

## Key Contacts

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## 2. Types of Special Educational Needs Provided For

At Sydney Russell School, we provide high-quality, inclusive provision for pupils across the four broad areas of Special Educational Need and Disability (SEND), in line with the SEND Code of Practice (2015).

Our approach is needs-led, ensuring that barriers to learning are identified early and appropriate, evidence-informed support is implemented.

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### 1. Communication and Interaction Needs

This includes:

- Speech, Language and Communication Needs (SLCN)
- Autism Spectrum Condition (ASC)

Pupils may experience difficulties with:

- Understanding and processing spoken language
- Expressing themselves clearly
- Social communication and interaction

Support is tailored to develop communication, interaction, and independence across the curriculum.

### **Additionally: Autism Resource Provision (ARP)**

Sydney Russell School hosts a specialist **Additionally Resourced Provision (ARP)** for pupils with Autism Spectrum Condition (ASC).

The ARP provides:

- A structured, low-arousal learning environment
- Specialist teaching and highly trained staff
- Bespoke, personalised learning programmes
- Targeted support for communication, social interaction and emotional regulation
- Opportunities for inclusion within mainstream lessons, where appropriate

Pupils within the ARP have access to both specialist provision and the wider curriculum offer, supporting a balance of targeted intervention and inclusive practice. The provision aims to develop independence, life skills, and successful preparation for adulthood.

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## **2. Cognition and Learning Needs**

This includes:

- Specific Learning Difficulties (SpLD), such as dyslexia, dyspraxia and dyscalculia
- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulties (PMLD)

Pupils may:

- Learn at a different pace to their peers
- Experience difficulties with literacy, numeracy or processing
- Require scaffolded teaching approaches and targeted interventions

Provision focuses on enabling access to the curriculum through adaptive teaching and structured support.

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### 3. Social, Emotional and Mental Health (SEMH)

This includes:

- Attention Deficit Hyperactivity Disorder (ADHD)
- Attention Deficit Disorder (ADD)
- Emotional regulation and attachment needs

Pupils may:

- Experience challenges in managing emotions and behaviour
- Find it difficult to build and maintain relationships
- Present with anxiety or other underlying mental health needs

Support prioritises emotional wellbeing, co-regulation, and the development of resilience and self-management strategies.

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### 4. Sensory and/or Physical Needs

This includes:

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Physical Disabilities (PD)

Pupils may require:

- Specialist equipment or environmental adaptations
- Ongoing support to access learning and the wider school environment

Provision ensures full access to the curriculum and school life through reasonable adjustments and specialist support.

### 3. Identification and Assessment

At Sydney Russell School, we adopt a **graduated, evidence-informed approach** to the identification and assessment of Special Educational Needs and Disabilities (SEND), in line with the SEND Code of Practice (2015).

Our systems ensure that needs are **identified early, accurately assessed**, and **monitored over time**, with a clear focus on impact and outcomes.

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## Identification of SEND

Pupils may be identified as having SEND through a range of pathways, including:

- **Teacher concern**, raised via the school's SEND referral system
- **Parental or carer concerns**
- **Pastoral monitoring**, including input from Heads of Year
- **Liaison with feeder schools** and external professionals
- **Baseline and transition assessments** (e.g. KS2–KS3)
- **Internal progress tracking data**, including identification of pupils not making expected progress
- **Automatic monitoring of the lowest 20% of attainment in English and Maths**
- **Screening and assessment for specific needs**, including speech and language, literacy and cognition

The school works collaboratively with external agencies where appropriate, including:

- Educational Psychology Service
  - Speech and Language Therapy (SALT)
  - CAMHS and other health services
  - Specialist sensory services
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## SEND Referral Process

Sydney Russell School operates a **structured and transparent referral system** to ensure consistency and accountability:

1. **Initial Concern**
  - Class teachers identify concerns and complete a **SEND referral form** via the staff dashboard
  - Teachers are expected to implement **high-quality adaptive teaching (QFT)** strategies and monitor impact over time
2. **Pastoral Review (Head of Year)**
  - Heads of Year log concerns and collate information centrally
  - Where **multiple concerns are raised** (or a parent raises concerns), the student is triaged for further action
3. **Triage and Assessment**
  - Referrals are reviewed by the **SEND Assessment Lead / SEND team**
  - This may include:
    - Lesson observations
    - Work scrutiny
    - Student voice
    - Review of progress data
    - Liaison with staff and parents

4. **Graduated Response (Assess–Plan–Do–Review)**
    - Targeted support strategies or interventions are implemented
    - Impact is monitored over a sustained period (typically **up to two terms**)
    - Adjustments are made based on progress and need
  5. **Outcomes** Following assessment and intervention, the SEND team will determine next steps, which may include:
    - Continued monitoring through adaptive teaching
    - Implementation of targeted interventions
    - Placement on the **SEND register (SEN Support)**
    - Referral to **external agencies** for specialist assessment
    - In a small number of cases, consideration for an **Education, Health and Care Plan (EHCP)**
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## Use of Data and Monitoring

We use a range of quantitative and qualitative data to inform identification:

- Termly **Tracking Assessments (TA)**
- Progress data across subjects
- Literacy and numeracy screening
- Behaviour, attendance and wellbeing indicators
- Pupil voice and parental feedback

All SEND information is recorded and monitored through **Edukey**, the school's central provision mapping and communication platform. This ensures:

- Accurate record-keeping
  - Clear communication between staff
  - Consistent implementation of support strategies
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## Provision Mapping and Pupil Passports

All pupils identified with SEND will have a **Pupil Passport**, which outlines:

- Primary area(s) of need
- Key strengths and barriers to learning
- Recommended teaching strategies
- Targeted outcomes

These are:

- Accessible to all staff

- Used to inform planning and classroom practice
- Reviewed regularly to ensure they reflect current needs

Provision is carefully mapped and evaluated to ensure it is:

- **Additional to and different from** high-quality classroom teaching
  - Impact-driven and evidence-informed
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## Working in Partnership with Parents and Carers

We recognise the importance of strong partnerships with families. Parents and carers:

- Can raise concerns at any stage
- Are kept informed throughout the assessment process
- Are involved in planning support and reviewing progress

Where appropriate, guidance is provided to families on **external referral routes** (e.g. via GP), particularly where needs are not observed consistently in school.

## 4. Arrangements for Consulting with Parents and Carers of Pupils with SEND

At Sydney Russell School, we recognise that **strong, collaborative partnerships with parents and carers** are essential in securing the best outcomes for pupils with SEND.

We are committed to ensuring that parents and carers are **actively involved in decision-making**, fully informed, and supported throughout their child's SEND journey.

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### Ongoing Communication

Parents and carers are able to communicate with the school through a range of channels, including:

- Direct contact with the SEND team
- Meetings arranged via the Inclusion Administrator
- Communication with Heads of Year and teaching staff

We encourage parents and carers to raise concerns at an early stage so that appropriate support can be implemented promptly.

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## Parent Meetings and Reviews

- Parents are invited to attend **formal meetings and review points** throughout the academic year
- Pupils with an **Education, Health and Care Plan (EHCP)** will have a **statutory annual review**, where:
  - Progress towards outcomes is discussed
  - Provision is reviewed and adapted as necessary
  - External professionals may attend (e.g. Local Authority representatives, careers advisors for KS4 pupils)
- Additional meetings can be arranged where needed to address emerging concerns or review support

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## Parent Steering Group

The SEND team facilitates a **Parent Steering Group**, which meets at least **three times per year**.

These sessions provide:

- Opportunities for parents to share views and contribute to SEND development
- Updates on school provision, procedures and policy changes
- Workshops and guidance on supporting children at home
- Opportunities to signpost to external services and support networks

Meetings are offered at flexible times (during and after school hours) to maximise accessibility.

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## Information Sharing and Transparency

We ensure that parents and carers have access to clear and up-to-date information, including:

- Pupil Passports and individual support strategies
- Information about interventions and provision in place
- Guidance on examination access arrangements (where appropriate)
- Signposting to external agencies and support services

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## Partnership Approach

Parents and carers are involved in:

- Identifying needs
- Setting targets and outcomes
- Reviewing progress
- Planning next steps

We value parental insight and ensure that their views are reflected in all key decisions regarding their child's support.

## 5. Arrangements for Consulting Young People with SEND

At Sydney Russell School, we place a strong emphasis on **pupil voice** and ensure that pupils with SEND are actively involved in decisions about their education, support, and future aspirations.

We recognise that meaningful participation supports greater engagement, independence and improved outcomes.

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### Pupil Voice and Participation

Pupils with SEND are encouraged to:

- Share their views about their learning and support
- Contribute to the identification of their strengths and areas for development
- Be actively involved in setting their own targets and outcomes

This is achieved through:

- Structured conversations with SEND staff
- Pupil voice activities
- Review meetings and informal check-ins

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### Education, Health and Care Plans (EHCPs)

Pupils with an EHCP are supported to:

- Contribute their views as part of the **annual review process**
- Attend and participate in review meetings, where appropriate
- Share their aspirations, interests and future goals

Their views are recorded and form an integral part of:

- Target setting

- Review of provision
  - Planning for next steps, including preparation for adulthood
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## **Pupil Passports and SEND Profiles**

Pupils receiving SEN Support work collaboratively with the SEND team to develop a **Pupil Passport**, which includes:

- Their voice and perspective
- Their preferred learning strategies
- Their strengths, interests and areas of need

These passports:

- Are reviewed regularly (at least annually, or more frequently where needed)
- Are shared with all teaching staff
- Help ensure that support is personalised and consistent across lessons

In the primary phase, pupils have **individual pupil plans** with clearly defined targets, which are:

- Shared with parents and carers
  - Reviewed on a termly basis
  - Used to guide classroom practice and interventions
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## **Promoting Independence and Self-Advocacy**

We support pupils with SEND to:

- Develop confidence in expressing their needs
- Understand their learning profile
- Take increasing responsibility for their learning

This ensures pupils are well-prepared for:

- Transitions between phases
- Further education, employment and adulthood

## **6. Assessing and Reviewing Progress Towards Outcomes**

At Sydney Russell School, we adopt a **robust and cyclical approach** to assessing, monitoring and reviewing the progress of pupils with SEND. Our practice is rooted in the **Assess–Plan–Do–Review (APDR)** model, ensuring that provision is responsive, targeted and impactful.

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## Ongoing Assessment and Monitoring

The progress of pupils with SEND is closely monitored through a combination of:

- **Termly Tracking Assessments (TA)** across all subjects
- Regular teacher assessment and feedback
- Monitoring by **Heads of Department / Phase Leaders**
- Oversight from the **SENDCo and Senior Leadership Team**
- Analysis of wider indicators, including attendance, behaviour and wellbeing

This ensures that any emerging gaps in progress are **identified early and addressed promptly**.

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## Graduated Approach (Assess–Plan–Do–Review)

All pupils receiving SEND support are supported through a structured cycle:

1. **Assess**
  - Identification of need through data, teacher observations, and pupil/parent voice
  - Consideration of barriers to learning across the four areas of SEND
2. **Plan**
  - Targeted strategies and outcomes are agreed
  - Provision is mapped, and appropriate interventions are selected
3. **Do**
  - Strategies are implemented through **high-quality adaptive teaching** and/or targeted interventions
  - Class teachers remain responsible for pupil progress, even where additional adults are involved
4. **Review**
  - Impact of provision is evaluated
  - Adjustments are made to support strategies based on progress

This cycle is embedded across the school and ensures that support remains **responsive and evidence-informed**.

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## Evaluating Impact of Interventions

Interventions are:

- Carefully selected based on identified need
- Time-bound and outcome-focused
- Regularly reviewed to ensure effectiveness

Where pupils do not make expected progress:

- Provision is adjusted or intensified
- Further assessment may be undertaken
- Additional support from external agencies may be sought

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## Identification of SEND Through Progress Monitoring

A pupil may be identified as having SEND where:

- They continue to make **less than expected progress**, despite high-quality teaching and targeted support
- There is a **persistent gap between the pupil and their peers**
- Additional barriers to learning are identified

In such cases:

- The pupil may be placed on the **SEND register (SEN Support)**
- A **Pupil Passport** is created to guide support
- Parents and carers are fully involved in the decision-making process

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## Education, Health and Care Plans (EHCPs)

For a small number of pupils with more complex needs:

- A request for an **EHCP assessment** may be made to the Local Authority
- This is supported by:
  - Evidence from the APDR cycle
  - Intervention records and impact data
  - Professional reports and assessments

For pupils with an EHCP:

- Progress towards outcomes is reviewed **annually (or more frequently if required)**
  - Provision is adapted to ensure needs continue to be met effectively
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## Accountability and Quality Assurance

The effectiveness of SEND provision is monitored through:

- Learning walks and observations
- Work scrutiny
- Student voice and feedback
- Analysis of progress data
- Review of intervention outcomes

Findings are used to:

- Inform staff training and CPD
- Refine provision and intervention strategies
- Contribute to whole-school improvement planning

## 7. Moving Between Phases of Education and Preparing for Adulthood

At Sydney Russell School, we recognise that effective transition planning is critical to ensuring continuity of support and positive outcomes for pupils with SEND. We adopt a **planned, personalised and aspirational approach** to transitions, underpinned by collaboration with pupils, families and external agencies.

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### Transition into Sydney Russell School

We ensure a **smooth and supportive transition** for pupils joining our school through:

- Close **liaison with feeder primary schools** to gather detailed information about pupils' needs, strengths and support strategies
- Review of existing documentation, including **EHCPs, reports and assessment data**
- Transition meetings involving the SEND team, primary staff and parents/carers
- Opportunities for pupils to attend **transition days**, including additional visits where required

Pupils with identified SEND needs are prioritised for enhanced transition support, including:

- Early identification of provision and support strategies
- Creation or review of **Pupil Passports**
- Familiarisation with key staff and learning environments

Our **"Stepping Stones" summer school programme** further supports vulnerable learners by building confidence, routine and familiarity ahead of transition.

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## Transition Within School Phases

As an all-through school, we ensure continuity between phases by:

- Maintaining **consistent SEND records and provision mapping**
- Ensuring that the SENDCo has oversight across phases
- Adapting support strategies to meet the **increasing academic and organisational demands** at each stage

Information is effectively shared between staff to ensure that provision remains **consistent and responsive**.

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## Transition to Post-16 and Preparation for Adulthood

Preparation for adulthood is embedded throughout the curriculum and SEND provision, with a particular focus from **Key Stage 4 onwards**.

Support includes:

- **Careers education, information, advice and guidance (CEIAG)** for all pupils
- Access to **careers interviews** to support post-16 decision-making and applications
- Additional, personalised guidance for pupils with SEND

For pupils with an **EHCP**:

- Preparation for adulthood is a key focus from **Year 9 onwards**
- Annual reviews include planning for:
  - Further education and training
  - Employment opportunities
  - Independent living skills
  - Participation in society

These reviews may involve:

- Careers advisors
  - Local Authority representatives
  - External agencies
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## Developing Independence and Life Skills

We aim to equip pupils with SEND with the skills they need to succeed beyond school by:

- Promoting **independence, resilience and self-advocacy**
- Providing opportunities to develop **social, communication and life skills**
- Supporting pupils to understand their strengths, needs and future aspirations

Where appropriate, pupils are supported to access:

- Work-related learning opportunities
- Enrichment activities that build confidence and independence

## 8. Approach to Teaching Pupils with SEND

At Sydney Russell School, we are committed to delivering **high-quality, inclusive teaching** for all pupils. Our approach is rooted in the principle that **all teachers are teachers of pupils with SEND**, and that high-quality classroom practice is the first step in supporting all learners.

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### Quality First Teaching (QFT)

The foundation of our approach is **high-quality adaptive teaching**, which ensures that:

- Lessons are **carefully planned and scaffolded** to meet the needs of all learners
- Teachers have **high expectations** for all pupils, including those with SEND
- Barriers to learning are **identified and addressed within the classroom**
- Teaching is responsive to pupils' understanding through ongoing assessment

We are committed to the principle that:

*"Inclusion is not about reducing expectations or simplifying outcomes, but about removing barriers so that all pupils can access and succeed in the curriculum."*

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### Adaptive Teaching Strategies

Teachers use a range of adaptive strategies to support pupils with SEND, including:

- Differentiated and scaffolded resources
- Explicit modelling and structured explanations
- Use of visual supports and dual coding
- Chunking of information and clear sequencing of learning
- Opportunities for overlearning and retrieval practice
- Flexible grouping and targeted questioning

These strategies are informed by **Pupil Passports** and individual needs.

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## Role of Additional Adults

In some lessons, pupils may benefit from the support of an additional adult. Where this is in place:

- The **class teacher retains responsibility** for planning and progress
- Additional adults are deployed strategically to:
  - Promote independence
  - Provide targeted support for identified pupils
  - Facilitate access to learning, rather than create dependency

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## Targeted Interventions

In addition to classroom teaching, some pupils may receive **targeted, time-limited interventions**, including:

- Literacy and numeracy support
- Speech and language programmes
- Social communication and SEMH interventions
- ARP-based specialist support (where appropriate)

These interventions are:

- Carefully planned and evidence-informed
- Delivered by trained staff
- Monitored and reviewed for impact

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## Specialist SEND Provision (Including ARP)

Pupils with more complex needs, including those within the **Autism Resource Provision (ARP)**, benefit from:

- Highly structured, personalised learning programmes
- Specialist teaching approaches tailored to ASC
- Support to develop communication, interaction and emotional regulation
- Opportunities for **inclusive access to mainstream lessons**, where appropriate

This ensures a balance of **specialist input and inclusive practice**, promoting independence and long-term outcomes.

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## Professional Development

All staff receive **ongoing training and professional development** to ensure they are equipped to meet the needs of pupils with SEND.

This includes:

- Whole-school CPD on adaptive teaching and SEND strategies
- Targeted training delivered by the SEND team and external specialists
- Sharing of best practice across departments

## 9. Adaptations to the Curriculum to Improve Access for Pupils with SEND

At Sydney Russell School, the curriculum is **ambitious, broad and carefully sequenced** to ensure that all pupils, including those with SEND, can access learning and achieve well. We are committed to making **appropriate adaptations without reducing expectations**, ensuring equity of access for all learners.

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### Curriculum Design and Access

The curriculum is designed to:

- Provide a **broad and balanced education** for all pupils
- Be **adaptable to meet a range of needs and starting points**
- Enable pupils with SEND to **build knowledge and skills over time**

Adaptations are made to ensure that pupils can access the curriculum successfully, while maintaining **high levels of challenge and aspiration**.

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### Adaptive Pathways and Grouping

In the secondary phase, the curriculum is structured to support access through:

- **Flexible grouping and learning bands**, which take into account pupils' needs and attainment levels
- Smaller class sizes in some groups to enable increased teacher support
- Strategic deployment of additional adults where appropriate

Placement within learning bands is based on **individual need rather than SEND status**, ensuring that pupils receive appropriate levels of challenge and support.

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## Targeted Curriculum Support

In addition to classroom adaptations, some pupils benefit from targeted curriculum support, including:

- **Literacy and numeracy interventions** to secure foundational skills
- **Speech and language support programmes**
- **SEMH-focused interventions** to improve readiness for learning
- Pre-teaching and overlearning opportunities to reinforce key concepts

In the primary phase:

- Pupils may access **structured interventions** to accelerate progress
  - Baseline assessments are used to inform support and track impact over time
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## Specialist Provision (Including ARP)

Pupils within the **Autism Resource Provision (ARP)** access a **highly personalised curriculum**, which:

- Is adapted to meet individual communication, interaction and sensory needs
- Balances **specialist teaching with opportunities for mainstream inclusion**
- Places a strong emphasis on:
  - Communication development
  - Social understanding
  - Emotional regulation
  - Independence and life skills

This ensures that pupils can access both **specialist and mainstream learning experiences**, depending on their needs.

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## Reasonable Adjustments and Accessibility

The school makes **reasonable adjustments** to remove barriers to learning, which may include:

- Adaptation of resources and materials
- Use of assistive technology where appropriate

- Adjustments to the physical learning environment
- Additional processing time and structured support

Further details regarding physical access can be found in the school's **Accessibility Plan (Disability Discrimination Policy)**, available on the website.

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## **Inclusive Enrichment and Wider Curriculum**

We ensure that pupils with SEND have full access to the **wider curriculum**, including:

- Educational trips and visits (with appropriate risk assessments and support)
- Enrichment activities and clubs
- Opportunities to develop social and cultural capital

Adaptations are made where necessary to ensure all pupils can participate fully and safely.

## **10. Exam Arrangements**

At Sydney Russell School, we ensure that all examination arrangements for pupils with SEND are implemented in accordance with the **Joint Council for Qualifications (JCQ) regulations**. Our aim is to provide fair and equitable access to assessments, enabling pupils to demonstrate their knowledge, skills and understanding.

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### **Access Arrangements**

Access arrangements are agreed before examinations and are based on a pupil's **normal way of working** within the classroom. These may include:

- Extra time
- Use of a reader or reading software
- Use of a scribe or speech-to-text technology
- Rest breaks
- Use of a word processor
- Modified papers (e.g. enlarged print)
- Separate or smaller rooming

All arrangements are:

- Based on **robust evidence and assessment**
- In line with **JCQ criteria and regulations**
- Designed to **remove barriers without compromising assessment integrity**

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## Assessment and Identification

Pupils are assessed for access arrangements through:

- **In-school assessments**, including psychometric testing carried out by qualified assessors
- Review of the pupil's **history of need and support**
- Evidence of the pupil's **normal way of working** in lessons and internal assessments

Assessment typically takes place:

- During **Key Stage 3 and Key Stage 4**, at appropriate points to support exam preparation
  - Prior to public examinations, in line with JCQ deadlines
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## Application Process

The SEND team:

- Gathers and collates all required evidence
  - Submits applications through the official **JCQ Access Arrangements Online system**
  - Liaises with teaching staff to ensure consistency in classroom practice
  - Communicates approved arrangements to staff, pupils and parents
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## Monitoring and Implementation

Approved arrangements are:

- Used consistently in **internal assessments and mock examinations**
- Reviewed regularly to ensure they remain appropriate
- Shared with all relevant staff to ensure effective implementation

This ensures that pupils are familiar with their arrangements and can use them confidently in formal examinations.

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## Supporting Pupils and Families

We work closely with parents and carers to:

- Explain the purpose and process of access arrangements

- Ensure transparency in how decisions are made
- Support pupils in understanding and using their arrangements effectively

## 11. Expertise, Training and Specialist Support for Pupils with SEND

At Sydney Russell School, we are committed to ensuring that all staff have the **knowledge, skills and expertise** required to meet the diverse needs of pupils with SEND. We adopt a **whole-school approach**, where continuous professional development (CPD) and specialist input underpin high-quality provision.

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### Leadership and Expertise

The SEND provision is led by a skilled and experienced team, including:

- A **Senior SENDCo / Assistant Vice Principal**
- Qualified and trainee SENDCos
- A **SEND Assessment Lead**
- Trained **psychometric assessors**

All SENDCos hold, or are working towards, the **National Award for SEND Coordination (NASENCo)**, ensuring compliance with statutory requirements.

This leadership structure ensures:

- Strategic oversight of SEND provision
  - Robust systems for identification, assessment and review
  - Consistent support across both primary and secondary phases
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### Staff Training and Professional Development

We provide **ongoing, high-quality CPD** for all staff to ensure they are equipped to deliver inclusive practice:

- Whole-school training on **adaptive teaching and SEND strategies**
- Targeted CPD based on emerging needs (e.g. autism, speech and language, SEMH)
- Induction programmes for new staff, including SEND procedures and expectations
- Regular updates and briefings from the SEND team

This ensures that:

- All teachers understand their role as **teachers of pupils with SEND**
  - Classroom practice is **inclusive, consistent and evidence-informed**
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## Specialist Support and External Agencies

Where additional expertise is required, the school works in partnership with a range of external professionals, including:

- Educational Psychologists
- Speech and Language Therapists (SALT)
- CAMHS and mental health services
- Specialist sensory services (e.g. hearing and visual impairment teams)
- Outreach services and Local Authority SEND teams

These partnerships support:

- Accurate assessment and diagnosis (where appropriate)
  - Specialist advice to inform provision
  - Training and guidance for staff
  - Improved outcomes for pupils
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## Specialist Provision (Including ARP)

The school's **Autism Resource Provision (ARP)** is staffed by trained professionals with specialist expertise in supporting pupils with ASC.

Staff within the ARP:

- Deliver **specialist teaching approaches**
- Provide targeted support for communication, interaction and emotional regulation
- Work collaboratively with mainstream staff to promote inclusion

This ensures that pupils benefit from both:

- **Specialist knowledge and provision**
  - Access to the wider curriculum and school community
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## Collaboration and Whole-School Practice

Effective SEND provision is underpinned by strong collaboration between:

- Teaching staff
- SEND team
- Pastoral staff
- External professionals
- Parents and carers

This joined-up approach ensures that support is:

- Consistent across the school
- Responsive to individual needs
- Focused on improving outcomes

## 12. How the Effectiveness of SEND Provision is Evaluated

At Sydney Russell School, we have a **robust and systematic approach** to evaluating the effectiveness of SEND provision. We focus on ensuring that all support leads to **measurable improvements in pupil outcomes**, including academic progress, independence, and wellbeing.

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### Monitoring Progress and Outcomes

The effectiveness of SEND provision is evaluated through:

- **Termly Tracking Assessments (TA)** to monitor academic progress
- Ongoing teacher assessment and feedback
- Analysis of progress data across subjects and key groups
- Monitoring of wider outcomes, including:
  - Attendance
  - Behaviour
  - Engagement and wellbeing

This ensures that provision is continually reviewed and adapted in response to pupil progress.

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### Review of Interventions

All SEND interventions are:

- Carefully planned with **clear intended outcomes**
- Time-bound and regularly reviewed
- Evaluated for **impact on pupil progress and development**

Where interventions are not having the desired impact:

- Provision is adapted, refined or replaced
  - Additional support or assessment may be introduced
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## Quality Assurance Processes

We use a range of quality assurance activities to evaluate the **implementation and impact** of SEND provision, including:

- **Learning walks and lesson observations**
- **Work scrutiny** to assess access and progress in books
- **Student voice** to capture pupil experience and engagement
- **Parent feedback** through meetings and surveys
- Monitoring of **Pupil Passports and provision mapping** (via Edukey)

These processes ensure that SEND provision is:

- Consistently implemented across the school
  - High quality and responsive
  - Focused on removing barriers to learning
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## Leadership and Accountability

The SENDCo and Senior Leadership Team:

- Regularly review SEND data and provision
- Monitor the effectiveness of interventions and strategies
- Work with Heads of Department and pastoral teams to drive improvements
- Report on SEND provision to **senior leaders and governors**

This ensures that there is **clear accountability** for the progress and outcomes of pupils with SEND.

## Continuous Improvement

Findings from evaluation activities are used to:

- Inform **whole-school improvement planning**
- Shape **staff training and CPD priorities**
- Refine intervention programmes and provision
- Strengthen inclusive teaching practices

This ensures a cycle of **ongoing improvement and development**.

## 13. Extra-Curricular Activities

At Sydney Russell School, we are committed to ensuring that all pupils, including those with SEND, have **full access to a rich, inclusive and ambitious extra-curricular offer**. We recognise that participation in enrichment is central to pupils' **personal development, wellbeing and preparation for adulthood**.

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### Inclusive Participation

All pupils with SEND are actively encouraged and supported to access:

- The full range of **clubs, trips and enrichment opportunities**
- The school's **Personal Development offer**
- The **House system**, promoting participation, teamwork and a sense of belonging

Where required:

- Reasonable adjustments are made
- Additional staffing support is provided
- Individual risk assessments are completed

This ensures that pupils with SEND can participate **fully and confidently in all aspects of school life**.

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### Targeted SEND Enrichment and Support

In addition to the wider offer, we provide **specialist and targeted provision** to meet identified needs:

- **SEMH Breakfast Provision** – structured support to support regulation and readiness for learning
- **Nurture Provision** – targeted support to develop social, emotional and behavioural needs
- **ELSA/Thrive Support**, including opportunities for **student ambassadors** to model and promote positive wellbeing
- **Lego Therapy** – developing communication, interaction and teamwork
- **Precision Teaching** – targeted support to improve key literacy and numeracy skills
- **SENECA Learning** – structured academic support to reinforce curriculum knowledge

- **Inclusive Sports Opportunities** – including adapted and competitive activities to promote engagement and confidence
- **Academic Mentoring** – personalised support to raise attainment and aspirations
- **Bespoke Work Experience Support** – tailored placements and preparation for pupils with SEND

These provisions are designed to:

- Remove barriers to participation
  - Build confidence and independence
  - Develop key academic and life skills
  - Support preparation for adulthood
- 

## Wider Personal Development Opportunities

Pupils with SEND also benefit from:

- Access to the full **Personal Development curriculum and enrichment programme**
  - Opportunities to develop **leadership skills**, including ambassador roles
  - Participation in trips, visits and events that broaden experiences and aspirations
- 

## Impact of Extra-Curricular Provision

Our inclusive enrichment offer supports pupils with SEND to:

- Develop **social and communication skills**
- Build **confidence, resilience and independence**
- Strengthen **emotional wellbeing**
- Improve **engagement with school life**
- Prepare effectively for **future education, employment and adulthood**

## 14. Emotional and Social Support for Pupils with SEND

At Sydney Russell School, we place a strong emphasis on supporting the **emotional wellbeing, mental health and social development** of all pupils, particularly those with SEND. We recognise that emotional readiness and regulation are fundamental to pupils' ability to engage with learning and achieve positive outcomes.

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## Whole-School Approach to Wellbeing

We provide a **safe, inclusive and nurturing environment** where pupils feel supported and valued. Emotional and social support is embedded across the school through:

- A strong **pastoral system**, including Heads of Year and form tutors
- Close collaboration between the **SEND team, pastoral staff and safeguarding team**
- A culture that promotes **inclusion, respect and belonging**

Pupils have access to support throughout the school day, including:

- Before school
  - Break and lunchtime
  - After-school provision
- 

## Targeted SEMH Support

For pupils requiring additional support, we provide a range of **targeted interventions and provision**, including:

- **SEMH Breakfast Provision** – supporting regulation and a positive start to the day
  - **Nurture Provision** – structured support to develop emotional regulation, social skills and resilience
  - **ELSA/Thrive-based interventions** – supporting emotional literacy, self-awareness and coping strategies
  - Access to **safe spaces and nurture rooms** during unstructured times
  - Individual and small group support focused on:
    - Emotional regulation
    - Social interaction
    - Building positive relationships
- 

## Specialist Support and External Services

Where a higher level of need is identified, pupils may be supported through:

- Referral to **school-based counsellors**
- Partnership work with external services, including:
  - CAMHS
  - School Nursing Team
  - Educational Psychology
  - Local Authority services

The school works closely with families to ensure that support is **coordinated, appropriate and timely**.

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## Student Leadership and Peer Support

We promote pupil wellbeing through opportunities for **student leadership and peer support**, including:

- **Student ambassadors linked to ELSA/Thrive provision**
- Opportunities for pupils to support peers and promote positive wellbeing across the school

This supports the development of:

- Confidence and self-esteem
  - Social responsibility
  - A sense of belonging
- 

## Developing Emotional Resilience

Our provision supports pupils to:

- Understand and manage their emotions
- Develop coping strategies and resilience
- Build positive relationships with peers and adults
- Engage confidently with learning

Support is personalised and responsive, ensuring that pupils receive the **right level of intervention at the right time**.

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## Key Principles

Our approach is underpinned by:

- Early identification of need
- Strong **multi-agency working**
- A focus on **prevention as well as intervention**
- Ensuring all pupils have access to a **safe and supportive environment**

## 15. External Support for Pupils with SEND and Their Families

At Sydney Russell School, we work in partnership with a range of **external agencies and support services** to ensure that pupils with SEND, and their families, receive **appropriate, specialist and coordinated support**.

We recognise that effective multi-agency working is essential in securing the best possible outcomes for pupils.

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### Local Authority Support and Guidance

Parents and carers can access information, support and advice through the **Local Authority SEND Local Offer**, which outlines services available within the borough, including education, health and social care provision.

- London Borough of Barking and Dagenham Local Offer:  
<https://localoffer.lbbd.gov.uk/>

This provides:

- Guidance on SEND processes and provision
  - Information about available services and support networks
  - Advice on Education, Health and Care Plans (EHCPs)
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### Information, Advice and Support Services (IASS)

Independent support is available to parents and carers through:

- **SENDIASS (Special Educational Needs and Disability Information Advice and Support Service)**

This service offers:

- Impartial advice and guidance
  - Support with understanding SEND processes
  - Assistance during meetings, reviews or assessments
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### Specialist Support Organisations

Families may also access support from a range of specialist organisations, including:

- **The Sycamore Trust** – supporting families of children with Autism Spectrum Condition
- **The Autism Education Trust (AET)** – providing guidance, training and resources

These services offer:

- Family support networks
  - Workshops and training
  - Advice on supporting children at home and in the community
- 

## Partnership with External Professionals

Where appropriate, the school works directly with a range of professionals, including:

- Educational Psychologists
- Speech and Language Therapists (SALT)
- CAMHS and mental health services
- School Nursing Team
- Social care and safeguarding services

Referrals to external agencies are made when:

- Additional specialist assessment is required
  - A pupil's needs cannot be fully met through school-based provision alone
  - There is a need for coordinated multi-agency support
- 

## Supporting Families

We are committed to ensuring that parents and carers:

- Are **fully informed** about available support
- Receive **clear guidance on referral pathways**
- Are supported in accessing services both within and beyond school

Where appropriate, we:

- Signpost families to relevant services
- Provide guidance on accessing support via GP or Local Authority routes
- Work collaboratively with families to ensure **joined-up support for the child**

## 16. Complaints Procedure Regarding SEND Provision

- Concerns and complaints relating to SEND provision are managed in line with the school's **Complaints Procedure**, which can be found on the school website:  
[Contact Us | The Sydney Russell School](#)
- In the first instance, concerns can often be resolved informally by contacting the **SENDCo** directly. We strongly encourage parents and carers to do so, unless the concern relates specifically to the SENDCo, in which case the formal complaints procedure should be followed.