

Special educational needs and disabilities (SEND) and inclusion policy

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Contents

1. Aims and objectives	2
2. Vision and values.....	2
3. Legislation and guidance.....	3
4. Inclusion and equal opportunities	4
5. Definitions.....	4
6. Roles and responsibilities.....	6
7. SEN information report.....	10
8. Our approach to SEND support.....	10
9. Attendance.....	13
10. Safeguarding	13
11. Expertise and training of staff.....	14
12. Links with external professional agencies	14
13. Admission and accessibility arrangements.....	Error! Bookmark not defined.
14. Complaints about SEND provision	14
15. Monitoring and evaluation arrangements.....	15
16. Links with other policies and documents	15

1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
 - Support and make provision for all pupils with special educational needs and disabilities
 - Provide pupils with SEND access to all aspects of school life, including ensuring the school environment is fully accessible to all pupils, so that they can engage in activities alongside pupils who do not have SEND.
 - Help pupils with SEND fulfil their aspirations and achieve their best, whilst promoting high expectations for all
 - Help pupils with SEND become confident individuals living fulfilling lives
 - Communicate with pupils with SEND and their parents or carers, and involve them - alongside relevant external agencies- in discussions and decisions about support and provision for the pupil.
 - Train our staff to provide support for pupils with SEND
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff (with regular up to date training + maintain accurate records)

2. Vision and values

Our vision

At Wolfson Hillel Primary School, we are committed to creating an inclusive, nurturing and ambitious environment where all children, including those with Special Educational Needs and Disabilities (SEND), are supported to thrive. Our vision is that every child is known, understood and supported as an individual in order to reach their maximum potential in life. We recognise that children learn in different ways and may require different levels or types of support. We believe every child should feel safe, valued and understood so they can fully engage in learning and make meaningful progress from their individual starting points. Through quality-first adaptive teaching, careful assessment, early identification of need and strong partnerships with families and external agencies, we ensure that each child receives the support they need to succeed academically, socially and emotionally.

Our SEND Values

At Wolfson Hillel Primary School we are committed to:

- Inclusion for all: ensuring every child feels safe, valued and able to participate fully in school life.
- High expectations: maintaining ambitious outcomes for pupils with SEND and supporting them to make strong progress from their starting points.
- High-quality first adaptive teaching: ensuring teaching is responsive to pupils' needs so that learning is accessible and appropriately challenging. This is underpinned in our Teaching and Learning principles that all staff use and are good practice for ensuring inclusion for all pupils.
- A whole-child approach: recognising that wellbeing, emotional security and a sense of belonging are essential for learning. Children will only be able to learn when they feel safe and secure in school.
- Trauma-informed practice: understanding that behaviour and engagement may reflect underlying needs and responding with a sense of curiosity, empathy and support.
- Early identification and intervention: identifying potential barriers to learning early through observations, assessments and parent communications and responding promptly with appropriate support that is frequently reviewed.
- Personalised support: recognising that every child's strengths, needs and learning journey are unique.
- Pupil voice: listening to children and ensuring they are actively involved in shaping decisions about their support, and encouraged to develop autonomy in their learning.
- Strong partnerships with parents and carers: working collaboratively and valuing families as key partners in their child's education.
- Effective collaboration with professionals: working closely with external agencies to ensure coordinated and effective provision.
- Promoting independence and resilience: supporting pupils to develop confidence, independence and the skills they need for future learning. This is emphasised in our Hillel Values which are woven into all aspects of school life.

3. Legislation and guidance

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

This policy is also based on the following legislation:>

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- [Children's wellbeing and schools bill](#) amended 2024/25 which promotes early identification of need, stronger safeguarding partnerships and improved support for vulnerable children so that all pupils can access education and achieve positive outcomes.
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The governance guide for [academy trusts](#) which sets out trustees responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

This policy also complies with our funding agreement and articles of association.

4. Inclusion and equal opportunities

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

We will achieve this by making reasonable adjustments to teaching the curriculum, teaching strategies, learning resources and the school environment to make sure that pupils with SEND are included in all aspects of school life. We are committed to closing gaps in progress and attainment by providing early, targeted support and evidence-based interventions tailored to meet individual needs.

5. Definitions

5.1 Special educational needs

Under the Special Educational Needs and Disability (SEND) Code of Practice (2015), a child has SEN if they have a learning difficulty or disability that calls for special educational provision to be made.

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.

5.2 Disability

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

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

5.3 The four areas of need

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

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

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact one or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences

AREA OF NEED	
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6. Roles and responsibilities

6.1 The SENCO

The SENCOs at our school are Chloe Sampey (maternity leave) and Hannah Bunt, supported by Christie Sherman and Ashleigh Stern.

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching. This includes observing pupils where concerns have been raised by teachers, in order to support early identification and timely intervention.
- Advise on the graduated approach and APDR cycle to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Be a point of contact for external agencies, especially the local authority (LA) and its support services and work with external agencies to make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution they will make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner

- Coordinate effective transition and information sharing ahead of new school years, so that teachers receive detailed information about pupils with SEND and are well prepared to provide appropriate support from the start of the academic year.
- Share new SEND information and reports with appropriate staff when received via parents, external professionals or other sources.
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- Coordinate the annual review process for all children with an EHCP.
- Monitor that provision stated on EHCPs, IEPs and class provisions maps is taking place in classrooms. Work with teachers/support staff when there is a difficulty in providing the provision to ensure the pupil/pupils are receiving the support they need.

6.2 The governing board

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

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Publish information on the school website about how the school is implementing its SEND policy, in an SEN information report

- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

6.3 The SEND link governor

The SEND link governor is Liz Gabriel

The SEND governor will:

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

6.4 The headteacher

The headteacher will:

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

6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is adapted to meet pupil needs through a graduated approach
- Following the Wolfson Hillel teaching and learning principles to ensure inclusive practice for all pupils.
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Working with the SENCO to raise any concerns to ensure early identification.
- Ensuring they follow this SEND policy and the SEN information report
- Regularly RAG rating and tracking emotional and behavioural needs to ensure all children's wellbeing is monitored
- Keeping the class and individual provision maps up-to-date and reviewed
- Ensuring that provision stated on EHCPs, IEPs and class provisions maps is taking place in classrooms
- Assessing and observing pupils' social interactions
- Communicating with parents/carers regularly to:
 - Set clear outcomes and review progress towards them (as evidenced on IEP documents)
 - Discuss the provision and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents'/carers' concerns and agree their aspirations for the pupil

6.6 Parents or carers

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

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

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

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

6.7 The pupil

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

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions
- Giving the opportunity to explain how they best think adults could help them

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

7. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

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

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Is significantly slower than that of their peers in relation to speech and language development
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This also includes progress in areas other than attainment such as: emotional and behavioral development, social interactions/ social communication deficits and sensory or regulation issues.

See appendix 1 for a flow chart of the SEN identification process

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

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

The school will work in a multi-agency way to ensure that relevant information is obtained before a pupil starts at the school, so that appropriate support can be put in place as early as possible. We will also seek to receive a thorough handover and detailed report from the previous school or setting to ensure continuity of provision and a smooth transition. This includes making contact with previous setting for children joining our Nursery/Reception.

8.2 Consulting and involving pupils and parents/carers

The school will put the pupil and their parents/carers at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents/carers. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents/carers have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will meet with parents/carers termly to discuss progress and adaptations of provisions provided via IEP meetings.

We will notify parents/carers if it is decided that a pupil will receive special educational provision.

8.3 The graduated approach to SEN support

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

1. Assess

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

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

2. Plan

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

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on individual education plan (IEP) and/or care plan which will be shared with staff and parents/carers.

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

3. Do

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

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

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

4. Review

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

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

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

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

8.4 Levels of support

School-based monitor list

A monitor list is used to track pupils who may be showing emerging needs or who require additional observation before being identified as having Special Educational Needs. Pupils on the monitor list may be experiencing barriers to learning, social or emotional difficulties or making less than expected progress despite quality-first teaching. The SENCO will work closely with class teachers to monitor these pupils, gather evidence and implement appropriate strategies or short-term support where needed. Progress and wellbeing are regularly reviewed to determine whether the pupil's needs can be met through adaptive teaching or whether further assessment and additional provision, including placement on the SEND register, may be required. Parents are kept informed and involved throughout this process. On the census, these pupils will be marked with the code N.

School-based SEN support

Pupils receiving SEN support will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible. These pupils will have an Individual Education plan which is reviewed termly with teachers and parents.

For pupils who are not making expected progress with the above in place, they will be considered a High-Need SEN support pupil. They will have their own provision map which is regularly reviewed by the SENCO and class teacher. For these pupils, the school will consider carefully with parents and external professionals where appropriate, whether an EHCP should be applied for.

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

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

Education, health and care (EHC) plan

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

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

On the census these pupils will be marked with the code E. These pupils remain on the SEND register too.

8.5 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENCO in weekly learning walks
- Drawing on teacher assessment, professional judgement and day-to-day classroom observations
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents/carers

9. Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

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

10. Safeguarding

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

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

11. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development. All staff have access to a training platform where they are able to gain bespoke training to enable them to best support the children in their care. We contract in external support from an Educational Psychologist and have connections with art therapists, wellbeing support workers, behaviour support and many other services for additional training as required.

12. Links with external professional agencies

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

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Social services
- Art Therapist
- Enfield ASA support
- Tiger Team
- Jewish Family Centre – family support and therapy
- Outreach:- West Lea Special School- Down's Syndrome plus other outreach support.
- Oak Tree – Outreach support
- Russet House - Autism
- SWERRL
- Camp Simcha
- My Young Mind Enfield

14. Complaints about SEND provision

Where parents/carers have concerns about our school's SEND provision, they should first raise their concerns informally with the SENCO or headteacher. We will try to resolve the complaint informally

in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the headteacher in the first instance. They will be handled in line with the school's complaints policy.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint to the Chair of Governors.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

15. Monitoring and evaluation arrangements

15.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents/carers

15.2 Monitoring the policy

This policy will be reviewed by the SENCOs every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

16. Links with other policies and documents

This policy links to the following documents:

- SEN information report
- The local offer
- Behaviour policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy

Appendix 1 – identification of SEND flowchart

