



Alexandra Primary School

Inclusion and SEND Policy

Governor Responsible	Safeguarding Committee
Status	Statutory
Last reviewed	February 2026
Review Period	Annually
Signed	<i>T Schloss</i>

Alexandra Primary School

SEND Policy

Alexandra Primary is an inclusive school. We take safeguarding very seriously and all of our policies are developed with reference to our safeguarding policy.

The SEND policy is linked to Behaviour, Anti-bullying, Medical, and Curriculum policies.

This SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010.

Inquiries about an individual child's progress should be made first to the class teacher since he or she is the person who knows the child best.

Other enquiries can be addressed to Kate Birch - SENCO

Please make an appointment with the school office if you wish to speak to the SENCO.

Headlines from the 2014 Code of Practice. From September 2014

Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support children from birth to 25 years.

School Action and School Action Plus have been replaced by one school-based category of need, known as 'Special Educational Needs Support' (SENS).

All children are closely monitored, and their progress tracked each half term. SENS pupils are additionally tracked by the SENCO.

There are four broad categories of SEN:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- physical and sensory.

We work closely with parents and children to ensure that we take into account the child's own views and aspirations and the parents'/carers' experience of, and hopes for, their child. Parents are invited to be involved in every stage of planning and reviewing SEN provision for their child.

All children benefit from 'Quality First Teaching': this means that teachers are expected to assess, plan and teach **all** children, regardless of ability, to provide challenge and engagement ensuring appropriate progress in learning. In addition, we implement some focused interventions to target particular skills.

We have high expectations for all our children. SEN pupils make good progress in relation to their targets and national outcomes.

Defining SEN

The 2014 Code of Practice says:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has significantly greater difficulty in learning than the majority of others 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. (Taken from 2014 SEN Code of Practice: 0 to 25 Years – Introduction XIII and XIV)

Our objectives are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND
- To ensure that every child experiences success in their learning and achieves to the highest possible standard
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

Around 20% of our children are either on our SEN Register as either needing additional SEN support or because they have an EHC Plan (Education, Health and Care Plan).

We have experience of working with pupils with SEND, including:

Communication and Interaction

- autistic spectrum disorder
- speech and language disorders.

Cognition and Learning

- dyslexia and dyscalculia;
- moderate learning difficulties, global developmental delay.

Social, Emotional and Mental Health

- ADHD
- ADD
- attachment disorders
- emotional difficulties
- mental health difficulties.

Physical and Sensory

- Hearing-impaired
- A range of Medical Needs including asthma
- Epilepsy, bowel disorders and diabetes
- Appropriate use of an Epipen.

Identifying SEND

Children with SEN are identified by one of four assessment routes, all of which are part of the overall approach to monitoring pupil progress:

- All pupils receive Quality First Teaching. The progress of every child is monitored at termly pupil progress meetings. A child who is identified as not making progress will be discussed with the SENCO, prior to a meeting with the child and parent/carer.

- Class teachers have extensive knowledge of each individual child's learning. A child's additional learning needs may be identified (under the 2014 Code of Practice) using the criteria below
 - *the child's progress in learning is below that of their peers when starting from the same baseline*
 - *the child's progress does not match or better his/her previous rate of progress*
 - *the attainment gap between the child and their peers is growing*
- We take all parental requests and concerns regarding their child's learning seriously. We work with the child and his/her family to plan a course of action to address additional needs. Where the concern is not addressed by Quality First Teaching, a further meeting will be held with the child and his/her parent/carer to put in place targeted support with clear success criteria and time limits. At this stage, the pupil may be put on the school's AEN record (Additional Educational Needs record).
- The school buys in additional support from the Speech and Language service and our therapist will also support the school with the early identification of speech and language difficulties.

The school is able to undertake a range of standardised tests with children. These assessments are used in conjunction with the teacher assessments to clarify the need. Should the school feel that an outside agency may be able to offer advice and support; parents/carers will always be informed and asked for permission in writing.

Although the school can identify special educational needs and make provision to meet those needs, we do not offer a diagnosis.

Working with Parents and Children

We aim to have positive, open and honest relationships with all parents/carers. Our assessment and reporting arrangements happen termly and parents/carers will have a clear understanding of how their child's learning is progressing. If a child's progress is causing concern, parents will be informed either:

- at termly parents' meetings
- at an agreed 1:1 meeting with the teacher and/or SENCO

At the meeting, the SENCO, teacher and parents will:

- discuss assessments that have been completed
- formally agree with parents/carers that their child is being placed at SENS
- agree an achievable, time-limited plan for provision

This is part of the graduated approach cycle of '**Assess, Plan, Do, Review**' required in the Code of Practice. Depending on their age, and their interest, the child may be invited to attend all or part of the meeting. Records are kept of these meetings and copies are available to parents/carers.

Thereafter, parents and children are invited to a meeting each term to review progress made, set targets and agree on the provision for the next term.

Records for children with SEND (SEN support)

Once a child has been identified as needing SEN the following records are completed:

- A "one-page profile" is used to record the child's strengths and interests; what they enjoy about school, what they find hard and what helps them to achieve. This is completed with the child and school staff and acts as a guide to everyone who works with them
- At termly progress meetings, an AEN (Additional Educational Needs) profile is produced and/or review. The plan records specific and challenging targets for the child to achieve in a term, together next steps (which may be 1-1 or in a small group) put in place to enable the child to achieve these targets.

Moving to an EHCP (Education, Health and Care Plan)

If the child fails to make progress, in spite of high quality, targeted support at SENS, we may apply for the child to be assessed for an EHC Plan. Generally, we apply for an EHC Plan if:

- The child has a disability which is lifelong and which means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASD (Autistic Spectrum Disorder), ADHD (Attention Deficit Hyperactivity Disorder) or dyslexia) does not mean that a child needs an EHC Plan.

When making an application for an EHC Plan, an Educational health care coordinator from the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting.

Teaching and Learning

We believe that children learn best with the rest of their class. Our aim is for all children to be working independently in class. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a TA. Teachers aim to spend time each day working with all children with SEN, individually or as part of a group.

When allocating additional TA support to children, our focus is on outcomes. We aim to put sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

The school has a range of interventions available which are listed and cost on a provision map. When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best suited to the child.

Targets for children at SENS are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher- who monitors progress towards the targets during the intervention - and by the SENCO who monitors overall progress after the intervention.

Interventions are planned and are time-limited

At the end of the intervention period, the child's progress towards their targets is assessed and recorded. A decision is then made about:

- continuation of the intervention
- the introduction of a new intervention
- allowing a period of consolidation in class

The SENCO monitors interventions to identify 'what works'.

Placing twins [and children from multiple births] into classes

At Alexandra Primary School, we celebrate that we are unique and achieve different things in our own ways. We believe that children thrive when thought of as brilliant in their own right. As such, on entry to our school we believe that, in the long term, twins are best served by being in separate classes. Separation might have positive consequences: aiding development of individual identities, reducing inter-twin competition (Segal & Russell, 1992), and decreasing dependency, especially where dominant-dominated relationships occur (Lalonde & Moisan, 2003).

Adaptations to the curriculum teaching and Learning Environment

Alexandra Primary School is disability friendly. Although we have a two-story Victorian building, we do have easy access to all ground floor classes so could accommodate pupils with wheelchairs or mobility difficulties. We have an easy access toilet. Other adaptations to the physical environment can be made in the future, if necessary, to accommodate children with other sensory disabilities.

All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with dyslexia, dyspraxia, ASD etc. We view this as good practice to support all children but vital for those who particularly need it. All of our children access the full Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources e.g. Widget symbols and Numicon.

Access to extracurricular activities

Where possible we will make every attempt to ensure that every child has access to everything that is on offer. However, there are times when certain events and activities may not be suitable for individual pupils. The school will always carry out a risk assessment of activities or school trips which is in addition to everyday classroom activities.

Based on the outcome of the risk assessment a decision will be made in consultation with parents. The same risk assessment will apply to after school activities and extended day activities.

Staff Expertise

All of our teachers are trained to work with children with SEN. All have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and opportunities through access to in house or external courses, provision of books or guidance towards useful websites.

Some of our TAs have ELKLAN training which helps them to support children with communication difficulties. Others have expertise and training in other areas or specific interventions. All TAs work with children with SEN and disabilities.

To supplement staff expertise, the school has access to a range of external experts e.g. Educational Psychologists and Advisory Teachers.

Children with social, emotional and mental health needs

Behaviour is not classified as an SEN. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we complete a single agency referral form or speak with an Early help coordinator, with the family and support the child through that process.

If parents and school are concerned that the child may have mental health needs, we encourage parents to consider a referral to CAMHS, completed either by the school or the GP.

If the child is felt to have long-term social, emotional or mental health needs for example with anger management- the school offers a range of social skills or therapeutic interventions. These are generally delivered by trained TAs who develop good, trusting relationships with the children. In addition, agencies such as TBAP

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

The school has a zero-tolerance approach to bullying, especially towards children with SEND and disabilities. We will actively investigate all allegations and use restorative practices to support children involved.

Transition Arrangements

Transition into and within the school:

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes, including from the nursery, as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet.

Transition to Secondary School

Meetings are held between the SENCO from the child's new school and the class teachers, the SENCO and, where appropriate, the parent/carer and child.

Governors

It is the statutory duty of the Governing Body to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

The Governor with particular responsibility for SEND is **Julia Heller**. They meet with the SENCO at least termly to discuss actions taken by the school.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure.

Haringey's Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes a provision from birth to 25, across education, health and social care. Haringey's Local Offer is available from the website; <https://www.haringey.gov.uk/children-and-families/local-offer/about-local-offer>

Alexandra's offer shows the range of support we can offer to our pupils and parents and can be found on the school's website.

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of the school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

Date Completed: January 2026

To be reviewed: January 2027