Salusbury Primary School

Inspire Believe Excel

Special Educational Needs and Disabilities Policy

September 2026 - 2028

Approved by:	Safeguarding & Wellbeing Committee	**Date: September 2026**
Last reviewed on:	September 2026	
Next review due by:	September 2028	

Introduction
This policy is fully compliant with the Special Educational Needs (SEND) Code of Practice: 0-25 years (January 2015, updated September 2024).

Basic Information about the school's SEND provision
Salusbury Primary School identifies pupils as having Special Educational Needs if they meet the definition as set out in the SEND Code of Practice: 0-25 years (January 2015, updated September 2024).

This defines SEND as;

- A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- The school fulfills its legal duty in section 66 of the Children and Families Act 2014 to use its best endeavours to secure provision for pupils with SEND.
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
    - has a significantly greater difficulty in learning than the majority of others of the same age, or
    - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is '…a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities'.

The school provides for pupils whose special educational needs broadly fall into the four areas of:

1. Communication and Interaction.
Children with speech, language and communication needs, (SLCN) have difficulty in communicating with others.
Children with autism have particular difficulties with social interaction.

2. Cognition and Learning
Children who learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs including moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties, (PMLD). Specific learning difficulties (SPLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

3. Social, Emotional and Mental Health (SEMH) needs
These difficulties manifest themselves in many ways, such as being withdrawn or isolated, or displaying challenging behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression amongst others. Other children may have disorders such as Attention Deficit Hyperactive Disorder (ADHD) or Attachment difficulties or attachment needs

4. Sensory and/or Physical Needs

These children may have difficulties with vision impairment, (VI), hearing impairment (HI) or a multi-sensory impairment, (MSI). Some children with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

Guiding Principles

At Salusbury Primary School we believe that all of our pupils, regardless of gender, ethnicity, ability, disability or sexuality are entitled to a high-quality education that will maximise their potential.

All pupils are entitled to an education that enables them to:

- achieve their best
- become confident individuals leading fulfilling lives
- make a successful transition into adulthood whether into employment, further or higher education or training

Objectives of the school's SEND policy

We will ensure that a child or young person with SEND will have their needs met through a careful programme of identification, assessment, planning and support.

To achieve this;

- the views of the pupil will be sought and taken into account
- our parents have a vital role to play in supporting their pupil's education
- our pupils with SEND will be offered full access to a broad, balanced and relevant education, including an appropriate curriculum
- the school will manage its resources to ensure all pupils' needs are met
- a pupil's special educational needs will be identified early
- provision and progress for our SEND pupils will be monitored and reviewed regularly
- the school will involve outside agencies where appropriate
- Education, Health & Care Plans will be reviewed regularly in line with regulations
- appropriate training will be provided for those involved in the implementation of the policy

Where a Special Educational Need is identified, the school will put appropriate evidence-based interventions in place. These will be provided as part of a Graduated Response, which includes regular review of the progress made and adaptations to the support provided as required.

How the policy will contribute to meeting the objectives

The effectiveness and appropriateness of the policy will be continuously monitored by the Inclusion Leaders/Special Educational Needs Coordinators (SENCO) in conjunction with the SEND representative from the Governing Body. The use of resources, identification, programme planning, effectiveness and quality of individual planning, pupil progress, pupil participation, parents as partners, statutory reviews, referrals for statutory assessment, the

identification of training needs and the use made of support services will be monitored and evaluated regularly.

In addition, the school will annually undertake a self-evaluation of the effectiveness of its policy in order to both update the policy and to plan further improvements and development.

The arrangements that have been made for coordinating the provision of education for pupils with SEND at the school. The school's provision for pupils with SEND will be coordinated by Sarah McKiernan - SENCO for Salusbury Primary School. The SENCO holds, or is undertaking, the National Professional Qualification for SENCOs in accordance with current regulations.

The SENCO has an important role to play with the head teacher and the governing body in determining the strategic development of the SEND policy and provision in the school. At Salusbury Primary School the SENCO is part of the Senior Leadership Team. The SENCO has day-to-day responsibility for the operation of the SEND policy and coordination of specific provision made to support individual pupils with SEND, including those that have EHC plans. The SENCO provides professional guidance to colleagues and works closely with staff, parents and carers and other agencies. The SENCO is aware of the provision of the Local Offer and is able to work with professionals providing a supportive role to the family to ensure that pupils with SEND receive appropriate provision and quality first teaching.

The key responsibilities of the SENCO are:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date

SEND Funding

The school's SEND provision is funded largely from the school's overall budget and is allocated on the basis of individual need. Support is graduated according to needs, priorities and availability of resources. When it is agreed to place a pupil on the school's SEND register it is because their additional needs are significant and they require additional support that

the school may fund up to an additional £6000. In exceptional cases the school can apply to the Local Authority for top up funding. Pupils who have an EHC Plan will have an agreed package of support from the Local Authority through the personal budget arrangements.

How pupils with special educational needs are identified and their needs determined and reviewed.
All teachers are responsible and accountable for the progress and development of all the pupils in the class, even where pupils access support from teaching assistants or specialist staff. Where a pupil is not making adequate progress, class teachers, the SENCO and parents will collaborate on problem-solving, planning support and teaching strategies for individual pupils.

Quality first teaching, differentiated for individual pupils, is the first step in our school's response to pupils who have or may have SEND. The identification of SEND is built into the school's overall approach to monitoring the progress and development of all pupils.

Staff are also able to complete a concern form at any point during the school year if they would like additional involvement from the Inclusion Team with either identification of, or support, a possible SEND.

In line with the 2014 Code of Practice requirements the school will deliver a Graduated Response Model as described in the diagram on page 7 for pupils identified as having SEND.

Action by class teacher *(prior to involvement of the Inclusion Leader/SENCO).*
The class teacher will be expected to have undertaken the following actions:

- Use existing information as a starting point
- Highlight areas of skills that require support in class
- Use on-going assessments to identify what the child knows. Identify strengths and weaknesses.
- Ensure on-going observation/assessment provides feedback to inform next steps.
- Involve the child in his/her learning
- Involve the parent and keep them informed.
- Will not assume that the difficulties are within the child. Adapt teaching/curriculum.
- Use of Early Years curriculum/ national curriculum programmes of study, effective management, ethos, learning environment and curriculum arrangements.
- Scaffolding – match planning to individual needs
- Take responsibility for planning and overseeing any interventions or support arrangements to address the child's learning difficulties.

Arrangements will be monitored to identify those pupils not making sufficient progress with this level of support because of their special needs, at which point the SENCO is consulted, as to whether the pupil should be placed on the school's SEND register.

SEND Register
Placing pupils on the school's register.

- Will be considered when pupils are unable to make appropriate progress and involves experts advising on a personalised plan, specialist assessment, advice on

new strategies, additional support

- Triggers – little progress over time, levels below average or serious cognition/social and emotional/physical/sensory/communication and interaction difficulties. Class based interventions have not made a significant improvement.

The Graduated Response

Will be led by the class teacher in partnership with the Inclusion Leader/SENCO.
It will commence once it has been demonstrated that high quality teaching and learning arrangements (as part of normal classroom planning), support and interventions are not enabling the pupil to make good enough progress, and where assessment data indicates this is because special educational needs are providing a barrier to learning.

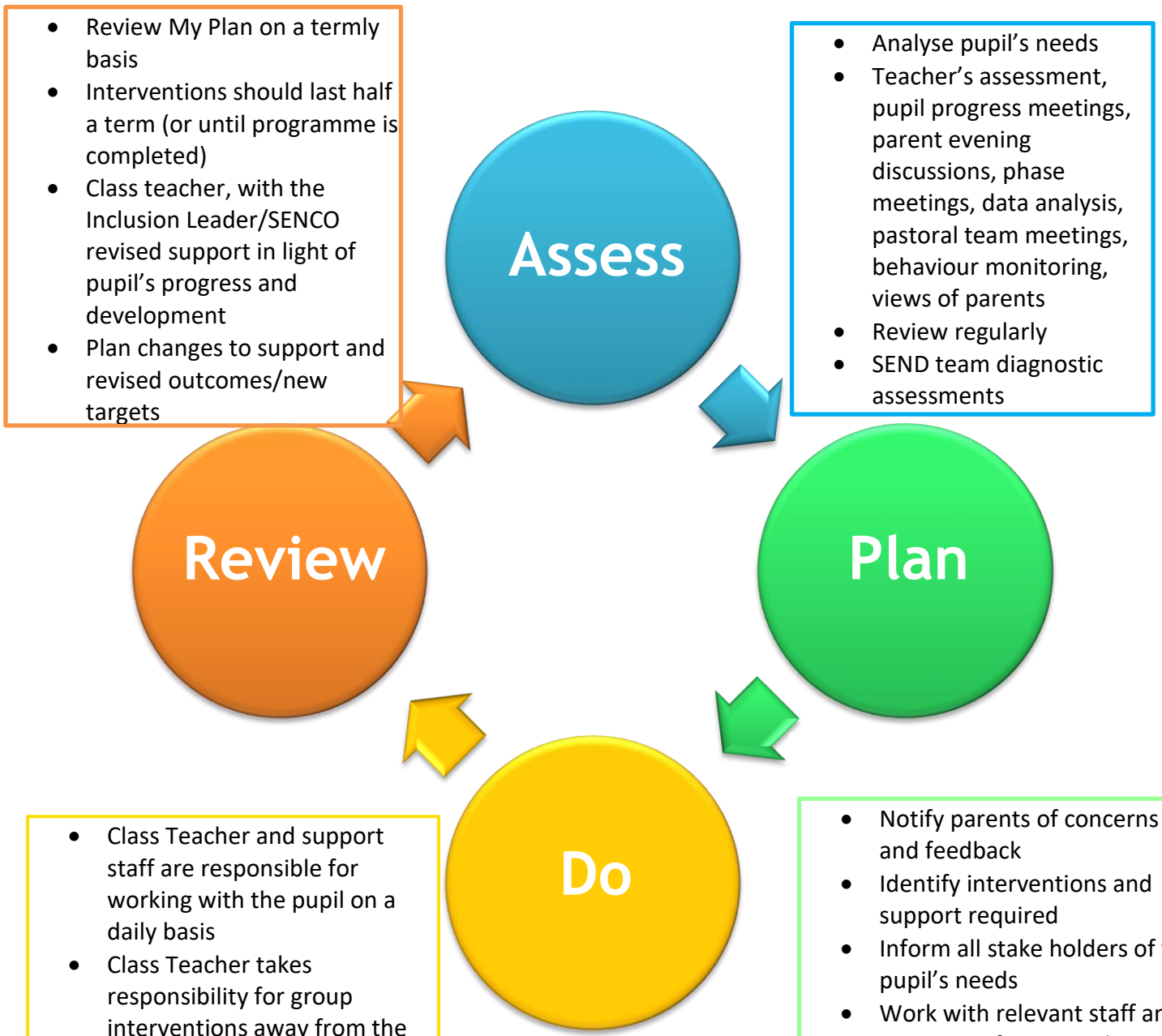
Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents.

The outcomes considered should include those needed to make successful transitions between phases of education and to prepare for adult life. In consultation with the pupil and parents a plan (My Plan), will be drawn to achieve the agreed outcomes through support and intervention arrangements. The Graduated Response plan will ensure that: External agencies will be contacted, if appropriate, and will see existing records and implement their own assessments

The Pastoral Leader/SENCO/ Class Teacher will consider a range of approaches/materials. Plans for the use of support will relate to a clear set of expected outcomes, which should include stretching and relevant academic developmental targets.

Progress towards these outcomes will be tracked and reviewed termly through a four-step model and will be repeated as many times as is necessary.

The Graduated Approach at Salusbury



- Analyse pupil's needs
- Teacher's assessment, pupil progress meetings, parent evening discussions, phase meetings, data analysis, pastoral team meetings, behaviour monitoring, views of parents
- Review regularly
- SEND team diagnostic assessments

- Notify parents of concerns and feedback
- Identify interventions and support required
- Inform all stake holders of the pupil's needs
- Work with relevant staff and parents to form My Plan with relevant targets
- Contact or refer to external agencies if necessary (with parental consent)

- Class Teacher and support staff are responsible for working with the pupil on a daily basis
- Class Teacher takes responsibility for group interventions away from the class after meeting with inclusion lead/SENCo
- Class Teacher involved in planning and assessing impact of interventions in line with the SENCO
- Pastoral Leader/SENCo provides support to Class Teacher

- Review My Plan on a termly basis
- Interventions should last half a term (or until programme is completed)
- Class teacher, with the Inclusion Leader/SENCO revised support in light of pupil's progress and development
- Plan changes to support and revised outcomes/new targets

The 'My Plan' meeting
This My Plan review will be led by the Class Teacher who has a good knowledge and understanding of the child and is aware of their needs and attainment. The Class Teacher will be supported by the SENCo. It will provide an opportunity for the parent to share their concerns and, together with the teacher agree new targets for the child.

These discussions will allow sufficient time to explore the parent's views and to plan effectively. Meetings will, whenever possible, be aligned with the normal cycle of discussions with parents of all pupils.

The School's Provision Map
The school will maintain a provision map of the support, arrangements and interventions available to ensure that pupils with SEND can access learning and maximise their achievements.

The School's Approach to Identification and Assessment of SEND
At Salusbury Primary School we have an agreed approach to the identification and assessment of SEND taking into account the nature of the special need. Identification includes the use of high-quality assessment, as well as effective tools and early assessment materials. The main source of outside agency support is from the Local Authority. This could be from the Educational Psychologist, Additional Needs Teachers or Health Professionals e.g. speech and language therapists, physiotherapists etc. Informed parental permission is required before such consultations can take place.

For higher levels of need, our school has arrangements in place to draw on more specialised assessments from external agencies and professionals. Salusbury Primary School has access to the following professional agencies;

- Occupational Therapy
- Physiotherapy
- Speech and Language Therapy (SALT)
- Educational Psychologist
- Brent Child and Family Clinic (CAMHS)
- Brent Outreach Autism Team (BOAT)
- Teacher of the Hearing Impaired

Where pupils do not make sufficient progress, despite the school making purposeful and relevant interventions, in this case it may be appropriate to ask the LA to carry out a statutory assessment of their needs to see if they are eligible for an Education Health and Care Plan (EHCP). The LA will seek evidence from the school that any strategy or programme implemented for the child in question has been continued for a reasonable period of time without success and that alternatives have been tried. The LA will need clear information about the pupil's progress over time and will also need clear documentation in relation to the pupil's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place.

In preparing a request, the school will involve the parents, pupils and outside agencies and refer to Chapter 9 of the Code of Practice.

Education Health and Care Plans (EHCP)
Once a pupil has an EHCP naming Salusbury Primary School, the Inclusion Leader/SENCO will ensure that those teaching or working with the child or young person are aware of their needs and have arrangements in place to meet them. The school will ensure that teachers monitor and review the pupil's progress during the course of a year. Formal reviews of the EHCP will take place annually. If a pupil's SEND change, the local authority will be informed and the school will arrange to hold a review as soon as possible to ensure that provision specified in the EHC plan is appropriate. For further information on EHCPs please see the LA's Local Offer.

How the governing body will evaluate the success of the education which is provided at the school to pupils with Special Educational Needs.

The governing body must publish information on their websites about the implementation of the governing body's policy for pupils with SEND.

The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

At Salusbury:

- The SEND Policy is published on the website.
- The SEND Information Report is updated annually.
- Paper copies are available free of charge.

As stated previously, the school will continuously monitor and evaluate the working of the SEND policy, gathering information on the following aspects:

- number of pupils on the SEND register, expressed as a percentage of the school roll, and any changes to the level of support they receive
- the level of support pupils received and the amount of progress they make
- the 'value-added' data of pupil progress
- the success of resources
- the impact of training and new approaches to meeting needs
- the identification of training needs
- the impact and outcomes of the review process
- the development of pupil participation
- relationships with parents
- the impact of the statutory process on pupil progress
- the success of the involvement of outside agencies
- the success of liaison with other schools

Arrangements for Professional Development for all staff, including SEND staff and learning support assistants, in relation to special educational needs.

The professional development of all staff involved in meeting the needs of pupils with SEND is on-going and continuous. A wide range of training opportunities is provided which includes:

- Skill sharing and the demonstration of teaching techniques and strategies organised within the school
- Professional development sessions and one-off sessions on relevant subjects provided by SEND specialists
- Attendance at courses offered by external providers, accredited and non-accredited, as part of the school's Performance Management process
- Other courses which are relevant to the work being undertaken. This can be generated by staff interest or can be undertaken at the request of the SENCo.

The Role of Parents of Pupils with Special Educational Needs
All parents and carers of pupils with special educational needs at Salusbury Primary School are considered to be our partners. They will be supported, so as to be able and empowered to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their pupil's education
- Have knowledge of their pupil's entitlement within the SEND framework
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision- making processes about special educational provision

To make communication effective staff at Salusbury will:

- Acknowledge and draw on parental knowledge and expertise in relation to their child
- Focus on the pupil's strengths, as well as areas of additional need
- Recognise the personal and emotional investment of parents and be aware of their feelings
- Ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings
- Respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- Respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers
- Recognise the needs for flexibility in the timing and structure of meetings

Pupils
The child will be enabled/encouraged to participate in decision-making processes in their education, including contributing to personal plans, discussions about choices of schools, contributions to the assessment of their needs and termly reviews and transition meetings. They need to be part of the process, to know that they are listened to and that their views are valued.

Any links with other schools, including special school, and the provision for transition of pupils with special educational needs to secondary school will be overseen by the Inclusion Leader. Transition arrangements for pupils with SEND either moving into the school or moving on to another setting will again be overseen by the Inclusion Leader.
Links with child services, social services and educational welfare services and any voluntary

organisations which work on behalf of pupils with SEND will be coordinated by the Inclusion Leader.

The school is in contact with the following organisations:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Brent Child and Family Clinic (CAMHS)
- Social Services
- Inclusion Support Team
- Brent Outreach Autism Team
- Brent Deaf and Hearing Service
- Brent Visual Impairment Service
- Complex Needs Consultant
- Specific Learning Difficulties Consultant
- Physiotherapist
- School Nurse

This policy will be reviewed and updated at least every two years. The SENCo will also report annually to the school governors concerning the effectiveness of the policy.