



**WEMBLEY PRIMARY SCHOOL**

*Like the phoenix we  
Rise to our challenges  
Strengthen our Learning and  
Shine in our community*

## **Special Educational Needs and Disabilities Policy**

Reviewed	Approved by	Date of next review
9.12.2020	Governors 2 <sup>ND</sup> February 2021.	December 2022
Completed by: Ms Sharon Griffith (Assistant Head and SENCO) The Governor for SEND: Ms Shruti Soni		

### **Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 2015. The policy complies with the following guidance and documents:

- Equality Act 2010: advice for schools DfE (updated June 2014)
- Schools SEN Information Report Regulations (2015)
- Statutory Guidance on Supporting pupils with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (2014)
- Teachers Standards (updated 2013)

### **Rationale**

Wembley Primary School is committed to providing a high-quality education for all the pupils in our school. We believe that all pupils, including those identified as having special educational needs,

have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We aim to promote positive mental health and wellbeing for all of our children and believe that all pupils should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all pupils can flourish and feel safe.

Wembley Primary School is committed to inclusion. As part of our school improvement plan, we will develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

At Wembley Primary School our philosophy towards the provision of Special Educational Needs and Disabilities (SEND) is integrated with our belief in the uniqueness of each individual pupil. All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood, whether in employment, further or higher education or training

We believe that all teachers are teachers of pupils with SEND.

This policy describes the way we meet the needs of pupils who experience barriers to their learning. This may relate to sensory or physical impairment, learning difficulties or emotional or social development.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

## **Definition of Special Educational Needs (SEN) and Disability**

At our school we use the definition for SEN and for disability from the SEN Code of Practice (2015). This states that:

### **SEN**

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. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to or different from** that made generally for other children or young people of the same age.

**Disability**: Many children and young people with SEN may have a disability under the Equality Act 2010 - that is '...**physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**'.

## **Aims**

At Wembley Primary we aim to ensure that all pupils, regardless of their particular needs, are provided with inclusive teaching and the learning contexts which will enable them to make the best possible progress and feel that they are a valued member of the wider school community.

We aim to identify, at the earliest opportunity, all pupils who need special consideration to support their communication and interaction, cognition and learning, physical and sensory and/or social, emotional and mental health needs. We aim to involve parents/carers and others in developing a partnership of support and to ensure that all pupils with SEND are involved, where practical, in decision making affecting their future provision.

Wembley Primary School sees the inclusion of pupils identified as having special educational needs as an equal opportunities issue. We will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

## **Objectives**

- To work within the guidance provided in the SEND Code of Practice, 2015.
- To monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- To provide full access to the curriculum through differentiated planning by class teachers, SENCO, and support staff as appropriate.
- To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having Special Educational Needs (SEN).
- To ensure that pupils with SEN are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.
- To enable pupils to move on from us well-equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school and life-long learning
- To involve parents/carers at every stage in plans to meet their child's additional needs
- To involve the pupils themselves in planning and in any decision making that affects them.
- To deliver training and support for all staff working with pupils with SEND in order to develop our practice within the guidance set out in the Code of Practice, January 2015.

## **Documents and policies**

The SEND policy should be read in conjunction with the following policies, strategies and documents:

- SEN information Report
- Inclusion Policy
- Accessibility Plan
- Equality Information and Objectives
- Wellbeing Policy
- Teaching and Learning
- Admissions Policy
- Safeguarding Policy

This plan should be read alongside information supplied by the local authority. The school's complaints procedure covers the SEND policy.

## **Special Education Provision- Whole school approach**

Teaching pupils with SEND is a whole-school responsibility and all teachers are responsible for identifying pupils with SEND.

The core of the teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in pupils' abilities, aptitudes, and interests. Some pupils may need increased levels of provision and support. At Wembley School we follow the SEND code of practice 2015 which requires:

- early identification and an early response to SEND
- identification of SEND with parents
- a graduated approach to responding to SEND- a cycle of '**Assess, plan, do, review**'
- the involvement of specialists where a child continues to make less than expected progress

For the effective co-ordination of SEND, all staff must be aware of:

- the role of the SENCO and Outside Agencies
- the SEN procedures to be followed
- the responsibility all teachers have in sustaining effective provision for SEND pupils
- the commitment required by staff to keep the SENCO well informed about pupil's progress
- what exactly constitutes a 'level of concern' and at which point Outside Agencies are contacted
- the procedure by which parents are informed of this concern and the subsequent SEND provision

Additionally, parents/carers must be given clear guidance to the means by which they can contribute to co-ordination, and how they can provide additional information when and if required.

## **Early Identification of pupils with SEND**

We have as a whole school established assessment procedures to track pupil progress and attainment from Foundation stage to the end of Key stage 2. Early identification of pupils with SEND is a priority. This identification is embedded in the whole school process of monitoring the progress and development of all pupils. The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. It is important to identify the full range of needs, not simply the primary need of an individual pupil, leading to us making effective provision in improving the long-term outcomes for pupils with SEND.

The Code of Practice refers to four broad areas of need:

Communication and Interaction- these pupils have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, pupils with Autistic Spectrum Disorders (ASD), including Asperger Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning- pupils with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to pupils with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health- pupils may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other pupils may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or Physical Needs- some pupils require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many pupils with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

We endeavour to secure special educational provision for pupils for whom this is required, that is provision 'additional to, and different from' that provided within the differentiated curriculum to better respond to the four broad areas of need.

## **A Graduated Approach to SEND Support**

### How the school decides whether to make special educational provision

The class teachers take responsibility for providing quality first teaching for all pupils in their class. As such, they provide a differentiated curriculum to cater for a range of abilities within their class. In order to make progress a pupil may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives or teaching styles. In these circumstances, the need of a pupil will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher.

Teachers carry out a process of ongoing teacher assessments and know their pupils best. Termly pupil progress tracking meetings give the Senior Leadership Team (SLT), the class teachers and SENCO the opportunity to discuss concerns they may have about individual pupils and identify those making less than expected progress. Teachers also meet with parents/carers to discuss concerns, agree priorities and strategies.

Progress is the crucial factor in determining the level of need for additional support. Adequate progress is that which:

- narrows the attainment gap between pupil and peers
- prevents the attainment gap widening
- is equivalent to that of peers starting from the same baseline, but less than the majority of their peers
- equals or improves upon the pupil's previous rate of progress
- ensures full curricular access
- shows an improvement in self-help and social or personal skills

The school's first response is high quality targeted teaching by the class teacher. The teacher will ensure that parents/carers are kept fully informed and their views taken. Pupils who need additional support are targeted through interventions which are recorded on year group provision maps.

Where progress continues to be less than expected taking into account age and circumstances, the class teacher will complete an initial concerns form. The teacher will discuss their concerns

with the SENCO, including evidence of provision and its impact for the pupil. In deciding whether to make special educational provision, the teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside the views of parents/carers and pupil. During this stage extra teaching or targeted interventions may be put in place as a pupil's response to such support can help to identify their particular needs.

## **SEND Assessment**

Assessment is the process by which a child with SEND can be identified. The school may use a variety of appropriate screening and assessment tools to ascertain pupil attainment and progress through:

- baseline assessment results in the Nursery/Reception Year
- evidence obtained by teacher assessments at the end of Key Stage 1 and standardised assessments at the end of Key Stage 2 (SATS)
- pupil's performance against the expected key indicators of the year group he or she is in, compared to other pupils of the same age
- half termly assessment in the core subjects
- progress measured against the P level descriptors
- standardised screening or assessment tools

Wembley Primary School also uses the following information to support the assessment process:

- information from parents
- records from previous schools
- observations by the teacher, SENCO and specialist SEN Teaching Assistants (TAs)
- reports from multi-agencies

Particular care is taken when identifying and assessing SEND for pupils whose first language is not English. At times more information may be required, and further observations/assessments may be carried out to ascertain the level of need.

Where pupils have higher levels of need, and with parental permission, the school may seek advice from external agencies. When it is considered necessary, professionals from the following support services will be involved with pupils with SEND:

- Educational Psychologist
- Speech Therapist
- Physiotherapist
- Occupational Therapist
- Hearing impairment service
- Visual impairment service
- Brent Inclusion Team
- Brent Early Years Team
- C.A.M.H.S
- Early Intervention Officer (C.A.F)
- Brent Outreach Autism Team (B.O.A.T.)
- School Nurse and other health professionals
- Brent SEND information, Advice and Support Services (SENDIAS)

In addition, important links are in place with the following organisations:

- The Children's Centre
- The Special Needs Department of the Local Education Authority
- Education Welfare Officer
- Social Services
- SEN Advisors from the local authority

- Brent Local Offer: <https://www.brent.gov.uk/localoffer>

If the support needed can be provided by adapting the school's core offer then a child might not be considered to have SEND or placed on the SEND register.

## **SEN support**

Pupils can be placed on the SEND Register through continued concern, supplemented by standardised assessment evidence that, despite receiving differentiated teaching and sustained intervention, pupils:

- make little or no progress in specific areas over a long period
- continue to work at assessment levels considerably lower than expected for a child of similar age
- continue to experience difficulty in developing literacy/numeracy skills
- has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists
- has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning
- has medical needs that impede the development of social relationships, thus presenting barriers to learning

If the support required is different from or additional to what is ordinarily offered by the school, the child will be placed on the SEND register at SEN Support. The term 'SEN Support' describes the action taken to support pupils and students who have been identified as having SEND, but who do not have an Education, Health and Care (EHC) plan. Placement of a pupil at this level will be made by the SENCO after full consultation with parents.

## **Provision maps and interventions**

Pupils identified as having SEND are, as far as it is practicable, fully integrated into mainstream classes. We make every effort to ensure that they have full access to lessons and are integrated into all aspects of school life. The school will then seek to remove barriers to learning and put effective special educational provision in place. This begins a cycle of assess, plan, do, review with the child/young person at the centre of the process.

SEN support is primarily delivered by class teachers through differentiated teaching methods within the classroom. The range of SEND provision at Wembley Primary may take many forms including:

- the child following a differentiated or personalised curriculum within the classroom
- small group targeted interventions or support, in and out of class
- making or changing materials, resources or equipment
- providing and maintaining specialist equipment
- helping a child to access the curriculum through 1:1 support
- making sure that a child has understood things by breaking down instructions
- helping other pupils to work with a child, or play with them at break time
- supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing
- support by specialist teaching assistants delivering provision such as speech and language therapy, life skills, Occupational Therapy

Targeted interventions, different from, or additional to, the normal differentiated curriculum are recorded on the SEND provision map. The class teacher is responsible for planning, ensuring delivery and assessing learning programmes for all pupils. This includes their responsibility for baseline assessments and setting S.M.A.R.T (specific, measurable, achievable, relevant, time-bound) targets so that the impact of interventions can be measured, including those carried out by teaching assistants and other teachers. The teacher works with the SENCO who coordinates the support based on the recommendations by the outside agencies. Decisions regarding the level of support provided are needs led. The provision map is seen as a working document and is reviewed termly by the SENCO in line with current pupil needs, educational initiatives and the budget.

Where concerns remain despite sustained intervention and the advice of Outside Agencies being followed, the school will consider requesting a Statutory Assessment. Parents/carers will be fully consulted at each stage. The school recognises that parents/carers have a right to request a Statutory Assessment by the Local Authority.

## **Individual Learning Plan (ILP)**

Pupils requiring an ILP are characterised by requiring a sustained level of support and the involvement of external services. An individual learning plan includes a one-page parent and child interview. This plan is intended to be a working document which is regularly updated as more is understood about the child's SEND, including their response to interventions. It includes the pupil's strengths as well as weaknesses.

External support services will advise on targets for a new ILP and provide specialist input to support the process. Each pupil with SEND is an individual and their plan is tailored to meet their particular needs.

ILPs are created in consultations with parents/carers, child, teacher and SENCO and will specify agreed priorities including:

- short-term SMART targets
- teaching and learning strategies
- provision made and adults responsible for delivering the additional support
- when additional provision will be implemented
- the outcomes/progress recorded, at review

The ILP will record only that which is different from or additional to the normal differentiated curriculum and will concentrate on S.M.A.R.T targets that are closely matched to pupil's needs. These targets will be used to inform and support whole class approaches to inclusion e.g. varied teaching styles. Within the ILP we will identify ways that parents can support at home.

## **Reviewing Individual Learning Plans**

ILPs will be reviewed termly with parents/carers, class teachers and where possible other professionals who support the pupils. Pupil views are taken before the meeting and discussed and where possible, pupils will also be invited to discuss their aspirations and views. The needs of the whole child will be discussed at these meetings and their progress and attainment recognised. Targets will be set along with desirable outcomes. The SENCO will coordinate the meetings and will be involved in those for pupils with complex needs. Targets arising from ILP meetings and reviews will be used to inform and support whole class approaches to inclusion e.g. varied teaching styles.



## **Request for Statutory Assessment**

The school will request a Statutory Assessment from the local authority when, despite an individualised programme of sustained intervention following Outside Agency advice, the child remains a significant cause for concern. This brings together the child's health and social care needs as well as their special educational needs. A Statutory Assessment might also be requested by parent/carers or outside agencies.

The school will have information available including:

- the action followed by the school since the child has been identified as having a special need
- ILPs, including outcomes of regular reviews
- reports from Outside Agencies and specialists including Health, Social Services and Educational Psychologists
- current and previous attainment levels and progress

A successful statutory assessment will result in an Education, Health and Care (EHC) plan. This will normally be provided where the local authority believes the child has significant needs requiring provision beyond that which a school can reasonably offer. Wembley School recognises that a request for a Statutory Assessment does not inevitably lead to an EHC plan.

## **An Education, Health and Care Plan**

EHC plans will include details of long-term learning outcomes for pupils. These are used to develop targets that are established through parental/child consultation. From these, shorter term outcomes are set out in an Individual Learning Plan and are implemented in the classroom by the class teacher, with appropriate additional support where specified.

## **Reviews of EHC plans/Statements of Educational Needs**

EHC plans/Statements must be reviewed annually. The SENCO will coordinate and attend these reviews, inviting the child's parents/carers, class teacher, teaching assistant and any specialist involved in supporting the pupils e.g. speech therapist, physiotherapist or occupational therapist.

The aim of the review will be to:

- assess pupil's progress in relation to the outcome set out in the EHC plan
- review the provision made for the pupils in the context of the Early years and National Curriculum
- review attainment in all areas of learning and development including life skills
- consider the appropriateness of the existing EHC plan in relation to the child's performance during the year and whether to cease, continue, or amend it
- set new targets for the coming year and consider desired outcomes

Year 2 reviews will indicate the provision required in Key stage 2. Year 6 reviews will indicate the provision required in Secondary schools (KS3). At Year 6 reviews the SENCO of the Secondary school will be invited to attend. This enables the receiving school to plan appropriately for the new school year. It also gives parents/carers the opportunity to meet with staff involved in supporting their child in Secondary school.

Considering the time limits set out in the Code, the SENCO will write a report of the Annual Review Meeting and send it, with any supporting documentation, to the local authority within the given time. The school recognises the responsibility of the local authority in deciding whether to maintain, amend, or cease an EHC plan.

## **Parents/carers and pupil involvement in the process**

Wembley Primary School firmly believes in developing a strong partnership with parents/carers and that this will enable pupils with SEND to maximise their learning and development. The school recognises that parents/carers have a unique overview of their child's needs and how best to support them, and that this gives them a key role in the partnership.

Depending on age and appropriateness, SEND pupils will also be encouraged to participate in the decision-making processes affecting them. The school will make available, to all parents of pupils with SEND, information about the local offer and other services available. The SENCO coordinates termly ILP meetings for parents/carers to meet with class teachers as well as meetings with multi-agencies. These termly reviews and target setting meetings are planned to coincide with parents' evenings where possible. Targets are shared with pupils and successes are celebrated. Where appropriate Key Stage 2 pupils with an EHC plan will send an invitation to their parents to attend their annual review and will attend part of the meeting to share their achievements for the year and aspirations for the future.

The SENCO is available to support and advise parents/carers. We provide support in some of the following ways for parents of pupils with SEND or parents who have concerns about their children:

- the SENCO operates an open-door policy for parents/carers seeking support and advice
- individual arrangements can be made for phased entry into Reception class
- additional time and special arrangements for SATs
- support for in-year transition between schools
- forming a transition group for vulnerable Year 6 pupils transferring to secondary school
- inviting parents and the SENCO of receiving secondary schools to the final Annual Review

## **Provision for new pupils to our school identified as having SEND**

When a pupil transfers from another school their school records are requested. If the pupil has special educational needs the SENCO at Wembley Primary will speak to the SENCO from the previous setting. All SEND records are then transferred. These records are used to:

- identify the pupil's needs
- ensure achievements and experiences are taken into account
- provide starting points for an appropriate curriculum and next steps in learning
- ensure previous progress is built on
- involve parents in a joint home-school learning approach

The teacher or SENCO will meet the parent of the pupil to discuss needs and provision.

## **Key Roles and Responsibilities**

The teacher: The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- being responsible for catering for the needs of all of the pupils within their class, including those pupils with SEND, by providing an appropriate, differentiated curriculum that incorporates challenge
- being responsible for the progress and development of all pupils including those with SEND
- being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEND pupils
- collaborating with the SENCO to decide the action required to assist the pupil to progress
- working with the SENCO to collect all available information on the pupils
- creating and reviewing ILPs with the support of the SENCO
- ensuring the ILP is implemented in the classroom

- working with Assistant Heads and the SENCO to update provision maps
- developing constructive relationships with parents/carers and having regular liaison with them
- effective deployment of additional adults
- identifying in planning the provision they are making for pupils with SEND

Special Needs Assistants are responsible for:

- ensuring that day to day provision is in place for the pupils they support
- implementing agreed strategies and programmes, and advice from specialists
- record keeping
- preparing resources for pupils they support
- maintaining specialist equipment
- regular communication with class teacher and SENCO

The SENCO (senco@wembleyprimary.brent.sch.uk)

The SENCO works with the Head teacher, Senior Leadership Team and Governing Body to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements and to determine the strategic development of the policy. Other responsibilities include:

- the day-to-day operation of SEND policy
- coordinating specific provision made to support individual pupils with SEND, including those who have Education and Health Care plans
- updating the SEND register and maintaining individual pupil records
- monitoring the quality of provision and impact of interventions
- attending network meetings and updating staff
- referrals to and liaison with outside agencies
- line managing TAs with responsibility for SEND
- liaising with and advising staff on planning
- maintaining regular liaison with parents/carers
- co-ordinating annual reviews
- supporting staff in identifying pupils with SEN
- mapping SEND provision throughout the school
- maintaining links and information sharing with receiving schools

The role of the Governing Body

The named governor responsible for SEND is a link between the SENCO and the Governing Body.

The Governing Body's responsibilities to pupils with SEND include:

- monitoring the effective implementation of the SEND policy
- ensuring that pupils with SEND participate fully in school activities
- ensuring that a 'responsible person' is identified, to inform all those involved with teaching and supporting pupils with a Statement or EHC Plan about the contents of these documents. At Wembley Primary this person will be the SENCO
- ensuring that provision of a high standard is made for pupils with SEND
- being fully involved in developing and subsequently reviewing the SEND policy
- having regard to the new Code of Practice when carrying out these responsibilities

The role of the Head Teacher

The head teacher's responsibilities include:

- the day-to-day management of all aspects of the school including the SEND provision
- keeping the Governing Body well informed about SEND within the school
- working closely with the SENCO

- ensuring that the SENCO and class teachers have informed parents of the fact that SEND provision has been made for their child
- ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

### **Criteria for removing pupils from the SEND Register**

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEND register. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained. The decision to remove them from the SEND Register will be shared with both the parents/carers and child.

### **Supporting pupils at school with medical conditions**

Section 100 of the Children and Families Act 2014 places a duty on governing bodies of school to make arrangements for supporting pupils at their school with medical conditions.

Wembley Primary recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Where it is the case that a medical condition meets the criteria of disability the school will comply with its duties under the Equality Act 2010. Reasonable adjustments will always be made to promote access to all areas of the school curriculum for pupils with a disability, e.g. an extra adult to accompany a child on a school trip. Specific staff have training to support particular needs, e.g.: technical knowledge to maintain auxiliary aids and equipment. The Welfare Officer is responsible for the administration of medicines and health care plans.

Some pupils may also have SEND and may have a statement or EHC plan which brings together health and social care needs, as well as their special educational provision.

The arrangements that the school makes to meet the needs of pupils with Medical Conditions can be found in the document Supporting Pupils with Medical needs/ Administering of Medicines Policy. <https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

### **SEND Training and development**

Training needs are identified in response to the needs of pupils currently on the SEN register. All Staff are expected to attend courses that help them to acquire the skills and knowledge needed to work with pupils with SEND. Part of the SENCO's role in school-based INSET is to develop awareness of resources and practical teaching procedures for use with pupils with SEND. Staff's requirements in supporting pupils' needs will be considered frequently with training provided internally and externally.

School staff have specific training and expertise in speech and language, literacy and numeracy interventions and supporting pupils with Autism, Down Syndrome, Dyslexia and physical needs. The SENCO attends network meetings to share good practice with colleagues in Brent and keep up to date with SEND developments.

### **Record Keeping**

Pupil records and SEND information may be shared with staff working closely with SEND pupils to enable them to better meet the individual child's needs. The school will record the steps taken to

meet the child's individual needs and the SENCO will maintain the records and ensure access to these. Records are maintained confidentially by the SENCO. They are kept:

- centrally in locked cupboards in the SEN Room
- electronically

Individual SEND files are transferred to receiving schools when pupils leave Wembley Primary.

## **Monitoring and evaluation of SEND provision and the SEND policy**

The Head teacher and the SLT regularly monitor and evaluate the quality of provision for all pupils. The policy reflects the statutory guidance set out in the SEND code of practice 0-25 years (January 2015) and the practice of the school. The SEND Policy will enable the SENCO, Head Teacher and Governors to evaluate the effectiveness of the delivery of SEND Provision within the school.

The following analysis and monitoring is carried out: -

- monitoring through observation of the quality of teaching and learning
- analysis of data on behaviour, major behaviour incidents and exclusions (including lunchtime exclusions)
- scrutinising Individual Learning plans and progress against individual targets
- analysis of pupil tracking data and test results at pupil progress meetings
- progress against national data and local data, based on their age and starting points
- looking at evidence of pupil's learning journey through book scrutiny
- conversations with pupils, parents/carers and other stakeholders
- interventions baseline and exit data

We then set new targets for the year ahead, aiming for:

- a reduction in the percentage of pupils with very low attainment
- an increase in the percentage of pupils recorded as having special educational needs attaining at national expectations at the end of KS1 and at the end of KS2
- a reduction in behaviour incidents and exclusions

We report progress against these targets to the governing body, who in turn report to parents/carers through the Governors' Annual Report. This Annual Report also includes the details of SEN provision and of the Accessibility Plan, along with the information required by the Disability Discrimination Act.

In January and July, the SENCO will provide information to the governing body as to the numbers of pupils receiving special educational support. The Head will report on any whole school developments in relation to inclusion, at the same time, and will ensure that governors are kept up to date with any legislative or local policy changes.

- The Annual Report to parents/carers will include the details of SEN provision and of the Access Plan, along with the information required by the Disability Discrimination Act.
- SEN and Inclusion is a standing agenda item at all Curriculum Sub-Committee meetings and will be reported at the full governing body meetings through sub-committee reports, which are then discussed as necessary.
- The SENCO will meet with the SEN Governor to discuss Inclusion and current SEN concerns. The SEN Governor will lead governor monitoring of the SEN policy through sampling, observations and other procedures to be agreed annually.

Target setting for all pupils takes place half-termly within each Key Stage. Percentage targets as well as individual targets are set for pupils to achieve Level 2 at the end of Key Stage 1 and Level 4 at the end of Key Stage 2. Targets are also set for pupils identified as having additional needs. These targets aim towards increasing the number of pupils with additional needs who achieve either Level 2 or Level 4 at the appropriate Key Stage, and become more ambitious from year to year. We aim to ensure that all pupils leaving at the end of Key Stage 2 achieve at least Level 2. Our success in all these areas is evaluated annually and reported to parents/carers in the governors' annual report in November.

The policy itself will be reviewed annually.

Evaluation of provision and policy will support the SENCO and SLT to plan strategically for SEND (agreeing objectives, evaluating how the school is performing). The school aims to use interventions in school that have proven outcomes and are evidence based and each year decisions will be made as to whether specific interventions are proving to be effective in terms of impact, time spent on them and the finance used in providing them. Needs of the current cohort are considered and if necessary, changes to provision made. The evaluation of provision may also lead to training needs being identified. In evaluating the success of this policy, the school will consider the views of staff, parent/carers, pupils, external professionals and governors.

## **Complaints procedure**

We urge parents/carers with any concerns regarding the SEND policy or the provision made for their child at Wembley Primary to speak to us as soon as possible. In the first instance, please speak to the class teacher or the SENCO, who will try to resolve the situation.

If the issue can not be resolved within 10 working days, the parent can submit a formal complaint to the Head teacher in writing or any other accessible format. The Head teacher will reply within 10 working days. Any issues which remain unresolved at this stage will be managed according to the school's Complaints Policy. This is available, on request, from the school office.

The SEND Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents if required by the Head Teacher.

## **Access to this policy**

You can get a copy of our policy in a number of ways:

- the school website
- hard copy on request at the school office

Please let us know if you need this policy to be made available to you in a different format e.g. enlarged font.

## **Key Documentation**

The following documents have informed this guidance which parents may find helpful:

- Special educational needs and disability code of practice: 0-25 years  
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Special educational needs and disability: a guide for parents and carers  
<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

- Supporting pupils at school with medical conditions  
<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>
- Keeping children safe in education <https://www.gov.uk/government/publications/keeping-children-safe-in-education>
- Equality Act 2010 <https://www.gov.uk/guidance/equality-act-2010-guidance>

Further information regarding SEND provision can be obtained through 'Brent's Local Offer'. <https://www.brent.gov.uk/localoffer>

## **Appendix One**

Special Educational Needs Non-negotiables