

Inclusion Policy



West London Cluster:

Fulham Primary School

Langford Primary School

Queen's Manor Primary School

Sullivan Primary School

Wilberforce Primary School

September 2026

Fulham Primary School

Context:

Fulham Primary School is a multi-cultural community school in the London borough of Hammersmith and Fulham. We are a one form entry school from Nursery to Year 6.

This policy was developed in consultation with parents/carers, staff and pupils and has regard to:

- The SEND Code of Practice: 0-25 years – 2015
- Part 3 of the Children and Families Act 2014 and associated regulations

Headteacher: Annabelle Windsor

Governor with responsibility for SEN: Marie Thomas

SENCo: Annabel Styles

SENCo Qualifications: NASENCo

Contact details: Annabel.styles@fulhamprimaryschool.org.uk

Agreed by Governing Body: August 2026

Review date: July 2027

Langford Primary School

Context:

Langford Primary School is a multi-cultural community school in the London borough of Hammersmith and Fulham. We are a two-form entry school from Nursery to Year 6.

This policy was developed in consultation with parents/carers, staff and pupils and has regard to:

- The SEND Code of Practice: 0-25 years – 2015
- Part 3 of the Children and Families Act 2014 and associated regulations

Headteacher: Victoria Kidds

Governor with responsibility for SEN: Sarah Studd

SENCo: Megan Goodwin

SENCo Qualifications: NPQ for SENCO

Contact details: Megan.Goodwin@langfordprimary.org.uk

Agreed by Governing Body: August 2026

Review date: July 2027

Queens Manor Primary School

Context:

Queen's Manor Primary School is a multi-cultural community school in the London borough of Hammersmith and Fulham. We are a one form entry school from Nursery to Year 6. Our school also has a unit for 20 autistic children. Further information can be found on our school website.

This policy was developed in consultation with parents/carers, staff and pupils and has regard to:

- The SEND Code of Practice: 0-25 years – 2015
- Part 3 of the Children and Families Act 2014 and associated regulations

Headteacher: Kate Scott

Governor with responsibility for SEN: Dr. Chris Jones

SENCo: Ben Richards

SENCo Qualifications: NPQ for SENCO

Contact details: Ben.Richards@queensmanorprimary.org.uk

Agreed by Governing Body: August 2026

Review date: July 2027

Sullivan Primary School

Context:
Sullivan Primary School is a multi-cultural community school in the London borough of Hammersmith and Fulham. We are a one form entry school from Nursery to Year 6.
This policy was developed in consultation with parents/carers, staff and pupils and has regard to: • The SEND Code of Practice: 0-25 years – 2015 • Part 3 of the Children and Families Act 2014 and associated regulations
Headteacher: Jason Graham
Governor with responsibility for SEN: Liz Munro
SENCo: Louise Jones
SENCo Qualifications: NPQ for SENCO
Contact details: Louise.Jones@sullivanprimaryschool.org.uk
Agreed by Governing Body: August 2026
Review date: July 2027

Wilberforce Primary School

Context: Wilberforce Primary School is a multi-cultural community school in the London borough of Westminster. We are a one form entry school from Nursery to Year 6.
This policy was developed in consultation with parents/carers, staff and pupils and has regard to: • The SEND Code of Practice: 0-25 years – 2015 • Part 3 of the Children and Families Act 2014 and associated regulations
Headteacher: Kim Cooper
Governor with responsibility for SEN: Sarah Studd
SENCo: Leonora Freeman (maternity) Maternity cover – Caleb Catantan
SENCo Qualifications: NPQ for SENCo
Contact details: leonora.freeman@wilberforceprimary.org.uk Caleb.catantan@wilberforceprimary.org.uk
Agreed by Governing Body: August 2026
Review date: July 2028

All our school policies are interlinked and should be read and informed by other policies. This policy is in line with our teaching and learning policy and single equalities policy and aims to support inclusion for all our pupils. The responsibility for the management of this policy falls to the Headteacher, the day-to-day operation of the policy is the responsibility of the Special Educational Needs Co-ordinator (SENCo). The Governing Body, the Headteacher and the SENCo will work closely to ensure that this policy is working effectively.

Rationale

Fulham, Langford, Queens Manor, Sullivan and Wilberforce Primary Schools are part of United Learning Trust. They work in partnership as part of a cluster of five West London schools with all schools having the same executive headteacher, Seamus Gibbons. This partnership provides additional opportunities which our children benefit from. Whilst all schools are part of the same academy trust, they are not all part of the same local authority and this policy acknowledges that each school also works within the frameworks and expectations of their local authority.

The United Learning Trust is committed to ensuring that the necessary provision is made for every pupil within their schools' communities. The Trust celebrates the inclusive nature of their schools and strives to meet the needs of all pupils with a special educational need and/or disability.

High quality, inclusive and adaptive teaching is the first response to meeting the needs of all pupils. Support is based on identified need and does not depend upon a pupil having a formal diagnosis. Where a pupil requires provision **additional to and different from** that which is ordinarily available for the majority of pupils, this is *special educational provision* and the pupils in receipt of this provision are classified as *SEN Support*. Each school has a duty to use their best endeavours to ensure that provision is made for those who need it.

All schools will ensure that the necessary provision is made for any pupil who has SEND. We will ensure that all staff are able to identify and provide for these pupils to enable them to partake in all activities in the school to reach their full potential.

This policy aims to support all members of staff in providing a framework of support and advice and is based on the underlying principle that we believe:

Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.

Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. To achieve this we will work in partnership with parents/carers, pupils, local authorities, specialist providers and other external agencies required to meet the individual needs of our pupils.

Inclusion Statement

- Across the West London Cluster, we believe that the happiness and well-being of all our pupils is paramount. All members of staff take this aspect of school life very seriously.
- We believe that inclusion is about more than access to learning. Every pupil should experience a genuine sense of belonging within our schools. We are committed to ensuring that pupils with SEND participate fully in all aspects of school life, including enrichment activities, educational visits, leadership opportunities, clubs, performances and wider community events. Where barriers exist, we will work proactively to remove them.
- All schools are Multi-Cultural Community Schools with great diversity of ethnic origin, and many different languages are spoken by our pupils.
- We will develop standards, assessments and support mechanisms to ensure all our pupils achieve to the best of their individual abilities.
- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide scaffolded learning opportunities for all the children within the school and provide support so all children have full access to the school curriculum.
- We maintain high expectations for pupils with SEND while recognising that progress and successful outcomes may look different for individual pupils. We seek to remove barriers so that pupils are included, achieve and develop independence.
- English as an Additional Language (EAL) is not considered a Special Education Need. Scaffolded learning and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- Lower attainment or gaps in knowledge do not, in themselves, indicate a special educational need. When concerns arise, the school considers a range of factors in order to ascertain the most appropriate next step.
- Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate support is in place to help these pupils catch up.

- Other pupils will genuinely have special educational needs and this may lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and make progress in line with their peers.
- Accurate assessment of need and carefully planned programmes, which address the identified barriers to learning and participation are essential to securing positive outcomes.
- We recognise that pupils do not require a formal diagnosis in order for appropriate support or reasonable adjustments to be put in place. Provision will be based on pupil's identified strengths, needs and barriers to learning and participation.
- We recognise that pupils may communicate in different ways. Some pupils may communicate verbally, while others may use alternative or augmentative communication systems. We are committed to ensuring that all pupils have effective ways to express their views, wishes, feelings and needs and are supported to participate meaningfully in school life.

Aims and Objectives

Aim

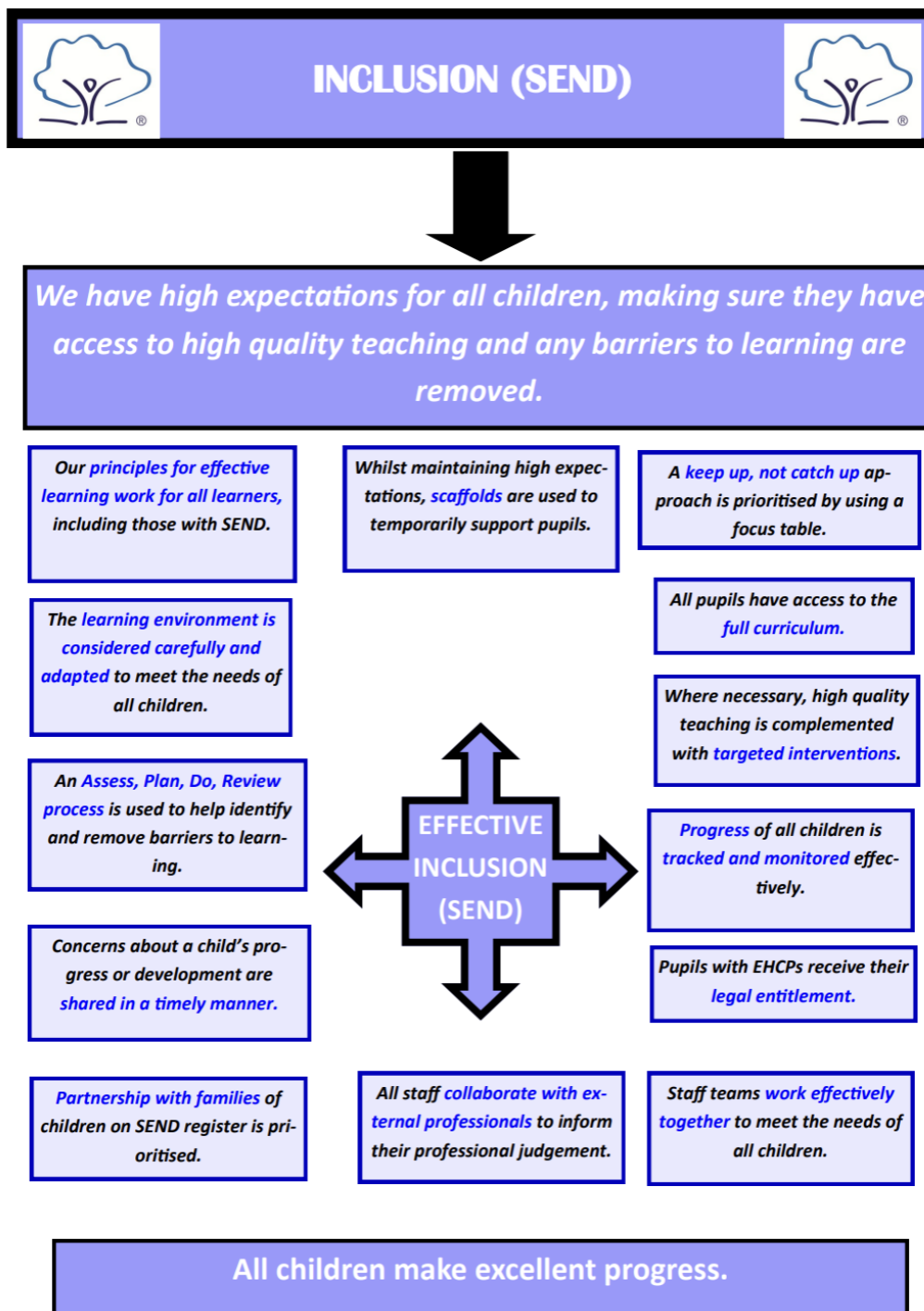
To provide an inclusive, stimulating and safe environment which will enhance the learning of all pupils and help them achieve, to their full potential, in all areas including their development of knowledge, skills and understanding to equip them for the next phase of their education. By doing this we hope to raise the aspirations and expectations of all pupils, especially those with SEND.

Objectives

- To identify emerging needs early and respond promptly to barriers to learning and participation and regularly assess and review the provision that we offer
- To use assessment intelligently to inform teaching and provision, recognising that attainment data is one part of a wider understanding of the pupil
- To use our best endeavours to ensure that all pupils get the support they need
- To have regard to the statutory guidance provided in the SEND Code of Practice (2015)
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs
- To implement a graduated approach to meeting the needs of pupils identified as SEN Support
- To appoint a teacher responsible for the coordination of SEND provision (SENCo) and ensure they have the relevant training and qualification to undertake the role
- To provide training, support and advice for all staff as often as is appropriate and necessary
- To ensure that all students are offered full access to a broad and balanced curriculum that sets high expectations for every pupil whatever their prior attainment
- To ensure reasonable adjustments are considered proactively and do not depend upon a formal diagnosis
- To work in partnership with parents/carers to enable them to make an active, empowered and informed contribution to their child's education
- To take the views, wishes and feelings of the young person into account, and involve them as fully as possible in decision making about their own education

- To work collaboratively with external agencies and specialists including those from Social Care and Health
- To ensure the Equality Act 2010 duties for pupils with disabilities are met
- In conjunction with the Medical Policy make arrangements to support pupils with medical conditions and to have regard to statutory guidance supporting pupils with medical conditions
- To have regard to any other guidance issued by the United Learning Trust.
- To foster a culture of belonging in which every pupil feels valued, accepted and able to participate fully in school life.
- To promote positive attendance and engagement for pupils with SEND by identifying and addressing barriers to attendance as early as possible.
- To develop pupils' independence, communication, self-advocacy and readiness for the next stage of education and, ultimately, adult life.

Our Effective Principles for Inclusion below give a one-page summary of our Inclusion Principles:



Identifying Special Educational Needs

Identification of SEND will draw on a range of evidence and will not rely solely on attainment. Staff will consider the pupil's learning, communication and interactions, social and emotional development, sensory and physical needs, independence, engagement and participation in school life. We are committed to an inclusive approach in which the needs of pupils are anticipated and barriers to learning, participation and belonging are identified and removed wherever possible. High quality adaptive teaching, appropriate reasonable adjustments and an inclusive learning environment form the universal offer available to all pupils. Support will be provided according to identified need and will not be dependent upon a formal diagnosis.

Staff recognise that barriers to learning and participation may present in different ways. These may include difficulties relating to attendance, emotional regulation, communication, sensory processing, social interaction, independence or engagement in learning. Identification processes seek to understand the underlying needs of the pupil rather than focusing solely on presenting behaviours or attainment outcomes.

The SEND Code of Practice (2015) defines SEND as a child or young person who has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A pupil has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities generally available in a mainstream school.
- It is important to note that a pupil who has a disability may not necessarily have a specific educational need.

The SEND Code of Practice (2015) identifies four key areas of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health

- Sensory and/or physical

These four broad areas give an overview of the range of needs that are planned for but we identify the needs of the whole pupil to establish what provision is required to meet their primary need, not just by the category in which they are placed.

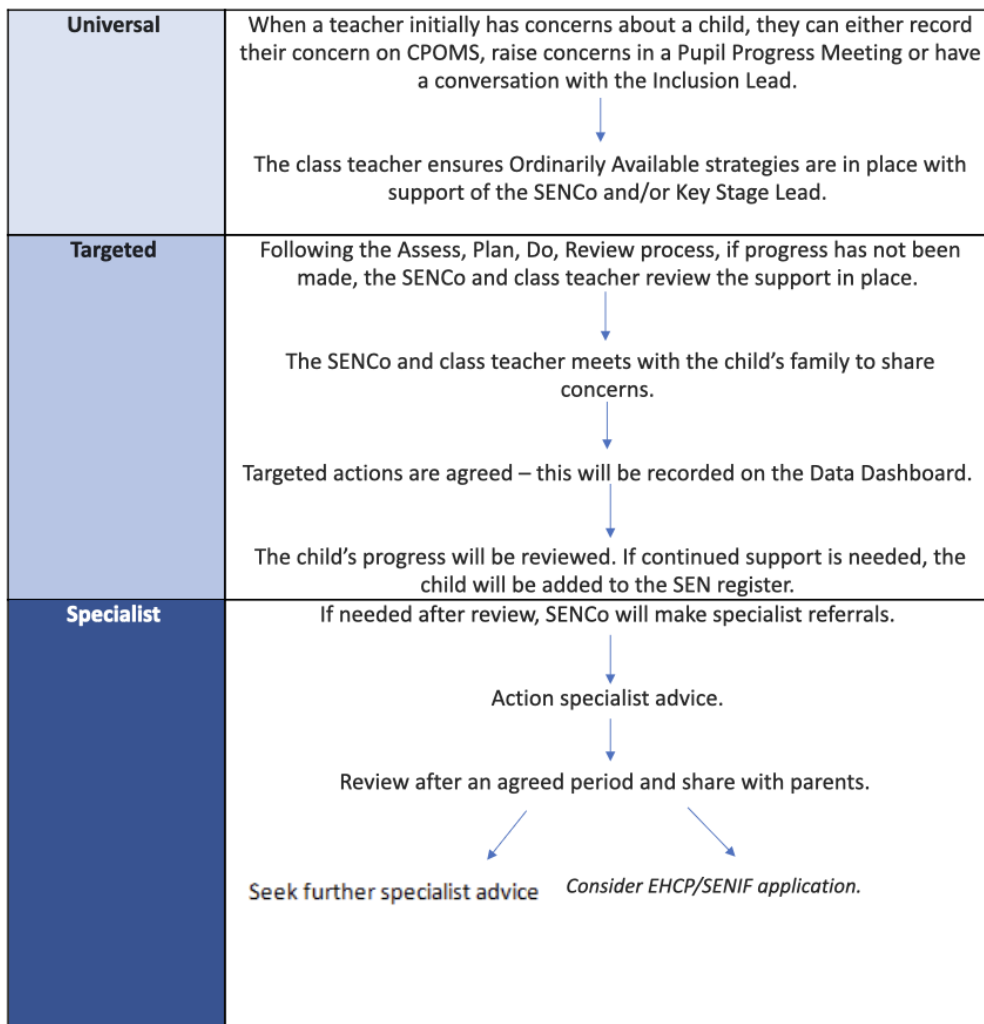
All schools will have regard to the SEND Code of Practice 2015 when carrying out their duties towards all pupils with SEND and ensure that parents/carers are informed that SEND provision is being made for their child.

The flowchart below breaks down the process we go through when identifying a pupil as needing SEN support:



Inclusion Flowchart

When a teacher is concerned about a child's learning or behaviour, we follow the flowchart below. We also recognise that every child is unique, therefore, in some circumstances, we might use a bespoke approach as needed.



Where concerns arise about a pupil's learning, development, communication, engagement or participation, the class teacher will consider the pupil's needs and ensure appropriate adaptive teaching and ordinarily available provision are in place. Where concerns persist, or where needs are significant, the class teacher will seek advice from the SENCO. This information will be shared with parents as and when appropriate, for example at parents evening.

Where a pupil is identified as having SEND, the SENCo and the class teacher will take action to support effective learning by removing any barriers and put effective special educational provision in place. This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach – assess, plan, do, review.

The school will notify the parents that SEN Support is being offered and share with them the provision that is being put in place. This will be reviewed termly (three times per year) with the parents.

The Graduated Approach to SEND

Underpinning all our provision in school is the graduated approach style of:



Assess: In identifying a pupil as needing SEN support the class teacher, working with the SENCo, should carry out a clear analysis of the pupil's needs. This should draw on:

- assessment information will be used diagnostically to identify strengths, gaps in knowledge and barriers to learning and will be considered alongside wider evidence about the pupil
- information about the whole pupil considering their previous educational background, attendance and information shared by parents/carers
- the pupil's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the pupil's views and, if relevant, advice from external support services

This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEND, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention.

Plan: Parents/carers will be invited to meet with the SENCo termly, in addition to the termly parent meetings. All meetings are child centred, and look at what the child is doing well, what they need support with and plan towards end of year outcomes. They will discuss the interventions and support to be put in place as well as the expected impact on progress and development. A clear plan will be produced. The date for review will depend on the level of need present but will be at least once per term.

The plan will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the review will take place.

The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and will be provided by staff with appropriate skills and knowledge.

Do: The class teacher remains responsible for working with the pupil on a daily basis and 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 class teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.

Review: The review will take place each term and will be done as a class team. This review will evaluate the impact and quality of the support and interventions and include the views of the pupil and their parents/carers.

Parents/carers will be given information about the impact of the support and interventions provided enabling them to be involved with planning the next steps. Where appropriate other agencies will be asked to contribute to this review.

This review will feedback into the analysis of the pupil's needs, then the class teacher, working with the SENCo, will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parent and the pupil.

Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is different from or additional to that which is normally available as part of high quality and adaptive teaching they will no longer be seen as requiring SEN Support. At this point, through discussion and agreement with parents/carers the pupil will be removed from the school's SEN register.

SEN Provision

The provision offered to pupils requiring SEN Support will differ from pupil to pupil. They **may** include:

- an individual learning programme
- evidence based interventions
- additional support from another adult
- different materials, resources or equipment
- working within a small group
- use of alternative technologies
- peer-to-peer support

Statutory Assessment of Needs (EHC)

Where, despite relevant and purposeful action through the graduated approach, a pupil requires provision beyond that which can be reasonably provided from the school's ordinarily available resources, the school and/or parents may consider requesting an Education, Health and Care needs assessment. This may result in an Education, Health and Care Plan being provided. All schools will follow their local authority guidance for this process and involve parents/carers and the child from the beginning.

Hammersmith and Fulham's SEND Local Offer can be found [here](#).

Westminster's SEND Local Offer can be found [here](#).

Monitoring and Evaluation of SEND

Regular monitoring of the quality of provision for all pupils including those with SEND follows the school's assessment and monitoring calendar. In addition the cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their individual provision reviewed regularly, and at least termly. Additional training, advice and support will be provided to teaching staff where necessary to facilitate pupil progress and to meet pupil needs.

The progress and outcomes of pupils with SEND will be reviewed at least termly. This will include appropriate assessment information alongside progress towards individual outcomes. Where progress is not as expected, provision will be reviewed and adjusted through the graduated approach.

Supporting Pupils and Families

We value and accept the positive role and contribution parents/carers make. We make every effort to work in full co-operation with them, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, the school endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.

At all schools we endeavour to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education
- Understand procedures and documentation
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.
- Parents/carers of a child with SEN support will have the opportunity to meet with the SENCo at least 3 times a year formally to review their child's plan.

More information about the support offered to parents/carers from Hammersmith and Fulham can be found within their [Local Offer](#) and from Westminster in their [Local Offer](#).

Attendance and Inclusion

We recognise the strong relationship between attendance, wellbeing, belonging and successful educational outcomes. Where attendance concerns arise for pupils with SEND, schools will work closely with families, pupils and external agencies where appropriate to understand any barriers to attendance and put support in place. Our Home School Liaison Officer (HSLO) will support families and further information can be found by reading our Attendance Policy or request a meeting with our HSLO.

Children Looked After and Previously Looked After

When a child is in care, the carers are accorded the same rights and responsibilities as parents. The school has both an appointed member of staff and a governor for Looked after Children.

Provision for English as an Additional Language

When children with English as an Additional Language join our school, they are assessed by:

- Taking the Smart Grade Maths assessment for initial Maths level

- Taking the Smart Grade Reading assessment for Reading age
- Completing a phonics screening
- For children in Nursery and Reception, completing the WELLCOMM language screening

Depending on the language level of the child, where needed, dual language resources are used in the classroom, learning is supported by using visuals and additional scaffolds and evidence-based interventions are put in place.

All data is recorded, and progress is measured termly and reflected on in Pupil Progress Meetings. Difficulties related solely to learning English as an additional language are not SEND. Where concerns persist, the school will consider whether difficulties are evident across language and contexts and will seek appropriate evidence before identifying SEND.

We know evidence shows that children who arrive with English as a second language up to the age of 10, typically achieve at least as well as their peers. We are therefore, extremely careful not to label a child as SEND when the barrier is just English.

Mental Health:

We recognise the close relationship between emotional wellbeing, mental health and successful learning. All schools within the West London Cluster are committed to creating safe, supportive and nurturing environments where pupils can thrive. Where emotional wellbeing or mental health difficulties are identified, appropriate support will be considered through the graduated approach and in collaboration with families and relevant professionals.

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom observation by senior leaders
- ongoing assessment of progress made by pupils in receipt of interventions. All interventions are tracked and assessed for impact by the SENCo
- scrutiny of planning

- informal feedback from all staff
- pupil/parent interviews
- pupil progress tracking using assessment data
- attendance records and liaison with Home School Liaison Officer (HSLO) and the Education Welfare Service
- regular meetings about pupils' progress between the SENCo and the head teacher
- head teacher's report to parents and governors

Pupil Voice

We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils can share their views in several different ways (appropriate to age and ability).

Pupil views will be sought as part of the Assess, Plan, Do, Review cycle where appropriate and, for pupils with an EHCP, as part of the statutory annual review process. Children on our SEN register are always included in whole school pupil voice.

Partnership with External Agencies

The school is supported by a wide range of different agencies and teams. Each schools SEN Information report details which agencies the schools have worked with in the last 12 months. This report can be found on the school website and is updated annually.

Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Governing Body, Head Teacher and SENCo, all members of staff have important responsibilities.

Governing Body:

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2015) to;

- use their best endeavours to make sure that a pupil with SEN gets the support they need – this means doing everything they can to meet children and young people's Special Educational Needs
- ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- designate a teacher to be responsible for co-ordinating SEND provision – the SEND co-ordinator, or SENCo
- inform parents/carers when they are making special educational provision for a child
- prepare a SEND information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time.

The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with special educational needs. The Headteacher will keep the Governing Body fully informed on Special Educational Needs issues. The Headteacher will work closely with the SENCo and the Governor with responsibility for SEND.

In collaboration with the Headteacher and governing body, the SENCo determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.

The SENCo

The SENCo takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual pupils, working closely with staff, parents/carers and external agencies. The SENCo provides relevant professional

guidance to colleagues with the aim of securing high-quality teaching for pupils with special educational needs.

Through analysis and assessment of pupil's needs, and by monitoring the quality of teaching and standards of pupils' achievements and setting targets, the SENCo develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENCo liaises and collaborates with class teachers so that learning for all children is given equal priority.

The principle responsibilities for the SENCo include:

- Overseeing the day-to-day operation of the SEND policy
- Co-ordinating provision for SEND pupils and reporting on progress
- Advising on the graduated approach to providing SEN support – Assess, Plan, Do, Review
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Monitoring relevant SEN CPD for all staff
- Overseeing the records of all pupils with special educational needs and ensuring they are up to date
- Liaising with parents/carers of children with special educational needs
- Contributing to the in-service training of staff
- Being a point of contact with external agencies, especially the local authority and its support services
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
- Monitoring the impact of interventions provided for pupils with SEND
- To lead on the development of high quality SEND provision as an integral part of the school improvement plan

- Working with the Headteacher and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangement

All Teaching and Non-Teaching Staff

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.
- Class teachers are fully involved in providing high quality teaching, adapted for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
- Class teachers are responsible for the progress and development of all pupils including those with SEND
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENCo to carry out a clear analysis of the pupil's needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment
- Class teachers will understand and implement the provision and reasonable adjustments required for pupils with SEND and ensure these are reflected appropriately in classroom practice and planning.
- Teaching assistants will liaise with the class teacher and SENCo on planning, on pupil response and on progress in order to contribute effectively to the graduated response.

Training and Development

Training needs are identified in response to the needs of all pupils. We have several staff with specific training in speech and language, literacy and numeracy interventions.

The whole school attends SEND training sessions throughout the year led by the SENCO who also offers an open-door policy to offer support and advice to all staff.

All members of teaching staff meet with the SENCO at least termly to discuss the progress of pupils and the support and provision that is being offered.

The school offers opportunities for staff to reflect on their practice and to offer peer-to-peer support and guidance.

Funding

Funding to support most SEN pupils in mainstream schools is delegated to the schools' budget. It is the expectation that schools provide support to their pupils with SEN from their SEN budget. Where the school cannot meet the needs of a pupil from its budget we will seek "top-up" funding from the local authority. Where a pupil is in receipt of additional funding allocated via an EHC plan the school will use its best endeavours to ensure it is spent effectively to meet the needs of the pupil and to deliver the outcomes as set out in the EHC plan.

Storing and Managing Information

Pupil records and SEN information may be shared with staff working closely with SEN pupils to enable them to better meet the individual pupil's needs. Electronic information is recorded and saved on CPOMS and can only be accessed by members of staff who have been granted permission by the school leadership team (this will include, the headteacher, inclusion leader, class teacher etc.).

Complaints

In the first instance, parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the School's Complaints Policy.

If there continues to be disagreement with regard to SEND provision the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school.

Admissions

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the Equality Act 2010 we will not discriminate against

disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision.

Transition Arrangements

Support for pupils with SEN includes the planning and preparation at key transitional phases of education. Enhanced transition may also be provided between year groups or key stages where this would support a pupil's needs.

For students arriving at each school we have a comprehensive package of transitional support that is put in. This includes:

- Transition days
- Parent Tours
- Visits between SENCOs
- Key staff exchange
- Workshops for parents and pupils
- School Passport

Access Arrangements

Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make reasonable adjustments. At all schools we do our best to ensure that those pupils who require access arrangements receive them. This is based on diagnostic testing as well as history of need and normal way of working. The SENCO works closely with all teaching staff in completing the application to the awarding bodies.

Information Reports

All Information Reports can be found within the Inclusion tab on each school's website.

This policy will be reviewed annually or earlier if necessary. It will be monitored by the SENCO and updated and revised if necessary.