



SEND Policy

This policy should be read in conjunction with the SEND Information Report

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SEND Vision

We strive to eliminate prejudice and discrimination, and to develop an environment where all children can feel safe and flourish. We are keen to ensure they are rounded individuals who are prepared for their future in our ever-changing world. We believe that all learners are entitled to an education that equips them with the knowledge, skills and values they need to embrace the opportunities and challenges they encounter; creating a future in which they wish to live. We want our children to challenge stereotypes, stretch boundaries and have the power to take part in everyday life with confidence, for all of them to make positive changes in our world; to make it a better place for them, and all around them.

Rationale

St Stephen's School ensures that all children with special educational needs and/or disabilities (SEND), and those with additional needs, have opportunities to thrive and flourish, demonstrate their abilities and overcome barriers to learning, participation or barriers to living a happy and full life.

We have a cohesive approach to additional needs, training teachers and support staff to develop their awareness of a range of needs and enabling our learners to acquire knowledge and build self-confidence.

Discrimination based on ability and disability is unacceptable. We are opposed to and will challenge all forms of discriminatory behaviour. Each child is valued both as an individual and as a member of the school community.

We believe that inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners and neurodiversity.

Through being attachment aware, both children and adults can create an environment that is conducive to all learners; building positive relationships between children, staff, parents and children with their peers.

We recognise that groups of children may need different types of provision. Provision is documented and monitored using Insight.

What is SEND?

Definition of Special Educational Needs and Disability (SEND)

The definition of SEND is described in the SEND Code of Practice 2015 as follows:

- A child and young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made.
- A child of compulsory school age or a young person has a learning difficulty or disability if they have significantly greater difficulty in learning than the majority of others of the same age or has 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.

As a school we recognise these disabilities may refer to learning or physical impairment. In addition, we recognise that children with needs in relation to their Social, Emotional and Mental Health (SEMH) are included in the definition of special education needs.

Identifying SEND

The SEND Code of Practice 2015 describes the 4 broad categories of need.

1. Communication and Interaction Needs

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

2. Cognition and Learning

- Specific learning difficulty (SpLD)
- Moderate Learning Difficulty (MLD)
- Severe Learning difficulty (SLD)
- Profound and Multiple Learning Difficulty (PMLD)

3. SEMH – Social, Emotional, and Mental Health

4. Sensory and /or Physical Needs

- Physical disabilities (PD)
- Visual impairment (VI)
- Hearing impairment (HI)
- Multi- Sensory Impairment (MSI)

The four broad areas of need provide a helpful framework for understanding and planning provision. They are not intended to label a pupil or restrict our understanding of their individual needs. Pupils may have needs across more than one area, and these may change over time. The school considers the whole child, including their strengths, views and aspirations, and seeks to identify and remove barriers to learning, participation and wellbeing.

The following factors do not, in themselves, constitute SEN, although they may affect a pupil's learning, progress, participation or wellbeing and may interact with special educational needs:

- Attendance and punctuality
- Health and welfare
- English as an Additional Language (EAL)
- Being in receipt of the Pupil Premium Grant (PPG)
- Being a Looked After Child (LAC) or Previously Looked-After Child (PLAC)
- Being a child of a member of the Armed Forces
- Ethnicity Groups
- Traveller heritage
- Disability*

*Disability and special educational needs are distinct but may overlap. A disabled pupil does not necessarily have SEN, and a pupil with SEN is not necessarily disabled. The school has duties under the Equality Act 2010, including the duty to make reasonable adjustments for disabled pupils. Where a disabled pupil also has SEN, the school will meet its responsibilities under both the Equality Act 2010 and the statutory SEND framework.

Behaviour is not, in itself, a category of SEN. Where behaviour gives rise to concern, staff will seek to understand whether it may indicate an underlying need or barrier to learning, participation or wellbeing.

SEND Leadership & Collaborative Responsibilities

Emily Cook co-ordinates SEND. The SENCO is available by email: sen@st-stephens.richmond.sch.uk or phone 020 8892 3462.

Role of Head Teacher

- Should take overall responsibility for implementing the school's statutory SEND responsibilities and responding appropriately to national SEND developments.
- Ensure that the SENCO can influence strategic decisions about SEND.
- Ensure the wider school community understands the implications of the reforms for whole school improvement (from governors to classroom teachers and teaching assistants).
- Put in place arrangements to ensure parents are regularly engaged in discussions about the progress of their child (at least three times a year).
- Ensure a process is in place for involving parents and young people in reviewing provision and planning for those currently on SEND support and any newly identified pupils with SEND.

Role of SENCO

The SENCO role is a strategic one working with the senior leadership team to review and refresh the SEND policy and then with the classroom/subject teacher to review its practice, ensuring every child with SEND gets the personalised support that they need. The role involves:

- overseeing day-to-day operation of school's SEND policy;
- coordinating provision for children with SEND;
- liaising with designated teacher where a Looked after Child has SEND;
- advising on graduated approach to SEND Support;
- advising on use of delegated budget/ other resources;
- liaising with parents of children with SEND;
- links with other education settings and outside agencies;
- liaising with potential next providers of education;
- ensuring that SEND records are up to date.
- The school will ensure that the SENCO meets the mandatory qualification requirements applicable to the role, including the SENCO National Professional Qualification (NPQ) where required.

Role of Class Teacher

- Classroom and subject teachers are at the heart of the SEND support system, driving the movement around the four stages (assess, plan, do, review) of action with the support guidance of the SENCO and specialist staff.
- Reading information in Inclusion Folder
- Ensure that professional advice from reports and an EHCP is followed and fed into a pupil's ISP
- Plan to use Insight for the additional provision of their pupils with additional needs
- Using the Science of Learning to support all learners
- Ensuring high-quality/quality-first, inclusive teaching that is responsive and adapted to pupils' needs.

- Adapting teaching, the learning environment, resources and strategies to remove barriers and enable pupils to access ambitious learning.
- Complete 'Initial Identification Sheet' (IIS) for pupils that they have a concern about and discuss with SENCO as to next steps
- Use Insight when setting targets and actions to aid children and complete an ISP termly using Insight
- Meeting with parents termly to review ISPs
- Meeting once a term with the SENCO to review current progress towards targets and setting new targets.
- Meeting with relevant outside agencies
- Planning and managing Teaching and Learning Assistants (TLAs).
- Making time to meet on a weekly basis with these staff to discuss and evaluate planning and progress of the child/ren
- Monitor and evaluate provisions delivered by their TLAs
- Preparing reports on progress and current needs
- Writing reports for and referrals to external agencies
- Monitoring progress and evaluating impact of interventions/provision
- Taking part in Continuing Professional Development (CPD) when required
- Preparing children for pupil voice meetings

Role of Governors

- Must have regard to the SEND Code of Practice and should provide strategic support to the Head Teacher
- Must publish information on the school's websites about the implementation of the governing body's or the proprietor's policy for pupils with SEND.
- Must ensure that there is a qualified teacher designated as SENCO.
- Must cooperate generally with the local authority including in developing the Local Offer and when the school is being named in an EHC Plan.
- Must ensure that arrangements are in place in schools to support pupils at school with medical conditions.
- Must also 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 their accessibility plans.

Role of Teaching and Learning Assistants (TLAs)

- TLAs are part of the whole school approach to SEND working in partnership with the classroom/subject teacher and the SENCO to deliver pupil progress and narrow gaps in performance.
- It is for schools to decide how they deploy teaching assistants depending on their level of experience. To be most effective the support they give should be focused on the achievement of specific outcomes within the graduated approach to SEND support agreed with parents in the context of high-quality teaching overall.
- TLAs can be part of a package of support for the individual child but should never be a substitute for the teacher's involvement with that child.
- Reading information in Inclusion Folder
- Using the Science of Learning to support all learners
- Monitoring progress and reporting to class teacher
- Taking part in CPD when required and acting new training in the classrooms
- Preparing children for pupil voice meetings
- Meeting with relevant outside agencies

- Being involved in EHCP annual reviews

The Designated Safeguarding Lead (DSL) is Elizabeth Bachour, and the Deputy Designated Safeguarding Leads (DDSLs) are Jessica Morrison, Hannah Smart, Emily Cook, Sian Brown, Rachel Mowbray and Jo Meier.

The member of staff responsible for managing Pupil Premium Grant (PPG) and Looked-After Child (LAC) funding is Emily Cook.

The Welfare Officer - Sarah Austin is responsible for managing the medical needs of pupils.

Role of Parents/ Carers

- To follow guidance provided by either outside agencies, SENCO or class teacher
- To support children at home with work
- To allow children to take part in interventions, when appropriate, to attend meetings to discuss child's progress and give own feedback
- To give written permission for children to be seen by outside SEN professionals

Identification and Assessment Arrangements, Monitoring and Review Procedures

All children at St. Stephen's have their progress checked regularly and any child who is not making appropriate progress is identified and provided with support to reach their target. Some children may be identified as having SEND. This can be characterised by progress/ attainment which:

- is significantly below national expectations for the age group
- is making significantly slower progress than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

We follow the SEND Code of Practice: 0 to 25 years (2015) and use the graduated response of assess, plan, do and review. Early identification enables us to assess the needs of a pupil and take the appropriate action in providing additional support.

The school's system includes reference to information provided by:

- National Curriculum descriptors for the end of a Key Stage
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development
- An Education, Health and Care Plan
- Assessments by a specialist service, such as Educational Psychology, identifying additional needs.

Based on ongoing school observations, assessment data, and a collaborative discussion between the class teacher, SENCO and parents/carers, the pupil's provision may be recorded as needing:

- Adaptive, inclusive teaching strategies delivered universally as part of high-quality classroom practice.

- Specific, targeted interventions and adjustments provided beyond universal classroom adaptations to address identified learning needs.

The Graduated Approach

Pupil progress is monitored continuously through daily assessment and termly progress checks. Where progress or attainment falls below expectations, St Stephen's applies the statutory Assess, Plan, Do, Review cycle:

- **High-Quality Teaching/ Quality First Teaching (Universal Offer)**
When a barrier to learning is first identified, the class teacher implements targeted classroom adaptations and scaffolded support (e.g., visual aids) in consultation with the SENCO. Progress is reviewed alongside standard class tracking. If expected progress resumes, no further tier of intervention is required.
- **Targeted Interventions (Targeted Support)**
If progress remains slow, the teacher and parents/carers evaluate potential gaps in learning. Short-term, targeted group interventions (e.g., subject-specific catch-up or social skills groups) are put in place. Where these close the attainment gap, the pupil remains at the Universal Offer and is not placed on the SEND Register.
- **SEND Support (Placement on the SEND Register)**
If a child continues to make limited progress despite targeted classroom strategies, a comprehensive assessment is conducted. In full consultation with parents/carers, the child is placed on the SEND Register. A child is placed on the school's SEND Register when they require educational support that is "additional to or different from" our universal curriculum or where an identified medical diagnosis requires ongoing, tailored support in school. School requires a copy of the professional report confirming the diagnosis.
- **Specialist Assessment & External Agency Involvement**
Where progress remains a concern, the school may seek guidance from external agencies, such as Speech and Language Therapists or Educational Psychologists. Recommendations will be implemented and monitored for a minimum of six months.
- **Statutory Assessment (EHCNA)**
If multi-agency strategies and targeted resources do not meet the pupil's needs, the school, in partnership with parents and external professionals, may request an Education, Health and Care Needs Assessment (EHCNA) from the Local Authority.

Monitoring, Review, and Holistic Identification

- **Termly Reviews:** Senior Leaders including the SENCO conduct termly pupil progress reviews to evaluate intervention impact. Teachers update Individual Support Plans with revised outcomes, which are shared during extended parent-teacher consultations.
- **In-Year Admissions:** For children joining St Stephen's with existing specialist input, recommended strategies are integrated immediately upon entry.
- **Holistic Profiling:** We recognise that SEND can exist even when attainment is broadly in line with age-related expectations. Identification evaluates the child's whole profile, including social, emotional, and sensory barriers to learning.

Identifying Unregistered Special Educational Needs

1. The SENCO will be alerted to newly arising concerns through the 'Initial Identification Sheet' (IIS).
2. The SENCO will discuss issues arising from these forms with the class teacher within one week of receiving the form.
3. The process of assess, plan, do and review will be followed.

The School's Arrangements for SEND and Inclusion In-Service Training

- The SENCO attends regular cluster meetings to update and revise developments in special needs education and inclusion.
- Meeting additional needs and inclusion issues are targeted each year through the school's long-term goals and the School Development Plan. In-Service training and individual professional development is arranged to achieve these targets.
- In-house additional needs and inclusion training is provided through staff meetings by the SENCO and outside professionals.
- All staff have access to professional development opportunities and can apply for additional needs or inclusion training where a need is identified either at an individual pupil or whole class level.
- Support staff are encouraged to extend their own professional development, and the management team will ensure 'tailor-made' training is offered where this is appropriate.
- Workshops are also arranged for parents/carers throughout the school year.

What is an Individual Support Plan (ISP)?

An ISP is an Individual Support Plan. This sets out outcomes and actions for a child. These are filled in by the teacher. The SENCO will be available to support. All people involved with the child should be given the ISP. This includes parents/ carers who will also need a copy so they can support at home. These ISPs must be reviewed on a regular basis and termly with parents.

Possible Outcomes of Individual Support Plan Reviews

1. The child no longer requires special provision (file is closed)
2. The child is monitored with a view to taking off the register
3. SEND support is continued with further support plans/professional involvement
4. An application for an Education, Health and Care Needs Assessment (EHCNA) may be made if specialist recommendations have been fully embedded over a sustained period and the child continues to make limited or no progress.

Pupil Passports

Pupil passports are simple, child-centered documents used primarily in schools to support children with Special Educational Needs and Disabilities (SEND) or additional learning requirements.

A pupil passport is a resource which puts the child at the very heart of their learning experience. It can be used for children at early years foundation stage (EYFS) through to school years, though must be tailored appropriately.

Pupil passports enable children to express their individual preferences, such as what they enjoy and dislike doing, and their learning needs, such as where they may require extra support. The document should also highlight what the child finds difficult, when they may need further help and what form this should take.

They aggregate this critical information about a student into a single, accessible snapshot so that every adult working with them understands their needs, strengths, preferences and how best to support them.

Educational, Health and Care Plan (EHCP)

The EHCP is the Education, Health and Care Plan document which sets out the education, healthcare and social care needs of a child or young person for whom extra support is needed in school, beyond that which the school can provide.

There will be an Annual Review, chaired by the SENCO, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made.

Annual Review of EHCP

Those invited to the annual review meeting should include:

- The child
- The child's Parents / Carers
- All education, health and social care professionals involved with the child
- Teacher, SENCO, the Teaching and Learning Assistant or other persons who work with the child
- The EHCP Coordinator

Following an Annual Review there are three possible outcomes: 1. The EHCP continues 2. The EHCP is amended 3. The EHCP ceases

Funding and Resources

The school receives additional funding from the Local Authority each year to facilitate the needs of pupils requiring additional SEND support. The value of this funding is based on a range of indicators relating to prior attainment of pupils entering the school and levels of deprivation.

The School Leadership Team, through consultation with the SENCO and Governing Body, decide on how this funding will be deployed to meet the range and level of need for pupils with SEND across the whole school. This is a finite sum and is not adjusted through the year to take into account of any changes in the cohort of pupils with SEND.

Extracurricular Activities

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- All pupils are encouraged to go on our residential trips
- All pupils are encouraged to take part in sports day/school plays/special workshops.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.
- Monitoring the attendance at school clubs and extra-curricular activities of pupils with additional needs;

- Individual risk assessments and adjustments for children to be able to access school trips and educational visits;
- Sensory toys and distraction tools to help with focus and concentration.

Safeguarding, Child Protection, and SEND

This school recognises that pupils with Special Educational Needs and Disabilities (SEND) can face additional safeguards and communication barriers, rendering them statistically more vulnerable to abuse, neglect, child-on-child abuse, and bullying.

This SEND Policy operates in direct conjunction with the school's Safeguarding and Child Protection Policy. All staff, visitors, and external professionals working with SEND pupils must adhere strictly to the protocols set out in both policies.

Identifying and Addressing Vulnerability

Staff must not assume that indicators of distress, behavioral changes, emotional regulation challenges, or physical symptoms in pupils with SEND are attributable solely to their learning difficulties, medical conditions, or disabilities.

Where a pupil's SEND limits their verbal communication, staff monitor non-verbal indicators, changes in baseline behavior, regression in skills, or shifts in emotional state as potential indicators of harm or distress.

Reasonable adjustments will be made to ensure that pupils with SEND have effective channels to express concerns, report abuse, and communicate with the Designated Safeguarding Lead (DSL).

Collaboration Between Roles

The Special Educational Needs Coordinator (SENCO) and the Designated Safeguarding Lead (DSL) maintain regular liaison to ensure joint oversight of vulnerable pupils, ensuring that Individual Healthcare Plans (IHPs), Pupil Passports, and safeguarding risk assessments align seamlessly.

Any safeguarding concerns involving a pupil with SEND will be reported immediately to the DSL in accordance with the Safeguarding Policy, regardless of whether the concern relates to an internal or external context.

Emotional and Social Development

Children's wellbeing and emotional health is as important as their academic progress. We include support for improving emotional, mental and social development of all pupils (with and without SEN) and for all children's overall wellbeing. The self-esteem, self-respect, spiritual awareness and self-confidence of each child is at the heart of the school to ensure that each child reaches their full potential in all aspects of school life. We encourage each child to understand that they are both special and unique. Teachers plan for the holistic development of each child in their class, using their detailed knowledge of each individual to promote their confidence and self-esteem. The school offers a wide variety of pastoral support for children encountering emotional and/or social difficulties

- At a whole school level, we encourage our children to follow our Behaviour Policy.
- Use of our RE programme, collective worship, circle time, PSHE sessions and assemblies ensure the school is developing children's personal, social, spiritual and moral education as well as their academic education

- Use of the Zones of Regulation throughout the school.
- Teachers, Teaching and Learning Assistants and our Learning Mentors are readily available to the children to discuss issues and concerns at any time they feel necessary
- Each term teachers reinforce with their class their safe hands - 10 fingers
- The school works with parents and carers to encourage high levels of attendance
- The school has a very supportive and strong ethos and a very positive approach to behaviour management. Reward systems such as stickers to encourage good behaviour are used throughout school.
- There is a part-time in school mentor
- Emotional Literacy Support Assistant (ELSA) in school
- Emotional and Social groups using the Alex Kelly resources or Social Stories
- The school is part of the Mental Health Support Team (MHST), a team of mental health and emotional wellbeing professionals who provide support to children, young people, families and staff in school settings within Kingston and Richmond.
- School offers parental training
- St Stephen's celebrates Neurodiversity Celebration Week each academic year
- Referrals to Achieving for Children (AFC) support such as the Early Help Team
- Links to outside agencies such as Young Carers, Purple Elephant and ADHD Embrace

The SENCO may feel it is appropriate to coordinate additional support through access to our school mentors or time with a member of SLT. Some pupils may benefit from additional support through specific emotional and mental health strategies, such as the use of social stories, comic strip conversations, time out spaces and use of the Sensory Room.

With the consent of a parent, pupils have access to outside agencies such as a Learning Mentor from Extended Outreach Services, an external referral to the school nurse or CAMHS (Child and Adolescent Mental Health Service), or the Mental Health Support Teams (MHST) as well as access to a therapeutic intervention.

For more information on our offer and services available for your child and you please see the Wellbeing section on our school website.

Anti-Bullying

At St Stephen's, bullying of any kind is unacceptable. Our Anti-Bullying Policy guarantees a safe, supportive, and caring environment for every child.

We are aware that children with Special Educational Needs and Disabilities may face heightened vulnerabilities to bullying. To safeguard our SEND pupils, we implement:

- Promoting disability awareness, neuro-inclusive practices, and positive peer relationships across the school.
- Providing ELSA support, safe spaces, and structured social skills groups to build confidence and resilience.
- Ensuring accessible ways for SEND pupils to communicate concerns (using visual tools, social stories, or key trusted adults).

All reported incidents are investigated promptly, sensitively, and effectively in close partnership with parents and carers.

Links with Health, Welfare and Social Services:

We have a school nurse who is scheduled to visit the school on a three weekly basis. The SENCO makes referrals for pupils whom staff have concerns about. Consent from parents is obtained before any referral is made. We have a link school doctor who can be consulted about medical needs and who can visit school to meet with parents where appropriate. There is also an EWO (Educational Welfare Officer) in charge of attendance who visits the school once per half term. They follow up children with poor attendance and punctuality. (See attendance policy for procedures).

Children who are on the 'Looked After' register must be given a Personal Education Plan (PEP), this is additional to their ISP or Passport if they have either. We work closely with Social Services where appropriate. We call upon the expertise of any relevant agency and voluntary sector. The school seeks to encourage inclusion by working closely with other statutory agencies and voluntary organisation.

External Agencies

There are many different agencies including those who can help with emotional, social and behaviour issues. We can refer to different agencies for support and checks. e.g. The school nurse can check for hearing and sight. The SENCO will help you with which agencies support the child.

The SENCO liaises frequently with several other outside agencies, for example:

1. Social Services
2. AFC Early Help Team
3. Education Welfare Service
4. School Nurse
5. Community Paediatrician
6. Speech Therapy
7. Physiotherapy
8. Occupational Therapy
9. Mental Health Support Team (MHST)

Partnership With Parents

- Staff and parents/carers will work together to support pupils identified as having additional needs.
- Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/carers whose children are being recorded as having additional needs. The SENCO will attend this meeting if the school or the parent thinks this is appropriate.
- We make sure that all parents/carers are given information about our local parent partnership organisation, as soon as a child has been identified as experiencing special educational needs. Please see school website for School Offer and links to SEND Local Offer for Kingston and Richmond and for Hounslow SEND Local Offer.
- At review meetings with parents/carers, we try to always make sure that the child's strengths as well as areas for development are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.

- ISP outcomes will include outcomes to work towards at home, and parents/carers are always invited to contribute their views to the review process. All ISPs and reviews will be copied and sent to parents/carers after meetings.
- Parents/carers' evenings provide regular opportunities to discuss concerns and progress. Parents/carers can make other appointments on request.
- Regular communication between school and home will ensure that concerns are acted on promptly. Where this has not happened, however, parents/carers are able to make a complaint by contacting the SENCO or, if this fails to resolve the issues, the Head Teacher. Our complaints procedures, available from the school office, sets out the steps in making a complaint in more detail.

Transitions

We welcome all children who are in our local community, regardless of race, class, gender, ability or their special needs and/or disability. Under this procedure, children with an EHCP are admitted outside the usual criteria. A child with SEND, with or without an EHCP, will be treated as fairly as all other applicants for admission.

Parents/carers who consider their child as having SEND will be given an opportunity to meet the SENCO to discuss the child's needs and how they will be met within the school. We will encourage both parents/carers and children to visit our school as many times as necessary and advise us how their needs may be best met so that they have full access to the curriculum and the school facilities. Once the child's special needs have been identified the school commits itself to working with the parents/carers to secure the necessary provision.

Transitions Between Year Groups, Key Stages, and Other Schools

- Pupil Passports are used to help prepare children and staff for the move from one year group to the next and across key stages.
- Social Stories with photographs of the new classroom and staff are shared with parents and written in the first person if the child can read it independently.
- Records are shared by professionals in the Early Years setting to help children with the move from preschool to nursery and reception classes.
- Records of pupils from their previous school will be requested as soon as possible after their arrival. When the files are received, if the child has a SEND file, the SENCO and Class Teacher will be informed.
- When a child is transferring from our school to another school or secondary school all relevant information will be passed to the child's new school.
- All classes have a half day in the summer term with their new teacher in their new classroom.
- For all Reception children stay and play afternoons for the children and their parents and a class transition session
- In the summer term before the children start St Stephen's the SENCO and/or the Early Years Leader visit Nurseries to observe children highlighted with SEN needs and speak to their teachers to gather information to help ease their transition.
- In the summer term SENCO and/or the Early Years leader will also meet with the parents of children highlighted as having additional needs.
- SEN and vulnerable children come in for a meet and greet session on one of the first INSET days in September for half an hour.
- Last ISP review of the year includes present teacher, next year group teacher, parent and child. Shared at this meeting is the review of the current ISP, the setting of the new ISP and the child's individual passport

Children with EHCPs

- We have good links with local secondary schools, and a programme of visits is set up every year whereby children from our school attend taster days.
- SENCOs from secondary schools visit the children with SEND in our school and may organise visits for the children to go to their new school to visit.

Class teachers of children joining from other schools will receive information from the previous school; if there is an inclusion issue the SENCO will telephone to further discuss the child's needs. Children transferring from St. Stephen's to new schools will have details of their needs and additional provision made by the school passed on to the new school. The SENCO or class teacher will discuss these children with other schools on request.

Supporting Pupils at School with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs and/or disability (SEND) and may have an EHCP which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

The school has arrangements in place to support children in school with medical conditions (see Supporting Children with Medical Needs Policy).

Accessibility

We are fully committed to ensuring equality and access for all pupils, parents, staff, and visitors. As part of our requirement to keep our curriculum and learning environment accessible to all, we evaluate the needs of individual children and make 'reasonable adjustments' so all pupils can access learning, extra-curricular clubs, and educational trips. This is always done in partnership with parents and carers.

In line with Schedule 10 of the Equality Act 2010 and the SEND Code of Practice, our focus covers three key areas:

- Increasing Curriculum Access: Adapting teaching, learning, and wider school activities so all pupils participate equally. We provide specialist auxiliary aids and assistive technology, such as adaptive keyboards, headphones, laptops, and speech-to-text software, and train staff in Makaton to support communication differences when necessary.
- Improving the Physical & Sensory Environment: Continuously adapting our physical site and classroom spaces. Adaptations include specialist seating systems, step-free access, modified door handles, and sensory-friendly adjustments (such as dimmable lighting and reduced visual/auditory clutter).
- Enhancing Accessible Information: Ensuring school communications, timetables, social stories, and learning materials are available in accessible, preferred formats within a reasonable timeframe.

Consultation & Partnerships

We work closely with pupils, parents, health agencies, and specialist professionals to tailor provision to each child's circumstances. We actively seek parental views through formal Annual Reviews, termly ISP meetings, and informal SENDCO contact throughout the year. Dedicated accessibility discussions are also arranged for disabled parents upon request.

Evaluation and Impact

Every year, we analyse the data we have on the percentage of our pupils with very low attainment at the end of their key stage, compared to the percentage in similar schools. We also analyse data on behaviour, major behaviour incidents and exclusions (including lunchtime exclusions). We use this analysis to help us plan our provision maps/ISPs. At the same time, we set new outcome for the year ahead, aiming for:

- For all children with SEND to make good progress
- A reduction in the percentage of children with very low attainment
- An increase in the percentage of children recorded as having special educational needs attaining expected at the end of KS2
- A reduction in behaviour incidents and exclusions.
- Improved attendance and punctuality for pupils with SEND, particularly where SEND-related barriers to attendance have been identified.
- Increased participation of pupils with SEND in the wider life of the school, including clubs, trips, residential visits, sport and enrichment opportunities.
- Pupils with SEND reporting a positive sense of wellbeing, belonging and inclusion within the school community.
- Pupil voice demonstrating that pupils with SEND feel listened to and involved in decisions about their support and provision.
- Parent/carer feedback demonstrating that families feel listened to, involved and well informed about their child's needs, provision and progress.

We report progress to the governing body.

- In January and July, the SENCO will provide information to the governing body as to the numbers of pupils receiving special educational provision. The Head Teacher will report on any whole school developments in relation to inclusion, at the same time, and will ensure that governors are kept up to date with any legislative or local policy changes.
- The SENCO will meet with the SEND governor to discuss inclusion and current SEND concerns. The SEND governor will lead governor monitoring of the SEND Policy through sampling, observations and other procedures to be agreed annually.
- Individual outcomes for children with additional needs will be reviewed through ISPs, and a summary of the impact will be included in the governors' meetings.
- Whole school monitoring and evaluation procedures will include sampling of work, observations/learning walk and pupil voice. Outcomes pertinent to SEND provision and planning will be taken forward by the whole staff and used to build upon successful practice.

Pupil and Parent/Carer Voice

The school recognises the importance of listening to pupils with SEND and their parents/carers when identifying needs, planning provision and evaluating its impact. Pupils will be supported to contribute their views in ways that are appropriate and accessible to them.

We use pupil passports to enable children to express their individual preferences, such as what they enjoy and dislike doing, and their learning needs, such as where they may require extra support. The document should also highlight what the child finds difficult, when they may need further help and what form this should take.

When evaluating SEND provision, leaders will consider not only pupils' attainment and progress but also their attendance, participation, wellbeing, sense of belonging and access to the wider life of the school. The views and experiences of pupils and their families will contribute to this evaluation.

Storing and Managing Information

Individual children's SEND files are kept on the teacher drive, which only school staff have access to. There is also a class Inclusion folder with up-to-date relevant information that is kept in a lockable filing cabinet in the classroom (according to the Data Protection Act). These files are not secret, and the child's parent has the right to see their own child's file at any time. Teachers must ensure that they read the Inclusion Folders of children in their class.

The SENCO will ensure school consistency in identification and record keeping by monitoring ISPs and Inclusion Folders on a regular basis and monitoring the work of the TLAs liaising with subject coordinators regarding measurable levels of attainment in reading, writing and maths to ensure progress of all children with SEND.

Files are kept for the duration of time the child spends in the school. When the child leaves the school their file is passed onto their new school by the school Admin Team. Any files that cannot be forwarded to a new school are kept securely for the required amount of time in line with data protection requirements and are managed by the DPO.

Complaints Procedure

- If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENCO, who will try to resolve the situation.
- If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Head Teacher in writing or any other accessible format. The Head Teacher will reply within 10 working days.
- Any issues that remain unresolved at this stage will be managed according to the school's *Complaints Policy*. This is available, on request, from the school office and on the school web site.

Local Offers

SEND Local Offer for Kingston and Richmond – a website containing information about services and support for children and young people with special educational needs or disabilities, and their families, in Kingston and Richmond. [Local Offer](#)

Special Educational Needs and Disability Register (SEND Register)

All local authorities must have a record or register of children with Special Educational Needs and / or Disabilities (SEND) in their area. If you live in either Kingston or Richmond, we encourage anyone whose family includes a child or young person who has a special educational need and / or disability to register.

Everyone on the register will benefit from:

- Information about support, services, activities and events

- Information aimed at young people with disabilities
- Opportunities to have your say about the services that are important to you
- The knowledge that your anonymous statistical data is helping us to plan and improve services

[Find out more and register on the SEND Local Offer website](#)

SEND Local Offer for Hounslow

[Hounslow Local Offer](#)

Click [here](#) for a link to Hounslow Parent Carers Forum.

Monitoring Arrangements

The SEND Policy and SEND Information Report are reviewed by the SENCO annually. It will be updated if any changes to the information are made during the year. It is approved by the governing board.

Publication of the Policy and Consultation & Feedback to Parents and Carers

The policy will be published on the school website. Hard copies of the policy will be available in school and will be given to parents by request. Details of how to access this and other policies will be noted in the school prospectus. Consultation will be undertaken with parents and carers via meetings and questionnaires. Feedback from the audit and review of the policy and any parental consultation will be given via the school website and letters home.

Encouraging parental engagement and involvement is crucial when addressing and planning support for pupils with SEND. “The parent-child connection is the most powerful mental health intervention known to mankind.” (Bessel van der Kolk)

Linked Policies

- SEND Information Report
- Anti-Bullying Policy
- Behaviour Policy
- Use of restrictive interventions policy
- Accessibility Plan
- Supporting Pupils with Medical Conditions
- Attendance and Punctuality Policy
- Safeguarding / Child Protection Policy
- Complaints Procedures
- Health and Wellbeing Policy