



Special Educational Needs and Disability Policy

Little Ealing Primary School

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LITTLE EALING PRIMARY SCHOOL SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Vision and Values

At our school, we are committed to creating an inclusive, supportive, and aspirational environment where every child is valued and empowered to reach their full potential. We believe all pupils, including those with SEND, have the right to a high-quality education that removes barriers to learning and fosters independence.

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
- Sets out how our school will:
 - Support and make provision for pupils with special educational needs and disabilities
 - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
 - Help pupils with SEND fulfil their aspirations and achieve their best
 - Help pupils with SEND become confident and independent individuals
 - 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

There are three key principles for inclusion:

1. ***Setting suitable learning challenges:*** We provide every pupil with opportunities to experience success in learning and to achieve as high a standard as possible through high quality teaching, rigorous assessments and timely targeted interventions.
2. ***Responding to pupils' diverse learning needs:*** We take into account the different backgrounds, experiences, interests, strengths and pupil voice which influence the way in which pupils learn when we plan our approaches to teaching and learning.
3. ***Overcoming potential barriers to learning and assessment for individuals and groups of pupils:*** We recognise that a minority of pupils will have particular learning and assessment requirements that might create barriers to learning if they are not addressed through special arrangements.

Legislation and Guidance

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

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Maintained School's guidance on Governance Guide Oct 2024](#) and the [SEND guidance for Governors](#) published by DFE and updated in February 2025 - sets out governors' 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

Inclusion and equal opportunities

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.

Definitions

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.

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.

The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time. Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

Area of need	Description of Need
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

Area of need	Description of Need
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

We are a '*needs-based school*'. Identification and assessment underpin the adaptive actions taken to support learners and not to 'fit' pupils into specific categories or 'label' them. When ensuring and developing provision for pupils with SEND, our policy objectives are:

- to ensure that our duties, as set out in the Equality Act 2010, are fully met to enable pupils with special educational needs and disabilities
- to ensure the school has an Accessibility Plan in line with statutory guidelines
- to ensure that all pupils access a broad and balanced curriculum, in and out of school hours, and have an equal opportunity to receive an education that is appropriate and specifically tailored to meet their needs whilst making reasonable adjustments
- to ensure early identification of needs of pupils with SEND through the graduated approach; assess, plan, do and review
- to use resources efficiently and equitably
- to develop effective partnerships with parents/carers based on consultation, discussion and participation and ensure they are fully informed of all processes
- to consider the ascertainable wishes of the learner concerned and, involve him/her, when appropriate, in decision making in order to provide effectively for them
- to ensure effective collaboration with the Local Authority (LA) services, the Local Offer, health services and social care
- to ensure that all staff are aware of their responsibilities towards the children with special educational needs and are able to exercise them effectively
- to carry out the above promptly and with sensitivity in order to avoid embarrassment or further disadvantage to the learners we are seeking to support.

Roles and Responsibilities

Whilst implementing these objectives, the Governors, the Headteacher and the staff will take all reasonable steps within the limit of the resources, and the parameters of a mainstream school, available to fulfil the requirements outlined in this policy document. Governors will fulfil their statutory duties towards pupils with special educational needs as prescribed in sections 66 to 69 of the Children and Families Act 2014. In order to do this they will, with the support and guidance of the SEND Governor and SENCO, develop and monitor the school's SEND policy, Accessibility Plan, ensure that SEND

Information Report on the school's website is updated annually with statutory information, and ensure effective provision is an integral part of the school development plan.

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
- With the SENCO, 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 SEND, 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 SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

The SENCO

The SENCO is a qualified teacher and has either successfully achieved the National Award for SEND Coordination or the equivalent qualification.

The SENCO will:

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

The Governing Body

The Governing Body is responsible for making sure the following duties are carried out:

- Co-operate with the LA in reviewing the provision that is available locally/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 do not have SEND
- Inform parents 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 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 a SEND 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, monitoring the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

The SEND Link Governor

The SEND governor will:

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

The Curriculum Lead for Impact and Inclusion will:

- Ensure the curriculum is inclusive, accessible and impactful for all learners, particularly pupils with SEND and additional needs.
- Work closely with pupils on the SEND register to provide targeted, hands-on support that addresses individual needs and promotes full engagement with the curriculum.
- Support class and subject teachers in implementing effective adaptive teaching strategies as part of everyday classroom practice.
- Monitor the impact of inclusive teaching approaches to ensure barriers to learning are reduced and positive outcomes are achieved.
- Promote consistent, high-quality inclusive practice across the school so that all pupils are able to thrive in their learning environment.

The class teacher

Each class teacher is responsible for:

- Putting the child at the centre of all decision making, ensuring they gather the child's views and build on their strengths

- Planning and providing high-quality teaching that is adapted to meet pupil needs through the SEND graduated approach
- The progress and development of **every pupil** in their class
- Working closely with any learning support 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 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
- Providing parents with a individual learning plan for all children on SEND support or provision map for all children that have Educational Health Care Plans.

Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development. All teachers are trained to meet the needs of children with SEND in their class through high-quality teaching and adaptive teaching practices. Teachers also know their pupils best, so any concerns about a pupil should first be shared with the class teacher. Class teachers can often provide direct support to the parents and address concerns effectively. If further support is needed, the concern should then be raised initially with the year leader and if further support is required, with the SENCo.

Parents or carers of pupils on the SEND register will always have opportunities 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. Specifically, they will:

- Be invited to termly meetings with the class teacher to review the provision in place for their child in the Autumn and Spring Terms and receive a detailed annual report in the Summer Term.
- Have the opportunity to share concerns and, together with school staff, agree on their aspirations for the pupil.

The school will always consider the views of the parent or carer in any decisions made about the pupil.

The Pupil

The school has a pupil centred approach to supporting all children. Pupils therefore will, whenever possible, be given the opportunity to provide information and express their views about their SEND provision. 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
- Sharing what works for them and how they would like to be supported.

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

SEND information report

The school publishes a SEND 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.

Admission Arrangements

The school aims to meet the needs of any pupil whom the parent wishes to register at the school as long as a place is available and the admission criteria are fulfilled. The agreed admissions policy of the Governors makes no distinction with regard to pupils who have SEND.

No pupil can be refused admission solely on the grounds that they have SEND except where the pupil is the subject of an Education, Health and Care Plan under the Children and Families Act 2014 and the Local Authority has indicated that the provision required is incompatible with that available at our school or that the provision would compromise the effective education of others.

The Equality Act 2010 prohibits schools from discriminating against disabled children and young people in respect of admissions related to their disability. The School Admissions Code of Practice requires that a young person with SEND be treated fairly.

Our oversubscription criteria do not unfairly disadvantage prospective pupils with a disability or SEND. All pupils whose Education, Health and Care Plan names Little Ealing Primary School will be admitted before any other places are allocated.

Where a pupil due for admission is known to have SEND, the SENCO will gather appropriate information from any school the pupil has been attending and from other agencies known to have been involved. The child's previous school is responsible for providing this information. This ensures that:

- We understand the pupil's needs before they start
- Appropriate support and provision can be put in place from day one
- Transitions are smooth and well-planned
- Staff are prepared and trained where necessary

Accessibility Arrangements

Little Ealing Primary School is committed to ensuring that pupils with disabilities can access all aspects of school life. We comply with our duties under the Equality Act 2010 to make reasonable adjustments for disabled pupils.

We take the following steps to ensure disabled pupils are not treated less favourably than other pupils:

- Making reasonable adjustments to policies, procedures and practices to accommodate disabled pupils
- Providing auxiliary aids and services where reasonable to do so
- Adapting teaching methods and resources to meet individual needs
- Training staff to understand and meet the needs of disabled pupils
- Ensuring our behaviour and bullying prevention policies protect disabled pupils
- Monitoring the progress and wellbeing of disabled pupils to ensure they are thriving
- Consulting with pupils and parents about the adjustments and support needed

Our school provides the following facilities to support disabled pupils:

- Accessible entrances and exits with ramps where needed
- Accessible toilet facilities
- Wide corridors and doorways to accommodate wheelchairs
- Visual and auditory fire alarm systems
- Specialist equipment as identified through individual assessments (e.g., writing slopes, wobble cushions, sensory resources)
- Quiet spaces for pupils who need sensory breaks
- Adjustable furniture where appropriate
- Accessible IT equipment and software

Our Accessibility Plan sets out how we will continue to improve access for disabled pupils over time and is available on the school website or from the school office on request.

Resources

When the Governing Body approves the school's budget, consideration will be given to the resources allocated to meeting special educational needs. The Headteacher will manage the allocated funds and will ensure that the best use is made of these resources through provision mapping. It is a mandatory requirement that schools fund up to the first £6,000 of any SEND support required by a child.

Stages of intervention and support

- The first step to supporting children with additional needs or SEND is through high-quality, adaptive teaching. This universal approach, delivered by the class teacher who knows the child best and has received specific training to support children with SEND, is usually the most effective. Same-day interventions and further adaptations are often sufficient to support pupils falling just below age-related expectations.
- For those consistently falling behind **and** making less progress than their peers, additional targeted interventions may be necessary.
- Over time, if further support is required, external agencies may be sought for their specialist expertise and interventions.
- In some cases, this process may lead to a request for an Education, Health, and Care Plan (EHCP).

Our approach to SEND support

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

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

- Is significantly slower than that of their peers starting from the same baseline (at least 2-3 years behind their peers)
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

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

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality adaptive 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. The class teacher will be required to complete a SEND referral document stating the child's strengths, areas of need, what has been tried so far, a review of the provision and what the class teacher is seeking. Where necessary the SENCO 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 SEND 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. 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.

Consulting and involving pupils and parents

The school will put the pupils 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 (if appropriate) and their parents. These conversations will make sure that:

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

The graduated response to SEND support

Once a pupil has been identified as having SEND, 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.

Assess

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

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need.

Plan

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, adaptations, 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 assessment tracker, Insight.

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

Do

The pupil's class teacher retains overall responsibility for the child's progress.

Where the plan involves group or 1-to-1 teaching away from the main class teacher, the class teacher still retain responsibility for the pupil. They will work closely with learning support assistants/specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. Interventions are time bound. If the intervention does not have the desired outcome, then another approach will be considered.

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.

The class teacher, with the support from the SENCO, will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

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

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

SEND Support

Pupils receiving SEND 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. For all pupils on SEND Support, an Individual Learning Plan (ILP) will be created by the class teacher, based on the pupil's current assessed needs. The ILP will set out clear, measurable outcomes and the provision in place within school, including strategies that can be mirrored by parents/carers at home.

Individual Learning Plans will be shared with parents/carers and reviewed termly to ensure progress is monitored and provision is adapted as needed. Where concerns remain, the class teacher will discuss the pupil's needs with the Year Leader to identify additional strategies, the relevant Middle Leader to review impact and inclusion, and the SENDCo to consider what further adaptations can be made or whether additional support from external specialists may be required.

Provision for pupils on SEND Support is funded through the school's notional SEND budget. On the school census, these pupils will be recorded using the code K.

Education Health Care Plan (EHCP)

If the LA issues an Education, Health and Care Plan, the SENCO will ensure the class teacher implements the recommendations. Short-term targets will be set and reviewed at least three times a year. **The strategies to meet targets will record only** that which is **additional to** or **different from** the differentiated curriculum.

Progress will be formally reviewed by holding an annual review meeting. The SENCO will seek:

- written advice from parents and professionals
- ascertain the views of the pupil
- convene the review meeting
- prepare a review report for the LA

Those to be invited at least two weeks before the meeting are:

- the pupil's parent/carer
- relevant teachers and LSAs
- representative of the LA
- the pupil
- where appropriate, representatives of health and social services
- other professionals closely involved

A copy of the review report will be sent to parents, LA and other relevant professionals no later than 10 days after the meeting or at the end of term, whichever is the earliest. The annual review in Year Five should be held no later than the end of the Spring Term. The review should suggest amendments to the pupil's Education, Health and Care Plan if required. The Plan, once amended, will be used to inform the consultation for Secondary Schools in the following Autumn Term.

Evaluation of the effectiveness of SEND provision

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

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

Attendance

Many pupils with SEND 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.

At Little Ealing Primary School, we recognise that pupils with SEND may experience specific challenges that impact their attendance, including:

- Medical appointments and health-related absences
- Anxiety or mental health difficulties
- Sensory or physical needs that make the school day more challenging
- Difficulties with transitions or changes to routine

Our approach to supporting pupils with SEND who face attendance challenges includes:

- Working closely with families to understand the barriers to attendance
- Making reasonable adjustments to support pupils to attend school regularly
- Providing a graduated approach to support, including pastoral interventions
- Collaborating with external agencies such as the Education Welfare Service, CAMHS, and health professionals
- Implementing individual support plans where appropriate
- Ensuring a welcoming and inclusive environment that reduces anxiety

Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges and are committed to keeping all our pupils safe.

Research shows that children with disabilities and special educational needs are more likely to be abused than their peers. Additional barriers can exist when recognising abuse, exploitation and neglect in pupils with SEND, including:

- Communication barriers that may make it difficult for pupils to report abuse
- Assumptions that indicators of possible abuse such as behaviour, mood or injury relate to the child's disability or SEND rather than abuse
- Pupils with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- The potential for pupils with SEND to be more vulnerable to peer group isolation or targeted bullying

At Little Ealing Primary School, we take these additional vulnerabilities seriously and have measures in place to support pupils with SEND, including:

- Staff training to recognise the additional safeguarding risks faced by pupils with SEND
- Creating an environment where pupils with SEND feel safe, valued and able to communicate concerns
- Providing additional support to help pupils with communication barriers to express themselves, including the use of visual aids, communication apps, and specialist support
- Working closely with parents and external agencies to ensure a holistic approach to safeguarding
- Ensuring that our behaviour and bullying prevention policies take account of the needs of pupils with SEND
- Regular monitoring and review of safeguarding concerns for pupils with SEND

All staff are trained to recognise signs of abuse and know how to report concerns following our safeguarding procedures.

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.

Links with external professional agencies

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

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Specialist Schools Outreach Services e.g. Springhallow, Castlebar and other specialist schools
- Ealing Primary Centre Outreach Support
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services
- Mental Health Support Team
- School counsellors

Parents should note that the Department for Education states that the school may place a pupil on the SEND register, despite parental opposition, if the school believe this is appropriate in order to fulfil their statutory requirements to meet the provide for all children.

Parent Partnership Services

The LA has arranged to provide impartial information and advice on SEND matters to the parents/carers of pupils with SEND. The overall aim of the service is to empower parents to play an active and informed role in their child's education.

They provide a range of support, which can be seen on their website <https://www.family-action.org.uk>
To find out about Ealing's Local Offer for SEND visit: [Ealing Local Offer | Ealing Directory](#)
(ealingfamiliesdirectory.org.uk)

Complaints

At Little Ealing Primary School, we are committed to working in partnership with parents and carers. We welcome feedback and take all concerns seriously.

Where parents or carers have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher. We will try to resolve the complaint informally in the first instance through discussion and explanation.

If the concern is not resolved at this stage, parents should contact the Year Leader to discuss the matter further.

If the concern is still not resolved, please contact the SENCO who will:

- Listen to the concerns
- Investigate the issues raised
- Meet with the parent to discuss possible solutions
- Agree actions and a timescale for review

If dissatisfaction continues after speaking with the SENCO, parents should contact the Headteacher).

If informal resolution does not resolve the concerns, parents are welcome to submit a formal complaint. Formal complaints about SEND provision should be made in writing to the Headteacher in the first instance. They will be handled in line with the school's Complaints Policy, which is available on our website or from the school office.

Escalating Complaints Beyond School

If a parent or carer is not satisfied with the school's response to their complaint, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

Parents have the right to access disagreement resolution and mediation services if they are not satisfied with how the school or local authority is meeting their child's SEND needs. These services are independent and impartial.

Ealing's Disagreement Resolution and Mediation Services can be accessed through:

Ealing SEND Information, Advice and Support Service (SENDIASS)

Website: <https://www.ealingsendiass.org.uk>

Email: sendiass@ealing.gov.uk

Phone: 020 8825 5514

Family Action - Parent Partnership Service

Website: <https://www.family-action.org.uk>

This service provides impartial information and advice on SEND matters

For a full explanation of suitable avenues for complaint, including appeals to the First-tier Tribunal (Special Educational Needs and Disability), see **pages 246 and 247 of the SEND Code of Practice: 0 to 25 years**.

Parents can request mediation by contacting the services listed above. Mediation is a voluntary process where an independent mediator helps parents and the school/local authority to resolve disagreements.

Complaints about the Local Authority

If the complaint is about the local authority's SEND services (for example, regarding an EHC needs assessment or EHC plan), parents should follow Ealing Council's complaints procedure. Information is available at: <https://www.ealing.gov.uk>

Monitoring and evaluation

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives.

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 - ensuring all staff know which pupils have SEND and understand their needs
- How early pupils are identified as having SEND - monitoring our identification processes to ensure needs are identified promptly
- Pupils' progress and attainment once they have been identified as having SEND - tracking academic progress and wider development
- Whether pupils with SEND feel safe, valued and included in the school community - through pupil voice, questionnaires and observations
- Comments and feedback from pupils and their parents/carers - gathered through meetings, surveys and informal conversations

- The impact of interventions and support - through data analysis and provision mapping
- Staff confidence and competence in meeting SEND needs - through staff surveys and training feedback

This policy will be reviewed by the SENDCO in consultation with the Headteacher and approved by The Full Governing Body **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

Monitoring SEND Provision

The quality and effectiveness of SEND provision will be monitored through:

- Regular learning walks and observations by the SENCO and senior leadership team
- Termly data analysis of pupil progress
- Provision mapping and evaluation of interventions
- Annual reviews for pupils with EHC plans
- Pupil and parent feedback
- Governor monitoring visits
- Regular reports to the Governing Body on SEND provision and outcomes
- Comparison with national data to identify patterns and trends
- External reviews and local authority audits where applicable

Links with other documents and policies

This policy links to:

- The SEND Information Report
- Ealing Local Offer
- The Accessibility Plan
- Behaviour for Learning Policy
- Supporting pupils with medical conditions
- Safeguarding and Child Protection Policy
- Attendance Policy
- Complaints Policy
- Bullying Prevention Policy
- Teaching and Learning Policy