



Special Educational Needs and Disability (SEND) Policy

Reviewed and updated by Directors of SEND: November 2024

Approved by Trust Board: November 2024

Supporting children with special educational needs and disability is everyone's responsibility.

The following policy and guidance applies in its entirety to all schools in the Trust. However, each school will have their own SEN Information Report and contextual specifics. This policy should be considered in conjunction with the following policies:

[Q1E Accessibility and Equality Policy](#)

[Q1E Intimate Care Policy](#)

[Q1E Supporting Children with Medical Needs Policy](#)

Essential school-specific SEND information and contacts:

School name	Belleville Primary School	Belleville Wix Academy	The Alton School	Churchfields Primary School
Special Educational Needs and Disabilities Coordinator (SENDCo)	Samantha Burst (R&KS1-Mon - Thurs) Rachel Carruthers (KS2)	Erica Brownlee (2 days a week)	Francesca Ambrose (Wed to Fri)	Leia Garwood-Stephenson (ARC) Elizabeth Williams (mainstream)
Trust Directors of SEND	Mary Kelly and Erica Brownlee			
Designated Local Governor for SEND	Nina Vora	Irene Lau	Katherine Pymont	Tess Marjoram Karen Parkinson
School SEN Information reports	www.belleville-school.org.uk/our-school/policies/	www.bellevillewix.org.uk/our-school/policies/	www.altonschool.org.uk/our-school/policies/	https://www.churchfields-q1e.org.uk/our-school/policies/
Local Authority SEND Local Offers	https://fis.wandsworth.gov.uk/kb5/wandsworth/fsd/localoffer.page			Special Educational Needs and Disability (SEND) Local Offer – London Borough of Bromley
Local Authority Ordinarily Available Provisions (OAP)	https://fis.wandsworth.gov.uk/kb5/wandsworth/fsd/service.page?id=usypf7qViVI&familychannel=2			https://bromleyeducationmatters.uk/Page/15652

1: Aims

The Quality First Education Trust's overall aims are that all children:

- Are safe
- Are excellent learners
- Have excellent social and emotional skills
- Fulfil their potential.

In line with this ethos, there is a shared expectation that all pupils, regardless of their specific needs, are first and foremost offered 'quality first teaching' which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

Where children need something in addition to our quality first provision, we do 'whatever it takes' to support them.

This Special Educational Needs and Disability (SEND) Policy outlines how the Trust and its schools aim to meet the additional needs of all children with SEND.

The school may offer a range of provision to support children with communication and interaction, cognition and learning difficulties, social, emotional and mental health difficulties or sensory and/or physical needs.

The Trust and its schools aim to provide induction, training, coaching and support to help teachers achieve good practice in teaching all children. This is achieved by working with parents and children and staff by monitoring plans, lessons and books, providing interventions, and seeking external advice to ensure that all children receive the provision they require or seek appropriate alternative provision in cases where this is not possible.

SEND provision is designed to promote pupils working towards becoming independent and resilient learners, and should not be seen in isolation.

2. Definitions

SEN:

As defined by the Children's and Families Bill 2013 and SEND Code of Practice 2015:

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

A child of compulsory school age or a young person 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 or mainstream post-16 institutions.

A child under compulsory school age has SEND if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Bill).

This is a broad definition covering children and young people from 0- 25 years of age. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEND definition.

Special educational provision:

Special educational provision means educational provision for children which is additional to, or otherwise different from the educational provision made generally for children of their age.

3. Roles and responsibilities

Overseeing the provision of SEND within the school is the responsibility of the Trust board.

The Trust board will

- Review and approve this policy
- Delegate responsibilities to the schools, as follows.

The local governing body will

- Appoint a SEND link governor to have oversight of the arrangements for SEND
- Monitor, review and challenge the school's SEND provision and the performance and progress of pupils with SEND.

The head teacher will

- Appoint a suitable person to undertake the SENDCo role
- Invest in appropriate whole school and targeted SEND training for staff
- Ensure inclusive teaching and support practice is embedded throughout the school and that all teachers understand that they have a role in provision for children with SEND
- Ensure that SEND provision is integrated into the school improvement plan
- Ensure an appropriate budget arrangement is in place to ensure the school can discharge its duties to arrange provision for pupils with SEND
- Ensure the SEND policy and the school's SEND Information Report are published on the school website which provides a description of the arrangements and specialist provisions made for children with SEND
- Provide information on school arrangements for SEND to parents/carers, local governors and Trustees.

The Trust's Director of SEND will

- Support the school SENDCo's to aid robust and consistent provision across the schools within the Trust.

The special educational needs and disabilities coordinators (SENDCo) will:

- Coordinate the school's provision for children with SEND. The SENDCo role may be assigned to someone with other responsibilities within the school (for example, inclusion leader, assistant head, or deputy head), as part of their wider responsibilities in school. The person taking on the SENDCo role will be named on the front page of this policy.
- Implement the SEND policy in school on a day to day basis

- Develop the SEN Information Report, which provides a description of the arrangements and specialist provisions made for children with SEND
- Identify children with SEND and ensure provision is made in accordance with the SEND Code of Practice (2015)
- Ensure that the provisions specified in Education, Health and Care Plans are made, monitored and assessed
- Coordinate the provision for pupils
- Maintain the school's SEND records for identified pupils
- Liaise with and advise teachers about SEND planning, provision, resources and approaches
- Liaise with external agencies
- Contribute to the in-service training of staff
- Report to the governing body on SEND provision
- Manage the SEND budget set for purchasing specialist resources

The SENDCo may be supported to undertake some of the above responsibilities.

Teachers* are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access additional support. They will:

- Work with the SENDCo to plan and assess the impact of any additional support and interventions and how they can be linked to classroom teaching, revising the support in light of the pupil's progress and development
- Work with the SENDCo to liaise and consult with the parents/carers of children with SEND.

*The term teacher, where used in this policy, refers to all adults in school.

4. Principles

Beyond our overarching ethos of providing quality first teaching for all, our approach to provision for SEND children can be explained through the following four principles:

1. A child with SEND has their needs met
2. The view of the child is sought and taken into account
3. Parents/carers have a vital role to play in supporting their child's education
4. Children with SEND are offered full access to a broad, balanced and relevant education according to their needs.

5. Our approach to meeting the needs of children with SEND

This section provides further details for each of the principles above (section 4).

1. A child with SEND has their needs met by:

- a. Early identification
- b. Quality First Teaching and Ordinarily Available Provision
- c. Specialist teaching
- d. Education, Health and Care Plan (EHCP)

2. The views of the child are sought and taken into account through:

- a. Involving children in the decision-making process about SEND provision

3. **Parents/carers have a vital role to play in supporting their child's education and we encourage this through:**
 - a. Working in partnership
 - b. Valuing parents/carers views and contributions
 - c. Keeping parents/carers fully involved

4. **Children with SEND are offered full access to a broad, balanced and relevant education through:**
 - a. Admission arrangements
 - b. Accessibility and Equality

Principle 1: The needs of children with SEND are met

1a Early Identification

- Children will be identified as having SEND through the SEN Support Identification Process (Appendix 1)
- Concerns are noted by the class teacher/Parents/carers or External Agencies.

1b Quality First Teaching/Ordinarily Available Provision

- The class teacher in consultation with SENDCo or phase/year leaders puts in place appropriate provisions within **Quality First Education (Q1E)** (Step 1) and **Ordinarily Available Provision** (appendix 4)
- Parents/carers are informed of concerns and provisions, but consent is not required at this stage of quality first teaching. Appendix 1 specifies the steps involved.
- The impact of these provisions is reviewed within a short period (usually 3-6weeks). Where there is good progress, the child returns to regular tracking. Strategies may stay in place if appropriate long term. If some progress is made this cycle can be repeated.
- Where little or no progress is seen the class teacher and parents/carers, in consultation with SENDCo/phase/Year leaders/Directors of the Trust or External Agencies, agree further strategies to support the child towards agreed outcomes. These are recorded on the Initial Support Record (Step 2) (Appendix 3).
- Examples of possible interventions can be seen in Appendix 4 and the schools individual **SEN Information Reports** which are also published on the school website (Appendix 4).
- *Class teachers or the SENDCo may have an anonymous discussion for unrecorded informal advice with external agencies, for example the school's Educational Psychologist or Behaviour Learning Support team, etc. before to aid implementation of in school support. No names will be mentioned at this stage without parental consent. If any further specialist/external action is deemed suitable, parents will be contacted and parental permission will be sought.*
- Progress is reviewed within an agreed period. Where there is good progress, the child returns to regular tracking. Strategies may stay in place if appropriate long term. If some progress is made this cycle can be repeated.
- Where little or no progress is seen the class teacher and parents/carers, in consultation with SENDCo/phase/Year leaders/Directors of the Trust or External Agencies, arrange a Team Around the Child (TAC) to agree further strategies or to move to SEND Support.
- At SEND Support, the child is placed on the SEND register.
- Children with SEND have identified difficulties which fall within one or more designated category (Appendix 2) that call for continued special provision to be made.

- Parents/Carers, SENDCo, Class teacher and outside agencies, work collaboratively to decide appropriate interventions and desired outcomes.
- Targets, incorporating recommended advice are established on a Personalised Support Plan. This is the equivalent of a Pupil Support Plan, SEN Support Plan, (names in schools may vary).
- Targets are reviewed termly on a cyclical basis (assess, plan, do, review).
- If a child continues to demonstrate significant cause for concern, a Team Around the Child (TAC) meeting to discuss the potential need for an EHCP will be arranged including the parents/carers, SENDCo and all relevant agencies. From this meeting 'next steps' shall be agreed and managed by the appropriate agency. (see 1c)

1b. Specialist teaching

- Teachers adapt to the needs of the learners.
- Teachers may provide interventions that are **additional to** or **different from** those provided as part of the school's 'Ordinarily Available Provision' including usual differentiated curriculum to meet children's individual needs (Appendix 4).
- Further details on resources that may be available are stated in the individual school's **SEND Information Report** and Local Authority Local offer which is also published on the school's website (page 1).
- The work is well-matched to the full range of learners' needs demonstrating a range of strategies to support the children's learning.
- Triggers for interventions are underpinned by evidence about the child, regarding progress and specific difficulties and consultations with parents, appropriate personnel or external agencies (see 1a above).
- Advice from outside agencies is incorporated in the teaching.
- Support and advice from External Agencies is sought by the SENDCo where deemed appropriate.
- Parental consent will be gained at this stage for any referral to external agencies for a specific child.
- Strategies and advice are followed by teachers to ensure targets are met.

1c. Education, Health and Care Plans (EHCP)

- If a child continues to demonstrate significant cause for concern, a Team Around the Child (TAC) meeting to discuss the potential need for an EHCP will be arranged including the parents/carers, SENDCo and all relevant agencies. From this meeting 'next steps' shall be agreed and managed by the appropriate agency.
- A range of written evidence is collected and submitted from all parties involved with the child's education and health provision.
- This is submitted as a request for an Education, Health and Care Needs Assessment (EHCNA).
- Following the assessment process, the LA will make a decision whether to provide an EHCP. Where not, the reasons why will be provided.
- For children with EHCPs, how best to meet their individual needs will be decided through collaboration between the parents/carers, education, health and care professionals.
- The EHCP is reviewed annually (6 monthly in Early Years) and targets are set termly in conjunction with teachers, SENDCo and parents/carers
- The steps and timeline towards applying for an EHC assessment can be seen in appendix 6.

Principle 2: The views of the child are sought and taken into account

2a. Involving children in making decisions about SEND provision through:

- Listening to their views
- Identifying their own strengths and needs
- Target setting
- Assessing progress
- Contributing to the Initial Support Plan and Personalised Support Plan (or equivalent)
- If they have an EHCP, contributing to their annual reviews
- Contributing to school reports where appropriate
- When appropriate, implementing their own support strategies.

Principle 3: Parents/Carers have a vital role to play in supporting their child's education

3a. Working in partnership, by

- Enabling parents/carers to share concerns formally or informally in meetings or discussions with the class teacher
- Gathering Information
- Sharing progress
- Identifying areas of responsibility

3b. Valuing parents' and carers' views and contributions, through

- Listening and responding to concerns raised
- Parent meetings
- Initial Support Meetings
- Personalised Support Plan (or equivalent) reviews
- EHCP annual reviews
- Informal conversations
- Agreeing to any written format or any other method deemed suitable by all parties
- Recognising the need for flexibility and the timing and structure of meetings.

3c. Keeping parents and carers fully involved, by

- Making parents/carers aware of procedures and how to access support in preparing for their contributions (see SEN Information Report on school website and the LA SEND Local Offer see page 1)
- Making sure that parents/carers are given documents to discuss prior to meetings
- Sharing information about pupil progress
- Informing parents/carers of any changes
- Discussing and seeking permission for all referrals to outside agencies
- Sharing Personalised Support Plans with parents/carers termly
- Holding ECHP reviews annually (6 monthly for children under 5).

Please note: Parents/carers may not be informed of initial anonymous advice seeking from external agencies.

Principle 4: Children with SEND are offered full access to a broad, balanced and relevant education

4a. Admission Arrangements.

- There are not different admission arrangements for pupils with SEND who do not have EHCPs (see admissions policy)
- Children applying with EHCPs will have their needs assessed and admission agreed in line with the DFE admissions policy and SEND Code of Practice 2015, gaining priority admission if the school is able to provide for their needs.
- Children currently on role who gain an EHCP while at the school, will also, at the time of consultation, have their needs assessed and continued placement agreed in line with the SEND Code of Practice 2015, parental views and specialist recommendations.
- Where available in the school (e.g. The Alton/Churchfields), an alternative resource base provision may be considered a suitable placement in order to meet a child's needs and for them to access a full and relevant curriculum where they have an EHCP and/or on agreement with the school and relevant LA. This will also need agreeing through the EHCP consultation process.

4b. Accessibility and Equality (see the [Q1E Accessibility and Equality Policy](#))

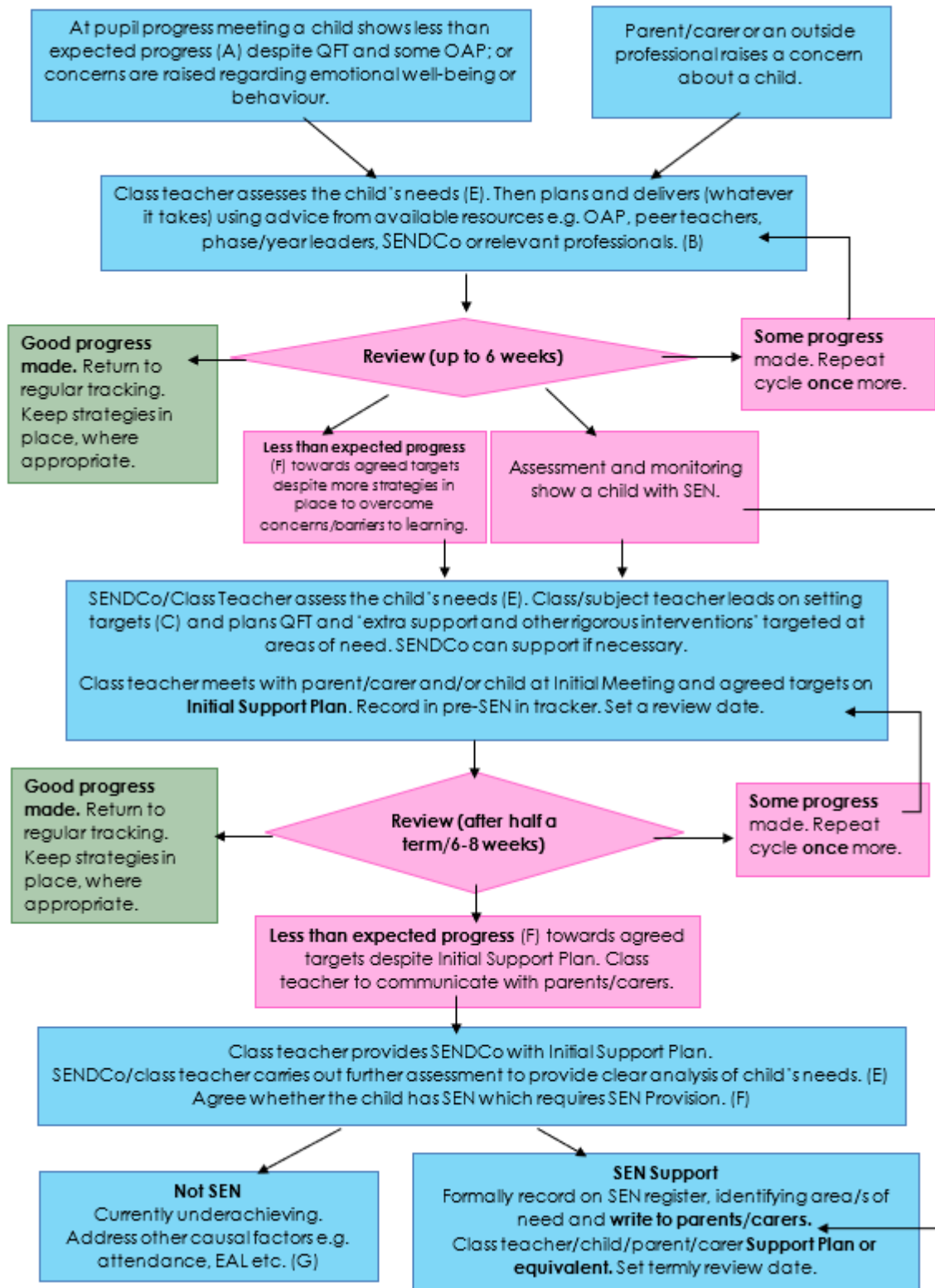
- All pupils have an equal opportunity to engage in the curriculum.
- All pupils follow the expected behaviour policy as appropriate for their specific needs (see individual school's Behaviour Policy) or follow guidance and support from outside agencies where appropriate.
- We aim to provide an accessible curriculum to meet all individual pupil needs or seek appropriate alternative provision in cases where this is not possible.
- The Q1E accessibility and equality policy and individual schools' Accessibility Plans provides details of for specific adaptations.
- Where possible, location of class allocations may be adapted to ensure rooms are accessible for children with disabilities.
- We ensure that equipment used is accessible to all children regardless of their needs.
- Specific equipment will be provided where necessary according to a child's specific difficulties e.g. individual workstations, move 'n' sit cushions, pencil grips etc.
- The schools will have staff trained to suit children with a range of needs.

5. Safeguarding children with SEND

We recognise that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Particularly, due to their level of cognition and/or communication difficulties. We monitor these children carefully for signs of abuse and tailor communication to meet their needs. Following the procedures set out in the [Q1E Child Protection and Safeguarding Policy](#).

6. Home Learning

In case of school closure or isolation where necessary, whether owing to SEND, medical needs, or other national situations, pupils with SEND will receive the same learning opportunities as all pupils. In addition, the schools will ensure that they receive adapted or actual provision of any additional support they may require, for example virtual speech therapy sessions or additional support resources provided for home.



Explanatory notes on SEN Identification Process

Glossary:

QFT- Quality First Teaching (Teaching within class and school 'reasonable' expectations to provide for a child at any stage of the process)

SENDCo- Special Educational Needs and Disabilities Coordinator

OAP- Ordinarily Available Provision

Notes:

A. The SEND Code of Practice (2015) identifies less than expected progress as:

Progress which:

- 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.

B. SENDCo /Phase leaders to advise/support the class teacher to ensure the child is receiving quality first teaching appropriate to their needs e.g. personalised learning, differentiation (outcome and activity), targeted feedback, use of communication strategies, use of in-class support e.g. might include targeting a small group for focused teacher input 2 times per week or use of a particular resource. Has the class teacher been provided with advice, support and training to support this child?

C. It can include support in areas other than attainment – for instance where a child needs to make additional progress with wider development or social and/or emotional needs.

D. 'Communicate' – i.e. let parents/carers know results of your review in a timely manner, but this **might not** be a formal meeting which would probably be best held when further assessment/information in school has been carried out. This can be in the playground/parent meeting/informal/formal meeting/phone call.

E. Assessment can include: review of records and any earlier interventions; observations of child; analysis of samples of relevant work; use of school screening and assessment tools; could include specialist assessment depending on severity/type of need.

F. Definition of SEN (SEND Code of Practice, 2015):

"xiii. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. (This is provision over and above what is described in notes B and C above)

xiv. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- *have a significantly greater difficulty in learning than the majority of others of the same age, or (i.e. compared to national averages)*
- *have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools*

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv. above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)."

G. Causal Factors to consider when thinking about SEN:

- Disability (The SEND Code of Practice 2015 outlines the duties on schools in respect of disability discrimination under current Equality legislation, including a duty to make "reasonable adjustments" in specified circumstances. Note that a disability may or may not also constitute a SEN, depending on the impact on the child's learning and/or use of educational facilities)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant (PPG)

- Being a Child Looked After (CLA)
- Having a parent incarcerated
- The mobility of the family
- Living in temporary accommodation
- Being a child of a Serviceman/woman
- Being a Young Carer.

Appendix 2 - Areas of Need

A child with SEND may have one or more area of need. The primary need is identified, and where possible the secondary needs identified and recorded.

- **Communication and Interaction (C&I)** – Includes Speech, Language and Communication (SLCN) and Autistic Spectrum Disorder (ASD)
- **Cognition and Learning (C&L)** – Includes Literacy, Numeracy and general learning difficulties, Specific Learning Difficulties (SpLD) such as Dyslexia, Moderate Learning Difficulties (MLD) and Profound and Multiple Learning Difficulties (PMLD).
- **Social, Emotional and Mental Health Difficulties (SEMH)** - Includes all social, mental and emotional needs including behavioural needs with a social, mental or emotional cause and ADHD
- **Sensory and/or Physical Needs (S&P)** - Includes Physical difficulty (PD), Visual Impairment (VI), Hearing Impairment (HI) and Multi-Sensory Impairment (MSI).