

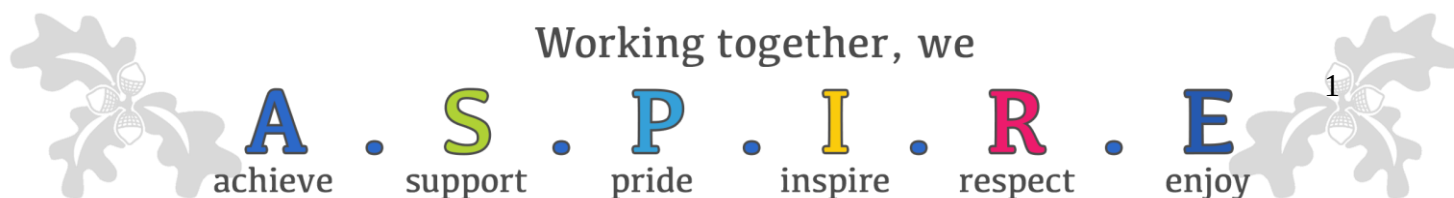


Special Educational Needs and Disabilities (SEND) Policy 2026 - 2027

Ratification by Warrender Governing Body	
Policy Updated:	October 2026
Date of next Review	October 2027
Signature (Governors):	<i>A Scrivens</i>
Signature (Headteacher):	<i>H Brown</i>

"Every child will be happy and feel safe, enabling them to make outstanding progress socially, emotionally and academically – preparing them to excel at secondary school and thrive in the world beyond."

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1. Aims

The school is committed to delivering an inclusive education in line with the SEND Code of Practice and emerging national SEND reforms. We aim to provide the right support, in the right place, at the right time through high-quality teaching, early identification, partnership with families and a graduated approach to meeting pupils' needs.

This policy sets out our strategic approach to SEND. For practical information about the provision we offer, please see our SEND Information Report.

Our SEND policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Warrender Primary School is committed to providing an appropriate and high-quality education to all children attending our school. We believe that all children, including those identified as having Special Educational Needs and disabilities (SEND) have a common entitlement to a broad, balanced and accessible academic and social curriculum enabling them to be fully included in all aspects of school life.

We aim to ensure teaching and learning is responsive and takes into account the range of needs within our school. We recognise that pupils learn at different rates and that there are many factors affecting achievement. We believe that many pupils, at some time during their school journey, may experience difficulties or challenges which can affect their development, and we recognise that these may be long or short term. Provision for children with SEND is a matter for the whole school and should include developing positive working partnerships with families.

2. Legislation and Guidance

This policy is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve school attendance](#).

This policy is also based on the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report

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- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

3. Inclusion and equal opportunities

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

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

Definitions

Special Educational Needs

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

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

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

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

Disability

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

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

The 4 areas of need

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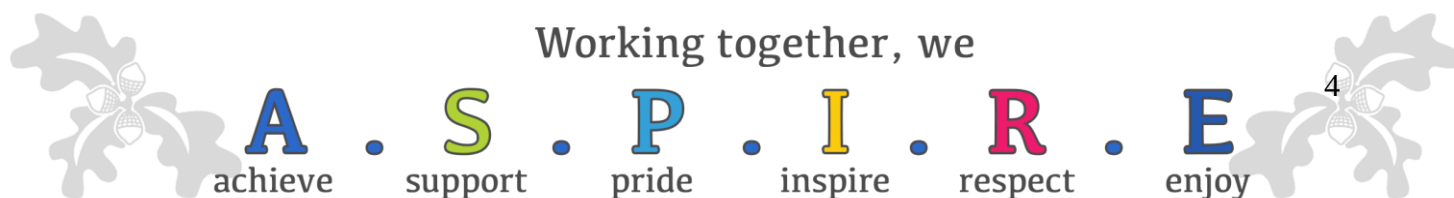


The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

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

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

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4. Roles and responsibilities

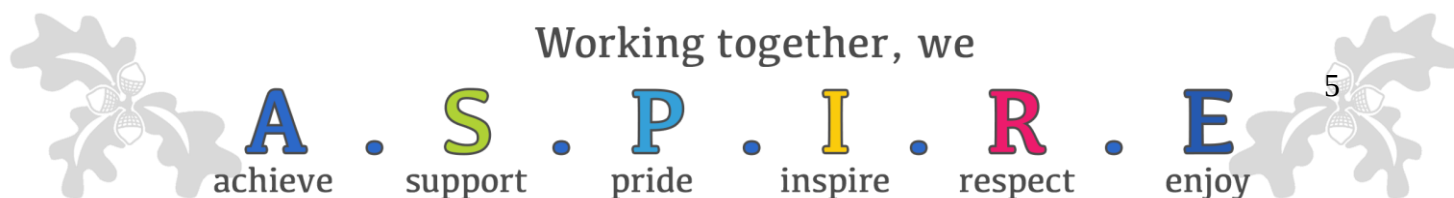
The SENCO

The SENCO at Warrender Primary School is Mrs Louise Huse sen@warrenderschool.co.uk. Mrs Huse is supported in her role by Miss Charlotte Cook, Deputy SENDCo.

They will:

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

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

The governing board

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

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

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The SEND link governor

The SEND link governor is Miss Jegasaini Kumaradevan office@warrenderschool.co.uk.

The SEND governor will:

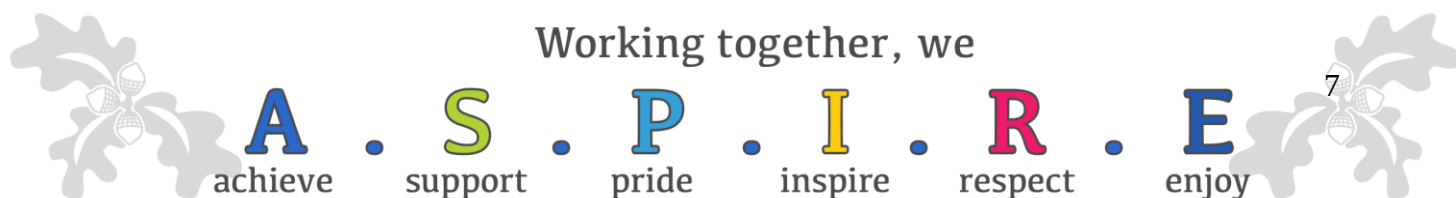
- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the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

The Headteacher

The headteacher will:

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

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Class teachers

Each class teacher is responsible for:

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

Parents or Carers

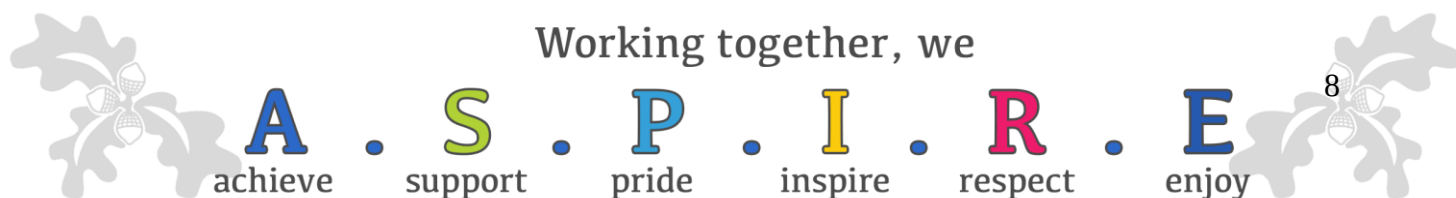
Parents or carers should inform the school if they have any concerns about their child's progress or development.

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

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

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

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The pupil

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

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

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

5. SEND information report

Warrender publishes a SEND information report on the website, which sets out how this policy is implemented in the school.

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

Identifying pupils with SEN and assessing their needs

The SEND Code of Practice (CoP: 2015) describes the identification of children and young people with potential needs as:

'...a four-part cycle through which earlier decisions are revisited, refined and revised with a growing understanding of the pupils' needs and of what supports the pupil in making good progress and securing good outcomes.'

One or more of the following could apply to a child with SEND:

- Is significantly slower progress than that of their peers starting from the same baseline
- Fails to match or better the child's previous progress
- Where the attainment gap (to their peers) is widening
- This may include progress in areas other than attainment, for example, social and emotional needs.

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

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

Children with additional needs who require basic entitlement intervention are identified by the class teacher or as a concern from a parent or carer. In consultation

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with the parents or carers, a graduated approach of action and intervention follows, led by the class teacher (as outlined in the SEND Code of Practice 2015).

Teachers make assessments about all their children, including SEND children, maintain a class register and monitor progress towards targets on an individual Learning Plan (which is shared via our online platform: Provision Map). If the child has an EHCP, they will have an Individual Education Plan (which details how their notional budget is allocated). Additionally, progress is monitored at termly Children Progress Meetings of all the children; any concerns are raised through the use of the school's online management system (CPOMS). After which, an intervention or additional support is planned to address the identified needs of the individual child. Children with additional needs are recorded on the SEN register. Code K indicates a child with SEN needs, Code E represents those with an EHCP and Code N is no specific educational need.

The SENDCo maintains the records for all children who receive Special Educational Needs and Additional Education Needs Provision. The Head Teacher maintains the records for **all** the children and those who are targeted through basic entitlement provision via the Children Progress Meetings. The SENDCo also maintains provision map outlining the children receiving basic entitlement intervention and SEND provision being administered during the year. This also includes details of provision from other aspects of Inclusion (such as EAL, 1:1 tuition and Pupil Premium/Forces Premium).

Termly Pupil Progress Meetings, involving senior staff and the class teacher enable us to regularly review all children against their required progress. At each consultation a decision is made regarding the progress of the children, using evidence collated, as to:

- Whether to continue to monitor current provision
- Whether to repeat or adapt the current provision to enhance progress
- Whether to seek further advice and refer the child to the SENDCo for SEND assessment.

Termly Pupil Progress meetings help determine the needs of each child and during these meetings there are discussions regarding:

- Whether to continue and specified intervention/s
- Whether to amend/revise current provision
- Whether to continue with existing strategies or to implement new ones
- Whether to seek further advice

6. Consulting and involving pupils and parents and carers

Ensuring Parental Involvement

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Involving parents and carers throughout the SEND process is essential. To make communications effective, the teachers, the Special Educational Needs Co-ordinator (SENDCo) and the SEN Teacher:

- Acknowledge and draw on parental knowledge and expertise in relation to the child
- Focus on the children's strengths as well as areas of additional need
- Recognise the personal and emotional investment of parents and carers and are aware of their feelings
- Ensure that parents and carers understand procedures and are aware of how to access support in preparing their contributions
- Respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- Respect the differing needs parents and carers themselves may have, such as disability, or communication and language barriers
- Recognise the need for flexibility in the timing and structure of meetings

We will involve parents and carers fully in matters relating to the assessment and support of their child's educational needs:

- Parents and carers will be invited to formal meetings concerning their child's needs
- Documentation relating to their child's needs will be made available to parents and carers, and documents considered of special relevance will be copied to parents and carers
- The school has an 'open door' policy to parents and carers, and meetings are arranged with individual teachers at convenient times for the parents and carers
- New intake meetings, prior to children commencing full-time education, provide an opportunity for parents and carers to discuss any concerns with their child's class teacher and/or the Headteacher. Where there is already a diagnosed or recognised need, many parents and carers also request a meeting with the SENDCo

Parents and carers of children with SEND will be informed, by either their child's class teacher or the SENDCo, of the following:

- Areas of concern
- Progress made
- The current status of their child's SEND support
- Any changes in their child's SEND provision

Parents and carers are also encouraged to participate fully in preparing their child's Learning Plan, which may include a home/school programme. Parents and carers of children with an EHCP attend their child's annual review as a matter of course.

Ensuring Pupil Involvement

All children who are on the SEND register have an opportunity to discuss and complete both an 'All About Me' form (this is called a 'Learning Plan Front Cover') and 'My

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Warrender Way' (in which they indicate how they would like to be helped). This gives them a chance to express what they believe their strengths are; where they feel they need additional support; and, how they like to learn. It also gives them a chance to review their achievements.

All children are encouraged to identify one or two trusted adults within the school and are given opportunities to develop positive relationships with all school staff.

For those children who have an EHCP, they are invited to their Annual Review where their work and achievements are displayed. The Annual Review also enables them to discuss their favourite pieces of work, how school could better support them and what they are proudest of.

7. The graduated approach to SEN support

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

1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/carers will be taken into account. The school may also seek advice from external support services.

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

2. Plan

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

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

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

3. Do

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

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

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

4. Review

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

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

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

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

8. Levels of support

School-based SEN provision

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

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

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

Education, health and care (EHC) plan

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

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

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

9. Evaluating the effectiveness of SEN provision

It is vital that the progress of children with SEND is carefully monitored and reviewed regularly. We evaluate the effectiveness of provision for pupils with SEND by:

- Tracking pupils' progress, including by using provision maps

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- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents/carers

10. Supporting pupils moving between phases

In agreement with parents and carers and pupils, we share information with the school, college, or other setting the pupil is moving to. (This usually takes place as part of a final review held at Warrender.)

Part of the transition to secondary school includes a pre-transfer day visit in the summer term and a secondary school transition booklet (developed by Warrender). We also engage with local secondary schools to facilitate additional transition visits during the summer term.

Children remaining at Warrender, will have a pre-transfer day visit to their new class and to meet their next class teacher. Children with additional needs will have further opportunities to visit their new class and to meet their new class teacher as well as TA and, if appropriate, LSA. They will also have a personalised transition booklet to review at home during the summer holidays.

11. Admission Arrangements

The school adheres strictly to the Local Authority's (LA) criteria on Primary Admission, which ensure equality of opportunity for all children and their parents and carers.

12. Local Offer and School Offer

To help parents and carers to navigate through the basic entitlement and SEND process, the school SEND Information Report is available on the school website. This aims to answer key questions which will allow a parent to understand the provision their child receives and who to contact with concerns or for advice.

Details of the London Borough of Hillingdon's Local Offer can be found here:

<https://www.hillingdon.gov.uk/send>

Independent advice for parents and carers can be found by contacting Hillingdon SENDIASS (Special Educational Needs Disabilities Information Advice and Support Service) at:

<https://www.hillingdonsendiass.co.uk/home>

13. Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for

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these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

14. Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy.

15. Expertise and training of staff

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

16. Links with external professional agencies

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

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

17. Monitoring arrangements

Review of policy for Special Educational Needs and Disabilities

The policy for SEND will be reviewed and evaluated annually. This will be initiated by the SENDCO, in consultation with the Headteacher, school staff and the Governors.

We will review:

- Our systems for identifying and assessing children with SEND
- The provision made to meet children's SEND
- The records kept
- The allocation of resource

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Please also refer to the Disability Discrimination policy for further details regarding our school's commitment to discrimination and the Accessibility Plan to review future provision for those with difficulties and disabilities.

18. Monitoring, evaluation and review

We will review this policy and evaluate its implementation and effectiveness every year.

19. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Safeguarding and Child Protection
- Supporting pupils with medical conditions
- Attendance
- SEND Information Report
- Complaints Policy

20. Complaints Procedure

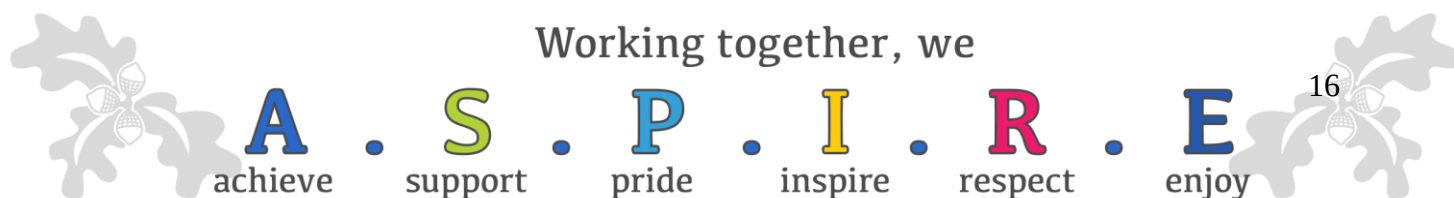
At Warrender School we try to resolve problems as soon as they arise.

We strongly believe that a strong and open partnership between home, school (and external sources) is crucial to ensure every child has the best and most effective support. If a parent/carer has concerns regarding any aspect of the administration or implementation of special needs support, they should first discuss their concerns with the child's class teacher. If the class teacher is unable to address the problem, the parents and carers should be referred to the SENDCo. If the problem subsequently becomes a grievance or complaint, the Governors' Complaints Procedure should be followed. (See the Warrender Complaints Procedure document.)

The parents and carers of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

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