

# Special Educational Needs and Disabilities (SEND) Policy

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Sydney Russell School

Academic Year: 2025-2026

## Section 1 – School Information

The Sydney Russell School  
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RM9 5QT

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Principal: Clare Cross

**SENDCO:** Monwara Begum, Joanne Carter

Sydney Russell School values the abilities and achievements of all its pupils, and is committed to providing, for each pupil, the best possible environment for learning.

### **The SEND Aims of the School**

- To ensure that all pupils have access to a broad and balanced curriculum.
- To provide an adapted curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career.
- To ensure that SEND pupils take as full a part as possible in all school activities.
- To ensure that parents of SEND pupils are kept fully informed of their child's progress and attainment.
- To ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision.

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

This Policy was developed by the SENCo in Consultation with the Senior Leadership Team and The Governors.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

## Section 2 – Definition of Special Educational Needs and Disability

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.

A child has learning difficulties if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age;
- Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the Local Authority;
- Is under compulsory school age, or would be if special educational provision was not made for the child.

## Section 3 – Special Educational Needs and Disability (SEND)

A child or young person is identified as having special educational needs and/or a disability (SEND) if they have a learning difficulty or disability that requires special educational provision to be made for them.

A child or young person is considered to have a learning difficulty or disability if they:

- Have significantly greater difficulty in learning than the majority of children or young people of the same age; and/or
- Have a disability that prevents or hinders them from making use of educational facilities generally provided for others of the same age in mainstream schools or post-16 institutions.

A child under compulsory school age is considered to have SEND if they meet the criteria above, or would do so if appropriate special educational provision were not made.

This definition reflects the Children and Families Act (2014) and covers children and young people from **0–25 years of age**. Where a child or young person has a disability or health condition that requires special educational provision, they are recognised as having SEND.

Sydney Russell School recognises that SEND may impact learners in different ways over time. We take a **graduated approach** to identification and support, ensuring that provision is needs-led, inclusive, and responsive to individual strengths and barriers to learning.

## Section 4 – Staffing

Sydney Russell School has a skilled and experienced SEND team with responsibility for the strategic leadership, coordination and delivery of provision for pupils with special educational needs and/or disabilities.

The SEND team includes:

- **SEND Governor:** Angelina Ikeako
- **Senior SENDCo / Assistant Vice Principal:** Mrs Monwara Begum
- **Primary SENDCo:** Ms Keshia Smith
- **Deputy to AVP and Teacher in Charge of the ARP:** Mrs Amy Jones
- **Assistant SENDCo / Qualified Psychometric Assessor:** Miss Joanne Carter
- **LAC Coordinator:** Ms Lauren Reed
- **Inclusion Administrator:** Miss Nicole Ryan
- **Assistant to SENDCo (Primary):** Miss Carla Watts
- **Trainee SENDCo / Qualified Psychometric Assessor / Interventions and Assessment Lead:** Mrs Wendy McArthur

All SENDCos at Sydney Russell School hold, or are working towards, the **National Award for SEND Coordination (NASENCo)**, in line with statutory requirements.

The SEND leadership team works closely with the Principal, senior leaders, pastoral teams, teachers, support staff and external professionals to ensure a **graduated, needs-led approach** to identifying and supporting pupils with SEND.

All teachers at Sydney Russell School are teachers of pupils with SEND. They are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from additional adults or specialist staff.

Staff receive **ongoing SEND-focused professional development**, including training linked to:

- Inclusive and adaptive classroom practice
- Supporting pupils with cognition and learning needs
- Meeting social, emotional and mental health needs
- Neurodiversity, communication and interaction needs
- Assessment, access arrangements and reasonable adjustments

This ensures staff are confident and skilled in removing barriers to learning and promoting **access, progress and wellbeing** for all pupils.

## Section 5 – Admissions

Sydney Russell School is an inclusive school and welcomes pupils with special educational needs and/or disabilities. Admissions to the school are managed in line with the school's Admissions Policy and the statutory requirements set out in the **SEND Code of Practice** and the **Equality Act (2010)**.

The school does not discriminate against pupils with SEND. The Governing Body has due regard for the principle that pupils with special educational needs and/or disabilities should be educated in mainstream settings wherever this is compatible with:

- The views of the child and their parents or carers
- The provision of efficient education for other pupils
- The efficient use of resources

Sydney Russell School works closely with parents, carers, previous settings and the Local Authority to ensure that admissions arrangements support smooth and successful transitions for pupils with SEND.

Where a pupil has an **Education, Health and Care Plan (EHCP)**, admission will be considered in line with the statutory processes set out by the Local Authority. The school will engage positively with the Local Authority to determine whether the school can meet the needs outlined in the EHCP, including any reasonable adjustments required.

Prior to admission, information is gathered to ensure that appropriate support, provision and planning can be put in place to meet individual needs. This may include liaison with feeder schools, meetings with parents/carers, and consultation with relevant professionals.

The school is committed to removing barriers to learning and participation and will make **reasonable adjustments** to ensure pupils with SEND are able to access the curriculum, school environment and wider school life.

## Section 6 – Inclusion

Sydney Russell School is an inclusive community where all pupils are valued, supported and encouraged to achieve their full potential. Inclusion is at the heart of the school's ethos and underpins all aspects of teaching, learning and school life.

The school recognises the entitlement of all pupils, including those with special educational needs and/or disabilities, to a **broad, balanced and aspirational curriculum**. Our approach to inclusion is based on the principle that barriers to learning should be identified and removed so that all pupils can participate fully and succeed.

We are committed to ensuring that pupils with SEND are:

- Educated alongside their peers wherever possible
- Included in all aspects of school life, including trips, enrichment activities and extra-curricular opportunities
- Supported through **adaptive teaching**, reasonable adjustments and targeted interventions
- Enabled to develop independence, confidence and resilience

Inclusion at Sydney Russell School is a **whole-school responsibility**. All staff work collaboratively to create learning environments that are responsive to individual strengths, needs and preferences.

The school promotes a graduated and flexible approach to inclusion, ensuring that support is **needs-led rather than diagnosis-led**, and that provision is regularly reviewed and adapted in response to pupils' progress and feedback.

We work closely with pupils, parents and carers to ensure that learners with SEND feel safe, valued and heard. Pupils are encouraged, where appropriate, to contribute to decisions about their learning, support and future aspirations.

Through inclusive practice, high expectations and strong partnerships, Sydney Russell School aims to ensure that pupils with SEND are well prepared for the next stage of their education and for life beyond school.

## Section 7 – Evaluating the Success of SEND Provision

The Governing Body monitors and evaluates the effectiveness of the SEND policy on an annual basis. This ensures that provision for pupils with special educational needs and/or disabilities is effective, inclusive, and responsive to the needs of the school community.

In evaluating the success of the SEND policy, the school considers a range of evidence, including the views of:

- Pupils
- Parents and carers
- Teachers and support staff
- Senior leaders
- External professionals

The impact of SEND provision is evaluated through:

- Progress and attainment data, including the progress of pupils with SEND in comparison with their peers
- Tracking of individual outcomes linked to graduated support and interventions
- Monitoring of attendance, behaviour and engagement
- Feedback from pupils and parents/carers
- Outcomes from learning walks, lesson observations and work scrutiny
- SEND reviews, including EHCP annual reviews

The progress of pupils with SEND in meeting their individual targets provides a key measure of the effectiveness of the policy. Evidence gathered from assessments and review processes is analysed regularly to identify strengths, areas for development and priorities for improvement.

The outcomes of SEND evaluation activities are used to:

- Inform staff training and professional development
- Refine provision and support strategies
- Contribute to the School Improvement Plan
- Ensure accountability to the Governing Body

Through regular monitoring and evaluation, Sydney Russell School ensures that SEND provision remains **impact-focused, needs-led**, and aligned with the school's inclusive ethos and high expectations for all learners.

## Section 8 – Allocation of Resources

The Governing Body, in consultation with the Principal and SEND leadership team, ensures that resources are allocated appropriately to support pupils with special educational needs and/or disabilities.

Resources are used in a flexible and needs-led way to ensure that pupils with SEND receive appropriate support to access learning, make progress and achieve positive outcomes.

Decisions about the allocation of resources are informed by:

- Identified pupil needs
- Progress and attainment information
- The graduated approach to support
- Professional judgement of staff
- Advice from external professionals where appropriate

The school uses its delegated SEND funding, alongside additional resources where required, to support:

- Staffing, including SEND leadership, teaching assistants and specialist roles
- Targeted interventions and specialist programmes
- Training and professional development for staff
- Resources, equipment and reasonable adjustments
- Assessment, monitoring and review processes

Where pupils have an **Education, Health and Care Plan (EHCP)**, resources are allocated in line with the provision specified in the plan, and monitored to ensure that support is implemented effectively and reviewed regularly.

The effectiveness of resource allocation is evaluated as part of the school's wider monitoring of SEND provision, ensuring that funding and staffing are having a positive impact on pupils' progress, wellbeing and inclusion.

Through careful planning, monitoring and review, Sydney Russell School ensures that resources are used responsibly and strategically to promote **equity, inclusion and high expectations** for pupils with SEND.

## Section 9 – Identification, Assessment and Provision

Sydney Russell School adopts a **whole-school approach** to the identification, assessment and provision for pupils with special educational needs and/or disabilities. Pupils identified as having SEND are, wherever possible, fully included in mainstream classes and wider school life.

The school recognises that **early identification** and **high-quality teaching** are central to securing positive outcomes for pupils with SEND. All teachers are responsible for identifying pupils who may have additional needs and for working collaboratively with the SEND team to ensure appropriate support is put in place.

Identification and assessment of SEND may be informed by a range of evidence, including:

- Teacher observations and assessments
- Progress and attainment data
- Concerns raised by parents or carers
- Information from previous settings or external professionals
- Screening, diagnostic or specialist assessments
- Pupil voice and self-reflection

Where a pupil is identified as having SEND, the school follows a **graduated approach** in line with the SEND Code of Practice, based on the four-stage cycle of:

### **Assess – Plan – Do – Review**

- **Assess:** The pupil's needs are assessed to identify strengths, barriers to learning and areas requiring support.
- **Plan:** Appropriate strategies, adjustments and interventions are planned in collaboration with parents/carers, pupils (where appropriate), and relevant staff.
- **Do:** Planned support is implemented, with the class teacher retaining responsibility for the pupil's progress.
- **Review:** The effectiveness of the support is reviewed regularly, and provision is adapted as necessary based on outcomes and feedback.

Provision for pupils with SEND is **needs-led** and may include:

- Adaptive teaching and reasonable adjustments within the classroom
- Targeted small-group or individual interventions
- In-class support from additional adults

- Specialist programmes or resources
- Advice and input from external professionals

Where a pupil continues to experience barriers to learning despite targeted support, the SEND team will work with parents/carers and professionals to consider whether a request for an **Education, Health and Care Plan (EHCP)** is appropriate.

All provision for pupils with SEND is documented, reviewed regularly, and shared with relevant staff to ensure consistency of practice and effective support across settings and subjects.

Through robust assessment processes and flexible provision, Sydney Russell School ensures that pupils with SEND are supported to make progress, develop independence, and achieve their potential.

Concerns regarding a pupil's progress or wellbeing may be identified by class teachers, Heads of Year, parents/carers, or through school monitoring processes. Where concerns are identified, staff follow the school's agreed SEND referral process to ensure concerns are recorded, reviewed and responded to appropriately.

Referrals are initiated by teaching staff through the completion of a SEND referral form. Heads of Year support this process by gathering contextual information and ensuring concerns are logged centrally. Where multiple concerns are raised, or where concerns are shared by parents/carers, information is escalated to the SEND team for review.

The SEND team undertakes further assessment which may include observation, review of progress data, discussion with staff, and consultation with parents/carers and pupils. Support is implemented over a sustained period and reviewed in line with the **Assess–Plan–Do–Review** cycle.

Following monitoring and review, decisions are made regarding next steps. This may include continued adaptive teaching, targeted intervention, identification of SEND support, or referrals to external agencies where appropriate.

## **Section 10 – Monitoring Pupil Progress and Record-Keeping**

The progress of pupils with special educational needs and/or disabilities is monitored carefully and systematically to ensure that support and provision are having a positive and measurable impact.

Monitoring forms an integral part of the school's graduated approach to SEND and is overseen by class teachers, Heads of Year, and the SEND team.

Progress monitoring includes consideration of:

- Attainment and progress data
- Engagement in learning and behaviour for learning
- Attendance and participation
- Progress against individual targets and outcomes
- Feedback from pupils, parents/carers and staff

Pupils receiving additional support or intervention are monitored over **sustained periods of time** to allow provision to have impact. Monitoring typically takes place over a minimum of **two school terms**, unless earlier review is required due to emerging needs or concerns.

For pupils identified through whole-school monitoring processes (including those within the **lowest attaining 20% in English and Mathematics**), progress is reviewed regularly to determine whether additional support, targeted intervention, or further assessment is required.

Where progress remains limited despite high-quality adaptive teaching and targeted support, concerns are escalated through the SEND referral process. Outcomes of monitoring inform decisions about next steps, including:

- Continuing or adapting existing provision
- Adding the pupil to SEND support
- Seeking advice from external professionals
- Considering whether a request for an Education, Health and Care Plan (EHCP) is appropriate

The impact of SEND provision is reviewed as part of the school's wider assessment and monitoring cycle to ensure pupils with SEND are making progress in line with their starting points and individual needs.

## Record-Keeping

The school maintains clear, accurate and up-to-date records relating to pupils with SEND. Effective record-keeping supports consistent provision, clear communication and informed decision-making at all stages of the SEND process.

SEND records are held centrally and include:

- SEND referrals and outcomes
- Pupil Passports
- Records of interventions and support provided
- Notes from reviews, monitoring and meetings
- Records of communication with parents and carers
- External reports and professional advice

**Pupil Passports** are used to provide staff with accessible and practical information about a pupil's identified needs, strengths, agreed strategies and support approaches. These documents support adaptive teaching and inform classroom planning, seating arrangements and behaviour management strategies.

Interventions that are additional to or different from those provided to peers are recorded to ensure transparency and to demonstrate the support in place for individual pupils. Records include details of the provision delivered, its frequency and duration, and the intended outcomes.

Heads of Year and pastoral staff record relevant SEND-related communications with parents/carers to ensure a clear chronology of concerns, actions and responses. This collective record supports consistency, partnership working, and evidencing of support.

SEND records are reviewed regularly and updated following monitoring, reviews or changes to provision. Documentation is used to inform internal decision-making, reviews of progress, and where appropriate, referrals to external agencies or requests for statutory assessment.

Through robust monitoring and accurate record-keeping, Sydney Russell School ensures that SEND provision is **responsive, accountable and evidence-based**, supporting pupils to make progress and access learning effectively.

## Section 11 – Early Identification

Early identification of special educational needs and/or disabilities is a priority at Sydney Russell School, as timely support is essential in preventing barriers to learning from becoming entrenched.

The school recognises that pupils may present with SEND at different stages of their education, and that needs may change over time. Early identification is therefore viewed as an ongoing process rather than a single event.

The school adopts a **proactive and systematic approach** to identifying potential SEND, which includes:

- Teacher observation and professional judgement
- Analysis of attainment and progress data
- Monitoring of engagement, behaviour and attendance
- Concerns raised by parents or carers
- Information from previous settings or professionals
- Whole-school monitoring systems

As part of its early identification procedures, the SEND team routinely reviews the progress of pupils within the **lowest attaining 20% in English and Mathematics**. Pupils identified through this process are monitored closely and supported through adaptive teaching strategies and early intervention.

Where appropriate, pupils identified through monitoring may be screened for **speech, language and communication needs (SLCN)** or other areas of need. Findings from screening inform classroom strategies and targeted support rather than immediate formal identification.

Teachers are expected to respond to emerging needs through **high-quality adaptive teaching** as the first response. Where concerns persist despite this, staff follow the school's SEND referral process to ensure concerns are reviewed in a structured and consistent way.

Early interventions may include:

- Adjustments to teaching approaches
- Small-group or individual literacy or numeracy interventions
- Programmes to support communication and interaction
- Support to develop attention, engagement or learning behaviours

Progress is monitored over sustained periods to allow interventions time to have impact. Decisions regarding SEND support are informed by evidence collected over time and through collaboration between teachers, Heads of Year, the SEND team and parents/carers.

Through careful early identification and graduated support, Sydney Russell School aims to ensure that pupils receive the right level of support at the right time, enabling them to make progress and participate fully in school life.

## Section 12 – SEN Support (Graduated Response)

Where a pupil is identified as having special educational needs and/or disabilities requiring support beyond high-quality adaptive teaching, they may be placed on **SEN Support**.

SEN Support at Sydney Russell School is delivered through a **graduated response**, in line with the SEND Code of Practice, and is designed to ensure provision is purposeful, evidence-based and responsive to pupils' needs.

The decision to place a pupil on SEN Support is informed by:

- Ongoing monitoring of progress
- Evidence gathered through the Assess–Plan–Do–Review cycle
- Outcomes of targeted interventions
- Professional judgement from teaching staff and the SEND team
- Discussion with parents/carers and, where appropriate, the pupil

### The Graduated Response

Pupils on SEN Support are supported through a cyclical process of:

#### **Assess – Plan – Do – Review**

- **Assess:**  
A detailed assessment of the pupil's strengths, needs, and barriers to learning is undertaken. This may include observation, assessment data, screening tools, and information from parents/carers and previous settings.
- **Plan:**  
Following assessment, appropriate support strategies, reasonable adjustments

and/or interventions are planned. Outcomes are clearly identified, and responsibilities for delivery and review are agreed.

- **Do:**

Planned support is implemented. The class teacher remains responsible for working with the pupil on a day-to-day basis, supported by the SEND team and additional adults where appropriate.

- **Review:**

Progress is reviewed regularly to evaluate the impact of support. Reviews consider attainment, engagement, wellbeing and progress towards agreed outcomes.

Provision is adapted, continued or concluded based on evidence.

This cycle ensures support remains **flexible, responsive and proportionate** to pupils' needs.

## Types of Support at SEN Support

Provision at SEN Support is **needs-led** and may include:

- Targeted small-group or individual interventions
- Adjusted teaching strategies and classroom adaptations
- Support programmes for literacy, numeracy or communication needs
- Interventions to support attention, emotional regulation or engagement
- Specialist advice provided to teaching staff

Support is monitored over sustained periods to ensure pupils are given sufficient time to respond before further decisions are made.

## Pupil Passports and Planning

Pupils on SEN Support have a **Pupil Passport** which outlines key areas of need, effective strategies, and agreed support approaches. These documents support consistency across subjects and settings and inform lesson planning and classroom practice.

Teachers are expected to use information contained in Pupil Passports to shape their adaptive teaching and classroom strategies.

## Partnership with Parents and Pupils

Parents and carers are involved at all stages of the SEN Support process. Regular communication ensures transparency around provision, progress and outcomes.

Pupils are encouraged, where appropriate, to contribute their views and reflect on what support helps them learn best.

## Escalation of Support

Where a pupil continues to experience significant difficulties despite sustained and well-implemented SEN Support, the SEND team will consult with parents/carers and relevant professionals to consider whether a request for an **Education, Health and Care Plan (EHCP)** assessment is appropriate.

## Section 13 – Requests for Education, Health and Care Plans

Where a pupil continues to experience significant difficulties despite sustained and well-implemented SEN Support, the school may consider requesting a statutory **Education, Health and Care Plan (EHCP)** assessment.

A request for an EHCP is made only after a period of **graduated, evidence-based support**, and where it is clear that the pupil's needs cannot be met adequately through the resources normally available within the school.

The decision to request an EHCP assessment is taken collaboratively and is informed by:

- Evidence of sustained SEN Support delivered through the Assess–Plan–Do–Review cycle
- Records of interventions, adaptations and outcomes over time
- Progress and attainment data demonstrating ongoing difficulty despite targeted support
- Advice and reports from relevant external professionals, where appropriate
- Views of parents/carers and, where appropriate, the pupil

Parents and carers are fully involved in discussions at all stages and are informed of their right to request an EHCP assessment independently of the school.

## Evidence for EHCP Requests

Where an application for statutory assessment is made, the school provides clear and robust evidence to the Local Authority. This may include:

- Documentation of SEN Support and review cycles
- Records of classroom adaptations and targeted interventions
- Pupil Passports and individual outcomes
- Reports from external professionals (e.g. Educational Psychology, Speech and Language Therapy, health services)
- Records of parent/carer consultation and contributions
- The pupil's views, where appropriate

This evidence demonstrates the support already in place and the pupil's response to intervention over time.

## Post-Request and Outcomes

Following submission, the Local Authority will decide whether to proceed with an EHCP assessment. The school recognises that a request does not automatically result in an EHCP being issued.

While a decision is pending, the school will continue to support the pupil through SEN Support and will maintain regular communication with parents/carers.

Where an EHCP is issued, the school will:

- Ensure provision is delivered in line with the outcomes and support specified in the plan
- Review the plan annually, or more frequently where appropriate
- Work collaboratively with parents/carers and professionals to monitor progress and adapt provision

Where an EHCP is not issued, the school will work with parents/carers to review outcomes and ensure that appropriate SEN Support continues.

## Section 14 – Reviews of Education, Health and Care Plans

Education, Health and Care Plans (EHCPs) are reviewed at least **annually**, in line with statutory guidance, to ensure that the provision and outcomes remain appropriate to the pupil's needs, progress and aspirations.

Annual reviews provide an opportunity to evaluate the effectiveness of the support in place, consider the pupil's progress towards agreed outcomes, and plan for the next stage of learning or transition.

The SENDCo is responsible for coordinating EHCP annual reviews and ensuring that all relevant parties are invited and able to contribute. This may include:

- Parents or carers
- The pupil, where appropriate
- Relevant teaching and support staff
- Representatives from the Local Authority
- External professionals involved in supporting the pupil
- Careers or transitions staff, where applicable

### Purpose of the EHCP Review

The purpose of the annual review is to:

- Assess progress towards the outcomes specified in the EHCP
- Review the appropriateness and effectiveness of the provision in place
- Consider changes to the pupil's needs, strengths or circumstances
- Review targets and set new or revised outcomes
- Plan support for key transition points

Pupil views are actively sought and valued as part of the review process, ensuring that the pupil's voice informs future planning.

### Preparing for Adulthood and Transitions

From **Year 9 onwards**, EHCP reviews have a particular focus on **preparing for adulthood**. This includes consideration of:

- Education and employment aspirations

- Independent living skills
- Community participation
- Health and emotional wellbeing

Where appropriate, professionals with responsibility for future pathways, such as careers advisers or post-16 providers, may contribute to reviews to support effective transition planning.

### **Post-Review Procedures**

Following the annual review meeting, a report is prepared summarising:

- The discussion and contributions
- Progress towards outcomes
- Any proposed amendments to the EHCP
- Agreed next steps

The report is shared with the Local Authority within statutory timescales. The Local Authority is responsible for deciding whether the EHCP should be maintained, amended or ceased.

Where amendments are proposed, the school works collaboratively with parents/carers and professionals to ensure provision continues to meet the pupil's needs effectively.

## **Section 15 – Roles and Responsibilities**

Effective provision for pupils with special educational needs and/or disabilities is a shared responsibility across the whole school community. Clear roles and accountability ensure that pupils receive consistent, high-quality support.

### **The Role of the Governing Body**

The Governing Body has a strategic responsibility for SEND and ensures that statutory duties are met. Responsibilities include:

- Ensuring that appropriate provision is made for pupils with SEND
- Having regard to the SEND Code of Practice when carrying out duties
- Appointing a SEND Governor to oversee SEND provision
- Monitoring the effectiveness of SEND provision and policy implementation

- Ensuring that resources are allocated appropriately to support pupils with SEND
- Ensuring that parents/carers are informed about the school's SEND arrangements

The SEND Governor liaises with the SEND leadership team and reports to the Governing Body on matters relating to SEND.

## **The Role of the Principal**

The Principal has overall responsibility for the day-to-day management of the school, including SEND provision. This includes:

- Ensuring that SEND provision is part of the school's strategic planning
- Working closely with the SEND leadership team
- Keeping the Governing Body informed about SEND provision and outcomes
- Ensuring staff are appropriately trained and supported
- Promoting an inclusive ethos across the school

## **The Role of the SENDCo**

The SENDCo plays a key role in the strategic and operational leadership of SEND provision. Responsibilities include:

- Overseeing the day-to-day implementation of the SEND policy
- Coordinating provision for pupils with SEND
- Leading the graduated response to SEND
- Advising and supporting staff on inclusive and adaptive teaching strategies
- Monitoring and evaluating SEND provision and outcomes
- Managing SEND records and documentation
- Liaising with parents/carers and external professionals
- Coordinating requests for statutory assessment and EHCP reviews
- Contributing to staff training and professional development

The SENDCo works closely with senior leaders to ensure SEND provision is cohesive, effective and aligned with whole-school priorities.

## **The Role of Teachers**

All teachers are teachers of pupils with SEND and are responsible for the progress and development of pupils in their class. This includes:

- Providing high-quality, adaptive teaching
- Identifying pupils who may require additional support
- Implementing strategies outlined in Pupil Passports and plans
- Monitoring progress and responding to emerging needs
- Working collaboratively with the SEND team and Heads of Year
- Communicating effectively with parents/carers

Teachers retain responsibility for pupils with SEND, even where targeted support is delivered by additional adults.

## **The Role of Support Staff**

Support staff contribute to supporting pupils with SEND under the direction of the class teacher and the SEND team. This includes:

- Delivering targeted interventions
- Supporting pupils within the classroom
- Providing feedback on pupil progress
- Contributing to reviews and monitoring processes

## **The Role of Parents and Carers**

Parents and carers are valued partners in supporting pupils with SEND. The school works closely with families to:

- Share information and concerns
- Involve parents/carers in decision-making
- Review outcomes and support strategies
- Plan next steps collaboratively

## The Role of Pupils

Pupils with SEND are encouraged, where appropriate, to be involved in discussions about their learning and support. Their views are valued and inform planning, reviews and transitions.

## Section 16 – SEND Inset and Staff Training

Sydney Russell School is committed to ensuring that all staff are appropriately trained and skilled to meet the needs of pupils with special educational needs and/or disabilities.

High-quality professional development is central to inclusive practice and supports staff in delivering effective adaptive teaching, implementing reasonable adjustments and responding confidently to a wide range of needs.

SEND-related training is planned strategically and informed by:

- The needs of pupils within the school
- Evaluation of SEND provision and outcomes
- Emerging national guidance and research
- Staff confidence and development needs
- Feedback from monitoring, reviews and inspections

All staff receive SEND-focused input as part of the school's induction process, ensuring a shared understanding of SEND procedures, inclusive practice and expectations.

Ongoing professional development may include training and support relating to:

- Inclusive and adaptive teaching strategies
- Supporting pupils with cognition and learning needs
- Communication and interaction needs, including autism
- Social, emotional and mental health needs
- Neurodiversity-affirming practice
- Assessment, access arrangements and reasonable adjustments

The SEND leadership team plays a key role in leading and coordinating SEND professional development, supporting staff with practical strategies and ensuring training translates into improved classroom practice.

Teaching assistants and support staff receive relevant training to support their roles effectively and to develop specialisms where appropriate.

The effectiveness of SEND training is evaluated through its impact on teaching practice, pupil outcomes and confidence of staff. Training needs are reviewed regularly and contribute to the school's wider professional development and improvement planning.

Through ongoing professional learning, Sydney Russell School ensures staff are confident, informed and reflective practitioners, able to meet the diverse needs of pupils with SEND.

## **Section 17 – Partnership with Parents**

Sydney Russell School recognises that parents and carers play a vital role in supporting pupils with special educational needs and/or disabilities. A strong partnership between school and home is essential in securing positive outcomes for pupils with SEND.

The school is committed to working collaboratively with parents and carers, ensuring they are informed, listened to, and involved at all stages of the SEND process. Open, honest and timely communication underpins this partnership.

Parents and carers are involved in:

- Early discussions when concerns about a pupil's progress or wellbeing are identified
- Planning and reviewing support provided through SEN Support
- Reviewing progress through the Assess–Plan–Do–Review cycle
- Discussions regarding the need for external support or statutory assessment
- Annual reviews for pupils with Education, Health and Care Plans (EHCPs)

Regular opportunities are provided for parents and carers to discuss their child's progress and support needs. Meetings may involve class teachers, Heads of Year, members of the SEND team and, where appropriate, external professionals.

The school values the knowledge parents and carers have of their children and seeks to incorporate their views into planning and decision-making. Parents' insights are considered alongside professional evidence when identifying needs, reviewing progress and planning next steps.

Where parents raise concerns relating to possible referrals to external services, such as autism or mental health assessments, the school provides guidance and works transparently

with families. Referrals are informed by evidence observed in school and aligned with external agencies' criteria.

Information for parents regarding SEND provision, support pathways, and the Local Authority's Local Offer is made available through the school website and direct communication. Parents are encouraged to contact the SEND team at any time should they have questions or require further support.

Through effective partnership working, Sydney Russell School aims to ensure that parents and carers feel supported, confident and fully involved in their child's educational journey.

## Section 18 – Complaints Procedure

Sydney Russell School is committed to working in partnership with pupils, parents and carers to resolve concerns relating to special educational needs and/or disabilities promptly and effectively.

The school encourages parents and carers to raise any concerns at the earliest opportunity so that issues can be addressed informally wherever possible. In most cases, concerns can be resolved through discussion with the class teacher, Head of Year, or a member of the SEND team.

Where a concern relates specifically to SEND provision, parents and carers are encouraged to contact the SENDCo in the first instance. The SENDCo will investigate concerns, provide clarification where needed, and work collaboratively with families to agree appropriate actions.

If concerns are not resolved informally, parents and carers may follow the school's **formal complaints procedure**, which is available on the school website or from the school office. Complaints will be handled in line with the school's published procedures and timescales.

Where appropriate, parents and carers may also seek independent advice and support from external services, such as SEND Information, Advice and Support Services (SENDIASS).

The school recognises that parents have the right to raise concerns with the Local Authority where they feel that SEND provision is not meeting their child's needs, particularly in relation to Education, Health and Care Plans (EHCPs).

Sydney Russell School aims to address all SEND-related concerns fairly, transparently and constructively, maintaining positive relationships with families while ensuring the needs of pupils remain central to decision-making.

## **Section 19 – Links with External Agencies**

Sydney Russell School recognises the important role that external agencies and specialist services play in supporting pupils with special educational needs and/or disabilities.

The school works collaboratively with a range of external professionals and services to support the identification, assessment and provision for pupils with SEND, and to ensure that support is coordinated effectively.

External agencies may be involved where:

- A pupil continues to experience difficulties despite sustained SEN Support
- Specialist assessment or advice is required
- Additional expertise is needed to inform provision or strategy
- Support is required to promote pupils' wellbeing, health or access to learning

Agencies the school may work with include, but are not limited to:

- Educational Psychology Service
- Speech and Language Therapy
- Occupational Therapy and Physiotherapy
- Child and Adolescent Mental Health Services (CAMHS)
- Health professionals, including school nursing services
- Social Care and Early Help services
- Specialist advisory services for sensory, physical or communication needs
- Behaviour and inclusion support services
- Careers and transition services for older pupils

The SENDCo coordinates communication with external agencies and ensures that recommendations are shared with relevant staff and incorporated into planning where appropriate.

Parents and carers are informed and consulted prior to referrals being made to external agencies, and their views are considered as part of the decision-making process. Consent is sought where required.

Advice and reports provided by external professionals are used to inform the Assess–Plan–Do–Review cycle and to ensure provision remains appropriate and responsive to pupils’ needs.

Through effective partnership with external agencies, Sydney Russell School aims to secure timely, holistic support for pupils with SEND, promoting positive outcomes in learning, wellbeing and preparation for future pathways.

## Section 20 – SEND Policy Review

The Sydney Russell School SEND Policy is reviewed **annually** to ensure it remains compliant with statutory requirements, reflects current best practice, and continues to meet the needs of pupils with special educational needs and/or disabilities.

The review process is led by the SEND leadership team in consultation with senior leaders and the Governing Body. The SEND Governor plays a key role in supporting oversight and accountability.

The review takes account of:

- Changes to national legislation, statutory guidance or local authority expectations
- Evaluation of SEND provision and outcomes
- Feedback from pupils, parents and carers
- Staff views and professional reflection
- Findings from monitoring, reviews or inspections
- School improvement priorities

Where necessary, updates are made to reflect developments in practice, changes in pupil need, or improvements identified through self-evaluation.

Following review, any amendments to the policy are shared with staff and made available to parents and carers via the school website.

Through regular review, Sydney Russell School ensures that its SEND policy remains **current, effective, and aligned with the school’s inclusive ethos and high expectations for all pupils.**

**Date of last review:** July 2025

**Date of next review:** July 2026