



**St Mary's CE Primary
School**
Felsham Road
Putney

**SEND and Inclusion
Policy**

Vision: Delivering excellence, allowing all to flourish
Mission: Creating a culture of wonder, guided by Christian faith
Values: Endurance, Compassion, Thankfulness

March 2026

1. Introduction

Our SEND and Inclusion Policy ensures that **all** pupils' rights, as outlined in the articles of the United Nations Convention for the Rights of the Pupil (UNCRC), especially Article 28: '*Every pupil has the right to an education.*' are secured.

2. Contacts

The Inclusion Manager is **Mrs Kerry Dunford** and she can be contacted via the school office on 020 8788 9591 or email kdunford.212@lgflmail.org.

The Inclusion Governor is Paula Greenwood.

3. Vision Statement:

During their time at school pupils may have particular learning difficulties or disabilities that could create barriers to learning. At St. Mary's we endeavour to overcome any potential barriers wherever possible, to enable inclusion for all. We strive to be a fully inclusive school and offer equality of opportunity to all groups of pupils within our Christian community.

Within school this could refer to groups such as:

- Pupils who have Special Educational Needs and/or Disabilities (SEND)
- Pupils from minority faiths or ethnicities
- Pupils who have English as an additional language (EAL)
- Pupils who are more able
- Pupils who are looked after pupils (CLA) or young carers
- Pupils who are at risk of disaffection or exclusion
- Pupils who are from traveller families
- Pupils who are refugees or asylum seekers
- Pupils who are from families under permanent or temporary stress
- Pupils of either gender as well as Lesbian, Gay, Bisexual or Transgender (LGBTQ+) groups
- Pupils in receipt of the Pupil Premium funding
- Pupils from parents who are serving in the regular British armed forces

All pupils at St. Mary's are entitled to receive a broad, balanced and relevant curriculum. When planning, teachers take account of pupils' varied life experiences; set suitable learning challenges and respond to pupils' diverse learning needs.

4. Aims:

At St Mary's CE Primary School we aim to:

- Ensure that our Christian values are explicit in the school's inclusive ethos
- Develop inclusive practices throughout the educational community to promote equality of access and opportunity for all learners
- Include all pupils in every aspect of school life
- Recognise and celebrate the progress, achievements and diversity of all members of our school
- Assess the progress and attainment of all pupils and protected groups to provide appropriate targeted support to maximise learning and raise achievement
- Identify and support the learning needs of pupils as early as possible
- Promote the spiritual, personal, social, moral and cultural development of all pupils
- Ensure that resources for pupils with learning difficulties or disabilities are appropriate and closely matched to their needs
- Involve the pupil in decision making about their needs and work positively together with parents, carers and all outside agencies/professionals
- Encourage respect, tolerance and appreciation of pupils' differences

- Promote and prepare pupils to live in a diverse society
- Continue to raise staff awareness of equality and inclusion through ongoing staff development
- Seek to monitor and evaluate the success of our policy and practice

5. Teaching and Learning

The classrooms at St Mary's are vibrant, stimulating and well resourced. Displays reflect diversity and interactive activities provide pupils with visual reminders to encourage independent learners.

We aim to give all pupils the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils to ensure that all pupils are supported to reach their full potential. We also make ongoing assessments of each pupil's progress. Teachers use this information when planning lessons, enabling them to take into account the abilities of all pupils. For some pupils, this may mean tracking back objectives from earlier key stages or deepening the knowledge of the more able pupils. When the attainment of a pupil falls below the expected level, teachers enable the pupil to succeed by planning work that is in line with that pupil's individual needs. A broad range of high quality in class teaching strategies will be used to meet the pupil's individual needs when concerns are raised.

High quality teaching ensures that pupils:

- feel secure and know that their contributions are valued
- appreciate and value the differences they see in others
- take responsibility for their own actions
- are taught in groupings that allow them all to experience success
- use materials that reflect a range of social and cultural backgrounds, without stereotyping
- have a common curriculum experience that allows for a range of different learning styles
- have challenging targets that enable them to succeed
- are encouraged to participate fully, regardless of their needs, disabilities and/or any medical conditions

6. Special Educational Needs and/or Disabilities (SEND)

The school follows the Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015) which states that:

'a pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A pupil of school age has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of pupils of the same age; or
- b) have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools'

The school recognises that identifying needs at the earliest point and making effective provision improves long-term outcomes for the pupil. Pupils' skills and attainment will be assessed on entry, through observation and building on information from parents and the previous settings or key stage.

There is a wide spectrum of SEND which is frequently inter-related. The four broad areas are:

Communication
and Interaction

Cognition and
Learning

Social, Emotional
and Mental Health

Sensory and/or
Physical

7. Graduated Response

The school operates a graduated response making use of the 'assess, plan, do, review' process. This approach recognises that there is a continuum of SEN and that, where necessary, increasing specialist expertise should be brought in for advice. Targets and actions for each pupil are revisited, refined and reviewed with the growing understanding of a pupil's needs. This aims to support progress and good outcomes for the pupil.

8. SEND Identification Process

The school's SEND Information Report outlines the provision for SEND pupils at St. Mary's and can be accessed from the school office or the school website:

<http://www.stmarysschoolputney.co.uk/>

St. Mary's treats each pupil as an individual. The class teacher will ensure that all pupils can access learning at an appropriate level to their need. This may involve differentiation through additional support or extension challenges, open ended activities or extra resources to stimulate interest (see appendix A for a list of approaches that classroom teachers may use to help overcome possible barriers to learning). Teachers make sure that the learning meets pupils' needs.

If a class teacher notes that a child is having difficulty accessing the learning, they would reflect on the range of teaching strategies to support the child to make progress (see appendix B for the flow chart of SEND identification). Class teachers would also look at possible environmental factors that could be affecting progress e.g., sleeping habits, illness, recent bereavement, moving house etc. Teachers then meet with the pupil's parents and complete an Initial Concerns Record (appendix C). This would allow an open discussion on why there may be less than expected progress. The record outlines the agreed actions/support and sets SMART (Specific, Measureable, Achievable, Realistic, Time-bound) targets for the pupil. As far as possible, the pupil should be involved in setting the targets that they will be working towards. After the agreed time, the targets are reviewed and if progress is made the pupil will return to regular provision. If less than expected progress is made then the cycle is repeated with new targets and provision is modified. If progress continues to cause concern, the class teacher will meet with pupil's parents and the school Inclusion Manager. Assessments may be required at this stage and if the pupil requires additional individualised provision the SEND Support Record (appendix D) is completed formally and parents are informed.

If a pupil is receiving SEND Support their progress is closely monitored through the setting of targets on the SEND support record using the following cycle; assess, plan, do and review. Parents are updated three times a year on their pupil's progress. Our aim is for pupils receiving SEND Support to make accelerated progress and return to regular whole school tracking. However, should a pupil continue to require further intensive, specific or complex support they may be assessed for an Education Health and Care Plan (EHCP).

9. Education Health and Care Plan

An EHCP is a legal document which sets out a description of a pupil's needs (what he or she can and cannot do), what needs to be done to meet those needs through education, health and social care and aspirations for the future. Generally, an EHCP is issued for a very small number of pupils with especially complex and severe needs, which require very

high levels of support. All pupils identified as having SEND (SEND Support and those with an EHCP) are added to the SEND register in school, which is maintained and updated by the Inclusion Manager.

Where a pupil displays needs that are more complex a 'Team Around the Child' (TAC) meeting for the parents and the professionals involved would be called. The pupil's needs, progress, actions and targets can be discussed together for the best possible combined multi-agency approach to support the pupil.

10. Previously Identified SEND

If a pupil enrolls at the school with previously identified SEND, the school would follow the targets from the previous setting for up to half a term, while the class teacher assesses the achievement and skills of the individual pupil. Discussions would be held with the pupil (where appropriate), their parents, the class teacher and Inclusion Manager regarding the type of support they had previously and what would be useful/appropriate in the new setting to achieve positive outcomes for the pupil. After a settling in and assessment period, new targets would be set for the pupil.

11. Induction and Transfer arrangements:

It is paramount that pupils are placed in the optimum educational setting for them to make the best progress possible. It would be in the pupil's best interests for their parents to discuss their pupil's SEND at the earliest opportunity. Parents must always consider carefully whether St. Mary's would be the best setting to meet their pupil's needs. For information for parents regarding St. Mary's SEND provision please see the SEND Information Report. Once offered a place at St. Mary's, provision arrangements are discussed prior to the pupils beginning at school.

- Induction arrangements prior to the Early Years Foundation Stage are based on information provided from a range of possible sources including; pre-school providers, parents and carers, Educational Psychologists and Speech Therapists or Health Visitors.
- Baseline assessments are carried out within the first month of a pupil beginning at school, whether this being at the start of the year or mid-term for in-year admissions.
- For Year 5 pupils with an EHCP, a transition review will be held in the summer term to begin the process of identifying appropriate Secondary school provision for the pupil.
- For Year 6 pupils with an EHCP, the proposed Secondary Inclusion Manager/SENCO would be invited to the annual review meeting for the pupil to aid transition arrangements.
- Where possible, hard to reach or vulnerable pupils undertake separate, additional visits to secondary schools to support transfer.
- End of key stage attainment is recorded and sent electronically at the end of key stage two to secondary schools.
- All appropriate school records are forwarded securely and confidentially to secondary schools.

12. The role of the Inclusion Manager

The role of the Inclusion Manager is to:

- Manage the daily operation of the policy for the whole school community
- Coordinate the provision for and manage the response to SEND
- Monitor the impact of provision on pupils' attainment and progress
- Support and advise colleagues

- Audit skills and training of staff with regard to SEND and organise appropriate training, seek advice from outside agencies or buy in specialist expertise if assessed as necessary
- Identify the pupils' special educational needs and maintain the school's SEND registers
- Contribute to, manage and co-ordinate the records of pupils with SEND, ensuring that records are kept up to date
- Manage the school-based assessment and complete the documentation required by outside agencies and the Local Authority
- Act as the link with parents
- Manage, monitor and maintain human resources and a range of teaching materials to enable appropriate provision to be made
- Store and maintain pupils' SEND information and files securely
- Act as link with external agencies and professionals
- Monitor and evaluate the provision with regard to SEND/Equality/ Accessibility/First Aid and Medicines and report to the Governing body

13. Additional Adult Support and Advice

Teaching Assistants are given a range of responsibilities including; supporting with group work, leading evidence based interventions and supporting individual's learning within lessons. We aim for support to be focussing on improving pupils' progress and independence, to be inclusive and 'in class' as often as possible, rather than taking groups out. Some pupils with specific complex needs (EHCP) may have access to a Learning Support Assistant(s). Learning Support Assistants (LSAs) support specific pupils with learning, developing their independence, accessing the environment or curriculum and with personal care and safety. The Inclusion Manager is the line manager for the support staff in school.

All staff are given regular training opportunities to support the needs of the pupils in school and the Inclusion Manager attends local authority network meetings in order to keep up to date with local and national developments in SEND. The Inclusion Manager is qualified in SEND with the National Award for SENCO's (NASENCO) qualification. The school makes use of outside agencies for specific professional advice and 'in school' training. Parental consent would always be obtained prior to referring a pupil to an outside agency or involving a new professional. Referrals are often an outcome of a TAC meeting and would usually be made by the Inclusion Manager.

Outside agencies and professionals are often used to support and advise, including:

- Speech and Language Therapists (SALT)
- Occupational Therapists (OT)
- Educational Psychologists
- Wandsworth Autism Advisory Service
- Community Paediatrics
- Health Visitors
- School Nurse
- Education Welfare Officer (EWO)
- Early Years Centre Advisors (EYC)
- Visual Impaired Services (VIS)
- Hearing Impaired (HIS)
- Pupils and Adolescent Mental Health Service (CAMHS)
- Behaviour and Learning Support Services (BLSS)
- Social Workers
- Physiotherapists
- CENMAC – assistive technology
- Shine Again – Play Psychotherapists
- Drawing and Talking Therapy

Many of these services are sought through the local authority or the NHS. If your child has an EHCP there may be options to commission some additional support privately through the use of a personal budget. Should you wish to find out more about this please contact the Inclusion Manager.

14 Disabilities, Adaptations and Medical Conditions

St. Mary's aims to support every pupil to make the best possible progress. No pupil or adult will be treated 'less favourably' for a reason related to their disability, and 'reasonable adjustments' will be made to ensure that disabled pupils, adults or staff are not at a disadvantage (Disability Discrimination Act 2001). A disability is defined by the Equality Act (2010) as:

'a physical or mental impairment that has a substantial and long term negative effect on the ability to do normal daily activities'.

The school is continually improving and endeavours to provide an environment to allow pupils with disabilities to have full access to all areas of learning, where possible. See the school's 'Equality Information and Objectives' and the 'Accessibility Plan' for specific details regarding targets in this area and developments to enable access to; the curriculum, written information, the physical environment and future plans. The Equality Information and Objectives can be requested from the school office or accessed on the school website:

<http://www.stmarysschoolputney.co.uk/policy-documents/equalities-policy/>

Sometimes pupils with SEND also have medical conditions, which need managing in school. Advice may be sought from medical professionals, the school nurse and/or health visitors and a Health Care Plan will be put in place when required. Arrangements will be put in place to support the needs of these pupils and appropriate staff training undertaken as necessary. Please read this policy in conjunction with the school's 'First Aid, Medicine and Supporting Pupils with Medical Conditions' policy (produced in conjunction with the statutory guidance on supporting pupils with medical conditions in schools, Dec 2015) available from the school office or accessed on the school website:

<http://www.stmarysschoolputney.co.uk/policy-documents/>

15. Safeguarding and Pupil Protection

Safeguarding and Pupil Protection issues are referred to the Designated Safeguarding Lead (DSL) who is currently the Head Teacher. In their absence, concerns are reported to the other designated safeguarding leads. (see the table below)

There are posters up in the school with information regarding who should receive reports of any concerns. Pupils who are non-verbal or who have complex SEND may be particularly vulnerable and extra vigilance must be taken to protect the needs of these pupils. This Inclusion Policy should be read in conjunction with the Safeguarding and Pupil Protection Policy which is available from the school office or can be accessed on the school website:

<http://www.stmarysschoolputney.co.uk/policy-documents/>

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
Kerry Dunford James Philips Alisha McCarthy	Kerry Dunford James Philips Alisha McCarthy	James Philips Alisha McCarthy	Gemma Jennings James Philips Alisha McCarthy	Gemma Jennings James Philips Alisha McCarthy

16. The More Able Learner

Where the attainment of a pupil significantly exceeds the expected level of attainment, teachers extend the breadth of work within the area or areas for which the pupil shows particular aptitude. The pupils' knowledge is deepened through group teaching and/or subject based projects. Pupils often attend challenging activities and events according to their skills and talents with many pupils taking part in sports and music opportunities. Specific events and out of school activities are sign posted too.

17. English as an Additional Language (EAL)

Language acquisition is seen as a skill and bilingualism is celebrated. Pupils who have EAL are supported in class and work is appropriately adapted. Often additional visual prompts will be used and increased opportunities for role play, speaking and listening and a variety of strategies for recording work other than writing. Pre-reading a specific text and learning key vocabulary is always very beneficial.

For new arrivals at the early stages of learning English, additional English sessions will be provided (focussed language play or group sessions for Early Years). EAL pupils' progress in English acquisition is assessed, tracked and monitored by the Inclusion Manager to ensure progress in the stages of English acquisition. Buddies are put in place for new arrivals to support them during their transition into school. Interpreters will be organised when requested by parents or carers i.e., parents' evenings or for translating tests.

18. Race Equality

The diversity of our society is addressed through our schemes of work, which reflect the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils.

All racially motivated incidents are recorded and reported to the governing body and monitored by the Head Teacher. The school will contact parents of any pupil involved in a racist incident.

Any racially motivated incidents are also recorded and reported to the Local Authority.

19. Looked After Pupils

In conjunction with local authorities and other agencies, schools have a corporate parenting responsibility to try and improve the health and wellbeing of Pupils who are Looked After (CLA).

CLA should have a comprehensive plan, through the Looked After Pupils (LAC) process which should be established with a multi-agency approach, incorporating all safeguarding arrangements to ameliorate or manage potential risks. These pupils have often experienced many difficulties and unsettling experiences in life prior to becoming looked after and there could be unmet emotional, mental and physical health needs or complex attachment disorders to be mindful of.

The LAC process should also protect looked after pupils who could place themselves at risk as a consequence of their own behaviours.

Special consideration will also need to be given towards sharing any of a pupil's personal information in school and the community.

An up-to-date Personal Education Plan (PEP) should focus on helping the pupil to achieve, having high expectations and promoting good home-school links.

The Virtual School Head, who is an education advisor based at Wandsworth Town Hall, aims to raise educational attainment of CLA and keeps a register of CLA in the local area, across all schools. They track the progress of CLA while providing challenge and support.

20. Pupil Premium

Pupils in receipt of pupil premium (free school meals, have ever been in receipt of free school meals, service pupils, adopted pupils, looked after pupils, post looked after pupils) are entitled to additional government funding to support their development. This funding is allocated to the pupils' areas of greatest need, which is discussed with parents and carers, the Deputy Head Teacher and Inclusion Manager. The impact of the funding is reviewed and reported on the school's website.

21. Attendance

The Head Teacher monitors attendance. Individual pupils with an attendance rate of below 96% are targeted for support. Parents/carers will receive an invitation to a School Attendance Panel (SAP) meeting with the Educational Welfare Officer (EWO), parents, medical professional (usually the school nurse), Head Teacher and Inclusion Manager is arranged to set a plan of action in place together to address the issues to improve attendance. For more information, please see the school's 'Attendance Policy' which can be requested via the school office or accessed on the school website:

<http://www.stmarysschoolputney.co.uk/policy-documents/>

22. Governors

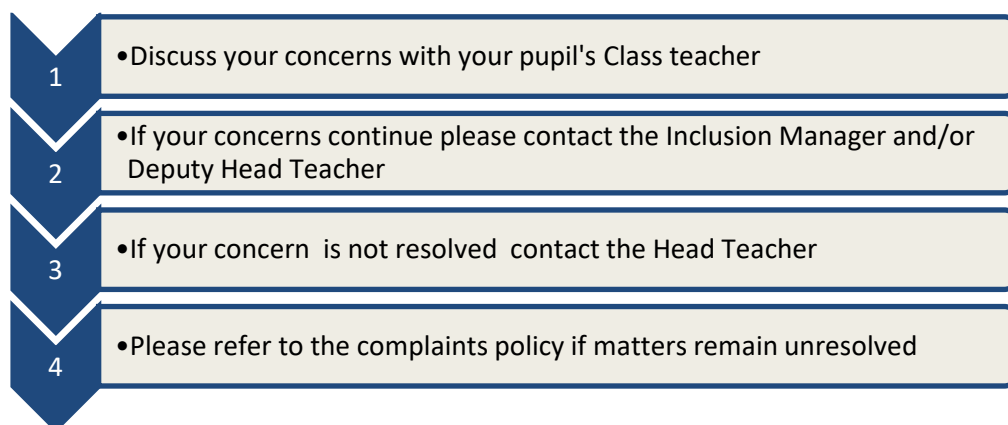
The Inclusion Manager meets termly with the nominated Inclusion Governor.

23. Monitoring, evaluation and review

In order to determine the effectiveness of a policy, it is necessary to monitor and evaluate its impact. This will be achieved by:

- The Head Teacher, Deputy Head, Inclusion Manager and class teachers monitoring progress of all pupils at the termly pupil progress meetings.
- The Inclusion Manager monitors the efficacy of interventions in collaboration with subject leaders.
- The Governing Body, via the pupil committee, will review progress made and the effectiveness of the policy on an annual basis.

24. Responding to Complaints



Complaints Process

St Mary's Nursery and Primary School endeavours to ensure that all pupils with SEND receive the level of support that they require. We firmly believe in and encourage a working partnership with parents. If a parent wishes to express concern about the SEND provision for their pupil, they should discuss the problem with their pupil's class teacher in the first

instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCO and/or the Head Teacher.

Details of the school's 'Formal Complaints Policy and Procedure' can be found on the school website: <https://www.stmarysschoolputney.co.uk/policy-documents/>. Copies can be obtained from the school office.

25. Wandsworth SEND parents can complain about LA decisions or services by contacting the Pupils' Services Complaints Team at 020 8871 7648 or emailing pupilsscomplaints@wandsworth.gov.uk.

26. Information for Parents/carers

Information for parents of pupils with SEND in Wandsworth can be found on the Wandsworth council website: <https://www.wandsworth.gov.uk/sen>

The Wandsworth Information, Advice and Support Service (WIASS Information Advice Support Service for parents/carers of pupils with SEN/disability) provides an impartial and confidential service to all parents of pupils with SEND:

<https://www.wandsworth.gov.uk/wiass> telephone 020 8871 8065

Information about the Local Offer of services and support for pupils and young people with SEND in Wandsworth can be found on the Family Information Service website see link above.

27. Policies

This policy should be read in conjunction with the following school policies:

- Accessibility Plan
- Anti-Bullying Policy and Practice
- Attendance Policy
- Behaviour Policy and Practice
- Equality Information and Objectives
- First Aid, Medicines and Supporting Pupils with Medical Conditions Policy
- Home-School Agreement
- Safeguarding and Pupil Protection Policy
- SEND Information Report

28. Monitoring and Review

The Inclusion Manager, Kerry Dunford, will review this policy every year as well as responding to trends/changes in legislation or policy that suggest the need for earlier review. The Pupil committee has oversight of this policy.

Name/s and job title of reviewer	Date of review	Date of governor approval	Suggested date for review
Kerry Dunford Inclusion Manager	January 2026		October 2026

Appendix – A

Whole School Approaches to Supporting Pupils with Special Educational Needs or Disabilities (SEND)

General Class Strategies:

- Small group work opportunities
- Opportunities for revision
- Access to groups where pupils are working with peers of similar levels
- Access to groupings that enables pupils to work with peers who provide good role models for language and communication skills and for cooperative and independent application to task
- Teaching which is multi-sensory and well-structured
- Clear classroom routines supported by visual cues
- Use of visual aids, objects of reference, signalling and signing to support understanding and the development of language.
- Access to simple everyday assistive devices which aid access to the curriculum (sloping writing surfaces, pencil grips, laptops)
- Dyslexia friendly classroom which includes the use of pastel coloured paper, overlays, reading rulers and alternative background colours on the interactive board
- Small steps, Pre Key stage Assessment for pupils working below their year group
- Opportunities for pupils to transfer or generalise their learning in different contexts

Pupils who are underachieving or who are less experienced learners:

- Alternative forms of recording, which enables the pupil to demonstrate knowledge without the requirement for extended written work
- Access to homework support
- Use of ICT as an adjustment to support working
- In-class support in targeted subject areas
- Inclusion in time-limited targeted intervention groups
- Tutor/mentor support for organisational skills and additional pastoral support

Pupils with defined SEND

- Assess the organisation of the physical environment
- Small group work to address learning needs
- Strategies to facilitate transitions within the school day
- Careful choice of work/play partners and groups to facilitate social interaction
- Safe space for difficult times
- Provision of specialist ICT for access and communication
- Supported access for examinations
- Detailed provision maps or specific support plans

Appendix – B

SEND Support Identification Process

Step 1

Regular assessment and tracking of all pupils at pupil progress meeting shows less than expected progress despite high quality teaching (HQT); or concerns raised regarding emotional well-being or behaviour (note A)

Parent/carer/outside professional raises a concern

Step 2

Class Teacher completes **initial concerns record**, meets with parent/carer/pupil and records agreed actions.

Class Teacher leads on setting outcomes and plans HQT and 'extra support and other rigorous interventions' targeted at areas of weakness. (B & C)

Step 3

Review

Good progress.
Return to regular tracking

Some progress
made. Repeat cycle **once** more

Less than expected progress towards agreed outcomes despite HQT targeted at areas of weakness

Communicate with parents (D)

Step 4

Class Teacher, working with Inclusion Manager:

1. Carries out further assessment to provide clear analysis of pupil's needs. (E)
2. Agree whether the pupil has a learning difficulty which requires SEND Provision (F)

Step 5

Not SEND currently
Underachieving
Address other causal factors
e.g. attendance

SEND
Begin cycle 1 at SEND support
and use **SEND Support Record**
Formally record at SEND and inform parents

Explanatory notes on SEND Support Identification Flowchart

- A. The Code of Practice (January 2015) identifies less than expected progress as progress which (page 95):
- *is significantly slower than that of their peers starting from the same baseline*
 - *fails to match or better the pupil's previous rate of progress*
 - *fails to close the attainment gap between the pupil and their peers*
 - *widens the attainment gap*
- It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.*
- B. Inclusion Manager to advise/support the Class Teacher to ensure pupil is receiving high quality teaching appropriate to their needs e.g. differentiation, targeted feedback, use of in-class support. Check that the Class Teacher has been provided with advice, support and training to support this pupil.
- C. Targeted appropriate teaching might include targeting a small group for focused teacher input 2 times per week or use of a particular resource. Class Teacher-led interventions involving working outside the classroom can be included at this stage. This should be agreed with the parent at the Initial Concerns Meeting.
- D. 'Communicate' – let parents know results of your review in a timely manner, but this might not be a formal meeting which would probably be best held when further assessment/information in school has been carried out
- E. Assessment can include: review of records and any earlier interventions; structured observations of pupil undertaking work in area of weakness; analysis of samples of relevant work e.g. mis-cue analysis, ABC behaviour log, audio recordings; use of school screening and assessment tools; could include specialist assessment depending on severity/type of need.
- F. Definition of SEND in Code of Practice 2015 (page 4-5)
- xiii. A pupil or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. (This is provision over and above what is described in notes B and C above)*
- xiv. A pupil of compulsory school age or a young person 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, (i.e. compared to national averages)*
 - *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*

Appendix – C



Initial Concerns Record

This form may be shared with all professionals & parents / carers involved with pupil

Pupil Name:	DoB:	Year:	Class teacher:
Attendance %:	Pupil Premium: Y / N	Specialist services involved to date:	
EAL Stage & Home Language:	Additional relevant information:		

Summary of concerns:	
Specific areas of strength or concern: (Complete relevant areas)	
Language (speech sounds, expressive, receptive, social & functional)	
Literacy (phonic phase reading and spelling, HFW reading and spelling, comprehension, letter formation, etc)	
Numeracy (Using & applying, calculation, number, shape, space and measure, data handling, etc.)	
Physical Development (fine motor, gross motor, spatial awareness, coordination, sensory processing, weight, self-care & hygiene, etc.)	
Behaviour for learning (concentration, engagement, independence, organisation, co-operation, peer relationships, self-esteem and self-regulation, etc.)	

<p>Wider learning and development</p> <p>(humanities, sport, creative arts, languages, computing and technology, etc.)</p>	
---	--

Most recent achievement data

Strategies employed to date – What adaptations and teaching strategies have been implemented to support progress and what has the impact been?

<p>Provision</p>	<p>Impact – progress and inclusion</p>
-------------------------	---

Parents' and pupils' perspectives on strengths / needs

<p>Parents/carers</p>
<p>Pupil's views</p>

Cycle 1 Outcomes & Provision:

Term 1 Outcomes		Term 1 Review	
Target 1			
Target 2			
Target 3			
Term 1 Provision			
Provision	Staff/pupil ratio	Frequency	Length of time
Additional provision & resources:			
Cycle review & Next Steps:			
Referrals to be made and should they be added to the SEN register?			

Appendix - E

Whole School Approaches to Supporting Pupils Learning English as an Additional Language

General Class Strategies:

- Small group work opportunities
- Partner work
- Opportunities for speaking and listening
- Role play
- Warming up the text (pre-reading and learning key vocabulary before the text is read as a whole class)
- Key vocabulary displayed with visuals (where possible with visual to the left of the words)
- Key visuals (diagrams, flow charts, maps, graphs, pictures, illustrations)
- Variety of strategies for recording information (Dictaphones, video, illustrations, oral presentations)
- Use of ICT
- Break down length of text
- Break down tasks into small sections
- Maintain the same context of work as the rest of the class and the interest level but allowing for a simplified method of recording
- Allow additional time to answer questions and discuss new information
- Use simplified language alongside more complex words
- Celebrate bilingualism as a skill – possible display

Also, see relevant strategies from Appendix A.

Acronyms and Abbreviations

SEND – Special Educational Needs and Disability
COP – Code of Practice (SEND statutory guidelines)
EHCP – Education Health and Care Plan (replacing Statements and outlines areas of need and provision)
EYFS – Early Years Foundation Stage (YN-YR)
KS1 – Key Stage One (Y1-Y2 Infants)
KS2 – Key stage Two (Y3-Y6 Juniors)
TA – Teaching Assistant
LSA – Learning Support Assistant
SLT – Senior Leadership Team
TAC – Team Around the Pupil Meeting
TAF – Team Around the Family Meeting
CLA – Pupils that are looked after by the local authority
LAC – Looked after pupils
EAL – English as an Additional Language
Ofsted – Office for Standards in Education

Areas of Need

C&I – Communication and Interaction (includes speech and language, social communication, ASD)
C&L – Cognition and Learning (includes specific learning difficulties e.g. Dyslexia)
SEMH – Social, Emotional and Mental Health (includes anxiety and depression)
SP – Sensory and/or Physical (includes visual and hearing impairment)

Outside Agencies

SALT - Speech and Language Therapists
OT - Occupational Therapists
EP - Educational Psychologists
SCPS – Schools and Community Psychology Service
GPAS - Garratt Park Autistic Spectrum Disorder (ASD) Advisory Service
HV - Health Visitors
EWO - Education Welfare Officer
EYC - Early Years Centre
VIS - Visual Impaired Services
HIS - Hearing Impaired
CAMHS - Pupils and Adolescent Mental Health Service
BLSS - Behaviour and Learning Support Services
PRU – Pupil Referral Unit
WAAS – Wandsworth Autism Advisory Service
Community Paediatrics
School Nurse
Social Workers
Physiotherapists
CENMAC – assistive technology
Shine Again – Play Psychotherapy