



Each of you should use whatever gift you have received to serve others, as faithful stewards of  
God's grace in its various forms

*1 Peter 4:10*

# Special Educational Needs and Disability (D/SEN) Policy

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# Special Educational Needs and Disability (D/SEN) Policy

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### 1. Aims

Our SEN policy and information report aims to:

- a. Set out how our school will support and make provision for pupils with special educational needs (SEN)
- b. Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
- c. Live out our Christian vision as an inclusive school which values that which is unique in every human being
- d. Make sure the pupils with SEN or disabilities are supported to learn in the best conditions to reach their best outcomes

### 2. Legislation and guidance

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

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

### 3. Definitions

- a. A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.
- b. They have a learning difficulty or disability if they have:
  - i. A significantly greater difficulty in learning than the majority of others of the same age, or
  - ii. 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
  - iii. Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

### 4. Roles and responsibilities

The SENCO

- a. The role of the SENCO will be shared in the Autumn Term 2025 by our Senior Team as follows:
  - i. Shavonne Raj AHT and SENCO for pupils in Nursery and Reception

- ii. Eve Goodman AHT and SENCO for pupils in Year 1 and Year 2
- iii. Diane Harris AHT and SENCO for pupils in Year 3 and Year 4
- iv. Maggie Smith AHT and SENCO for pupils in Year 5 and Year 6

These staff alongside Mrs Larson (DHT) will oversee all of the school's work for SEN.

The school has appointed a substantive SENCO who will commence her role in January 2026.

**b. The SENCO will:**

- i. Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- ii. Have day-to-day responsibility for the operation of this SEN policy and the coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- iii. 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
- iv. Advise on the graduated approach to providing SEN support
- v. Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- vi. Be the point of contact for external agencies, especially the local authority and its support services
- vii. Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- viii. Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- ix. Ensure the school keeps the records of all pupils with SEN up to date

**c. The SEN governor**

The SEN governor will:

- i. Help to raise awareness of SEN issues at governing board meetings
- ii. Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board
- iii. Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

**d. The headteacher**

The headteacher will:

- i. Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- ii. Have overall responsibility for the provision and progress of learners with SEN and/or a disability

**e. Class teachers**

- i. Each class teacher is responsible for:
  - 1. The progress and development of every pupil in their class
  - 2. Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

3. Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
4. Ensuring they follow this SEN policy

## **5. SEN information report**

The kinds of SEN that are provided for

- a. Our school currently provides additional and/or different provision for a range of needs, including:
  - i. Speech, language, communication and interaction, for example, Autistic Spectrum Condition (ASC), Asperger's Syndrome, and Speech and language difficulties such as developmental language delay and select mutism
  - ii. Cognition and learning, for example, dyslexia, dyspraxia, dyscalculia
  - iii. Social, emotional and mental health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD), Developmental Trauma and/or attachment difficulties
  - iv. Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
  - v. Moderate/severe/profound and multiple learning difficulties including Down's Syndrome

## **6. Identifying pupils with SEN and assessing their needs**

- a. 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.
- b. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:
  - i. Is significantly slower than that of their peers starting from the same baseline
  - ii. Fails to match or better the child's previous rate of progress
  - iii. Fails to close the attainment gap between the child and their peers
  - iv. Widens the attainment gap
  - v. This may include progress in areas other than attainment, for example, social and emotional needs, occupational therapy needs or any other additional need
  - vi. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN
  - vii. 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.

## **7. Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- i. Everyone develops a good understanding of the pupil's areas of strength and difficulty
- ii. We take into account the parents' concerns
- iii. Everyone understands the agreed outcomes sought for the child
- iv. Everyone is clear on what the next steps are
- v. Notes of these early discussions will be added to the pupil's record and given to their parents
- vi. We will formally notify parents when it is decided that a pupil will receive SEN support

- vii. Parents will sign a consent form acknowledging they are aware of what the SEN Register is and agreeing to additional intervention for their child

## **8. Assessing and reviewing pupils' progress towards outcomes**

- a. We will follow the graduated approach and the four-part cycle of assess, plan, do, review through Small Step Plans.
- b. The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:
  - i. The teacher's assessment and experience of the pupil
  - ii. Their previous progress and attainment and behaviour
  - iii. Other teachers' assessments, where relevant
  - iv. The individual's development in comparison to their peers and national data
  - v. The views and experience of parents
  - vi. The pupil's own views
  - vii. Advice from external support services, if relevant
  - viii. End of Key Stage targets within an EHC Plan if relevant
  - ix. The assessment will be reviewed regularly.
  - x. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

## **9. Supporting pupils moving between phases and preparing for adulthood**

- a. We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. We encourage parents to share any outcomes of assessments and diagnostic reports with the setting in which their child is transitioning to. For example, Autism diagnosis reports.

## **10. Our approach to teaching pupils with SEN**

- a. Teachers are responsible and accountable for the progress and development of all the pupils in their class.
- b. Quality first teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.
- c. We will also provide interventions in line with our SEN offer (published separately)

## **11. Adaptations to the curriculum and learning environment**

- a. We make the following adaptations to ensure all pupils' needs are met:
  - i. Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
  - ii. Adapting our resources and staffing
  - iii. Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
  - iv. Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

## **12. Additional support for learning**

- a. We have teaching assistants who are trained to deliver interventions including physical interventions such as sensory circuits and movement breaks

- b. We have a sensory room on both sites to support pupils' regulation
- c. Teaching assistants will support pupils on a 1:1 basis when directed by the SENCO
- d. Teaching assistants will support pupils in small groups when class teachers consider this a better strategy
- e. We work with the following agencies to provide support for pupils with SEN including Child and Adult Mental Health Services (CAMHS), NHS, Paediatricians and the Child Development Team, Occupational Therapists, Speech and Language Therapists, Medical Staff, Ealing Primary Centre Outreach Service, Springhallow and Mandeville Outreach Service, Dramatherapists

### **13. Expertise and training of staff**

- a. We have a full-time SENCO who is a senior member of staff. For the Autumn Term 2025, our senior team of Assistant Headteachers who have extensive experience of SEND will cover the SENCO role until our full time SENCO starts in January 2026. We have a team of specialist teaching assistants who are trained to deliver SEN provision. Additionally, we have a highly specialised Dramatherapist and Educational Psychologist within the inclusion team.

### **14. Evaluating the effectiveness of SEN provision**

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

- a. Reviewing pupils' individual progress towards their goals each term
- b. Reviewing the impact of interventions frequently (usually termly)
- c. Using pupil and parent questionnaires
- d. Monitoring by the SENCO
- e. Using provision maps to measure progress
- f. Holding annual reviews for pupils with EHC plans

### **15. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

- a. All of our extra-curricular activities and school visits are available to all pupils, including our before-and after-school clubs
- b. All pupils are encouraged to go on our residential trips
- c. All pupils are encouraged to take part in sports day/school plays/special workshops, etc.
- d. No pupil is ever excluded from taking part in these activities because of their SEN or disability as far as this is reasonable. The school will always communicate with parents and try to do their best to include pupils and make all reasonable attempts to overcome hurdles or barriers.

### **16. Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- a. Pupils with SEN are encouraged to be part of the school council, appointed as prefects and encouraged to stand as house captains
- b. Pupils with SEN are also encouraged to be part of clubs to promote teamwork/building friendships etc.
- c. Those with significant SEMH needs, have access to a Dramatherapist who supports emotional and social development
- d. All pupils are familiar with Zones and Regulation and use it throughout the school day. This whole school intervention improves pupils' emotional literacy and in turn, emotional regulation
- e. The PSHE subject leader runs a Mental Health Champions programme whereby Upper Key Stage 2 pupils become Well Being Leaders: this promotes peer on peer support

- f. We host regular parent coffee mornings (usually monthly) run by external professionals to support parents in supporting their children's emotional and social development

## **17. Working with other agencies**

- a. We work with other agencies to champion the best support for each child.

## **18. Complaints about SEN provision**

- a. Complaints about SEN provision in our school should be made to the Head of Year or Assistant Heads in the first instance.
- b. If this does not resolve the issue, issues can be raised with the SENCo, deputy head or head teacher. Parents will also be referred to the school's complaints policy.
- c. 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:
  - i. Exclusions
  - ii. Provision of education and associated services
  - iii. Making reasonable adjustments, including the provision of auxiliary aids and services

**19. The Ealing local authority local offer** is available on the school's website and on the Ealing Council website. We have 4 members of staff across both sites who have received additional training on navigating The Local Offer.

## **20. Monitoring arrangements**

- a. This policy and information report will be reviewed every year by the SENCO and the GB. It will also be updated if any changes to the information are made during the year.
- b. It will be approved by the governing board.

## **21. Links with other policies and documents**

- a. This policy links to our policies on:
  - i. Accessibility plan
  - ii. Behaviour
  - iii. Equality information and objectives
  - iv. Exclusions policy
  - v. Supporting pupils with medical conditions