AYLWARD PRIMARY SCHOOL

SEN POLICY

GB Committee Responsible:	Local Governing Body
Reviewed by:	Nicolle Khan
Review Date:	October 2026
Approved by Committee:	15th October 2026
Next Review Date:	October 2027

Introduction

This policy has been developed with regard to the statutory guidance set out in the *Special Educational Needs and Disability Code of Practice: 0 to 25 years* (January 2015). It outlines Aylward Primary School's approach to identifying and supporting pupils with special educational needs and disabilities (SEND), ensuring that they can access learning, participate fully in school life and achieve their potential through effective provision and partnership with pupils, families and professionals.

Part 1 : Basic information about the school's SEN provision

Aylward Primary School identifies pupils as having Special Educational Needs if they meet the definition as set out in the Special Educational Needs and Disabilities Code of Practice: 0 – 25 Years (January 2015).

This defines SEN as:

- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her;
- 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 educational 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 SEN 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 special educational provision for pupils who require "special educational provision, that is provision different from or additional to that normally available to pupils of the same age."

The school provides for pupils whose special educational needs broadly fall into the 4 areas of:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health Difficulties
4. Sensory and/or Physical Needs

Guiding principles

At Aylward Primary School, we believe that every pupil is entitled to a high-quality, inclusive education that recognises their strengths, responds to their individual needs and maximises their opportunities in life.

We are committed to identifying and removing barriers to learning and participation through high-quality teaching, reasonable adjustments and appropriate support. We work in partnership with pupils, parents, carers and professionals, ensuring that pupils' views are heard and inform decisions about their education.

Our provision aims to enable all pupils to:

- Achieve their best and develop increasing independence.
- Become confident individuals who feel valued, included and able to lead fulfilling lives.
- Make successful transitions between classes, phases and settings.
- Develop the skills and foundations needed for adulthood, including further education, training, employment and participation in their community.

These principles reflect our school motto: **Inspire, Enjoy, Achieve.**

Objectives of the school's SEN policy

We will ensure that pupils with SEND receive high-quality teaching, appropriate adaptive teaching, reasonable adjustments and support, planned and delivered by their class teacher. The class teacher remains responsible for each pupil's progress, including when support is provided by other adults.

Where a pupil's progress or presentation indicates a possible special educational need, we will assess their needs promptly, drawing on a range of evidence. Where SEN is identified, support will follow a graduated approach through the Assess–Plan–Do–Review cycle. Support will be reviewed and adapted in response to the pupil's progress and changing needs.

To achieve this, we will:

- Scrutinise assessment data alongside classroom observations, progress over time and information about pupils' communication, wellbeing and participation.
- Seek and take account of pupils' and parents' views, using accessible communication approaches where needed and recognising parents and carers as key partners.
- Our pupils with SEN will be offered full access to a broad, balanced and relevant education, including the wider curriculum, enrichment activities and school life, through appropriate adjustments and support.
- Deploy resources effectively to address identified needs and review the impact of provision.
- A pupil's special educational needs will be identified early and we will respond promptly to emerging concerns.
- Monitor and review provision and progress regularly against agreed outcomes, involving pupils and parents in reviews.
- Involve external agencies where appropriate and use their advice to inform teaching, support and provision.
- Monitor the delivery of provision specified in Education, Health and Care Plans (EHCPs) and contribute to their review in accordance with statutory requirements.
- Provide appropriate training and guidance for teachers and support staff to

develop their understanding of SEND, adaptive teaching and effective support strategies.

- Support effective transitions between classes, phases and settings through timely planning and information sharing.

Where SEN is identified, the school will put appropriate support and, where requires, targeted interventions in place as part of the graduated approach. These will complement high-quality classroom teaching. Their impact will be reviewed regularly, and provision will be adapted where necessary.

Arrangements for coordinating SEND provision

The school's SEND provision is coordinated by Miss N. Khan, Assistant Head for Inclusion and Special Educational Needs Coordinator (SENCO). She works with the headteacher, governors, teachers, and support staff, families and external professionals to oversee provision and support the effective implementation of this policy.

The Assistant Head for Inclusion, who is also the school's Special Educational Needs Coordinator (SENCO), works alongside the headteacher and governing body to determine the strategic development of SEND policy and provision at Aylward Primary School. As a member of the Senior Leadership Team, the Assistant Head for Inclusion ensures that SEND is considered within whole-school planning and improvement priorities.

The Assistant Head for Inclusion/SENCO has day-to-day responsibility for implementing the SEND policy and coordinating provision for pupils with SEN, including those with an Education, Health and Care Plan (EHCP). This includes supporting staff, liaising with families and external professionals, and overseeing the monitoring and review of provision and its impact. Class teachers remain responsible for the progress and development of all pupils in their class, including those receiving additional support.

The Assistant Head for Inclusion/SENCO provides professional guidance to colleagues to support high-quality teaching, effective adjustments and appropriate provision for pupils with SEND. They work closely with staff, parents, carers and external professionals to identify needs, agree outcomes and review the impact of support, ensuring that pupils' views inform this process.

The key responsibilities of the classroom teacher are:

- Provide high-quality, inclusive teaching through adaptive teaching, appropriate resources and reasonable adjustments that respond to pupils' individual needs.
- Remain responsible and accountable for the progress and development of all pupils in their class, including pupils with SEND and those supported by teaching assistants or specialist staff.
- Liaise with the Assistant Head for Inclusion/SENCO when concerns arise about a pupil's needs or progress, and contribute to the graduated Assess–Plan–Do–Review approach.
- Use baseline assessment to identify what each pupil knows, understands and can do, including their strengths and barriers to learning.
- Ensure ongoing observation and assessment inform teaching, identify next steps and evaluate the impact of support.
- Involve parents and carers in planning and reviewing support, sharing progress and concerns in a timely and accessible way.
- Involve the pupil in identifying their strengths, needs and aspirations, agreeing outcomes and reviewing support, using communication approaches appropriate to their needs.
- Plan a broad, balanced and accessible curriculum, drawing on the National Curriculum programmes of study where appropriate, and create a learning environment that supports engagement, communication, wellbeing and independence.
- Take responsibility for planning and overseeing interventions and support arrangements in collaboration with the SENCO and relevant professionals, ensuring that these complement classroom teaching and are reviewed regularly.
- Work closely with support staff, sharing planning, targets and strategies, and ensuring that support promotes pupils' participation and increasing independence.
- Implement agreed strategies and provision, including relevant EHCP provision, and maintain accurate, up-to-date records of support and progress.

The key responsibilities of the Assistant Head for Inclusion/SENCO are:

- Overseeing the day-to-day implementation of the school's SEND policy.
- Coordinating provision for pupils with SEN, including those with an Education, Health and Care Plan (EHCP), and reviewing its impact alongside class teachers.
- Advising on the graduated approach to SEN support through the Assess–Plan–Do–

Review cycle.

- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.

- Providing professional guidance and supporting staff development in identifying SEND, adaptive teaching, reasonable adjustments and effective interventions.

- Working in partnership with parents and carers, ensuring that they are involved in decisions about provision and reviews of progress.

- Ensuring that pupils' views, strengths and aspirations inform planning and review, using accessible communication approaches.

- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary organisations.

- Being a key point of contact with external agencies, particularly the local authority and its support services.

- Liaising with potential next providers of education to ensure that pupils and their parents understand the available options and that transitions are planned collaboratively, with relevant information shared securely and in good time.

- Working with the headteacher and governors to support the school in meeting its duties under the Equality Act 2010, including reasonable adjustments and access arrangements.

- Overseeing accurate, up-to-date records of pupils' needs, assessments, provision, agreed outcomes and reviews, ensuring that information is shared securely with relevant staff and professionals.

- Coordinating the school's contribution to EHC needs assessments and EHCP annual reviews, and monitoring the implementation of specified provision.

- Working with the Designated Safeguarding Lead to ensure that staff understand the additional safeguarding barriers pupils with SEND may face, including communication difficulties and the risk of concerns being attributed solely to their SEND. Staff must report concerns promptly in accordance with the school's safeguarding policy.

- Working with the attendance lead, families and relevant professionals to monitor attendance and punctuality, identify barriers and agree appropriate support. Unexplained absences and persistent non-attendance will receive timely follow-up, with safeguarding concerns referred to the Designated Safeguarding Lead.

- Promoting current, respectful and non-stigmatising language when referring to SEND, ensuring that documentation, communication and teaching practices recognise pupils'

strengths, describe their needs accurately and are culturally sensitive.

In addition to the Assistant Head for Inclusion/SENCO, a specialist team supports the school's work on inclusion, working collaboratively with staff, pupils, families and external professionals to implement and review appropriate support.

The designated governor for SEND is Ms Helena Thomas, who provides strategic oversight, support and challenge in relation to the school's SEND policy and provision

The admission arrangements for pupils with SEN

Pupils with SEN who do not have an Education, Health and Care Plan (EHCP) are admitted through the same published admissions arrangements as other pupils. A pupil will not be refused admission solely because they have SEN or because the school considers that it cannot meet their needs.

Admissions for pupils with an EHCP are managed through the local authority's statutory consultation and placement process. Where Aylward Primary School is named in a pupil's final EHCP, the school must admit the pupil.

The school has a 12-place specialist autism resource provision, Kaleidoscope. Applications are made through the local authority's SEN Assessment and Review Service (SENARS). Pupils considered for this provision must have a diagnosis of autism and an EHCP, in accordance with the provision's admission criteria. The local authority consults with the school to consider the pupil's needs and the provision required before making a placement decision. Admission to the mainstream school does not automatically provide access to a Kaleidoscope place.

Where a place is allocated, an individualised transition programme is planned with the pupil, their parents or carers, their previous setting and relevant professionals. This includes sharing information about communication, learning, sensory and regulation needs to support a successful transition.

Accessibility and facilities for pupils with SEN who are disabled.

This policy should be read alongside the school's Accessibility Plan. Aylward Primary School is committed to meeting its responsibilities under the Equality Act 2010, having regard to relevant Department for Education guidance, and making reasonable adjustments to support pupils with disabilities.

We recognise that SEN and disability may overlap, but not all pupils with disabilities have SEN. Our accessibility arrangements apply to all pupils with disabilities.

Our Accessibility Plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum, including educational visits, enrichment activities and wider school life.
- Improve the school's physical environment so that pupils with disabilities can access

and benefit from education, facilities and services.
- Improve the delivery of information to pupils with disabilities in accessible formats that meet their individual needs.

Accessibility needs are considered in partnership with pupils, parents, carers and relevant professionals. Adjustments and adaptations are reviewed to ensure that they continue to support access, participation and independence.

Part 2 : Information about the school's policies for identification, assessment and provision for all pupils with special educational needs

SEN Funding

The school's SEN provision is funded through its overall budget, including its notional SEN budget, with additional local authority funding where applicable. Resources are allocated according to assessed needs, and support is reviewed through the Assess–Plan–Do–Review cycle.

Pupils are placed on the SEN register when they require provision additional to or different from that ordinarily available. Support does not depend on a diagnosis or an EHCP.

For mainstream pupils, the school ordinarily meets the first £6,000 annually of additional SEN support costs, with local authority top-up funding for provision above this threshold. Pupils with an EHCP receive provision as specified in their plan.

The SENCO, headteacher and governors review resources to support effective, needs-led provision.

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 every pupil in their class, including those receiving support from teaching assistants or specialist staff.

High-quality teaching, including adaptive teaching and reasonable adjustments, is the first step in responding to pupils who have or may have SEN.

Where concerns arise about a pupil's progress or development, the class teacher, Assistant Head for Inclusion/SENCO, parents or carers and pupil will work together to identify strengths, barriers to learning and appropriate support. Assessment will draw on attainment and progress, observations, pupil and family views, and specialist advice where appropriate. Slow progress or low attainment alone does not necessarily indicate SEN.

Identification of SEN forms part of the school's ongoing monitoring of all pupils. Where SEN is identified, provision and agreed outcomes are reviewed through the Assess–Plan–Do–Review cycle, with support adapted in response to progress and changing needs. (See

Appendix.)

Action by class teacher (prior to involvement of the Inclusion Leader).

Class teachers are expected to:

- Use existing information about the pupil's strengths, needs, previous support and progress as a starting point.
- Identify barriers to learning and skills requiring additional support.
- Use baseline assessment to establish what the pupil knows, understands and can do.
- Use ongoing observation and assessment to inform teaching, identify next steps and evaluate the impact of support.
- Involve parents and carers, seeking their views and sharing concerns and agreed strategies.
- Involve the pupil through communication approaches appropriate to their needs.
- Review curriculum access, classroom routines and the learning environment to identify appropriate adjustments.
- Use adaptive teaching and reasonable adjustments to match planning, resources and support to individual needs.
- Take responsibility for planning and overseeing interventions or support arrangements, recording their impact and reviewing progress.

Where concerns persist despite appropriate teaching and support, the class teacher will consult the Assistant Head for Inclusion/SENCO to consider further assessment and whether SEN Support and inclusion on the SEN register are appropriate. Teachers may seek SENCO advice at any stage; these initial actions must not delay assessment or support where needs are evident or significant.

SEN Register

Pupils are included on the school's SEN register when they require special educational provision that is additional to or different from that ordinarily available to pupils of the same age.

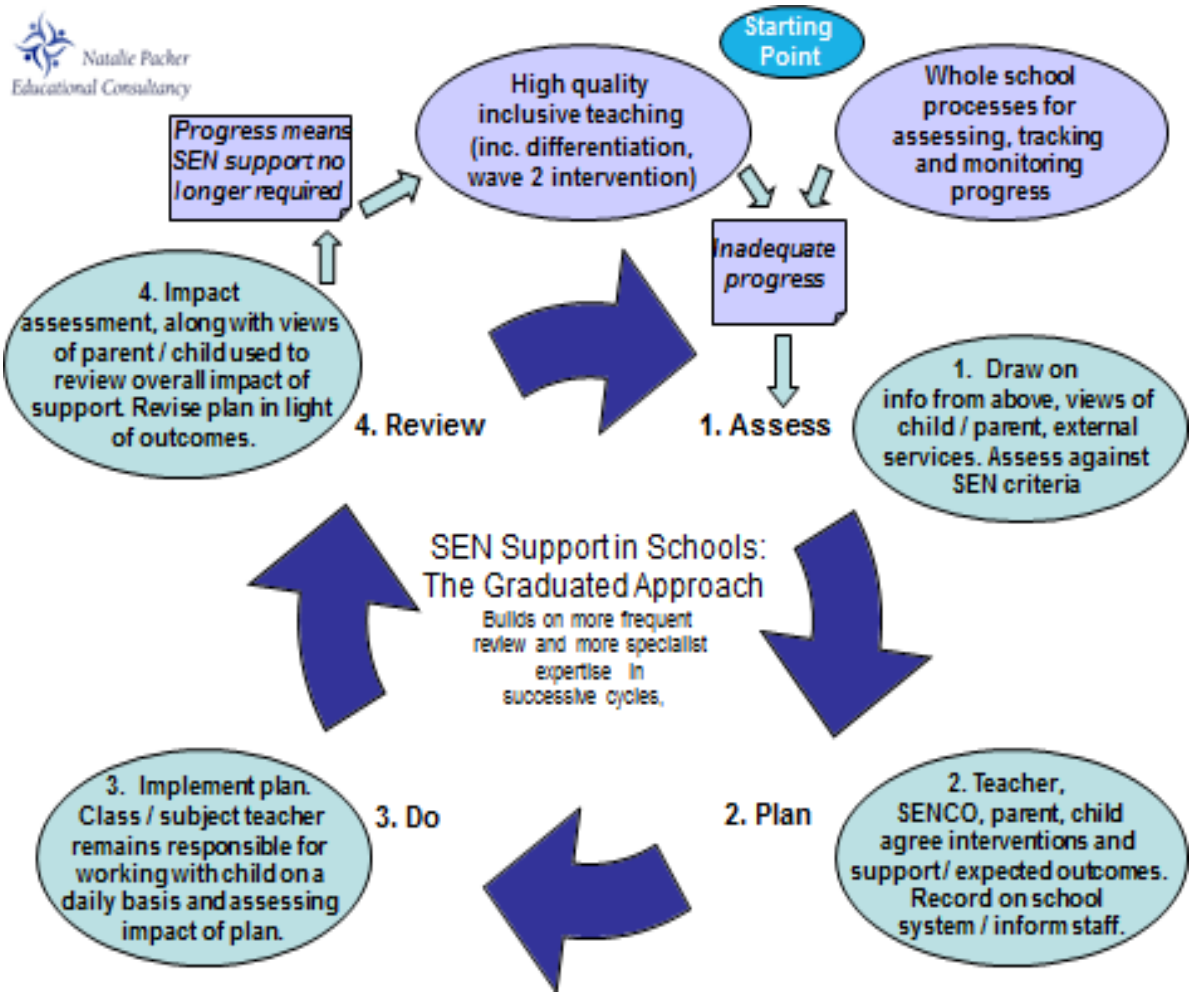
The decision is made by the class teacher and Assistant Head for Inclusion/SENCO, in consultation with parents or carers and with consideration of the pupil's views. It draws on assessment, observations, progress over time and specialist advice where appropriate.

Indicators may include persistent difficulties with communication and interaction, cognition and learning, social, emotional and mental health, or sensory and physical needs. Slow progress or attainment below age-related expectations alone does not necessarily indicate SEN.

Support follows the Assess–Plan–Do–Review cycle. Specialist assessment or unsuccessful interventions are not prerequisites for inclusion on the register, and support should not be delayed where needs are evident.

The Graduated Response

In line with the SEND Code of Practice, the school uses the Assess–Plan–Do–Review cycle to identify needs, plan and implement support, and evaluate its impact for pupils with SEN. Class teachers, the SENCO, pupils and parents or carers work together throughout this process, drawing on specialist advice where appropriate. Support is reviewed and adapted according to each pupil's progress and changing needs, as illustrated in the diagram below.



The graduated approach is led by the class teacher in partnership with the Assistant Head for Inclusion/SENCO, involving the pupil and parents or carers throughout.

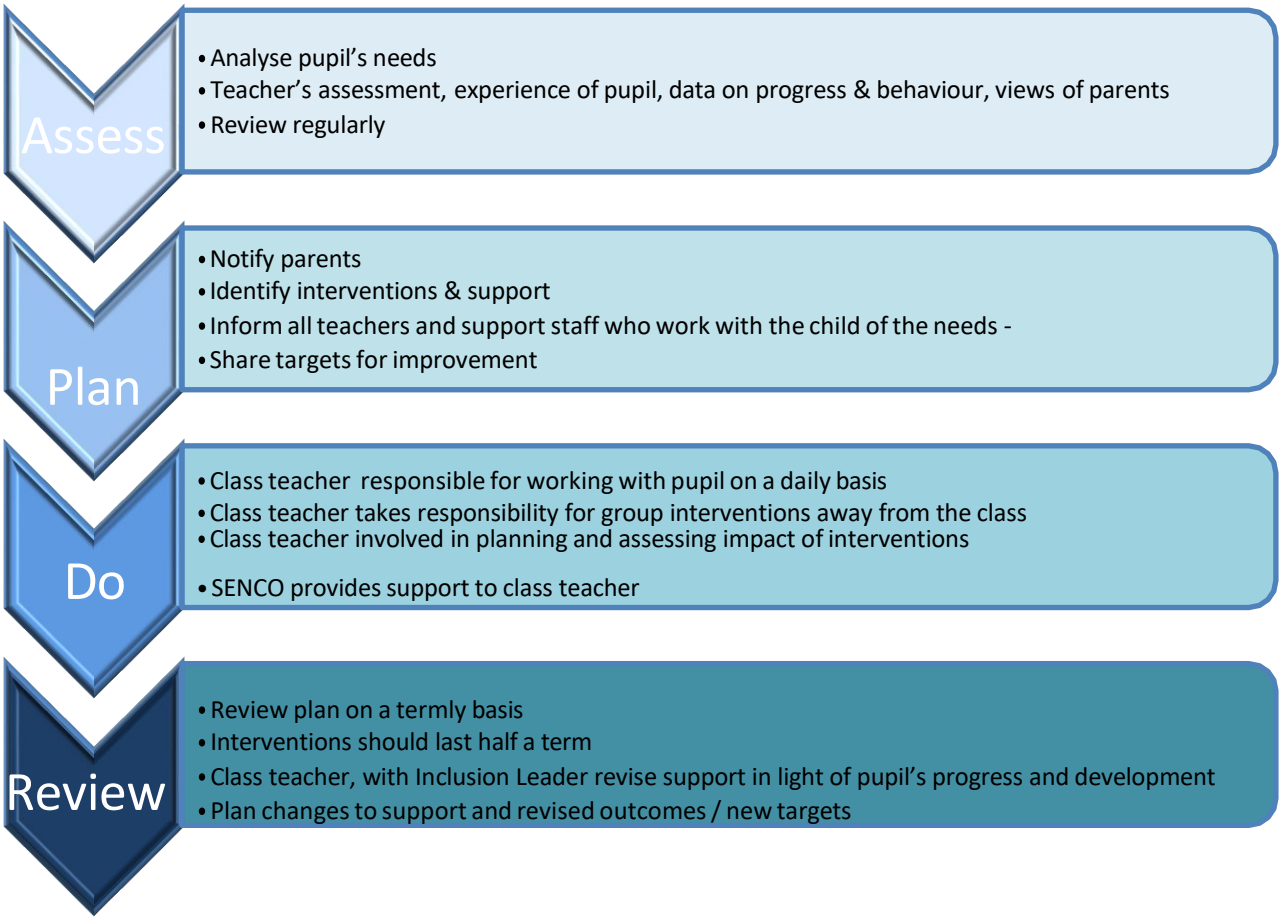
Where assessment identifies a need for special educational provision, support is planned promptly alongside high-quality teaching. Agreed outcomes reflect the pupil's strengths, needs and aspirations, including learning, independence and successful transitions.

Through the Assess–Plan–Do–Review cycle, the school will:

- Agree clear, achievable and appropriately ambitious outcomes, support strategies and review dates.
- Use suitable teaching approaches, resources and assistive technology where appropriate.
- Seek external advice or assessment when needed, sharing relevant information securely.
- Identify emerging wider needs and work with families and professionals to provide timely early support.
- Review progress and the impact of provision at least termly, adapting support as

needed.

The cycle is repeated as necessary, with earlier reviews where needs or circumstances change.



Review meetings

SEN Support review meetings are usually led by the class teacher, with SENCO input where appropriate. They provide an opportunity to share pupil and parent or carer views, review progress and provision, and agree outcomes and next steps.

Reviews take place at least termly and, where appropriate, align with parent consultation meetings. Agreed actions are recorded and shared with relevant staff and families.

Any safeguarding concerns are addressed through the school's safeguarding procedures, with the DSL and relevant agencies involved as needed.

Education Health and Care Plans (EHCP)

Where a pupil has or may have SEN and may require provision through an EHCP, the school will work with parents or carers to request an EHC needs assessment from the local authority. Parents may also request an assessment directly. The school will contribute evidence of the pupil's needs, progress, support and its impact, involving the pupil and relevant professionals.

For pupils with an EHCP, the school will ensure that relevant staff understand their needs and implement the specified provision, working with the local authority and other professionals. Progress is monitored throughout the year, and EHCPs are reviewed at least every 12 months. An earlier review may be requested where needs or circumstances change significantly.

Further information is available through the local authority's Local Offer.

Access to the National Curriculum.

Aylward Primary School provides a broad, balanced and ambitious curriculum for all pupils, including those with SEND. Teachers use assessment to identify starting points, set appropriately ambitious outcomes and plan teaching that addresses barriers to learning.

Adaptive teaching, reasonable adjustments and suitable resources support pupils' access, participation and progress. Where needed, adaptations to the curriculum and learning environment, auxiliary aids and assistive technology are provided to meet individual needs and promote independence.

Preparing for adulthood

Aylward Primary School supports pupils with SEND to develop the foundations for future learning, employment, independence, good health and participation in their community. Through age-appropriate opportunities, we build communication, decision-making and everyday life skills, guided by pupils' strengths and aspirations.

We work with pupils, families and receiving settings to plan successful transitions and share information about the support needed to achieve their goals.

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 evaluates SEND provision through reports from the headteacher and SENCO, considering pupils' progress, attendance, participation and wellbeing, alongside feedback from pupils and families. The SEND governor provides support and challenge to inform improvements.

The school publishes its SEN Information Report on its website, updating it annually and reflecting changes during the year as soon as possible.

Complaints About SEND Provision

Parents and carers are encouraged to raise concerns about SEND provision with the class teacher or Assistant Head for Inclusion/SENCO so that these can be addressed promptly.

If concerns remain unresolved, a formal complaint can be made through the school's Complaints Procedure, available on the school website or from the school office. The governing body's role is set out in that procedure.

Part 3 : Information about the school's staffing policies and partnership with bodies beyond the school

Professional Development

All staff, including teachers and Learning Support Assistants, receive ongoing professional development to support pupils with SEND. Training is informed by pupils' needs, school priorities and staff development needs.

Opportunities include:

- In-school training, coaching, sharing effective practice and modelling strategies.
- Guidance and training from the SENCO and external specialists.
- Relevant external courses and accredited qualifications.

The impact of training is reviewed through staff feedback, classroom practice and outcomes for pupils.

Partnership with Parents and Carers

Parents and carers will be supported to:

- Play an active and valued role in their child's education.
- Understand their child's rights and entitlement to SEND support.
- Share their views and contribute to decisions about their child's education.
- Access information, advice and support throughout assessment, planning and

review.

To support effective communication, staff will:

- Recognise pupils' strengths alongside their additional needs.
- Listen sensitively to families' experiences, concerns and aspirations.
- Explain procedures clearly, share relevant documents in advance and support families to prepare their contributions.
- Respect differing perspectives and work collaboratively to agree next steps.
- Provide accessible communication and reasonable adjustments, including support for disability, language or communication needs.

Pupil Participation

Pupils are supported to contribute to decisions about their education, including identifying their needs, setting outcomes, planning support, reviews and transitions.

Their views are sought through approaches appropriate to their age and communication needs, including discussion, visuals, observation and preferred communication systems. Staff ensure that pupils' views are valued and inform their provision, helping them feel included and listened to.

Links with other schools and settings.

The Assistant Head for Inclusion/SENCO coordinates liaison with previous and receiving settings, including special schools, to support successful transitions. Relevant information is shared securely, and transition arrangements are planned with pupils, families and professionals.

Where pupils attend alternative or off-site provision, the school checks safeguarding arrangements, maintains regular contact with the provider and monitors attendance, progress and wellbeing. Placements are reviewed regularly to ensure that provision remains appropriate to the pupil's needs.

Links with External Agencies

Aylward Primary School works with external professionals to access specialist assessment, advice and support according to pupils' needs. These include:

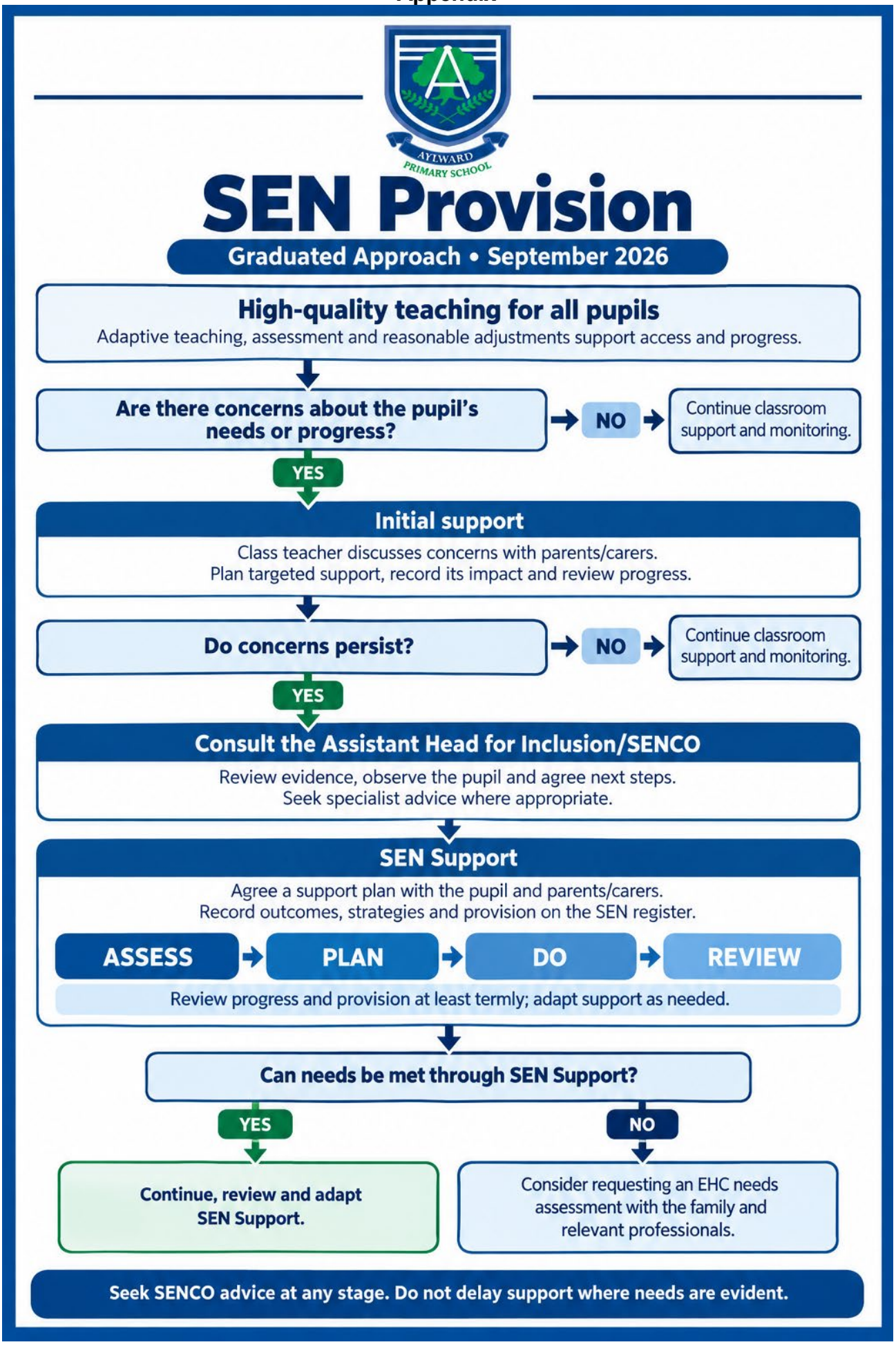
- Occupational Therapy, Speech and Language Therapy and Physiotherapy services.
- Educational Psychology Service.
- Autism Advisory Service.
- Advisory teachers for vision and hearing impairments.
- Harrow Early Support.

The Assistant Head for Inclusion/SENCO coordinates contact, working with families and relevant staff to ensure that specialist advice informs provision and reviews.

Policy Review

This policy is reviewed annually and updated sooner where changes in legislation, guidance or school practice require it.

Appendix


AYLWARD PRIMARY SCHOOL
SEN Provision
Graduated Approach • September 2026
High-quality teaching for all pupils
Adaptive teaching, assessment and reasonable adjustments support access and progress.
Are there concerns about the pupil's needs or progress?
NO
Continue classroom support and monitoring.
YES
Initial support
Class teacher discusses concerns with parents/carers.
Plan targeted support, record its impact and review progress.
Do concerns persist?
NO
Continue classroom support and monitoring.
YES
Consult the Assistant Head for Inclusion/SENCO
Review evidence, observe the pupil and agree next steps.
Seek specialist advice where appropriate.
SEN Support
Agree a support plan with the pupil and parents/carers.
Record outcomes, strategies and provision on the SEN register.
ASSESS
PLAN
DO
REVIEW
Review progress and provision at least termly; adapt support as needed.
Can needs be met through SEN Support?
YES
NO
Continue, review and adapt SEN Support.
Consider requesting an EHC needs assessment with the family and relevant professionals.
Seek SENCO advice at any stage. Do not delay support where needs are evident.

Aylward Primary School
SEN Concern Observation Form

Section 1: Pupil Information

Pupil Name: **Date of Birth:**

Year Group/Class:

Date of Observation:

Observed by (Staff Name): **Role:**

Section 2: Area(s) of Concern

Area of Need	Tick	Comments / Examples
Communication & Interaction	☐	
Cognition & Learning	☐	
Social, Emotional & Mental Health	☐	
Sensory and/or Physical	☐	
Other (please specify):	☐	

Section 3: Description of Observed Concerns

(Please describe what you have observed — include specific examples, frequency, and context)

Section 4: Strengths and Interests

Section 5: Strategies Tried So Far

Strategy / Adjustment	Date Started	Impact / Notes

Section 6: Parent/Carer Involvement

Have concerns been discussed with parents/carers? ☐ Yes ☐ No
If yes, provide date and summary of discussion:

Section 7: Next Steps (for SENCO use)

Action	Responsible	Date

SENCO Comments:

Signature (SENCO): _____ Date: _____