POLICY

Special Educational Needs and Disability (SEND)

SEPTEMBER 2025

Review 2027

Assunnah Primary School

565A High Road | London | N17 6SB

T: 0208 350 0592

E: admin@assunnahschool.co.uk
W: www.assunnahschool.co.uk
School Manager: Mohamed Yusuf
Head Teacher: Hoden Yussuf

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1. Aims for Inclusion

At Assunnah Primary School, we aim to create a listening atmosphere and environment where everyone is welcomed, all individual needs are met, support is given and information is shared. We also want to ensure that we enable all children to become confident learners with a growing ability to communicate their own views. We are committed to working in partnership with parents/carers and outside agencies to raise aspirations and expectations for children with SEND by focusing on the whole child to ensure positive outcomes and to enable all children to fulfil their potential.

To achieve this, we will endeavour to:

- provide a welcoming, receptive and responsive environment in which parents/carers work in partnership with staff to meet each child's individual needs

- ensure effective communication between staff and children, staff and parents/carers, staff/parents/carers and outside agencies, and staff and other stakeholders
- ensure that all children have access to a broad and balanced curriculum which is delivered using a variety of high-quality teaching techniques and follows children's own interests
- plan for and regularly assess children's individual needs following a "assess, plan, do, review" cycle involving parents/carers every step of the way
- develop a strong leadership and management team to support staff and stakeholders to identify needs and enable them to access training.
- meet with parents regularly allowing flexibility for meeting times and respecting them as their child's first educators.
- ensure transition periods are well planned for and information is transferred promptly and confidentially
- work collaboratively with Governors to monitor the progress and provision for children with SEND, and to monitor the accessibility of the physical learning environment, the curriculum and information for children with disabilities
- ensure all school policies are inclusive and are known, and accessible, to all parents/carers, staff and governors

We will ensure that parents/carers are well informed about the support they can expect to receive by publishing our SEN Information Report (previously called The Local Offer) on our website.

2. Legislation and guidance

The policy complies with the statutory requirements laid out in the SEND Code of Practice 025 (July 2014), which is produced by the Department for Education and describes the way both schools and Education Authorities should identify and support all children with SEND, and with reference to the following guidance and documents:

- The Children and Families Act 2014.
- The Equality Act 2010: advice for schools DfE Feb 2013.
- The Statutory Framework for the Early Years Foundation Stage (EYFS).
- The Special Educational Needs and Disability Regulations 2014.
- Schools SEN Information Report Regulations (2014).
- Statutory Guidance on Supporting Children at School with Medical Conditions – April 2014.
- Safeguarding Policy.

Name of Special Educational Needs Co-ordinator (SENCo)

The SENCo for Assunnah Primary School is Manal Mohamed. She is in the process of gaining her qualified teacher status. She works closely with the Head and the local authority SECO representative to co-ordinate provision, organise training and ensure that all the children's needs are being met.

3. Identifying Children with SEND

At Assunnah Primary School we believe that all children develop and learn at different rates, as is reflected in the EYFS. However, there are some children who, at some time in their school career, may find it harder to learn than other children. It is important that we identify a child's individual needs as early as possible and put things in place to help them quickly, as early intervention has been shown to improve children's long-term outcomes.

A child is identified as having a special educational need and/or disability (SEND) 'where their learning difficulty or disability calls for special educational provision, namely provision different from, or additional to, that normally available to children of the same age' (Code of Practice 6.15).

Children may be identified as having difficulties in one or more of the following four broad areas of need:

1. **Communication and Interaction**: Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. These needs may change over time.
2. **Cognition and Learning**: Support for learning difficulties may be required when children 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), such as dyslexia or dyspraxia, affect one or more specific aspects of learning.
3. **Social, emotional and mental health difficulties**: Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours can reflect underlying mental health difficulties such as anxiety or depression, attention deficit disorder or an attachment disorder.
4. **Sensory and/or physical needs**: Some children have a disability which prevents or hinders them from making use of the educational facilities generally provided. This may include vision impairment, hearing impairment or multisensory impairment. Some children with a physical disability require additional ongoing support and equipment to access all the opportunities available to their peers (Code of Practice 6.286.35).

The four broad areas described above give an overview of the range of needs that the school plans for. However, individual children often have needs that cut across all of these areas and their needs may change over time e.g. children with ASD.

These needs may have been identified by parents/carers, doctors, health visitors or a paediatrician before the child starts at school. Specialised agencies such as Speech and Language Therapy, Educational Psychology, Social Care may therefore already be involved.

A child may also be identified by school staff in consultation with parents/carers once they have started school. In this case, school staff will consider all the information about the child's learning and development from within. Practitioners will pay particular attention to the child's development in the prime areas of the EYFS (personal, social and emotional development, communication and language development and physical development) when considering whether or not a child has SEN. The child will be closely monitored by practitioners and all information will be brought together with the observations of the parents/carers and discussed with them fully.

Importantly, the following needs/factors are **NOT** considered SEN, but may impact on progress and attainment:

- Disabilities (it is the duty of all schools to make "reasonable adjustments" to their setting to include children with disabilities as described in the Equality Act 2010— this alone does not constitute SEN)
- Attendance and punctuality.
- Health and Welfare

- EAL (English as an Additional Language)
- Receipt of the Pupil Premium Grant
- Looked After Child (LAC)
- Child of a serviceman/woman
- Behaviour- no longer a way of describing SEN but a sign that a child has an unmet need

4. A Graduated Approach to SEN Support

Once a child has been identified as having a special educational need, the child is recorded on the school's 'Register of SEN Support'. This outlines their specific needs and the types of support being accessed. The level and type of support for each child will be offered on an individual need basis, and may increase or decrease over time as the child's needs change.

At Assunnah Primary School, we support children with SEN using a graduated approach:

1. **Monitoring** Children are at this stage when concerns have been raised by class teachers or parents/carers but more information is required before deciding if the child has SEN or not. Children at this stage will have access to high quality teaching and a differentiated curriculum. Class teachers will complete a 'Cause for Concern' form and monitor the pupil closely for a period of time (six weeks) and then meet with parents/carers again to discuss their concerns and to decide together if the child should be identified

as having SEN. If so, the child is recorded on the school's Record of SEN support and moves into SEN Support 1.

2. **SEN Support 1** Children at this stage have been identified as having SEN based on information gathered by the teacher, parents/carers, any outside agency and in consultation with the SENCo. Children at this stage require provision different from, or additional to, that normally available to children of the same age, including from outside agency support such as Speech and Language Therapists. Children at this stage may be prioritised for specialist interventions such as language groups, music groups, social skills groups and peer supported play. If, as part of the 'assess, plan, do, review' process, it is determined that a child requires more specialist intervention or additional support to make progress, the child will be moved to SEN Support 2. A IEP will be constructed by the class teacher for pupils at this stage.

3. **SEN support 2** Children at this stage often have complex needs, requiring multiple outside agency involvement and/or episodes of one to one support to help them develop their skills and make progress. They will have an Individualised Education Plan (IEP) written by the child's Class Teacher, parental/carer and outside agency input. This identifies outcomes and strategies to help them make progress.
4. **Education, Health and Care Plan (EHC Plan)** Parents/Carers or teaching staff may apply for an EHC needs assessment by the Local Authority if it is evident that the child's needs are complex, will have a long-term impact on their learning and/or the child requires more than 15 hours of one-to-one adult support in school. The decision to request an EHC Plan for a child takes place at a termly review meeting with parents/carers, Key Person/Class Teacher, SENCo and all outside agencies represented. In order to proceed with the request for an EHC Plan, a child must be receiving input from a Speech and Language Therapist and an Educational Psychologist. A Profile will then be prepared by the SENCo in close consultation with parents/carers and with input from any outside agencies involved. A number of meetings will be held to finalise the child's Profile, which will be submitted by the SENCo, along with supporting documentation, to the Local Authority to request an EHC needs assessment. If successful, the resulting EHC Plan will detail the support required for the child to make progress and state the number of hours of adult support the child is entitled to (Code of Practice 5.39-5.46).

At every stage of SEN support mentioned above, children and families are at the centre of planning and wider family needs are considered. Children may move up or down the stages of SEN support depending on progress and needs which may change over time. The decision to move children up or down the stages of SEN support is made as part of the 'assess, plan, do, review' cycle within each stage.

- **Assess** Children's progress is assessed against the EYFS outcomes each term in consultation with their Class Teacher. Assessments may also be conducted by outside agencies (with parental/carer consent) who then set targets and suggest

strategies to support children to achieve the targets. The results of these assessments are shared with parents/carers.

- **Plan** Based on the results of the assessments outcomes are identified and agreed with parents/carers, the class teacher and SENCo. For children in SEN Support 1 and 2, an Individualised Education Plan (IEP) will outline the outcomes sought, the
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interventions and support to be put in place, the expected impact on progress, development or behaviour. A clear date for review is set.

Do The child's class teacher is responsible for working with the child on a daily basis and they should oversee the implementation of the interventions/strategies outlined in the child's IEP. The class teacher will make observations on the success of the strategies and the child's progress towards their outcomes as outlined on their IEP. The class teacher will assess the effectiveness and impact of the interventions.

Review Parent/carers will be asked to attend a meeting at least once a term (three times per year) to discuss their child's progress towards their IEPP outcomes, the effectiveness of the support provided and its impact on the child's progress. This meeting must include the child's class teacher but may also include the SENCo, and any outside agencies involved (Code of Practice 5.39-5.46). The child's views are always sought and included in the review process. Decisions will be made at this meeting regarding any additional provision, interventions or support that may be needed for the child to continue to make progress.

At every stage of SEN support, the school may request help from outside agencies to better assess a child's needs and gain appropriate strategies. These referrals are made only with parental/carer consent, and a form will normally need to be filled in. Some of these agencies may include:

- Speech and Language Therapy
- Educational Psychology
- Occupational Therapy
- Psychotherapy/ Play therapy
- Dietetics
- Physiotherapy
- Sensory Service (for Vision/Hearing Impairments)
- CAMHS (Child and Adolescent Mental Health Service) ~ referral via GP
- Community Paediatrician

5. Roles and Responsibilities for SEND at Assunnah Primary School l: Whole School Approach

We take a whole school approach to the management of children with special needs. This involves the SENCo, and all members of the teaching staff:

- Developing a range of strategies to meet the needs of all children.
- Building on the achievements of all children.
- Having positive attitudes and high expectations of all children.
- Valuing individuals and accepting each child for themselves.
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- Working in partnership with parents.
- Making sure the child's voice is heard and included in planning.

6. Supporting Children and their Families

At Assunnah Primary School we put children and families at the centre of identifying, planning and supporting children with SEND. We recognize the importance of parents as their child's first educator and views on their child's development are sought and recorded as soon as they start Reception. Partnership with parents plays a key role in promoting a culture of cooperation between parents, the school, the Local Authority and others. This is important in enabling children with SEND to achieve their potential. Parents should be fully involved in decisions made about their child's needs. Parents/carers are supported at every step to understand what they can expect from us within the school's own resources by the staff team. This information is also available to current and prospective parents/carers via the Local Offer/SEN Information Report available on the school's website.

Parents/carers can also access the Local Authority's 'Local Offer' to find out what is available in https://www.haringey.gov.uk/children-and-families/local-offer

7. Admissions

Where children have been identified as having special educational needs and/or disabilities by parents, doctors, a health visitor or clinic before they reach school age, special consideration may be given within the Haringey Education Authority admissions guidelines.

Transfer to secondary School

If a child is on the SEN register, the Headteacher will inform the secondary school they will be attending. Before transfer to secondary school the receiving SENCo is contacted to ensure that the transition is successful. Arrangements are made for visits for staff to share information and look for ways to support the transfer process. Whenever possible, preliminary visits will be made with the children to the receiving school. In some cases, a transition meeting will be arranged including parents/carers, SENCo, all involved agencies and the receiving school's SENCo will be invited. On transfer, the child's records will be passed on to the receiving school. It is recognised that some children may need detailed transition plans.

8. Supporting Children with Medical Conditions

The school recognises that children with medical conditions should be properly supported so that they have full access to education, including trips out.

Some children with medical conditions may be disabled, and where this is the case the school will comply with its duties under the Equality Act (2010).

Some children may also have special educational needs (SEN) and may have an EHC plan. Reception recognises its responsibility in line with the Equality Act (2010) to identify and remove barriers to learning for all children.

- For more information about how we support children with medical conditions, please see our **Medical Policy**

9. Accessibility

The school recognises its responsibility in line with the Equality Act (2010) to identify and remove barriers to learning for all children. This includes:

- Increasing and promoting access for disabled children to the curriculum and wider school activities such as trips out.
- Improving access to the physical environment of the school by, for example, providing physical aids to facilitate a child's access to education.
- Improving the delivery of written information to disabled children and their families. This could include timetables, newsletters, etc.

Our Accessibility Plan outlines our long term plans to improve access to the curriculum, the environment and information. It is updated every three years by the Headteacher and Governors.

10. Monitoring

The monitoring of children's progress and support is usually carried out by the SENCo, with the involvement of the Headteacher and Governing Body. The SEN register at Assunnah Primary School is reviewed each term. Individual SEND folder. are kept up to date by the class teachers.

- SEND whole staff meetings are held regularly at Assunnah Primary School to share targets, strategies and information.
- At Assunnah Primary School, SEN team meetings held termly to ensure all children are being planned for and the environment is adapted to meet individual needs in the rooms.
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- IEPs for children in SEN support 1 are reviewed termly by the class teacher, parents/carers and any involved outside agencies and discussed during scheduled parent/carer-Key Person meetings.

- Termly review meetings are scheduled for children in SEN Support 2 including the child's parent/carers, the SENCo, and any involved outside agencies. IEP outcomes are reviewed and new outcomes set as appropriate.

- Termly pupil progress meetings are held with Headteacher and Class Teachers in the main school to discuss children's individual progress and possible interventions. **11.**

Training and Resources

At present, part of our delegated budget is allocated to support children with SEND. The Senior Leadership Team consults staff termly and decisions are made to allocate resources as needed for things such as specialist equipment, targeted staff training and the provision of additional hours. We are committed to providing staff and Governors with training to help them meet the needs of children with SEND. Training is offered through individual Hep Haringey courses or as whole staff inset days.

12. Storing and Managing Information

Some SEND records on individual children are stored on a confidential drive at Assunnah Primary School. This drive is only accessible to the Senior Leadership Team. Records are kept for seven years and then deleted. Please read GDPR Policy.

What Success Will Look Like at Assunnah Primary School

- Children with SEN are identified at an early stage
- All children have appropriate IEP targets to meet their identified needs.
- Children make progress and fulfil their potential.
- Positive feedback from parents.
- Positive feedback from external agencies.
- Increased staff confidence in meeting the needs of all children.

13. Related Policies

Policies and procedures are in place to facilitate the inclusion of all children. All of the policies are accessible to staff, parents/carers, Governors and all stakeholders via the school's website. Hard copies are available in the main school office. These include:

- Accessibility Plan
- Admissions Policy
- Safeguarding Policy
- Medical Policy
- Equalities Policy
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- Behaviour Policy

- Anti-bullying Policy
  Teaching and Learning Policy

  GDPR Policy