

Special Educational Needs and Disabilities (SEND) Policy

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Contents

1. Aims and objectives	4
2. Vision and values	4
3. Legislation and guidance	4
4. Inclusion and equal opportunities	5
5. Definitions	5
6. Roles and responsibilities	6
7. SEN information report	9
8. Our approach to SEND support.....	9
9. Attendance	12
10. Safeguarding	12
11. Expertise and training of staff	12
12. Links with external professional agencies	12
13. Admission and accessibility arrangements	13
14. Complaints about SEND provision.....	13
15. Monitoring and evaluation arrangements	14
16. Links with other policies and documents	14

1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:

- Support and make provision for pupils with special educational needs and disabilities
 - Provide pupils with SEND access to all aspects of school life so they can fully engage in the activities of the school alongside pupils who do not have SEND
 - Help pupils with SEND fulfil their aspirations and achieve their best
 - Help pupils with SEND become confident individuals living fulfilling lives
 - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
 - Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
 - Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

Our mission

Outstanding Achievement for All - Excellence Everywhere

Our vision

We believe that every child can achieve great things. Children are at the heart of everything we do, and we are unwavering in our commitment to inclusion, equity and high expectations, so that every child feels they belong, knows they matter and is supported to succeed. Our curriculum is built on strong foundations of essential knowledge, skills and values. It is ambitious, carefully planned and inclusive, enabling all children, regardless of background, starting point or need, to develop confidence, resilience and a love of learning. High-quality teaching, appropriate challenge and targeted support ensure that all children make progress and are well prepared for the next stage of their education. Personal development runs through our curriculum. We nurture kind, confident and responsible young people who respect others, value difference and stand up for fairness and equality. We teach children to look after their wellbeing, build positive relationships and live out the fundamental British values that help us live well together. We raise aspirations and prepare children for the future by helping them believe in themselves and their potential. Through meaningful learning experiences, children develop independence, strong character and the confidence to use their voice, make positive choices and contribute to their communities and the wider world.

Our motto

Try our best...be kind...look after each other

Our school expectations

We recognise that clear structure of predictable outcomes have the best impact for pupils. Our principles set out the expectations, core and flexible routines and visible consistencies that all children and staff follow.

We have three school expectations:

- Be respectful
- Be responsible
- Be ready to learn

Our MCB Way

Each class creates their own MCB that incorporates our mission, motto and school expectations to give meaning to their lived experiences in school

The school follows the Education Endowment Foundation (EEF) approach to supporting pupils with special educational needs and/or disabilities (SEND), which is based on three key levels of support: high-quality teaching, targeted support, and wider strategies. High-quality teaching is the first and most important step in meeting the needs of all pupils, with inclusive classroom practice, clear instruction, and appropriate scaffolding to help every child access learning. Where pupils need additional support, targeted interventions

are put in place to address specific areas of difficulty, such as learning gaps, communication needs, or social and emotional development. In some cases, wider strategies are also used, which may include working with families, external professionals, or implementing personalised plans to support a child's broader development, wellbeing, and engagement in school. This graduated approach ensures that support is responsive, inclusive, and tailored to individual needs.

At our school we will provide all pupils with access to a broad and balanced curriculum.

We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential. We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

3. Legislation and guidance

This is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve school attendance](#).

This policy is also based on the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The governance guide for [maintained schools/academy trusts](#) which sets out governors'/trustees' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

This policy also complies with our funding agreement and articles of association.

4. Inclusion and equal opportunities

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

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

5. Definitions

5.1 Special educational needs

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

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

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

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

5.2 Disability

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

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

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website: <https://www.gov.uk/government/policies/special-educational-needs-and-disability-send>

This information is also available by putting the above web address into the browser of a smart phone or tablet. Tower Hamlets local offer: <https://www.localoffertowerhamlets.co.uk/>

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Tower Hamlets that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

5.3 The 4 areas of need

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

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

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

AREA OF NEED	
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6. Roles and responsibilities

6.1 The SENCO

The SENCO at our school is Lindsay Carboneau

She will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and local governing board to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned

- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and local governing board to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.2 The governing board/board of trustees

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents/carers when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents/carers on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in an SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

6.3 The SEND link governor

The SEND link governor is Mark Traynor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this

- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

6.4 The headteacher

The headteacher will:

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

6.5 Class teachers

Each class teacher is responsible for:

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

6.6 Parents or carers

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

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

- Invited to meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parents or carers in any decisions made about the pupil.

6.7 The pupil

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

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN information report

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

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

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

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

- Class teachers will regularly monitor and assess the progress of all pupils and identify any who may need additional support. This may include pupils whose progress:
 - slower than expected compared with their starting point or peers
 - does not reflect their usual pattern of progress
 - is not helping to close gaps in learning over time
 - suggests that the gap in learning is widening

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

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with scaffolded, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

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

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

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

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

8.2 Consulting and involving pupils and parents/carers

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

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

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

Notes of these early discussions will be added to the pupil's record and given to their parents/carers.

We will formally notify parents/carers if it is decided that a pupil will receive special educational provision.

8.3 The graduated approach to SEN support

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

1. Assess

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

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

2. Plan

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

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

Parents/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

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

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

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

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

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

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

8.4 Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

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

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

On the census these pupils will be marked with the code E.

8.5 Evaluating the effectiveness of SEN provision

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

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

9. Attendance

Some pupils with SEND may face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support. Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

10. Safeguarding

We recognise that pupils with special educational needs and/or disabilities (SEND) may face additional safeguarding challenges. Pupils with disabilities may be more vulnerable to harm than their peers, and there can be additional barriers in recognising and responding to concerns such as abuse, exploitation, or neglect.

For more details see our safeguarding/child protection policy.

11. Expertise and training of staff

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

12. Links with external professional agencies

The school recognises that, at times, pupils may benefit from additional support that can only be provided by external services. When needed, we will work in partnership with external services to ensure pupils receive the right support at the right time. This may include collaboration with professionals and organisations such as:

- Speech and language therapist
- Specialist teachers or support services
- Educational psychologist
- Occupational therapist, speech and language therapist or physiotherapist
- General practitioners or paediatricians
- School nurse
- Child and adolescent mental health services (CAMHS)
- Education welfare officer
- Social services

13. Admission and accessibility arrangements

13.1 Admission arrangements

The admission arrangements for all students are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without. Where appropriate, upon transition, children with identified needs will be supported through liaison meetings with parents, key staff from both settings and support agencies. An individual plan of action to aid transition will be offered.

For students who have an Education, Health and Care Plan (EHCP) outlining their needs, our SENCO will review the provision outlined and make a decision in line with the formal consultation process led by the Local Authority. If we are the proposed named school in line with the EHCP, we shall consent to being named, except where admitting the child would be incompatible with the provision of efficient education for other children; and where no reasonable steps may be made to secure compatibility. The school ensures that all prospective pupils whose EHC plan names the school will be admitted before any other places are allocated. The trust oversubscription criteria avoids unfairly disadvantaging prospective pupils with a disability or SEN.

In deciding whether a child's inclusion would be incompatible with the efficient education of other children, the school shall have regard to the relevant guidance issued by the Secretary of State for Education. In the event of any disagreement between the school and the Local Authority over the proposed naming of the school in

the EHC Plan, the school may ask the Secretary of State to determine whether the school should be named. The Secretary of State's decision shall, subject only to any right of appeal which any parent or carer of the child may have to the Special Educational Needs and Disability Tribunal (SENDIST), be final. If a parent or carer of a child in respect of whom an EHC Plan is maintained by the Local Authority appeals to SENDIST either against the naming of the school in the child's EHC Plan or asking the Tribunal to name the school, then the decision of the Tribunal on any such appeal shall be binding and shall, if different from that of the Secretary of State, be substituted for the Secretary of State's decision. We support children with a wide range of needs.

13.2 Accessibility arrangements

MCBP is an inclusive school. We support children with a wide range of needs. We are committed to whole school inclusion and will seek support and training from SEND services where appropriate.

The building provides a lift up to the school's third floor, an accessible shower, changing facilities and a disabled toilet. The school has the Mozart provision-a classroom that provides targeted support, a sensory room and a sensory circuit room. Support for vulnerable children under any of the SEN needs are lead and overseen by the school SENCo. Pupils may engage in small group intervention, curriculum support and/or personalised mentoring. The support will be ongoing to respond flexibly to individual pupil needs. The SENCo works closely with the Local Authority.

For pupils with the most complex needs, additional funding (HLN or High Level Needs) is retained by the local authority. The Local Authority will determine whether the level and complexity of need meets the threshold for this additional funding.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with parents for other flexible arrangements to be made. Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided in the school.

The following are some of the adaptations we might consider to ensure all needs are met. However, the adaptation and adjustment is in response to the specific needs of the pupils and we will always seek to personalise where we can.

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font;
- Adapting our teaching, for example, giving longer processing times, reading instructions aloud, or providing written handouts.

The SENCO is responsible for:

- Keeping staff fully informed of the special educational needs of any pupils including sharing progress reports, medical reports and teacher feedback;
- Providing regular training and learning opportunities for staff on the subject of SEND and SEND teaching. Ensuring staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND;
- In-class provision and support staff are deployed effectively to ensure that the curriculum is adapted where necessary;
- Individual or small group intervention is available where it is felt that pupils would benefit from this provision
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents/carers and students during the academic year. Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. The SENCo operates an Open Door policy and schedules weekly SEND Check Ins for staff and regular opportunities for parents to meet. A formal evaluation of the effectiveness of school SEND provision is included annually in the Head's report to Governors in accordance with section 69 of the Children and Families Act 2014.

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. The school will balance their legal duties when making decisions about enforcing the Behaviour Policy.

The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of students with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must cooperate with the local authority and other bodies. We always seek to make reasonable adjustments on a case by case basis, dependent on the presenting concern.

More information on this can be found in our Behaviour Policy and in our SEND information report

Enabling pupils with SEND to engage with wider school offer is something the school is fully committed to and, like all aspects of our work, it applies equally to all pupils. If necessary, we make adaptations to ensure pupils with additional needs can take part. More specifically:

All pupils are encouraged to go on our residential trip(s)

All pupils are encouraged to take part in sports day, school shows or otherwise

No pupil is ever excluded from taking part in these activities because of their SEND.

We think deeply about how to ensure this is always the case, including using staffing flexibly, carrying out advance visits to ensure accessibility, supporting pupils with pre-visits where needed, and working to provide their normal support mechanisms such as personal care.

14. Complaints procedure

Where parents/carers have concerns about the school's SEND provision, they should first raise their concerns informally with their child's class teacher. If a parent has ongoing concerns they should contact their child's Phase leaders:

EYFS Lead-Clare Lambert

Key Stage 1 Lead (Years 1 and 2): Lindsay Carboneau

Key Stage 2 Lead (Years 3,4,5,6): Peter Dyer

If a parent has any further worries they should make an appointment with the SENCo who will be able to discuss this further.

Please refer to the trust complaints policy for further details.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

15. Monitoring and evaluation arrangements

15.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will evaluate how effective our SEND provision is with regards to:

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

15.2 Monitoring the policy

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

It will be approved by the local governing body.

16. Links with other policies and documents

This policy links to the following documents:

- SEN information report
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy