pupils with SEND effectively.

10.11 How does the school access specialist equipment or facilities if needed?

If a child needs specialist equipment due to physical or medical needs, the SENDCO will liaise with the relevant professionals to secure the equipment needed and any training for staff required in its use e.g. physiotherapy, occupational therapy, SENDATS.

10.12 How does the school evaluate that SEND support is effective?

Intervention programmes are time-limited and the progress of children taking part is monitored. If there is no evidence that an intervention is effective, we will either adapt the intervention to more closely meet the child's needs or we will plan a different type of support.

The success of the education offered to children with SEN will be judged against the aims of this SEN policy. The SEN policy

will be reviewed regularly and the Governing Body's Report will report on the implementation of the policy.

We have robust tracking systems for monitoring the progress of all our pupils, including those with SEN. Pupil progress meetings are held termly, attended by the class teacher and SENDCO, at which actions are planned to address any pupils identified as having slow progress.

The 'assess-plan-do-review' cycle ensures that we match provision closely to each child's individual need and that we respond quickly to any evidence of inadequate progress.

The school uses internal tracking data and termly pupil progress meetings to evaluate the impact of SEN provision, ensuring interventions are effective and adjusted as needed to support individual pupils' progress.

10.13 How does the school ensure pupils with SEND can take part in all school activities?

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all types of discrimination that are unlawful. Whilst there is no longer a requirement under the current legislation for an Equality Scheme, the duty under the Act is that schools collect and publish equality information and objectives. However, schools continue to have a duty to produce an Access Plan which must be implemented.

It is our duty to make sure that we:

- do not to treat disabled pupils less favorably for a reason related to their disability
- will make reasonable adjustments for disabled pupils
- will plan to increase access to education for disabled pupils
- do not discriminate against anyone as explained in the DDA, 1995
- do not allow any form of harassment of people with a disability
- will promote positive attitudes towards anyone living with a disability
- will remove barriers which may discourage disabled people from playing a full part in school life
- will encourage full participation by everyone in our school activities

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip(s).

All pupils are encouraged to take part in sports day, school plays and special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

Our school's Disability Equality Scheme and Disability Accessibility Policy can be found on the school website.

10.14 How does the school support pupils' emotional wellbeing and social development?

Some pupils' special educational needs relate to social, emotional or mental health difficulties. Whilst some pupils display their difficulties through challenging or disruptive behaviour, other pupils may become withdrawn or isolated. These difficulties may reflect underlying mental health difficulties such as anxiety or depression. Some pupils may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder. We address the needs of these pupils by individual or group interventions, liaising with relevant outreach services and health professionals as appropriate. We are also very fortunate, as a school, to have a dedicated and experienced pastoral team who work alongside these pupils too.

10.15 How is SEND funding used to support pupils?

Funding to support pupils with Special Educational Needs and Disabilities is allocated in line with national and local authority guidance and is used to ensure that pupils' individual needs are met effectively. The school uses it's notional SEND budget to provide targeted support, appropriate interventions, specialist resources, and staff training, ensuring reasonable adjustments are in place to promote inclusion and access to the curriculum. Resources, including support staff,

are deployed flexibly based on pupils' assessed needs, with provision regularly reviewed to ensure it remains effective and responsive. Oversight of SEND spending is maintained by the Senior Leadership Team and the SENDCo, who monitor the impact of funding and resources to ensure value for money and positive outcomes for pupils with SEND.

11. Working with Pupils and Parents

The school adheres to the Special Educational Needs and Disabilities Code of Practice in fulfilling its duties towards pupils with special educational needs. We recognise that effective partnership with parents and carers is essential in enabling pupils with SEND to achieve their full potential. Parents and carers hold valuable knowledge and insight about their child and are regarded as equal partners in developing a shared understanding of a child's needs and the most effective ways of supporting them. All parents and carers of pupils with SEND are treated with respect and supported to play an active and valued role in their child's education.

Parents and carers are informed at the earliest stage if concerns arise regarding their child's progress. An initial consultation meeting is arranged with the class teacher and, where appropriate, the SENDCo to discuss concerns and agree next steps. If required, an Individual Education Plan (IEP) may be put in place. With parental consent, the child may be observed or assessed by the Educational Psychologist or referred to external agencies for additional support. Parents and carers are supported and reassured throughout this process and are encouraged to contact the class teacher or SENDCo with any concerns about their child's learning or development.

Parents and carers of pupils with IEPs are formally invited to meet with the class teacher each term to review progress. During these meetings, targets are reviewed, achievements are celebrated, and new targets are agreed, resulting in an updated IEP.

For pupils with an Education, Health and Care Plan, parents and carers are invited to attend an annual review meeting. These meetings are attended by the class teacher, SENDCo, and any additional adults supporting the pupil. Where appropriate, representatives from external agencies may attend or provide written reports. Progress towards outcomes is reviewed, achievements are celebrated, and a revised support plan is agreed. A record of the review and any recommended amendments to the EHCP is submitted to the Local Authority responsible for the plan.

The school recognises that pupils and young people with SEND often have valuable insight into their own needs and preferences. Pupils are encouraged and supported to contribute to decision-making processes, including the setting and reviewing of targets. The school is committed to developing person-centred approaches that enable pupils with SEND to express their views and play an active role in shaping their support.

Parent and Pupil Voice

The views of parents, carers, and pupils are actively sought and valued through a range of formal mechanisms, including:

- Participation in IEP and support plan reviews
- Termly review and progress meetings
- Surveys, questionnaires, and structured discussions

These approaches ensure that provision is responsive, inclusive, and shaped by the voices of those it is designed to support.

12. Supporting Pupils moving between phases and preparing for adulthood

The school recognises that times of transition can be particularly challenging for pupils with Special Educational Needs and Disabilities. Careful planning and effective communication are therefore in place to ensure that transitions are as smooth and positive as possible.

Internal transitions, including movement from Nursery to Reception and between year groups, are supported through early planning and information sharing. The class teacher and SENDCo work together to ensure that relevant information, including support plans, Individual Education Plans, and effective strategies, is shared with receiving staff. Where appropriate, additional transition activities, visits, or meetings are arranged to help pupils become familiar with new environments, routines, and adults.

For pupils moving into Year 6, advanced planning is undertaken to prepare for the transition to secondary school. The SENDCo liaises closely with the SENDCo of the receiving secondary school to ensure that appropriate support arrangements are in place prior to transfer. This may include sharing detailed information about the pupil's needs, strengths, and successful strategies, as well as facilitating additional visits or transition support where required. The school runs an effective transition programme to support pupils who may feel anxious or unprepared for the move to secondary education.

When a pupil with SEND transfers to another school, whether at the end of Year 6 or at another point, their records are transferred to the receiving.

Throughout all transition stages, the school works in partnership with parents, carers, pupils, and external agencies where appropriate, to promote continuity of learning, emotional well-being, and readiness for the next stage of education.

13. Working with other agencies

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs. The SENDCO works closely with the Educational Psychologist assigned to the school and meets with her at the beginning of each term to plan her work in the school for the term. Other agencies and outreach services that the school works with include:

- Redbridge Speech and Language Service
- SENDATS (Specialist Education and Training Support Service)
- Redbridge Physiotherapy service
- Redbridge Early Years Advisory and Support Service
- EWMHS (Emotional Wellbeing and Mental Health Service)
- Redbridge Child Development Centre
- Virtual School for Children Looked After
- Social Care services
- Educational Psychology Service

14. Complaints about the SEND Provision

The school's complaint procedures can be found on the school website.

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

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

15. The local Offer and Support within Redbridge

The Local Authority Local Offer

Our local authority's local offer is published here: http://find.redbridge.gov.uk

Our school's local offer forms part of the local authority's local offer, which is also available on this site and provides information for parents/carers on SEN services available within Redbridge and neighbouring boroughs.

Contact details of support services for parents of pupils with SEN

Redbridge Information, Advice and Support Service (RIASS) offer a free and impartial service to children and young people with special educational needs and disabilities (SEND) and their parents or carers.

They offer information, advice and support on a range of issues including:

- SEND support available in Redbridge
- The Local Offer
- Local parent support groups
- Other local or national support
- Individual case work
- Preparing for and attending meetings
- Support in resolving disagreements, mediation and tribunals
- Local policy and practice including transition to adulthood, the law on SEN and disability, information on health and social care
- Help with social care and health services issues
- Support around Education, Health and Care Plans (EHC) including Annual Reviews

Contact details:

Website: https://find.redbridge.gov.uk/kb5/redbridge/fsd/localoffer.page?localofferchannel=1_1_10

Telephone:

020 8708 8922

Email:

riass@redbridge.gov.uk

16. Contact details for raising a concern

Address:

Coppice Primary School,
Manford Way,

Chigwell,

Essex,

IG7 4AL

Telephone:

020 8708 0740

Email:

admin@coppice.redbridge.sch.uk

17. Monitoring Arrangements

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

It will be approved by the governing board.

18. Links with other policies

- Anti-Bullying Policy
- Behaviour Policy

- Disability Equality & Accessibility Plan
- Mainstream Schools' Local SEND Offer Form

Appendix 1 – Glossary of Terms

Accessibility Plan
A statutory plan outlining how the school will improve access to education, the curriculum, and the physical environment for pupils with disabilities.

Access Arrangements
Special arrangements put in place to enable pupils with SEND to access assessments or examinations fairly.

ADHD (Attention Deficit Hyperactivity Disorder)
A neurodevelopmental condition affecting attention, impulse control, and activity levels. Pupils may find it difficult to focus, remain seated, or regulate behaviour.

Annual Review
A formal meeting held at least annually to review progress and provision for a pupil with an Education, Health and Care (EHC) Plan.

Area of Need
The four broad areas of SEND identified in the SEND Code of Practice:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Physical and/or sensory needs

Assess, Plan, Do, Review (Graduated Approach)
A cyclical process used to support pupils with SEN:

- Assess needs and barriers to learning
- Plan appropriate support and interventions
- Do implement the planned support
- Review evaluate impact and adjust provision

CAMHS (Child and Adolescent Mental Health Services)
NHS services providing specialist mental health support for children and young people.

Curriculum Adaptations
Adjustments to teaching approaches, materials, or learning environments to enable pupils to access learning.

Differentiation
The adaptation of teaching methods, tasks, or resources to meet individual pupils' needs.

Disability
A physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

Early Intervention
Support provided at the earliest stage to address emerging needs and prevent difficulties from increasing.

EHC Needs Assessment
A statutory assessment carried out by the local authority to determine whether a child requires an Education, Health and Care Plan.

EHC Plan (Education, Health and Care Plan)
A legally binding document setting out a child or young person's education, health, and social care needs and the provision

required to meet them.

EWMHS (Emotional Wellbeing and Mental Health Service)
A service providing early mental health and emotional wellbeing support for children and young people.

First-tier Tribunal (SEND Tribunal)
A legal body where parents and young people can appeal against local authority decisions relating to EHC needs assessments, EHC Plans, or disability discrimination.

IEP / Support Plan (Individual Education Plan)
A plan outlining a pupil's individual targets, support strategies, and review arrangements.

Inclusion
Ensuring all pupils, regardless of need or ability, can access a broad and balanced curriculum and participate fully in school life.

Intervention
A targeted, time-limited programme designed to support a specific area of need.

Local Offer
Information published by the local authority detailing the SEND services and support available in the local area.

LSA (Learning Support Assistant)
A member of support staff who assists pupils' learning under the direction of the class teacher and SENDCo.

Outcome
A measurable goal for improvement for a pupil with SEND, which may relate to academic progress, independence, communication, or wellbeing.

PIVATS
An assessment system used to measure small steps of progress for pupils working below age-related expectations.

Quality First Teaching
High-quality, inclusive classroom teaching that is differentiated to meet the needs of all pupils.

Reasonable Adjustments
Changes made to teaching, learning, or the environment to ensure pupils with disabilities or SEND are not placed at a substantial disadvantage.

SEN
A child has SEN if they have a learning difficulty or disability requiring special educational provision.

SEND
An umbrella term covering special educational needs and disabilities.

SEND Code of Practice
Statutory guidance that schools and local authorities must follow to support children and young people with SEND.

SENDCo / SENCO (Special Educational Needs and Disabilities Coordinator)
A qualified teacher responsible for coordinating SEND provision within the school.

SEN Information Report
A report published on the school website explaining how pupils with SEN are identified, supported, and included.

SEN Support
Provision made for pupils with SEN who do not have an EHC Plan, delivered through the graduated approach.

SEMH (Social, Emotional and Mental Health Difficulties)
Needs relating to emotional wellbeing, mental health, and behaviour.

Specific Learning Difficulty (SpLD)
A difficulty affecting specific aspects of learning, such as dyslexia, dyscalculia, or dyspraxia.

Transition
The process of moving between classes, phases, schools, or life stages, with additional planning for pupils with SEND.

Visual Impairment / Hearing Impairment
Sensory impairments affecting vision or hearing that may require specialist support or equipment