



Special Educational Needs and Disabilities (SEND) Policy

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1. Aims and objectives

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

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

2. Vision and values

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

We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

We are committed to setting high expectation for all pupils including SEND and specifically for pupils with an EHCP.

3. Legislation and guidance

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

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



The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Inclusion and equal opportunities

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

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

5. Definitions

5.1 Special educational needs

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

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

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

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

5.2 Disability

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

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

5.3 The 4 areas of need

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

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



AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.



6. Roles and responsibilities

Roles and Responsibilities for SEND at Islamia Primary School: The Whole School Approach

We take a whole school approach to the management of children with special needs. This involves the SENCo, and all members of the teaching staff to promote and focus on:

- Developing a range of strategies to meet the needs of all children.
- Building on the achievements of all children.
- Having positive attitudes and high expectations of all children.
- Valuing individuals and accepting each child for themselves.
- Working in partnership with parents.
- Making sure the child's voice is heard and included in planning.

6.1 The SENCO

The SENCO at our school is Sr Farida Manze who has joined Islamia Primary School in September 2023. Sr Farida is a qualified teacher (2001) and SENDCo (2011) and a valuable member of the Senior Leadership Team.

The SENDCo will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development

- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.2 The governing board/board of trustees

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

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

6.3 The SEND link governor

The SEND link governor is Zahida Shaheem.. The SEND governor will:

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



6.4 The headteacher

The headteacher will:

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

6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents' concerns and agree their aspirations for the pupil



6.6 Parents or carers

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

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

- Invited to termly SEND Review meetings to review the provision that is in place for their child
- Invited to attend Annual Review Meetings for pupils with an EHCP.
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil through the opportunities to attend SEND Surgeries for Parents.

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

6.7 The pupil

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

- Explaining what their strengths and difficulties are (Pupil Passports)
- Contributing to setting targets or outcomes (Individual Educational Target Plans)
- Attending review meetings
- Giving feedback on the effectiveness of interventions

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

7. SEN information report

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

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

8. Our approach to SEND support

At Islamia Primary School, we follow the Brent Graduated Approach Framework (GAF) which provides guidance of support for teachers on how to support pupils with SEND in all four categories of need.

We use the effective model of the Assess, Plan, Do and Review (APDR) model which is a four-step cycle used to support children and young people with special educational needs.

- **Assess:** Identify the child's needs.
- **Plan:** Create an individual plan to meet those needs.

- **Do:** Implement the plan and monitor progress.
- **Review:** Continuously review and adjust the support as needed.

8.1 Identifying pupils with SEND and assessing their needs

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

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

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

If a pupil is joining the school, and:

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

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

1. Entry Level

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

2. Assessment and attainment

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

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

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

3. Referral to the SENDCo

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need.



4. Parental Engagement

Where necessary, the SENDCo and/ or the teacher they will arrange a meeting with the parents to gather information of needs, trends, medical background or any other factors that may contribute to the pupils needs identified.

5. SEN support

Wave 1 - For all pupils

Nearly all children will have their needs met by teaching or support that is available to all children in a school. This could include extra time and support from their teacher or some other form of help planned to ensure a child makes expected progress with their education.

Wave 2 –Individual Target Plan (ITP)

Individual Target Plan: If the needs and difficulties identified in Wave1 are still noted after a 2 cycles of the APDR cycle (1 term), they will require a greater level of attention and support. This requires that the school produce an individual Target plan for the child which sets out in small steps how the child's needs will be met

The plan will be produced by the class teacher with support of the SENDCo that will clearly identify targets and outcomes for the term.

This plan will be discussed with parents who will have the opportunity to share their views and contribute to targets. The ITP will be shared with parents so that the strategies and areas of need can also be supported at home.

The IPT will be reviewed after a period of intervention (termly). If the support has been successful the plan can be ended.

If not, the review should identify what further help is needed. The school must decide with parents how often a plan should be reviewed and what increasing levels of support need to be applied before moving to the next level.

This type of school intervention plan should not be confused with an EHC plan

Wave 3- Specialist Involvement

Sometimes the identified needs of the child may require the involvement of a group or team of practitioners/professionals. They may work in different areas such as health, education or social care. These practitioners may contribute further information and assessments and provide useful advice to support the family and school in meeting the child or young person's needs. The parents/carers and family will be a key part of this process, and child or young person's response to intervention will be reviewed regularly and at least each term.

Wave 4- Educational, Health and Care (EHC).

If working, the Wave 3 intervention is successful, the support can be reduced to a Plan or removed entirely. If it is not working well a review may indicate that moving further Wave 4 which will a referral for an Educational, Health and Care (EHC) assessment.

8.2 Consulting and involving pupils and parents

Supporting Children and their Families

At Islamia Primary School we put children and families at the centre of identifying, planning and supporting children with SEND. We recognize the importance of parents as their child's first educator and views on their child's development are sought and recorded as soon as they start Reception. Partnership with parents plays a key role in promoting a culture of cooperation between parents, the school, the Local Authority and others.



We believe that parents should:

- be fully involved in decisions made about their child's needs.
- supported at every step to understand what they can expect from us within the school's own resources by the staff team. This information is also available to current and prospective parents/carers via the Local Offer/SEN Information Report available on the school's website.
- have access the Local Authority's 'Local Offer' to find out what is available in Brent:
<http://www.brent.gov.uk/localoffer>.

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

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

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

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

At Islamia Primary School, we encourage parents to feel comfortable to meet the class teacher and other members of professionals within the school to discuss their needs and concerns.

Class teacher:

The class teacher is the first port of contact for all parent as he/ she will have a clear and in depth knowledge of the child's needs, strengths, barriers to learning. They are equipped to provide you with support and can signpost you to other relevant professionals within the school.

SENDCo:

A meeting with the SENDCO could be arranged via the admin office or directly with the SENDCo through the email: SEND:Islamia.brent,sch,uk.

Our SENDCo hosts **SEND Surgeries for Parents** during the Autumn term to capture the initial concerns from parents whose child has transitioned to the school or the next class/ phase.

It is also the perfect opportunity to introduce yourself to begin the journey of an outstanding and meaningful journey ahead.

8.3 The graduated approach to SEN support

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



1. Assess

A clear analysis of the pupil's needs will be assessment by the class teacher, SENDCO and Assessment Manager to identify areas of development and support required. The views of the pupil and their parents will be taken into account if the level of support requires a Wave 2 or 3 intervention. The school may also seek advice from external support services (Wave 3).

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

2. Plan

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review (Wave 2).

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

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

3. Do

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

Where the plan involves group or 1-to-1 (Specific Wave 3 interventions) teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

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

4. Review

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

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

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

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

8.4 Levels of support

School-based SEN provision

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

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

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



Education, health and care (EHC) plan

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

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

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

8.5 Evaluating the effectiveness of SEN provision

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

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

9. Expertise and training of staff

Islamia Primary School, are committed to continuously professional development and learning (CPDL) opportunities for all members of staff.

9.1 The SENDCO

Our SENDCO attends a wide range of network meetings, cluster meetings, professional coaching sessions, and SEND conferences. Sr. Farida is nearing completion of her National Professional Qualification for Senior Leadership (NPQSL) in July 2024. Sr. Farida has undergone extensive training to enhance her knowledge and expertise in supporting pupils with Special Educational Needs and Disabilities (SEND) and their families. Her training includes:

- Autism Awareness
- Emotional-based School Avoidance
- Behaviour Management
- Bell Foundation EAL support
- Awareness and Assessment
- Safeguarding, including Prevent

Sr. Farida also facilitates training opportunities in various areas of SEND for all staff, in collaboration with external agencies such as WEST, BOAT, SALT, and the Inclusion Team.



9.2 Specialist Members of Staff

Sr. Kanwal Manzoor and Ayse O (Higher-Level Teaching Assistants)

Qualified Emotional Literacy Support Assistants who provide one-to-one support to our vulnerable pupils.

Sr. Nazha (Speech and Language Assistant)

A skilled and experienced member of staff who works closely with Camden and Brent Speech and Language Therapists. Sr. Nazha has received training in all aspects of Speech and Language Communication Needs, Autism Awareness, and Social, Emotional, and Mental Health (SEMH). She runs the following interventions:

- Social Skills interventions
- Zones of Regulation interventions
- Autism-specific interventions for pupils with complex needs

Training for teaching and support staff is regularly provided through Best Brent, National College, and bespoke Professional Development Meetings (PDM) within the school.

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

10. Links with external professional agencies

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

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

11. Admission and accessibility arrangements

- [Link to Admission Policy](#)
- [Link to Accessibility Policy](#)

11.1 Admission arrangements

Where children have been identified as having special educational needs and/or disabilities by parents, doctors, a health visitor or clinic before they reach school age, special consideration may be given within the Brent Education Authority admissions guidelines.



11.2 Transfer to secondary School

If a child is on the SEN register, the Headteacher will inform the secondary school they will be attending. Before transfer to secondary school the receiving SENCo is contacted to ensure that the transition is successful. Arrangements are made for visits for staff to share information and look for ways to support the transfer process. Whenever possible, preliminary visits will be made with the children to the receiving school. In some cases, a transition meeting will be arranged including parents/carers, SENCo, all involved agencies and the receiving school's SENCo will be invited. On transfer, the child's records will be passed on to the receiving school. It is recognised that some children may need detailed transition plans.

11.3 Supporting Children with Medical Conditions

The school recognises that children with medical conditions should be properly supported so that they have full access to education, including trips out.

- Some children with medical conditions may be disabled, and where this is the case the school will comply with its duties under the Equality Act (2010).
- Some children may also have special educational needs (SEN) and may have an EHC plan. Reception recognises its responsibility in line with the Equality Act (2010) to identify and remove barriers to learning for all children.
- For more information about how we support children with medical conditions, please see our **Medical Policy**

11.4 Accessibility arrangements

The school recognises its responsibility in line with the Equality Act (2010) to identify and remove barriers to learning for all children. This includes:

- Increasing and promoting access for disabled children to the curriculum and wider school activities such as trips out.
- Improving access to the physical environment of the school by, for example, providing physical aids to facilitate a child's access to education.
- Improving the delivery of written information to disabled children and their families. This could include timetables, newsletters, etc.

Our Accessibility Plan outlines our long term plans to improve access to the curriculum, the environment and information. It is updated every three years by the Headteacher and Governors.

12. Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the **class teacher**. We will try to resolve the concerns raised informally in the first instance.

If this does not resolve their concerns, parents are welcome to submit their concerns to the **SENDCo**, who is also a member of SLT who will seek support and to resolve the concerns raised.

If this does not resolve their concerns, parents are welcome to submit their concerns to the **Deputy Head**, who will seek support and to resolve the concerns raised.

If this does not resolve their concerns, parents are welcome to submit their concerns to the **Head Teacher**, who will seek support and to resolve the concerns raised.

If the this does not resolve the their concerns, parents are welcomed to submit their concerns formally.

Formal complaints about SEND provision in our school should be made to the **Deputy Head/Headteacher** in the first instance. They will be handled in line with the school's complaints policy.



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

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

To find out about disagreement resolution and mediation services in our local area,

<https://www.brent.gov.uk/neighbourhoods-and-communities/community-directory/centre-for-peaceful-solutions>.
Contact: 020 8453 0086

13. Monitoring and evaluation arrangements

13.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

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

13.2 Monitoring the policy

This policy will be reviewed by the SENDCo/Headteacher/ Link governor **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

14. Links with other policies and documents

This policy links to the following documents

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



3

- Children with SEN are identified at an early stage
- All children have appropriate IEP targets or Support Plans to meet their identified needs.
- Children make progress and fulfil their potential.
- Positive feedback from parents.
- Positive feedback from external agencies.
- Increased staff confidence in meeting the needs of all children.