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Cyril Jackson School
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Special Educational Needs and Disabilities Policy

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0. Document Control

The table below contains the changes made between the different final editions of this document set for approval. This is to help provide information to those reviewing and approving the document of the changes being made.

Document Edition	Section	Details of change
2022 – 2023 December	All	Reformatting policy and logo update
2023 – 2024 December	Appendix	Update to training to include shape coding training and diabetes Training.
2024 – 2025 December	All	Reformatting policy
2024 – 2025 December	Section 1	Update to 'definitions'
2024 – 2025 December	Section 3	Update to 'legal framework'
2024 – 2025 December	Section 4	Update to 'roles and responsibilities'
2024 – 2025 December	Section 7	Review and update of 'identifying SEND'
2024 – 2025 December	Section 8	Review and update of 'outline of SEND procedures at CJPS'
2024 – 2025 December	Section 11	Review and update of 'universal, targeted and personalised support'
2024 – 2025 December	Section 9	Review and update of 'language resources provision'
2024 – 2025 December	Section 11	Review and update of 'universal, targeted and personalised support'
2024 – 2025 December	Section 13	Review and update of 'transition'
2024 – 2025 December	Section 14	Review and update of 'supporting successful preparation for adulthood'
2024 – 2025 December	Section 15	Review and update of 'pupil profiles'
2024 – 2025 December	Section 17	Review and update of 'liaison with external agencies'
2024 – 2025 December	Section 19	Review and update of 'funding'
2025 – 2026 December	All Sections	Date change
2025 – 2026 December	Section 3	Update to 'legislation and guidance'
2025 – 2026 December	Section 5	Update to staffing

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1. Definitions

The "Trust" refers to the company known as the University Schools Trust, East London and all Trustees, Governors and Staff who work within it.

"The school" refers to an individual academy within the Trust, as denoted by their Unique Reference Number. As such a 'school' may span one or several phases of education to the individual academies within the Trust. Depending on the context the term "School" may refer to a singular academy or to all of the academies within the Trust but as separate entities.

"Schools" have a legal duty to work in partnership with families and to involve all those with parental responsibility in their child's education.

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities. For the purposes of this policy, a pupil is defined as having SEND if they have:

- A significantly greater difficulty in learning than most others of the same age.
- A disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream settings.
- Special educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream settings.

2. Scope of the Policy

Article 28: We welcome children with special needs and disabilities. We believe that all children have the right of access to a broad and balanced curriculum and to participate in the social life of the school. We seek the highest levels of attainment and achievement for our pupils, including those with special educational needs. Our aim is to be an inclusive school, which includes being able to accommodate a wide range of pupils with special needs and disabilities.

We believe that:

- The views of the child should be sought and taken into account.
- Parents/carers have a vital role to play in supporting their child's education.
- Children with special educational needs should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Foundation Stage and the National Curriculum.

At Cyril Jackson School:

- Article 28: We value all pupils equally.
- Article 3: We recognise that we will need to consider the individual needs of pupils when planning our curriculum. We recognise the importance of early identification and assessment of pupils with special educational needs. We recognise the vital role of parents/carers in the identification, assessment and response to their children's special educational needs and will make every effort to keep them fully involved in their child's education.
- Article 13: We believe in the involvement of the child and the importance of taking their views into account in decision-making about their special educational needs. We are

committed to effective collaboration between the school and all agencies working with a child and to a multi-disciplinary approach to meeting each pupil's SEND.

2.1. Objectives and Aims

Our objectives include:

- To identify specific individual needs and support children within the school environment.
- To assist the class teacher in providing tailored learning opportunities for individual children.
- To provide where necessary the support of outside agencies through contact with the Special Educational Needs & Disabilities Coordinators (SENDCos) and with parents.
- To ensure that teaching staff are kept informed of all new information about children in their classes with SEND.
- To ensure that parents/guardians are kept informed of all the special needs' provision provided to the children on a termly basis.
- To monitor the progress made by each child by keeping accurate assessments and records.
- To keep up to date records of steps taken to meet the needs of individual children.
- To channel funding to appointment and deployment of additional staff.

3. Links to Legislation and Guidance Documents

3.1. Relevant Internal Documents

This policy should be read in conjunction with the following policies and documents.

- Supporting Pupils with Medical Needs
- Behaviour Policy
- Child Protection Policy
- Complaints Policy
- Data Protection Policy
- Admissions Policy
- Equality Policy
- Social, Emotional and Mental Health Policy
- Attendance Policy
- Accessibility Policy

3.2. Relevant External Documents

Relevant external documents to refer to are the:

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010

- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Health and Care Act 2022
- The Special Educational Needs and Disability (Amendment) Regulations 2024
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2024) 'Working Together to Safeguard Children 2023'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'
- DfE (2025) 'Keeping children safe in education 2025'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

4. Roles and Responsibilities

4.1. The Trust / School Committee

The governing board will be responsible for:

- Ensuring this policy is implemented fairly and consistently across the school.
- Ensuring the school meets its duties in relation to supporting pupils with SEND.
- Ensuring that there is a qualified teacher designated as SENCO for the school.

4.2. The Headteacher

The Headteacher is responisble for ensuring the school offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience for all pupils, including all pupils with SEND.

In enacting this policy, the Headteacher will:

- Ensuring equality of opportunity for, and eliminating prejudice and discrimination against, all children including those experiencing barriers to learning.
- Responsing to pupils' diverse learning needs and overcome potential barriers to learning by continually monitoring the progress of all pupils, identifying needs as they arise and providing support as early as possible.
- Ensure that the school holds ambitious expecations for all pupils with SEND
- Providing full access to the curriculum through effective scaffolding and, where necessary, personalised planning by class teachers and support staff, as well as setting suitable learning challenges.
- Developing the fluency in English of pupils learning English as an additional language, by careful monitoring of pupil progress and by providing a rich language environment and structured opportunities for learning, while at the same time making it clear that pupils' home languages are valued.

- Providing specific input, matched to individual needs, in addition to personalised classroom provision for those pupils requiring SEND support and for those with Education, Health and Care plans.
- Ensuring that pupils experiencing barriers to learning are perceived positively by all members of the school community, and that inclusive provision is positively valued and accessed by staff and parent/carers.
- To ensure that we are able to meet the needs of as wide a range as possible of children who live in our catchment area and who attend our Language Resource Provision (LRP).
- To enable children to move on from us well equipped in the basic skills of spoken English, literacy, numeracy, and social independence to meet the demands of secondary school life and learning.
- To involve parent/carers in plans to meet their child's additional needs.
- To involve the children themselves in planning and in any decision-making that affects them.
- To ensure the SEND and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
- To develop further as an inclusive school, by creating inclusive cultures, producing inclusive policies and evolving inclusive practices.
- All development plans within the school take inclusion into account.
- Ensure the SENCO has or is completing either the National Award for Special Educational Needs Co-ordination or the National Professional Qualification for Special Educational Needs Co-ordinators.
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.
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4.3. SENDCO

The SENDCO will be responsible for:

- Collaborating with the governing board and headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.
- The day-to-day responsibility for the operation of SEND policy.
- The coordination of specific provision made to support individual pupils with SEND.
- Liaising with the relevant designated teacher for LAC with SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with the parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Working with the relevant governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.

- Ensuring that the school keeps the records of all pupils with SEND up-to-date, in line with the school's Data Protection Policy.
- Providing professional guidance to colleagues, and working closely with staff, parents and other agencies.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.
- Teachers will be responsible for:
- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENDCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring every pupil with SEND is able to study the full national curriculum.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENDCO.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the headteacher.

5. Coordination of Provision of Children with Special Educational Needs

The Article 3: At Cyril Jackson we believe strongly that all teachers and other adults working in the school have a responsibility for ensuring the effective inclusion of all pupils into the curriculum and wider school life.

The Headteacher, Hodo Dirir, takes the lead role in promoting and developing inclusive practice alongside Maryum Qureshi (Deputy Headteacher for Inclusion) and Mark Wiltshire (SENDCo).

The work of TAs is overseen by the Assistant Head for Provision: Jesslyn Holman

The school's Educational Psychologists are Nazma Rahman and Matthew Barlow.

The governor responsible for SEND is Darren Millgate, with responsibility:

6. Safeguarding

The school recognises that evidence shows pupils with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers can include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.
- A different cognitive understanding and being unable to understand the difference between fact or fiction in online content.

The headteacher and governing board will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using physical intervention and reasonable force in response to risks presented by incidents involving pupils with SEND, staff will have due regard for the procedures outlined in the school's Physical Intervention Policy.

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENDCO.

School staff will be particularly alert to the potential need for early help for pupils with SEND and additional needs.

The governing board and headteacher will ensure that pupils with SEND are taught about how to keep themselves and others safe including online. The school will ensure that teaching of safeguarding is tailored to the specific needs and vulnerabilities of pupils with SEND.

Any reports of abuse involving pupils with SEND will involve close liaison between the DSL and the SENDCO.

7. Identifying SEND

The school recognises that early identification and effective provision improves long-term outcomes for pupils. As part of the overall approach to monitoring the progress and development of all pupils, it has a clear approach to identifying and responding to SEND as outlined in the school's SEND Information Report.

With the support of the SLT, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress given their age and individual circumstances.

'Less than expected progress' will be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Does not match or better the pupil's previous rate of progress.
- Fails to close the attainment gap between them and their peers.

- Widens the attainment gap.

The school plans, manages and reviews SEND provision across the following four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

8. Outline of SEND Procedures at CJPS

As in all primary schools, the main responsibility for pupils with SEND lies with their class teachers – but in consultation with the Inclusion Team.

At Cyril Jackson, the Assistant Headteacher for Inclusion oversees the Inclusion Team which consists of Mark Wiltshire (SENDCo), Maryum Qureshi (SENDCO), Najda Saleh (Inclusion Officer), and Mark Ripper (Pastoral Support Officer).

All SEND records are held centrally in the Inclusion Office and on Arbor. Copies of all paperwork go to the SENDCOs / Inclusion Officer, who maintain an overview of all SEND children, EHC plan processes and liaison with external agencies. All paperwork is also passed on to relevant teaching staff where confidentiality policies allow.

Year Group teams monitor the children, identifying who may have SEND and then decide what action should be taken in consultation with the SENDCos or Assistant Headteacher for Inclusion, who may also liaise with the Inclusion Officer. Year Group teams keep the SENDCO regularly updated; especially where there is serious concern.

Teaching staff have an opportunity to communicate concerns about any child to the Inclusion Team when they arise and during termly Pupil Progress meetings.
Special Educational Needs and Disability Code of Practice: 0 to 25 years (DfE/DoH, 2015) deems a child as having Special Educational Needs when they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

The SEND Code of Practice defines a child of compulsory school age as having a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
- A child under compulsory school age has SEND if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them (Children and Families Act, 2014, Section 20).

- Special Educational Provision is defined as:
- For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind. (SEND Code of Practice, DfE/DoH, 2015)
- We need to act in the best interests of the pupil and take into account what is feasible – and what will produce the outcome with maximum positive impact for the child.

9. Arrangements for Special Educational Needs & Disabilities Provision

9.1. Elm Class (Communication Group)

Elm class is a small class which runs alongside mainstream classes to support children with early learning and communication skills. The group is taught by a trained professional with additional support staff. The group is based around a highly structured routine and is rich in visual cues to develop and support the children's communication skills.

9.2. Language Resource Provision

Cyril Jackson has a Language Resource Provision (LRP). LRPs are specialist provisions within mainstream schools. They are designed to provide the best support for children who have lots of difficulties with talking and/or with understanding spoken language. They are not special schools, but allow extra help to be given to children within a mainstream school. Children in the LRP get extra help from Speech and Language Therapists who are trained and experienced in working with children with speech, language and communication needs (SLCN). This extra help includes more intensive speech and language therapy than is usually possible in other mainstream settings.
Children who come to the LRP:

- Have an education, health and care (EHC) plan.
- Have a diagnosis of Developmental Language Disorder (DLD). Sometimes young children won't yet have a confirmed DLD diagnosis because it is difficult to diagnose DLD in children under 5 years old. In this case, pupils with DLD may receive TA led interventions.
- May sometimes have speech difficulties e.g. Developmental Verbal Dyspraxia that are not part of DLD.
- Do not have a diagnosis of Autism Spectrum Disorder (ASD) or suspected ASD.
- Do not have a general learning disability (sometimes known moderate learning difficulties) which affects all aspects of their learning.

9.3. EAL

The school is aware that there may be pupils at the school for whom English is not their first language and appreciates that having EAL is not equated to having learning difficulties. At the same time,

when pupils with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.

The school will consider the pupil within the context of their home, culture and community and look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND.

10. A Graduated Response

Throughout the school we use different waves of intervention. The chart explains how these relate to the SEND Code of Practice.

11. Universal, Targeted and Personalised Support

Teachers monitor the progress of all pupils, sharing this regularly with the leadership team. Where possible, pupils' needs are met through high quality teaching and strategies that benefit all pupils and targeted interventions.

It is important to recognise that there is a continuum of need. Some pupils will encounter temporary barriers to learning which are relatively easy to remediate, while others encounter barriers to learning which are severe and persistent. Pupils' needs are likely to change over time.

Pupils who are not making progress in spite of differentiated class teaching and appropriate interventions, and so require interventions tailored very specifically to their particular needs, are said to be receiving SEND Support. This intervention could include seeking advice or assistance from an outside agency.

A small number of pupils will also have their particular needs, and the provision necessary for meeting those needs, set out in an Education, Health and Care Plan (EHC plan). Only pupils with severe or complex needs are likely to have EHC plans.

Interventions for pupils receiving SEND Support or EHC plan provision are said to be 'personalised support'. Pupils receiving such different or additional interventions are considered to have a 'special educational need &/or disability' (SEND).

It is hoped that, with increasing effective targeted interventions and inclusive classroom practice, there will be a relatively small number of pupils receiving SEND Support. In many cases, being in receipt of SEND Support will be a temporary arrangement, to address a particular need at a particular time.

12. Identification and Assessment of Pupils' Needs, And Advice on Meeting Them

The progress of all pupils is regularly observed, assessed and recorded through:

- Baseline assessment results
- Tests (maths, reading, spelling)
- Progress measured against the objectives in the National Curriculum
- National Curriculum descriptors for the end of a key stage
- Progress measured against the P Level descriptors and The Engagement Model
- Classroom observations of learning and approaches to learning.

Children who are experiencing difficulty with their learning solely because their home language is not English are not considered to have SEND.

Where there is concern about a pupil's learning and/or progress, this will initially be discussed and addressed through year group teams. The Inclusion Team will review the evidence available and decide what further assessment may be necessary.

When there is concern about an pupil's progress, this will initially be discussed and addressed through the year teams. The year group will then apply any in class high-quality teaching strategies or interventions they feel are necessary. If after some time the year group review the effectiveness of these strategies and deem them to be insufficient they will seek advice from the Assistant Headteacher for Inclusion/SENDCOs.

Further assessment may be necessary. This may take the form, for instance, of:

- Discussion with parent and child (essential)
- Structured observation of the pupil's behaviour
- Qualitative assessment of literacy (which sight words on NLS list are known, what stage of Read Write Inc phonics has been reached, in what ways do they find understanding of text difficult)
- Standardised assessment of literacy (reading tests, spelling tests)
- Structured or informal interviews with the pupil
- Transcriptions and analysis of pupil's speech
- Referral for assessment of eyesight (and other visual problems) and of hearing.
- Referral to Speech and Language Service.
- File trawl to look at the educational history of the child

There are also opportunities for further advice and support, both from within the school and from outside agencies.

The Inclusion Team meets regularly to develop SEND/Inclusion systems and processes, to share concerns, to develop their own professional expertise in this area, and to exchange information across

years and Key Stages. The meetings are convened by a member of the Senior Leadership Team. The meetings provide the opportunity to look at particular cases and at particular types of pupil need. Parent/Carers are consulted when SEND Support is considered and/or undertaken and when an outside agency is involved. Consultation is seen not just as a matter of informing parents of provision, but as an important way of gaining as full a picture as possible of a pupil's needs and how those needs might best be addressed.

13. Pupil Profiles (PP)

Pupils who are receiving support within Elm Class and/or have an EHC Plan, have 'Pupil Profiles' (PPs) prepared. PPs set out:

- The child's areas of strength/interest/aspiration and areas of concern/difficulty
- Targets from annual reviews
- The teaching strategies and materials to be used to achieve targets
- Child's views
- Across the EYFS, Key Stage 1 and Key Stage 2, there is a formal cycle of Pupil Progress Meetings to fit in with parent consultation meetings and to allow the passing of information from one year to the next. PPs may be prepared and reviewed three times a year.

Article 13: Pupils' views are sought when PPs are being prepared, and when they are reviewed. The PP cycle fits in with parent consultation days, so that parents can be kept informed about what is being done to support their child, and their views sought.

13.1. The PP Cycle

Autumn Term (November/December): First PP written/amended in first Pupil Progress Meeting.
January: Check what was planned is happening.
March: Review PP in second Pupil Progress Meeting and amend as appropriate.
June: Review PP and amend ready for next year.
Copies of PPs are kept on computer system and in the class. They are shared with parent and child.

13.2. Individual Provision Maps

Individual Provision Maps are completed for children who are at the stage of SEND Support.

These provide information to parents and school about the additional support a child is receiving. They are completed at pupil progress meetings and shared with parents. They will be shared with parents at the same intervals as PPs.

13.3. Foundation Stage

Assessment of pupils is carried out using Development Matters and the Early Learning Goals. PPs for children with EHC Plans are reviewed at least termly, but are monitored informally more often than this. There is ongoing assessment and regular discussion with parents.

All early years providers are required to have arrangements in place to identify and support children with SEND and to promote equality of opportunity for children in their care. These requirements are set out in the EYFS framework.

The school will ensure all staff who work with young children are alert to emerging difficulties and respond early.

The school will:

- Ensure that staff listen and understand when parents express concerns about their child's development, as well as listening to any concerns raised by children themselves.
- Monitor and review the progress and development of all children throughout the early years.
- Use its best endeavours to make sure that a child with SEND gets the support they need.
- Ensure that children with SEND engage in the activities of school alongside children who do not have SEND.
- Designate a teacher to be the SENCO.
- Provide information for parents on how it supports children with SEND.
- Prepare a report on the:
  - Implementation of SEND policy and procedures.
  - Arrangements for the admission of children with SEND.
  - Steps being taken to prevent children with SEND from being treated less favourably than others.
  - Facilities provided to enable access to the school for children with SEND.
  - Accessibility plan showing how it plans to improve access over time.
- Inform parents when the school makes special educational provision for their child.
- Follow a graduated approach to assessing, planning, implementing, and reviewing provision and progress – the 'assess, plan, do, review' cycle.

14. Transition

The school is aware of the importance of planning and preparing for the transitions between phases of education and preparation for adult life.

Where pupils have EHC plans, these will be reviewed and amended in sufficient time prior to a pupil moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new setting.

15. Supporting Successful Preparation for Adulthood

The school is aware that being supported towards greater independence and employability can be life-transforming for pupils with SEND. It recognises the importance of starting early, centring on pupil aspirations, interests and needs, and will ensure that pupils are supported at developmentally appropriate levels to make a smooth transition to what they will be doing next, e.g. moving on to higher education.

The school will:

- Seek to understand the interests, strengths and motivations of pupils and use this as a basis for planning support around them.
- Support pupils so that they are included in social groups and develop friendships.
- Ensure that pupils with SEND engage in the activities of the school together with those who do not have SEND, and are encouraged to participate fully in the life of the school and in any wider community activity.
- Engage with secondary schools, as necessary, to help plan for any transitions.

16. Addressing Pupils' Needs

Interventions are likely to be in small groups, but may on occasions, be delivered individually. They may take place within the classroom, or in one of the school's group rooms where this is felt to be in the pupils' interests. Specific interventions may be delivered by a speech therapist, a teacher or a teaching assistant.

Support Staff are to record the outcome of any interventions that they deliver on an intervention tracker. This will be monitored on a half-termly basis.

Action taken does not always take the form of direct intervention with a pupil. It may consist rather of the purchase of specialist material or equipment for use by the pupil, specialist training of a member of staff, or time allocated to a member of staff to prepare specific materials of programme for the pupil.

17. Liaison with External Agencies

The SENDCOs initiates contact with external agencies, after consultation with the class teacher and the pupil's parents/carers. Agencies contacted and consulted by the school include:

- Speech and Language Service
- Support for Learning Service
- Educational Psychology Service
- Social Services
- Education Welfare Service
- School Nurse
- Community Paediatrician
- Physiotherapy
- Pheonix Outreach Service
- Occupational Therapy
- CAMHS
- Tower Hamlets SENDIASS

Specialists from these agencies may act in advisory capacity, provide additional specialist assessment, or be involved in teaching a pupil directly.

18. School Request for a Statutory Assessment

For a child who is not making adequate progress, despite a period of time under SEND Support, and in general agreement with the parents/carers, the school may request the Local Authority (LA) to make statutory assessment in order to determine whether it is necessary to put in place an EHC Plan.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

19. Funding

Where additional pupil needs are identified the school will use its delegated funding allowance to provide early intervention support for the benefit of pupils identified with SEND.

Where pupils with SEND have been receiving early intervention support but are still not making sufficient progress, the school will consider accessing high needs top-up funding from the LA to provide additional specialist support.

20. Education, Health and Care Plans

Article 13. A child who has an EHC Plan will have support as outlined by the plan and provided using the funds made available through the EHC Plan.

There will be a Child-centred Annual Review, chaired by one of the SENDCOs, to review the appropriateness of the provision and recommend to the LA whether any changes need to be made, either to the EHC Plan or to the funding arrangements for the child. The review focuses on achievement as well as any difficulties or challenges that need to be resolved.

At the review in Year 5, the meeting will aim to give clear recommendations about the type of secondary school provision the pupil will require. At reviews in Year 6 the SENDCO from the child's chosen secondary school will be invited to attend.

21. Professional Development in SEND and Inclusion

Professional development in SEND and Inclusion takes place at three levels:

- Training for all the staff in the school
- Training for a particular group of staff, such as the teaching assistants
- Training for individuals

Within the last two years (at the time of writing) there has been the following training and professional development, please see appendix.

There is also a substantial amount of informal training in the use of particular materials or techniques, by, for instance, the speech and language therapy service, the Educational Psychologist, and the teachers from the Support for Learning Service.

The Speech Therapists who are part of the school's Language Resource Provision (LRP) provide ongoing formal and informal training for all staff. Peer Coaching is an effective method used to transfer and develop skills.
Further detailed information about our inclusive practice as a school, our range of interventions and support for pupils can be found in our SEND Report and SEND Report Summary. These documents are available electronically on our school website; hard copies in booklet form are available from the school office.

Our work is rooted in the commitment to develop increasingly inclusive learning environments to support all learners.

22. Equal Opportunities

The school is committed to the following:

- Opposing all forms of discrimination – individual and institutional, direct and indirect.
- Challenging all forms of discrimination about different groups in society.
- Translating good equal opportunities principles into all our policies and practice.
- Maintaining and developing an inclusive culture where every individual feels valued and aspires to succeed.
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See Equality Policy.

23. Appendices

23.1. Waves of Intervention

Wave	Description	SEND Intervention under Code of Practice	Description
Wave 1	'Quality first' teaching for all pupils	Not SEND	
Wave 2	Catch up programmes and small group support	Not SEND	
Wave 3	More intensive support tailored to needs of specific pupils	SEND Support	Specific Programme to address lack of progress.
		SEND Support	Specific programme involving outside specialists
		SEND Support	Plan of Educational and Health Needs, giving pupil legal right to appropriate support/

23.2. Training

Training for all School Staff	Read Write Inc
	Scaffolding Learning
	Planning for Writing
	Zones of Regulation
	Introduction to Developmental Language Disorder
	Pace of Learning, Challenges and Talk Partners Story Telling for All
	Speech and Language Development
	SEND Code of Conduct
	Shape Coding
Training for a Particular Group of Staff, such as Teaching Assistants	Medication Training
	Positive Handling Training
	Speech and Language Development
	Introduction to Autism
	Emotional Regulation (with reference to ASD)
	Hearing and Radio Aid Training (specific staff)
	Intensive Interaction Training
	Colourful Semantics
	Introduction to Using Widgit Online
	Introduction to SCERTS
Training for Individuals	Support sessions/visits for staff from specialist teachers at Pheonix and Stephen Hawking
	Hearing Aid Training

	Speech and Language Advice/Support
	Asthma and Epilepsy Training
	Diabetes Training
	Singalong