



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY SEPTEMBER 2026

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INTRODUCTION

This policy builds on the principles of social inclusion, which recognises the entitlement of all pupils to a balanced, broadly based curriculum, matched to individual needs, allowing and encouraging individuals to achieve their best. Our SEND policy reinforces the need for 'Quality First Teaching' that is fully inclusive.

RESPONSIBLE PERSONNEL

The 'responsible personnel' for SEND are the Senior Leadership Team (SLT) and, in particular, Ben Hagreen (SENDCo) who oversees co-ordinating the day-to-day provision and support for pupils with SEND.

AIMS

At Lady Bankes Primary School we aim to include all children in a way that ensures that they are given every opportunity to achieve their full potential. The aims of our special educational need and disability policy and practice in this school are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- Educate pupils within the school, adhering to the staged approach described in the Code of Practice and keep the Governing Body informed about our provision.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement
<https://www.gov.uk/government/collections/national-curriculum>
- Identify, assess and address children's individual needs thoroughly, and as early as possible, with an emphasis on inclusion.
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum, to better respond to the four broad areas of need:
 1. Communication and interaction,
 2. Cognition and learning,
 3. Social, mental and emotional health,
 4. Sensory/physical.
- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.

- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- Create an environment in which children learn to respect and value themselves and others.

At Lady Bankes Primary School we are committed to promoting positive wellbeing and mental health for all of our pupils, staff and the wider school community. We will strive to create a whole school approach. We are committed to creating an environment where the whole community feels safe, valued and respected. This transcends all our policies which aim to support Children and their families and our staff. These include but are not limited to Safeguarding and Child Protection, Behaviour, Anti Bullying, Attendance, Equality, SEND, RSE.

STATEMENT

Every teacher in the school is a teacher of children with Special Educational Needs and Disabilities. As such Lady Bankes Primary School adopt a 'whole school approach' to SEND that involves all teachers adhering to a model of good practice based on a Quality First Teaching model. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is given a high priority and all children with SEND are afforded the same rights and opportunities as other children.

The school uses the definition for SEND and for disability from the SEND Code of Practice (2015). This states:

*SEND: A child or young person has special educational needs if he or she has 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 others of the same age in a mainstream setting in England***

*Disability: Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is '**...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.*

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (date 1.5.2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (date 1.5.2015)
- Statutory Guidance on supporting pupils at school with medical conditions (December 2015)
- The National Curriculum in England Key Stage 1 and 2 framework document (2014)
- Safeguarding and Child Protection Policy (September 2026)
- Accessibility Plan
- Teachers Standards 2011

OBJECTIVE

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provide 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 provide a Special Educational Needs and Disabilities team who will work with the SEND Policy.
- To provide support, training and advice for all staff working with pupils with special educational needs.

IDENTIFYING SPECIAL EDUCATION NEEDS AND DISABILITIES

We know when pupils need help if:

- Concerns are raised by parents/carers, external agencies, teachers, or the pupil’s previous school, regarding a pupil’s level of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected rates of progress.
- Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory/physical
 - A pupil asks for help.

Other factors which may impact on progress and attainment (but are NOT SEN) are: – disability, attendance and punctuality, health and welfare, EAL, receipt of Pupil Premium grant, being a Looked After Child and being a child of a serviceman/woman.

OUR GRADUATED APPROACH TO SEND SUPPORT

All pupils will be provided with Quality First Teaching that is differentiated to meet the diverse needs of all learners.

- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.
- The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that includes:
 1. Classroom observation by the senior leadership team, external agencies or specialists,
 2. Ongoing assessment of progress made by pupils with SEND,
 3. Work sampling and scrutiny of planning to ensure effective matching of work to pupil need,
 4. Teacher meetings with the SEND team to provide advice and guidance on meeting the needs of pupils with SEND,
 5. Pupil and parent feedback on the quality and effectiveness of interventions provided,
 6. Attendance and behaviour records.
- Pupils' attainments is tracked using whole school tracking systems and those failing to make expected progress are identified very quickly. These pupils are then discussed in progress meetings that are undertaken between the class teacher and a member of the Senior Leadership team and if appropriate, the pupil themselves.
- Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies and /or resources to further support the success of the pupil.
(Interventions)
- Where it is decided during this early discussion that special educational provision is required to support pupil progress, parents will be informed that the school considers their child may require SEND support and their partnership is sought in order to improve attainments.

Action relating to SEND support will follow an assess, plan, do and review model:

1. **Assess:** Data on the pupil held by the school will be collated by the class teacher in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes (Intervention groups, ILP – Individual Learning Plan- with targets that are reviewed termly)

2. **Plan:** If review of the action taken indicates that “additional to and different from” support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SEND team.

3. **Do:** SEND support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets that take into account parents’ aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.

4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil. Parents are encouraged to become involved in implementing the ILPs at home. Home copies of the ILPs, after being updated with the parents at a specific meeting, are provided. These meetings are used as an opportunity to acknowledge and draw upon parental knowledge and expertise in relation to their child.

If progress rates are still judged to be inadequate despite the delivery of high-quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil.

This will only be undertaken after parent permission has been obtained and may include referral to:

1. Specialists in other schools e.g. teaching schools, special schools.
2. Special Educational Needs Support Service
3. Exclusion Officer
4. Dyslexia Centres
5. Autism Outreach Team
6. Hearing Impairment team
7. Visual Impairment team
8. Autism and Sensory Support
9. Educational Psychologist Service
10. School Attendance Officers
11. Physical and Disability Support Service
12. Social Services
13. School Nurse
14. Child & Adolescent Mental Health Service

In addition, the school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting their families.

For a very small percentage of pupils, whose needs are significant and complex and the SEND support required to meet their needs cannot reasonably be provided from within the school’s own resources, a request will be made to the local authority to conduct an

assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

EDUCATIONAL, HEALTH AND CARE PLANS (EHC PLANS)

- a) Following Statutory Assessment, an EHC Plan will be provided by the London Borough of Hillingdon. The school and the child's parents will be involved in developing and producing the plan.
- b) Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c) Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

THE SEND CENSUS/ REGISTER

Children will be placed on the SEND register if progress rates are still inadequate despite Quality First Teaching and Interventions or/and the school has to involve external agencies to assess the needs of the child. If they can be assessed to fit within one of the 4 areas of need, they will be recorded on the census within that area, otherwise they will be recorded as NSA - No Specific Assessment.

- 1. Communication and interaction
- 2. Cognition and learning
- 3. Social, emotional and mental health
- 4. Sensory/physical

If the child is on the census and specific planned Intervention has been successful and accelerated progress has been made so that the pupil is working within national expectations, and their need is not affecting their education any longer, then they should be removed from the SEND register.

SUPPORTING PUPILS AND FAMILIES

Please Refer to 'School's Offer' on school website, or available at the school reception.

London Borough of Hillingdon Stronger Families Hub is a single point of contact for referrals to gain early and targeted support for children and families to reach their full potential. An Early Help Assessment will be completed to determine the right support for each family. This may include Special Educational Needs and Disabilities amongst other support.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The schools recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including on school trips and during physical education lessons.

If disabled, the school will comply with its duties under the Equality Act 2010.

Some children will have their medical conditions recognised within their Education, Health and Care (EHC) Plan.

Please also see the School's Medications policy and the school's 'Supporting pupils at school with medical conditions policy'.

MONITORING AND EVALUATION OF SEND

To ensure the quality of our SEND provision, the school will conduct regular monitoring of provision involving the SLT, the SEN governor, and head teacher, this will involve:

- lesson observation
- book scrutiny
- data analysis of intervention programmes
- seeking of parent/pupil views
- monitoring staff CPD
- Termly Inclusion Network meetings

All class teachers have an Inclusion file which contains all the relevant paperwork. These files are always kept in the classrooms so that information can be accessed when needed. As children move from one year group to another this information is passed on to the next class teacher.

Each year group is allocated Teaching Assistants and this helps to ensure that appropriate provision is maintained, including in the absence of the teacher.

ILPs are always reviewed before the next is written to ensure progression. ILPs are produced at the end of the summer term have next targets and home support identified, (and shared with parents,) but details of provision are left to the next class teacher to ensure that they are fully understood and are suitable to the new class set up.

Formal monitoring of Special Educational Needs is built into the SLT monitoring timetable and is also included on a smaller scale in the monitoring of all the curriculum areas.

TRAINING AND RESOURCES

- SEND provisions are funded through Block Funding, Pupil Premium and High Needs Funding and the Inclusive Mainstream Funding.
- Training needs of staff and the school are identified through the School Development Plan, Appraisal Reviews and individual pupils
- All teachers and support staff will undertake induction on taking up a post so that they understand the structures, systems and practice within the school.
- The SEND team will access CPD as necessary and attend Network Meetings.
- The school has full NASEN membership.
- Ben Hagreen has been awarded the National Award for SENDCO (NASENCO)
- The school has links with many agencies, including – Speech and Language Service: Physiotherapy and Occupational Therapy Service and School Health. We work closely with the Educational Psychologists and with Child Development Centres.

ROLES AND RESPONSIBILITIES

Governors

The governing body

- Fulfils its statutory requirements to secure the necessary provision for any pupil identified as having Special Educational Needs.
- Ensures that all teachers are aware of the importance of providing for these children.
- Are involved in developing and monitoring the School's SEN policy
- Have a named Governor for Special Educational Needs; this is Dr Charlotte Moore.

Head teacher

- The Head teacher will keep the governing body fully informed in all aspects of the School's work, including provision for children with SEN.
- The Head teacher will work closely with the School's SENDCO.
- The Head Teacher is the designated safeguarding lead.

Special Needs Team

The SEND team consists of the Head teacher, School Business Manager and Assistant Head for Lower Key Stage Two (SENDCo).

The SEND team and, with all teachers, will:

- Be closely involved in the strategic development of the SEND Policy and provision to raise the achievement of pupils with SEND.
- Have responsibility for the day-to-day operation of the School's SEND Policy, and for co-ordinating provision for Pupils with SEND, particularly with children on the school's SEND register and work closely with staff, parents/carers and other agencies.

- Seek to develop effective ways of overcoming barriers to learning including managing resources for SEND within available budgets
- Be involved with monitoring the standards of pupil's achievements and in setting targets for pupil improvement.
- Oversee the records on all pupils with SEND.
- Liaise with and advise staff.
- Contribute to the in-service training of staff.
- Liaise with external agencies including the LA Support Services; Educational Psychology Services; Health and Social Care and voluntary bodies.
- Manage the High Needs Top up Funding by assessing additional needs against agreed criteria in order to secure appropriate funding for SEN.
- Assist with and monitor interventions and map progress.
- Monitor and evaluate provision
- Keep abreast of National and LA initiatives for SEND.
- Attend Borough support meetings.
- Apply and Set up Annual Review Meetings for relevant personnel for children with EHCPs.
- Work with the Designated Safeguarding Leads and social services to keep updated about any issues and advise on Personal Education Plans for Cared For children
- Meet with the SEND Governor to ensure that the governing body is informed of school procedures and to confirm that provision is meeting legal requirements.

Local Authority (LA)

The LA support provides elements of support to schools.

Class Teacher

- All teachers are teachers of all children.
- The provision of High Quality First Teaching is the cornerstone to effective SEND progress.
- The teacher must fully involve the parents at all stages of the above process. Parents need to be aware that their child has difficulties at the earliest opportunity. No action should be taken without informed parental consent.
- The teacher has the responsibility for the provision of work, activities and assessment related to the targets on the ILP and also keeping any 1:1 teaching assistants fully informed about the needs and progress of the pupil.
- The teacher has a responsibility to involve the pupil and encourage as much participation as possible in his/her reviews and development targets.

Support Staff

- Some teaching assistants are trained to deliver specific interventions and are monitored by the SEND team.
- All support staff are expected to deliver quality provision, under the guidance of the class teacher, which often involves pupils with SEND.

- Training to meet the needs of support staff is arranged according to whole school and individual pupil needs.
- Support staff are encouraged to discuss issues relating to SEND with the SEND team. Where individual and group training needs are identified of support staff the SEND team will facilitate training. Support staff are included in whole school training sessions.
- The contribution by support staff in the day-to-day implementation of the SEND Policy is highly valued and forms a crucial part of the success of the Policy.
- In line with the SEN Code of Practice, the class teacher is the first port of call for the teaching assistant to discuss issues relating to pupils with SEND.
- The SEND team may be involved where further advice or discussion is needed.

STORING AND MANAGING INFORMATION

- Confidential information collected about a pupil's SEND will only be communicated to involved persons with the knowledge and agreement of the pupil's parents, the Head teacher, School Business Manager or SENDCo unless the school has safeguarding concerns.
- Confidential information regarding a pupil's SEND is kept in the pupil's SEND file. If information on a pupil is required from the file, the information on that pupil will be removed and returned promptly.
- The class teacher's SEND File will contain copies of the original documents; ILPs; Education and Health Care Plans; Medical Care Plans.
- Individual learning plans are held electronically on the school's Provision Mapping platform.

ACCESSIBILITY

Refer to School Accessibility Plan

EQUAL OPPORTUNITIES

Children with SEND are entitled to a broad and balanced curriculum, the same as any other child. Every attempt is made to include children in all aspects of school life, where possible. Sometimes the support of a full-time member of the support staff team may be needed to ensure that full integration can take place in an appropriate, safe way.

COMPLAINTS

The Head teacher and all staff are committed to providing the very best education for all children. However, there may be occasions when a parent is not satisfied with their child's provision. They should first request a meeting with the class teacher. Should this not prove satisfactory the next step is to arrange a meeting with the SEND team when the issues can be discussed and rectified. If there is still cause for complaint it will be forwarded to the Chair of Governors and the correct procedures will take place in accordance with the School's Complaints Procedure.

BULLYING

Refer to the School's Anti-bullying Policy

ADDITIONAL INFORMATION

Refer to Lady Bankes Primary School Information Report / Local Offer