



Special Educational Needs and Disabilities (SEND) Policy

Reviewed by Governors: June 2026

Next review: June 2027

SEND Governor Peg Probett

This Policy has been written to reflect current legislation and other school policies:

- The Children and Families Act 2014
- Equality Act 2010: advice for schools DfE Feb 2013
- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs and Disabilities Code of Practice 0 – 25 (January 2015) (SEND CoP)
- Schools SEN Information Report Regulations 2015
- Current Statutory Guidance on Supporting pupils at school with medical conditions
- School's Safeguarding Policy
- Current teachers' standards
- Current teaching assistant standards
- School's Accessibility Plan

Objectives and aims

This policy is written to ensure everyone working in our school is clear about the ethos, principles, procedures, and practice for students with Special Educational Needs and Disabilities (SEND). Every adult within our school must follow this policy. We use 'must' when referring to a statutory requirement.

All items in italics are taken directly from the SEND Code of Practice 2015

6.1 All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

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

Things we must do:

- use our best endeavours to make sure that a student with SEND gets the support they need – this means doing everything we can to meet the needs of children and young people with SEND
- 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 coordinating SEND provision – the Special Educational Needs co-ordinator, or SENDCO
- inform parents when we are making special educational provision for their child
- prepare a SEND information report, which we publish on our school website
- state our arrangements for the admission of disabled children,
- state the steps being taken to prevent disabled children from being treated less favourably than others,
- provide facilities to enable access to our school for disabled children and publish our accessibility plan on our school website showing how we plan to improve access progressively over time

- have due regard to the general duties to promote disability equality.

A member of our governing body or a sub-committee has specific oversight of the school's arrangements for SEND and disability. This person is identified on the front page. All school leaders will regularly review how expertise and resources to address SEND can be used to build the quality of whole-school provision as part of our approach to school improvement.

The quality of education and the progress made by students with SEND is a core part of our school's performance management arrangements and its approach to professional development for all teaching and support staff. In addition, this also contributes to our school monitoring, review and self-evaluation.

We believe that all teachers are teachers of students with special educational needs and disabilities, and it is therefore a whole school responsibility to ensure that these children's/ young people's needs are addressed. All staff have due regard to general duties to promote disability equality, including having a clear understanding of young people's social emotional and mental health issues and how to approach these with sensitivity and care.

Little Ilford School will ensure

- Compliance with the Children's and Families Act 2014 Part 3, the Equality Act 2010 and the Special Educational Needs and Disability Code of Practice: (0 to 25 years, January 2015)
- All students will have access to a broad and balanced curriculum, differentiated as appropriate to meet individual needs
- All students are given equality of opportunity to participate fully in school activities
- Maximum opportunities for effective inclusion throughout the school to develop children's maximum independence, as appropriate to their level of need
- All students have opportunities to meet personal standards of excellence
- Early identification of special educational needs
- Removal of barriers to learning and achievement
- Effective assessment and monitoring of needs
- A relevant graduated response to children's needs (the Assessment, Plan, Do, Review cycle as set out in the 2015 SEND Code of Practice)
- Appropriate provision for children with SEND (Special Educational Needs and Disabilities)
- All staff are clear about their roles and responsibilities in providing for children's special educational needs and work collaboratively to support children with SEND
- Parents are able to play their part in supporting their child's education
- Close and effective partnership between parents, the setting and outside agencies
- Students' views are valued and listened to

A child or young person has a special educational need or disability (SEND) if he or she has a learning difficulty or disability, which calls for special educational provision to be made for

him or her. A child or young person of compulsory school age 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 of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions (SEND Code of Practice, 2015). Special Needs may include:
 - Communication and Interaction
 - Cognition and Learning
 - Social, Mental and Emotional Health
 - Sensory and/or Physical Need

Students will

- Have their needs investigated and understood
- Be made aware of support and plans in place for meeting their needs
- Participate in identifying and meeting their own needs
- Be taught how to work independently and build skills in resilience in order to support them in their transition to adulthood.
- Be fully included in the life of the school

Parents will

- Be involved in the investigation of their child's needs
- Be kept aware of support and plans in place to meet those needs
- Be treated as partners with the school and given every opportunity to become actively involved in supporting their child's learning and progress at the school
- Be kept fully informed of their child's progress on a regular basis
- Be involved in the process of transition between all Key Stages, including primary to secondary (KS2 to KS3) and secondary to Post-16 (KS4 – post-16)

Little Ilford School will ensure that

- Staff are made fully aware of which students have SEND and the nature of their difficulties
- Staff are made aware of and encouraged to use strategies for dealing with different kinds of difficulty
- Staff are active in monitoring and setting targets for students with SEND
- Staff are offered training and coaching opportunities to improve their awareness of and ability to address the range of Special Educational Need.
- The curriculum is developed in order to enable access for students with special educational needs as well as enhanced learning opportunities for all students.
- Achievements both inside and outside the classroom of students with special educational needs are recognised and celebrated.
- Staff actively support parents and carers through well-maintained relationships.
- We support children and young people in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy.
- Students with medical conditions are fully included in all school activities by consulting with health and social care professionals

- We make reasonable adjustments to enable all children to have full access to all aspects of the life of the school
- All students with special educational needs and/or disabilities (SEND) are recorded on a register of SEND, which will be circulated to all staff and will be updated at several points in the year following discussions with Pastoral Achievement Leaders and teaching staff.
- It takes advice from the school health services. Information will be shared between the SENDCO and medical agencies in order to establish a fuller view of students' needs.
- It creates a school environment where students feel safe to voice their opinions of their own needs. This means providing regular one to one meetings between pupils and their teacher/SENDCO and will be made easier by carefully monitoring the progress of all pupils. This will be reflected in decision-making but also encouraged through wider opportunities for student participation in school life e.g. membership of the School Council.

The following needs are NOT considered to be SEND but they may impact on a student's progress and attainment:

- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Receiving a pupil premium allowance
- Being a looked after child (LAC)
- Being a child of a serviceman/woman

These issues are monitored by the school for every student where relevant.

Roles and Responsibilities

Our school leaders and teaching staff, including the SENDCO, will analyse data to identify any patterns in the identification of SEND, within the school and in comparison, with local and national data. We will then use this information to reflect on and improve the quality of education.

The role of the SENDCO (Special Educational Needs Coordinator)

- *6.87 The SENDCO has an important role to play with the Headteacher and governing body, in determining the strategic development of SEND policy and provision in the school. They will be most effective in that role if they are part of the school leadership team.*
- *6.88 The SENDCO has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.*

- *6.89 The SENDCO provides professional guidance to colleagues and will work closely with staff, parents, and other agencies. The SENDCO should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that students with SEND receive appropriate support and high-quality teaching.*
- Overseeing the day-to-day operation of the school's SEND policy and ensuring that its provisions are fully implemented
- Coordinating provision for children with SEND across the school
- Liaising with and advising fellow teachers
- Overseeing the records of children with SEND
- Liaising with parents of children with SEND
- Contributing to the training and development of staff
- Liaising with primary schools, creating student profiles, so that support is in place for Year 6 pupils transferring to Little Ilford in Year 7,
- Liaising with other secondary schools and specialist provision
- Line management of the curriculum team leader in charge of the Autism Resourced Provision (ARP)
- Collaborative working with the behaviour support coordinator and pastoral achievement leaders (PALs).
- Overseeing annual reviews held on behalf of all students who have Education, Health and Care plans (EHC plans) and students who are receiving Higher Needs Funding.
- Applying for Higher Needs Funding and/or EHC plans for the most vulnerable SEND students as appropriate
- Ensuring access arrangements for examinations are in place for all students who need them

Liaising with external agencies

The SENDCO and SEND Department will work in productive partnerships with the Local Authority, the London Borough of Newham (LBN), the National Health Service (NHS) and other external agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Admissions Arrangements

The school's admission arrangements for students with SEND are in line with the policy of the London Borough of Newham. Students who attend the Autistic Resourced Provision have their places allocated by the Newham SEND Department

Access Arrangements

- Students who have physical access needs are identified and arrangements are in place to meet these needs.

- Wherever possible students with SEND will follow the whole curriculum and access internal and external exams.
- Schemes of learning will include how students with SEND will be able to access learning activities with the provision of appropriate resources and additional support.
- Access arrangements for the purpose of supporting students in the assessment process will be put in place following the guidelines set out by the Joint Council for Qualifications (JCQ)

Complaints

- Complaints from students with SEND or concerning students with SEND will be handled through the usual channels.
- The school acknowledges that this is a sensitive area, in which parents may need considerable support from the school.
- Parents are also encouraged to seek outside advice from Newham Parent Partnership Service or the Special Educational Needs and Disabilities Information Service (SENDIASS).

Safeguarding students with SEND

Safeguarding and Child Protection

Naveen Ahmed is the designated Child Protection Officer and safeguarding lead.

Some children and young people have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise the diverse circumstances of our students. We ensure that all students have the same protection, regardless of any barriers they may face.

The additional barriers that can exist when recognising abuse and neglect in this group, include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child/young person's disability without further exploration.
- Pupils being more prone to peer group isolation than other pupils.
- The potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers.

Role of the Governing Body

The governing body challenges the school and its members to secure necessary provision for any student identified as having special educational needs. They ensure that funds and resources are used effectively.

Our Governing Body will work with our Headteacher to ensure that our school meets its responsibilities under the Children & Families Act 2014 particularly section 66 regarding using their best endeavours and Equality Act 2010.

Our Governors must have regard to the SEND Code of Practice.

Our Governors must ensure that a Special Educational Needs Coordinator (SENDCO) is appointed and that they are qualified, i.e., they are a qualified teacher and have the national award for special educational needs and disabilities (NASENDCO). If our SENDCO does not have this award on the day they are appointed then our Governing Body must ensure it is achieved within 3 years of their appointment. This also applies to the Headteacher if they take on the role of SENDCO.

6.3 There should be a member of the governing body or a sub-committee with specific oversight of the school's arrangements for SEN and disability. School leaders should regularly review how expertise and resources used to address SEND can be used to build the quality of whole-school provision as part of their approach to school improvement.

6.97 They should consider their strategic approach to meeting SEND in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.

In our school, this means that a SEND Governor is appointed to work directly with the SENDCO and other members of the senior leadership team and report to the governing body about matters related to SEND.

The named governor with particular responsibility for SEND is Peg Probett.

Review of the SEND Policy

This policy is reviewed annually