



Special Educational Needs and Disability Policy

		Date
Head Teacher	Fiona MacCorquordale	
Governing Body	Full Governing Body Meeting	December 2026
Next review date	Autumn 2027	

SENCO for Children's Centre and Primary School: Simone De Juan

Governor for SEND: Kiran Prasad

Relevant Legislation:

The Education (Special Educational Needs) (Information) Regulations 1999: SI 1999/2506.

The Special Educational Needs Code of Practice (2014)

Aims and Objectives

This policy accepts the definition of SEND as set out in the SEN Code of Practice. It reflects the new approach to and arrangements for SEN outlined in the Children and Families Act 2014.

At Prior Weston Primary School we are committed to meeting the needs of all children. Our expectation is that children who experience barriers to their learning, which may result from sensory or physical impairment, learning difficulties or emotional or social development will receive an education that enables them to achieve their best and become confident individuals living fulfilling lives. We share our campus with Richard Cloudesley Primary Department and seek to use this special relationship to support the needs of children in both settings.

The Governing Body and school staff will always do their best to ensure that the necessary provision is made for any pupil who has special educational needs and/or disabilities.

All staff and governors in the school are aware of the importance of identifying and providing for children who have SEND.

The Headteacher and SENCOs will report annually to governors on the policy and effectiveness of the school's work for pupils with SEND.

All staff will ensure children with SEND can join in the activities of the school together with pupils who do not have SEND, so far as that is reasonably practical and compatible with

the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.

This policy should be read in conjunction with the school's SEND information report that sets out in more detail the school's offer to meet the needs of children with special educational needs.

Responsible Persons

All members of staff at Prior Weston are committed to the provision for children with SEND.

The Headteacher has strategic responsibility for overseeing the provision for children with special educational needs and keeping the governing body fully informed. In conjunction with the SENCO, the Headteacher is responsible for monitoring and evaluating the success of this policy and ensuring that necessary revisions are undertaken.

The people responsible for co-ordinating the day to day provision of education for pupils with SEND are Simone De Juan and Rachel McCormack Bland.

The governing body, in co-operation with the Headteacher, determines the school's general policy and approach to the provision for children with special educational needs, establishes the appropriate staff and funding arrangements and maintains a monitoring oversight of the school's work. They are responsible for reviewing the SEND policy.

Admission and Inclusion

All the teachers in the school are teachers of children with Special Educational Needs. As such Prior Weston Primary School and Children's Centre adopts a 'whole school approach' to SEND that involves all staff adhering to a model of good practice.

- At Prior Weston Primary School and Children's Centre all pupils are provided with inclusive, quality first teaching of a broad and balanced curriculum. This curriculum will be appropriately adapted in order to meet the learning and developmental needs of all children and enable them to make the best possible progress.
- Reasonable adjustments will be made to this curriculum and the organisation of the class will be made in a timely way and the impact of teaching and learning will be assessed accurately. We expect that all pupils with SEND will meet or exceed the high expectations we set for them against national data and based on their age and starting points.
- All staff are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is given a high priority in this policy, in line with the policies of Islington Local Authority.
All children with SEND are afforded the same rights as other children in terms of their admission to school.

Specialist Provision

At Prior Weston we cater for children with a range of different needs, for example:

- **Communication and interaction** - e.g. speech, language and communication needs (SLCN) which can occur as primary difficulties with fluency, forming sounds and words, formulating sentences, understanding what others say and using language socially or secondary to other developmental conditions such as Autism Spectrum Condition (ASC)
- **Cognition and learning** - e.g. Specific learning difficulties (SpLD) including dyslexia, dyscalculia and developmental coordination disorders (dyspraxia), moderate learning difficulties (MLD) including global developmental delay, severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD)
- **Social, emotional and mental health difficulties** (SEMH) - e.g. anxiety, task-avoidance, social difficulties, depression, eating disorders, attachment disorder, attention deficit hyperactive disorder (ADHD)
- **Sensory and/or physical needs** - e.g. vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI), Cerebral Palsy (CP), epilepsy.
- **Medical needs** - Where pupils have medical needs and special educational needs, we will plan and deliver education provision in a co-ordinated way with their healthcare plan if they have one. We will also follow the statutory guidance on supporting pupils at school with medical conditions. Our building is fully accessible and we have hoists in place to support children with physical needs as well as lifts and accessible toilets and shower facilities. Prior Weston Primary School and Children's Centre share our building with Richard Cloudesley Primary Department. Adults are trained to meet the specific physical and medical needs of children that they work closely with.

Access to the Curriculum

The curriculum will be made available for all pupils, including those with SEND. Where pupils have been identified with SEND, a graduated response will be adopted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support, as outlined in the Local Offer.

The school will make provision for pupils with SEND to match the nature of their individual needs and the class teacher and SENCO will keep regular records of the pupils' SEND, the action taken and the outcomes.

There will be flexible grouping of pupils so that learning needs may be met in individual, small grouping or whole class contexts.

The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach. Where children require specific resources or teaching strategies to access learning, teachers (with support from the SENCo and outside professionals) will ensure that these are available and used effectively.

Schemes of work for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of SEND.

Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

Providing the graduated response: SEN Support

Most pupils will have their needs met through quality first teaching and an adapted curriculum. The learning, behaviour, progress and well-being of all pupils is reviewed termly by the class teaching staff, together with the SENCO, the Headteacher and the Deputy headteacher. Any pupil not making adequate progress will be given further targeted support following an 'Assess, Plan, Do, Review' approach. Assessments will allow the child to show what they know, understand and can do, as well as to identify any learning difficulties. Following assessment, the school will put a plan in place detailing appropriate interventions, such as:

- Adaptations to classroom organisation and management
- In-class support by teaching staff e.g. further support in an area of difficulty, more regular practice of certain skills, practical resources, such as visual supports and aids, to scaffold independent work.
- Small group work
- Home/school learning
- Use of specialist equipment
- Alternative teaching strategies e.g multi sensory, personalised topics etc
- Specific, targeted short term interventions e.g Nessy, Fresh Start (Read, Write Inc)
- Language groups
- Occupational Therapy (OT) groups
- Sensory Circuits
- Learning Mentor support

This plan will be outcome focused and will set out review arrangements.

The resources deployed to help the child achieve the agreed outcomes will be captured in an Individual Plan developed in collaboration with parents and children. Progress towards these outcomes will be discussed at Parent meetings and SEN review meetings with the team around the child (class teacher, SENCo, TA).

If it is necessary where a child has complex needs and there are multiple agencies involved in a child's care and education, the school, in discussion with parents and other agencies may initiate a team around the family meeting (TAF).

Identification, assessment, planning, intervention and review of children with SEND will be undertaken by all staff, with advice and support from the SENCO where needed. Appropriate records will be maintained, including continuous assessment, standardised tests and Key Stage attainment tests.

Additionally, the progress of any child receiving exceptional needs funding, or with an EHCP will be reviewed in a formal annual review meeting.

Resources

Full details of SEN expenditure are accounted for within the Annual Return to Islington Local Authority and reported to governors.

The school is allocated a notional SEN budget annually and receives topup funding for children with EHCPs. These funds are mainly devoted to staffing costs, enabling the provision of quality first teaching in all classrooms for all children, thorough action planning and review of children's progress, in-class support for groups and individuals, additional learning opportunities, therapy and behaviour support. There is also provision to buy resources and equipment to help meet the needs of children.

Parent Participation

The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have SEND where the support and encouragement of parents is often the crucial factor in achieving success.

Parents will always be kept informed about the special educational needs experienced by their children in accordance with the recommendations outlined in the Code of Practice. Communications between the parent and the school will be consistently maintained. We will always discuss with parents before we seek support from an external agency.

The school will work to ensure that children are fully aware of their own needs and the targets in their Plans. We will encourage all children to be independent learners and to work towards a positive progression to adulthood from the earliest stage.

Multi-agency working

Regular liaison is maintained with outside agencies, as listed in our SEND Information Report.

Arrangements for the Treatment of Complaints:

The procedure for managing complaints about SEN provision is:

- If parents/carers have any cause for concern, they are invited to speak directly with the class teacher in the first instance.
- If concerns persist, they should speak with the SENCo.
- If parents/carers feel their concerns are not being addressed appropriately, they should then speak to the Headteacher.

Parents can also refer to the school's Feedback and Complaints procedure.

Workforce Development

In-service training needs related to special educational needs will be identified by the

Headteacher/Assistant Head of Inclusion in consultation with the staff and will be incorporated into the staff development plan.

Evaluating Success

This policy will be kept under review. The governors will gauge the success of the policy by the achievements of the outcomes outlined in individual plans. In addition, evidence will be gathered regarding:

- Staff awareness of individual need and quality of teaching of children with SEND
- Success of early help intervention
- Academic progress of pupils with SEND
- Improved behaviour of the children, where this is appropriate
- Pupil attendance
- Consultation with parents
- Children's awareness of their targets and achievements

The Assistant Head of Inclusion reports termly to governors.

Relationship to other policies

This policy should be read in conjunction with the policies on teaching and learning, the school curriculum, equality and assessment, recording and reporting. The accessibility plan and School Information Report are integral to this policy.