

# Christ Church (Brondesbury) CE Primary School

## SEND Policy



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<b>Date of next review</b>	<b>Spring 2027</b>
<b>Signed by Chair of Governors</b>	

# Christ Church (Brondesbury) CE Primary School

## School Vision

Christ Church (Brondesbury) CE Primary School is a vibrant, welcoming and inclusive school at the centre of our diverse local community. We are perceived as a “family” by all who know us.

As a Christian school, we encourage everyone to be their best and to grow in God's creation. We provide a supportive, safe, respectful and reflective environment in which all flourish irrespective of their culture and belief.

We provide the highest standard of learning for all of our community and encourage them to pursue aspirational goals.

The school's vision is deeply rooted within the scripture passage:

### **2 Corinthians 8:7**

*“But as you excel in everything—in faith, in speech, in knowledge, and in all eagerness and in the love from us that is in you—make sure that you excel in this act of kindness too.”*

Our vision is embedded within the Christian values of:

**Compassion, Respect, Friendship, Forgiveness, Perseverance, Wisdom.**

Our vision is expressed by all as **“Going for GOLD with faith”**.

This is explained and explored below:

Vision	Demonstrated as
<b>G</b> ive learning your best	<ul style="list-style-type: none"><li>• Try your best at everything</li><li>• Follow the “give me five” rules</li></ul>
<b>O</b> wn your choices	<ul style="list-style-type: none"><li>• Be respectful and polite</li><li>• Be honest and take responsibility for your words and actions</li></ul>
<b>L</b> ove yourself, as God loves you	<ul style="list-style-type: none"><li>• Love yourself, for you are special</li><li>• Love your neighbours with all your heart</li></ul>
<b>D</b> ream big, work hard and pray	<ul style="list-style-type: none"><li>• Aim high</li><li>• Always be ready to learn</li><li>• With prayer, everything is possible</li></ul>

This policy reflects and supports our school vision in that through our promotion of SEND provision at Christ Church we strive to “...provide a supportive, safe, respectful and reflective environment in which all flourish” and to “provide the highest standards of learning for all” This is echoed in our Bible passage as we excel in our acts of love and kindness and in our Going for GOLD with faith as give learning our best and dream big, work hard and pray.

## 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 pupils with special educational needs and disabilities
  - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
  - Help pupils with SEND fulfil their aspirations and achieve their best
  - Help pupils with SEND become confident individuals living fulfilling lives
  - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- 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

## 2. Vision and values

Christ Church Primary School is an inclusive school which aims to enable all pupils whatever their ability or needs, to reach their full potential. We understand that many pupils during their school life may experience difficulties and learn at different rates and we are committed to providing education where their needs are valued and supported. This policy explains how we make provision for pupils with Special Educational Needs and Disability (SEND), in line with the school ethos and current legislation.

At our school we will provide all pupils with access to a broad and balanced curriculum.

We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

## 3. Legislation and guidance

This is based on the statutory [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
- 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 Handbook](#), which sets out Governors' 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

#### 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 and the school environment to make sure that pupils with SEND are included in all aspects of school life.

#### 5. Definitions

##### 5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- 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

**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 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 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 do 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>

AREA OF NEED	
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"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul>
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"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
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"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <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 SENDCO

The SENDCO at our school is Ms Baverstock

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 make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: 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
- 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

## 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
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a 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 Lesley Daisley.

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
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- 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 differentiated to meet pupil needs through a graduated approach
- 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
- Ensuring they follow this SEND policy and the SEN information report

➤ Communicating with parents regularly to:

- Set clear outcomes and review progress towards them
- Discuss the activities and support that will help achieve the set outcomes
- Identify the responsibilities of the parent, the pupil and the school
- Listen to the parents' 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
- 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 parent or carer 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

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

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

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
- 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 may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

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

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents.

In order to be added to the SEND register a child must have significantly greater difficulty in learning than most others of the same age and require provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

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)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

The SEND register is reviewed termly and we consult with parents if the child is making enough progress which warrants them being removed from the SEND register.

### **Early identification**

Pupils are identified as early as possible for additional support. Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure appropriate interventions are put in place to help these pupils catch up. Pupils' needs are met as early as possible through:

- Classroom-based assessment and monitoring arrangements
- Following up parental concerns
- Liaising with feeder nurseries and previous education settings
- Information from other external services and agencies
- Undertaking a more in-depth individual assessment.

During pupil progress meetings (PPM) there is always a discussion about pupils who are not making enough progress. Strategies to support pupils are provided by the SENCO for teachers. If the pupil is not making the progress over a specific amount of time, and presents as having significant difficulties, a decision to provide additional support is made after full consultation with parents. This is supplemented by evidence that, despite receiving high quality teaching, the pupil continually demonstrates difficulty in one or more of the four areas of need and is making little or no progress over a specific period.

## **8.2 Consulting and involving pupils and parents**

The school will put the pupil and their parents 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. 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 have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents 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 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 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 our management information system, SIMS and will be made accessible to staff in a Personal Learning Plan (PLP).

Parents 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 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.

### **8.4 Levels of support**

#### **School-based SEN provision**

Pupils receiving SEN provision 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.

All pupils on the SEND register will have a Learning Plan and Pupil Passport, showing SMART targets which are reviewed termly.

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.

### **8.5 Evaluating the effectiveness of SEN provision**

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

- Classroom observations by members of the Senior Leadership Team
- Sampling work
- Scrutiny of planning and work books
- Informal feedback from all staff
- Review meetings when planning and setting new targets
- Monitoring individuals' targets by evaluating the impact of them
- Pupil Progress Meetings
- Discussion with parents and pupils about their views
- Termly evaluation of the effectiveness of interventions
- Reviewing pupils' individual progress towards their goals each term

- Reviewing the impact of interventions after each half term
- Plans which measure progress
- Holding annual reviews for pupils with EHCPs.

## **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 safeguarding/child protection 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.

## **12. Links with external professional agencies**

If a pupil has a high level or more complex need, the SENCO may discuss with parents about making a referral to an external support service. These services can add further assistance to identify and provide for pupils with SEND. The services may require access to pupils' records in order to find out about the strategies employed to date and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Sometimes a child and their family may require an Early Help Assessment referral (EHA) where the needs of a child or young person are assessed and objectives are agreed with parents to meet those needs. The process aims to ensure that targeted support for the pupil from different agencies occur as early as possible. The school works closely with the following agencies:

- Behaviour Inclusion Service
- Brent Family Front Door
- Brent Outreach Autism Team (BOAT)
- Child and Adolescent Mental Health Service (CAMHS)
- Clinical Psychologists
- Dietitians
- Education Psychology Service (EPS)
- General Practitioners (GPs)
- Hearing Impairment (HI) Service
- Medical Officers
- Occupational Therapy (OT)
- Physiotherapists
- Speech and Language Therapy (SaLT) Service
- Social Services
- Under 5's Specialist Service

- Visual Impairment (VI) Service.

Referrals to these services take place after parent consultation. The role of the service are explained so that parents have a sound understanding of how their child will be supported.

### **11. Admission and accessibility arrangements**

Our school's Admissions Criteria can be seen on our website here:

<https://www.cchurch.brent.sch.uk/admissions/>

### **13. Admission and accessibility arrangements**

#### **13.1 Admission arrangements**

On Page 2 of the Admissions Criteria, it states that "Priority will be given within each criterion to children with exceptional medical or social needs which are fully documented and who, in the opinion of the Governors, would benefit from a place at Christ Church School.

These exceptional cases would apply to children with documented SEND needs, especially to those with EHCPs, on which the school has been named as the most suitable provision to meet the child's needs.

#### **13.2 Accessibility arrangements**

The school provides resources to support learning, such as writing slopes and move-n-sit cushions. We recognise that a small number of pupils may need additional arrangements to access the key stage 2 tests, which are based on normal classroom practice for pupils with needs. Ramps are situated at the main entrance of the school. The SENCO will endeavour to arrange SEND review meetings with parents at times that are convenient for both parties. At the earliest opportunity, the families of disabled children are invited into school to discuss how their child can be supported. There are regular meetings and correspondence between vulnerable pupils' family and the SENCO to ensure that regular updates are immediately shared. If necessary, risk assessments which consider the significant needs of pupils with SEND are shared with key staff and implemented. Christ Church Primary School's Accessibility Policy can be located on its website.

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 trip at the end of Year 6 and 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.

### **14. Complaints about SEND provision**

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the Class Teacher and SENDCo/Inclusion Leader. 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 Inclusion Leader or Headteacher in the first instance. They will be handled in line with the school's complaints policy, (found on our school website).

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

Brent SEND Information, Advice and Support Service (SENDIAS) can provide impartial advice, information and support which supports parents and carers of children and young people aged 0 to 25-years-old with SEN. Requests for help, advice and information for parents can be accessed at:

[sendias@brent.gov.uk](mailto:sendias@brent.gov.uk)

0208 937 3434

The Camden Mediation Service can also help to resolve disputes. Contact details are:

[SENDIASS@camden.gov.uk](mailto:SENDIASS@camden.gov.uk)

0207 974 6264

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

To find out about disagreement resolution and mediation services in our local area, contact Terri Patterson (LDBS HR) You can request mediation by contacting Terri Patterson by email:

[terri.patterson@london.anglican.org](mailto:terri.patterson@london.anglican.org)

## **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

### **15.2 Monitoring the policy**

This policy will be reviewed by the Governing Board 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
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy

## **Appendix 1 – Alternative Provision Guidance (Based on DfE Guidance 2026)**

### **1. Purpose**

This policy sets out the school's approach to commissioning, monitoring, reviewing, and quality assuring Alternative Provision. It incorporates updated expectations from the Department for Education 2025 guidance which replaced the 2013 framework.

The updated national framework places stronger emphasis on strategic planning, clear placement criteria, regulation, quality assurance, time limits, and reintegration.

### **2. Definition of Alternative Provision**

Alternative Provision refers to education arranged by a school or local authority for pupils who cannot attend mainstream or special school full-time. The school uses AP only in rare and exceptional circumstances. The priority is always to meet needs within school through high-quality teaching, reasonable adjustments, and targeted SEND provision.

AP may be considered for:

- Medical or emotional needs.
- Behaviour or safeguarding concerns requiring short-term support.
- Temporary support while awaiting a special school or specialist placement.
- Situations where a regulated specialist setting can support EHCP outcomes.

All decisions must support EHCP outcomes and must be agreed with the local authority.

### **3. Alignment with DfE 2025 Guidance**

The updated DfE framework introduces tightened expectations, which this policy adopts. These include:

- Strategic planning to reduce reliance on AP and use it only when necessary.
- Clear placement criteria with evidence requirements and a focus on reintegration.
- Mandatory quality assurance aligned to the national standards covering safeguarding, welfare, health and safety, admissions, curriculum, and progress tracking.
- Restrictions on the use of unregistered AP and required time limits.
- Stronger accountability for schools and local authorities in commissioning and oversight.

### **4. Placement Criteria**

Before AP is considered, the school must evidence:

- Attempts to meet needs within the setting.
- Adjustments, interventions, and SEND support are already in place.
- Advice from external agencies where relevant.
- A clear rationale showing how AP will support EHCP outcomes.

AP must be:

- Time limited.
- Focused on reintegration.
- Supported by a written plan that specifies duration, expected outcomes, and review dates.

## **5. Due Diligence and Quality Assurance**

The school will conduct thorough due diligence before recommending any provider. This includes:

- Verification of Ofsted or CQC registration.
- Examination of safeguarding policies, staff qualifications, DBS checks, curriculum, timetables, and risk assessments.
- Confirmation that the provider meets the 2025 national AP standards.
- Risk assessments for the individual pupil.

Providers must:

- Share attendance and progress data regularly.
- Contribute to EHCP reviews.
- Allow school staff access for monitoring visits.

## **6. Use of Unregistered or Unregulated Provision**

The school cannot endorse unregistered provision except in tightly controlled, short-term circumstances approved by the local authority. Parents may choose to use private or unregulated services outside school hours, but these are not recognised as education.

If parents request unregulated AP during school hours, the school will:

- Explain the lack of regulation and associated risks.
- Inform the local authority.
- Continue to offer the child their statutory educational entitlement.

## **7. Roles and Responsibilities**

Local Authority:

- Approves any placement for pupils with EHCPs.
- Holds statutory responsibility for Section F of the EHCP.
- Works jointly with the school to monitor provision.

School:

- Identifies need, gathers evidence, and completes due diligence.
- Recommends placement to the local authority.
- Maintains regular contact with the provider.
- Ensures safeguarding responsibility remains with the school.

Provider:

- Meets national AP standards.
- Supplies regular data.
- Cooperates with monitoring and reviews.

Parents:

- Are involved in discussions and reviews.
- Must not remove children to unregulated provision during school hours unless authorised.
- May request consideration of a specific provision, but final decisions rest with the local authority.

## **8. Monitoring, Review, and Reintegration**

- All AP placements must have:
- Half termly reviews or more frequent if required.
- Termly written reports from the provider.
- Formal reintegration planning from the outset.
- Clear criteria for success and next steps.

A senior staff member will visit each provider at least once each half term.

## **9. Safeguarding**

All AP placements fall under school safeguarding responsibilities. Any concerns about a provider will be reported immediately to the local authority safeguarding lead. Any concerns about unregistered schools will be referred to the relevant regulator (e.g. OFSTED or the CQC).

## **10. Reporting and Oversight**

The school will maintain strategic oversight of AP use, monitor patterns, and report annually to governors. This will include:

- Number of placements.
- Duration.
- Outcomes.
- Reintegration rates.
- Compliance with national AP standards.

This policy will be reviewed annually or earlier if national guidance changes.