



Hadley Wood Primary School SEND and Inclusion Policy

Date the policy came into effect	July 2025
Date of the next policy review	July 2026
Name of the person responsible for this policy	Ms Tina Stanley
Issued to	Staff, Governors and Parents

SEND and Inclusion Policy

Policy Statement

At Hadley Wood Primary School, we strive to ensure that all pupils—regardless of their individual learning needs or disabilities—receive an inclusive and high-quality education. We are fully committed to fulfilling our duties under the Children and Families Act 2014, the SEND Code of Practice (2015), the Equality Act 2010, and the SEND and Alternative Provision Improvement Plan (2023), with anticipation of statutory updates in 2025. Hadley Wood Primary School is a maintained community school in the London Borough of Enfield. The following link provides access to Enfield’s Local Offer for SEND:

<https://new.enfield.gov.uk/services/children-and-education/local-offer/>

Roles and Responsibilities

The SENDCo, Ms Tina Stanley, is currently undertaking the National Professional Qualification for Special Educational Needs Coordinator, due to be completed in 2025/26. The SENDCo plays a pivotal role in ensuring inclusive, high-quality provision for all pupils with SEND. She leads the day-to-day operation of the school’s SEND policy and coordinates provision to meet the diverse needs of pupils across the school.

In addition to managing the SEND policy daily, the SENDCo’s responsibilities include:

- Liaising with, advising, and supporting teachers and support staff regarding children with SEND
- Coordinating provision for children with SEND
- Making regular classroom visits to monitor the progress of children on the SEND or Concerns Register
- Liaising with parents/carers of children with SEND
- Identifying, assessing, and maintaining records for children with SEND
- Liaising with external agencies, including the educational psychology service, health and social services, behaviour support services, and voluntary bodies
- Keeping the Headteacher informed of all developments
- Organising in-service training for staff and raising awareness of new initiatives and developments
- Identifying and organising resources to support SEND provision
- Coordinating and chairing Annual Review meetings for children with an EHCP
- Generating one-page profiles for pupils with an EHCP to record their additional needs and capture learning milestones
- Supporting SEND pupils with transitions, including transition booklets, visits to new schools, and transitional teaching
- Supporting staff and parents/carers in co-producing Individual Support Plans (ISPs)
- Ensuring continuity of provision for children with SEND by liaising with preschools and secondary schools
- Attending relevant SEND courses, meetings, and conferences
- Developing SEND provision, including the SEND Toolkit
- Working closely with the SEND governor to ensure cohesion between policy and practice, evidenced through learning walks and meetings with the SENDCo Ms Stanley can be contacted by phone or email:

Telephone: 020 8440 4359

Email: senco@hadleywood.enfield.sch.uk

Rationale

At Hadley Wood Primary School, we are committed to providing a high-quality education for all children. We are a Values School and strive to raise achievement and remove barriers to learning so that all pupils can reach their full potential. We recognise and value that each child is a unique individual, and we aim to provide support in a sensitive and caring manner to achieve personalised outcomes. Hadley Wood

Primary School is an inclusive school that promotes social inclusion, regardless of faith, nationality, sexual orientation, gender identity, gender expression, or ability. We comply with our duties under the Equality Act 2010 to ensure that reasonable adjustments are made for pupils with disabilities, including those with SEND.

Vision and Aims

- To ensure an inclusive environment that promotes equal access to the curriculum and school life
- To provide early identification and intervention for pupils with SEND
- To ensure that all stakeholders, especially parents/carers and pupils, are actively involved in the SEND process
- To uphold our duties under the Equality Act 2010 and provide reasonable adjustments

Definition of Special Educational Needs (SEND)

Children have SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them. This includes difficulties across the four broad areas of need as identified in the SEND Code of Practice (2015):

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

Legislation and Guidance

This is based on the statutory guidance 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 coordinators (SENDCOs) 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 guide for maintained schools 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

The following are not considered SEND but may present barriers to learning and are also addressed through this policy:

- Attendance and punctuality
- Health needs
- Welfare concerns
- English as an Additional Language (EAL)

- Being in receipt of the Pupil Premium Grant
- Being a 'Looked After' child
- Being a child of Service personnel

Objectives

- To create a whole-school environment that meets the special educational needs of each child, enabling them to achieve their learning potential and engage in activities alongside pupils without SEND
- To identify children's needs early and intervene promptly, with all staff sharing responsibility for identifying, assessing, and meeting the needs of children with SEND
- To ensure access to a broad and balanced curriculum through adapted planning and appropriate modifications
- To make reasonable adjustments to enable all children to have full access to all elements of the school curriculum
- To provide access to appropriate intervention programmes according to each child's needs
- To ensure that the Assess, Plan, Do, Review cycle is followed by class teachers and that the graduated response is individualised for each pupil
- To ensure that the views, wishes, and feelings of pupils are actively sought and considered in all decision-making processes
- To maintain clear, up-to-date records tracking individual pupils as they progress through the school
- To work in partnership with parents, pupils, and outside agencies
- To ensure that resources are identified and coordinated according to the needs of individual children, as outlined in the provision maps
- To clearly communicate the expectations of all stakeholders involved in supporting and providing for pupils with SEND
- To co-produce, with parents/carers, teachers, and pupils, achievable and relevant targets for children on the SEND Register
- To ensure that all governors and parents/carers are aware of the SEND policy

The SEND Governor

The SEND Governor is Maria Charalambous.

The SEND Governor, SENDCo and Headteacher work closely together to ensure that relevant information is communicated to the Governing Body, enabling it to fulfil its role in evaluating the provision of education for pupils with SEND. The SEND Governor remains up to date and knowledgeable about the school's SEND provision, including how funding, equipment, and personnel resources are deployed

Coordination of SEND Provision

The progress of every child, including those with SEND, is the responsibility of the class teacher. Teachers are supported by the SENDCo, who coordinates provision for SEND and fulfils all duties outlined in the SEND Code of Practice.

Access the Code here:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Admission Arrangements

All children start school in the September of the academic year in which they turn five. Prior to starting school, parents/carers are invited to an information meeting during the summer term, which outlines the reception curriculum, school routines, and procedures.

The SENDCo accompanies Reception staff on home/school visits for pupils with SEND identified before starting school, to facilitate a strong partnership with parents/carers. Transition visits, meetings, or discussions with pre-school settings are also arranged when a child with SEND has been identified.

Identification and Provision for Children with SEND

At Hadley Wood Primary School, we have developed a whole school approach to SEND. This involves identifying individual needs as early as possible and working closely with parents. Information leading to the identification of children's SEND may come from several sources. These include:

- Pre-school: Liaison with pre-schools or nurseries, pre-school support from external agencies, information provided by parents and pre-school transition meetings
- In school: Staff observations, attainment scores, Foundation Stage Profile, in class assessments, reports from external agencies, reports from previous schools, standardised screening and assessment tools
- Parents/carers

Staff can raise concerns about a child with the SENDCo at any time. Based on the school's observations of the whole child, assessment data and following a discussion between the class teacher and the SENDCo, the child may need one of the following:

- Adapted curriculum support in class
- SEN Support
- EHCP: Education, Health and Care Plan

We follow the graduated approach (Assess, Plan, Do, Review) to identify and support SEND.

Personalised interventions and Individual Support Plans (ISPs) are created in partnership with parents and pupils. Children are supported by the Year Group Team, who liaise with the SENDCo to organise the timetable and provision of interventions.

The SEND Register for each class is monitored and updated termly by the SENDCo, in conjunction with class teachers, to review pupil progress, provision, and impact.

We are preparing for the introduction of standardised EHCP templates and digital systems proposed under the SEND and Alternative Provision Improvement Plan (2023–2025), for pupils whose needs require multi-agency involvement and higher levels of support.

Pupil and Parent/Carer Engagement

We work closely with parents through:

- Termly reviews
- ISP meetings
- Summer term transition meetings
- Information sessions

We also ensure the pupil voice is central:

- Pupils are invited to attend reviews or contribute their views
- Regular feedback is collected via age-appropriate surveys and through School Council representatives

Intervention Programmes

Provision is organised within each year group and tailored to the current needs of the class. Programmes may include:

- Reading booster
- RWI intervention
- English booster
- Same Day Intervention (SDI) for Maths

- Maths booster
- Pre-teaching of vocabulary and key concepts
- Social skills programmes tailored to individual needs
- Learning Mentor support
- Fine and gross motor skills, including handwriting
- Phonics booster
- Speech and language support – Verbo
- Zones of Regulation
- Precision Teaching
- Precision Interventions

Stages on the SEND Register

Concern:

If a child is identified as having a barrier to learning, they will be recorded as a Concern and will receive additional in-school support to help overcome or adapt to their needs.

SEN Support:

Special educational needs are addressed through Quality First Teaching and a combination of in-class support and intervention programmes, delivered individually or in small groups. Support from one or more external agencies may be sought (e.g. SWERRL, Occupational Therapy, Educational Psychology). A referral must be completed, and the threshold of difficulty met, to access the waiting list for these services.

If the school, in agreement with parents/carers, believes that a child has exceptional needs and is not making sufficient progress despite support, it may request that the Local Authority undertake a statutory assessment. This may or may not lead to the Local Authority issuing an Education, Health and Care Plan (EHCP).

EHCP:

Children identified by the Local Authority as having exceptional needs will be issued with an EHCP, which outlines all of their special educational needs, and the special educational provision required to meet those needs. The EHCP includes both short- and long-term objectives. These objectives are reviewed annually in an Annual Review meeting.

Assessment and Review of Children with SEND

(See also the Assessment Policy)

The Headteacher and SENDCo monitor and discuss pupil progress with class teachers on a termly basis. The progress of children with SEND is reviewed as part of this process.

The SENDCo reports termly to the Governing Body and liaises with the SEND Governor, who acts as a critical friend to ensure the school meets its statutory duties regarding SEND provision.

All children on the SEND Register have an Individual Support Plan (ISP), which is reviewed termly by the class teacher.

Where behavioural needs are high and a child may be at risk of exclusion, a Pastoral Support Plan (PSP) will be implemented. Additional support (e.g. from SWERRL) may be sought.

Looked After Children (LAC) will have Personal Education Plans (PEPs) in place.

All plans are co-produced with parents/carers and include:

- Short-term outcomes
- Provision to meet those outcomes
- A section for review

Parents/carers receive copies of these plans.

Parents/carers of children receiving additional support will be informed of their child's provision during autumn and spring parent consultations.

Children with an EHCP will have a formal Annual Review, to which parents/carers, the child, and relevant external professionals/agencies are invited. Sufficient notice is provided to ensure maximum attendance.

Access to the Curriculum and Integration of Children with SEND

Hadley Wood Primary School promotes an inclusive ethos. All teachers are teachers of children with SEND and play a vital role in ensuring full integration into school life. Quality First Teaching and adaptive practices form the first step in meeting the needs of pupils with SEND.

The school ensures access to a broad and balanced curriculum (including the EYFS and National Curriculum) through:

- Aware and inclusive teaching practices
- A variety of teaching and learning strategies
- Flexible deployment of support staff, teaching assistants, and the Learning Mentor (e.g. for individual, group, or in-class support, or withdrawal sessions)
- Adjusted expectations based on individual pupil needs
- Dyslexia-friendly and autism-friendly classrooms (e.g. visual timetables, coloured overlays)
- A ramp between the KS1 and KS2 playgrounds for improved access

An Accessibility Plan is reviewed every three years to ensure that both the curriculum and school environment remain inclusive. While we acknowledge that the current school site presents challenges for wheelchair users, we are committed to improving access whenever opportunities arise.

Parents/carers are always consulted and will be informed of the provision in place according to the pupil's needs and their individual barriers to learning. A child may have more general difficulties with class work or have a combination of two or more areas of need. At Hadley Wood Primary School, we endeavour to identify these needs, make reasonable adjustments, arrange appropriate interventions and monitor progress closely. This is part of the identification process for children who may have special educational needs.

Supporting Pupils at School with Medical Conditions

The school recognises that pupils with medical conditions may need support to ensure full access to the curriculum. A Medical Healthcare Plan records the child's medical needs and outlines procedures to support them in school. These pupils will not require SEN Support unless their medical needs impact their learning. Please also refer to the Supporting Children with Medical Conditions Policy.

Partnership with Parents/Carers

At Hadley Wood Primary School, we work closely with parents/carers in a spirit of mutual support, encouragement, and consultation. We value the information and insight that parents/carers offer about their child and ensure they are informed from the earliest stages when a concern is identified.

We encourage active parent/carer participation by providing guidance on how learning can be supported at home, including through workshops and parent/carer consultations. Class teachers operate an open-door policy and are available at the end of the school day to discuss concerns.

The SENDCo and Deputy Headteacher hold a weekly SEN surgery every Monday afternoon, providing parents with an opportunity to raise concerns. Appointments can be made emailing the SENDCo directly at: senco@hadleywood.enfield.sch.uk

Data Security

Data on children with SEND is stored securely on the school's Managed Learning Environment or Management Information System. The SENDCo uses an encrypted data store to transfer information or sends data via the encrypted transfer system.

Complaints Procedures

Complaints from parents/carers regarding SEND provision should first be raised with the class teacher or SENDCo, who will aim to assess and resolve the issue. Formal complaints will be addressed by the Headteacher through the school's complaints procedure. The Complaints Policy is available on the school website.

Arrangements for In-Service Training

The SENDCo attends regular SEND conferences and partnership meetings with local schools and colleagues to remain up to date with developments in SEND. All staff are trained in safeguarding procedures, and the SENDCo works closely with the Designated Safeguarding Lead (DSL) to monitor the safety and wellbeing of pupils with SEND.

All staff members are encouraged to attend SEND training where a specific need has been identified, either for an individual child or a group of children. Staff meetings may include training delivered by the SENDCo or by specialist agencies (e.g. Speech and Language Services, SWERRL) as appropriate.

Links with External Agencies

SWERRL

Child and Adolescent Mental Health Services (CAMHS)

Educational Psychologist

Speech and Language Therapy

Education Welfare Officer (EWO) for attendance and punctuality (half-termly visits) Children's Services

School Nurse

Enfield Advisory Services for Autism

External support services play an important role in helping the school identify, assess, and supporting provision for children with SEND. Referrals are made for children on the SEND Register, where a threshold of need is met and the required documentation is completed.

Links with Other Schools

Transition meetings are held with pre-schools for children entering Reception with SEN Support. Similar transition meetings take place with secondary schools for Year 6 children with SEN Support or an EHCP. When pupils transfer from or to another primary school, their records are requested or forwarded to ensure continuity of provision.

The school also works with the following specialist teacher/outreach services:

- Peripatetic teachers for children with visual impairment
- Peripatetic teachers for children with hearing impairment
- Peripatetic teachers for children with physical disabilities
- Autism Outreach Teacher from Russet House School

- Oaktree Outreach Service
- Waverley Outreach Service

As with other services, a referral must be completed, and the threshold of need met, to access support.

Success Criteria

This SEND policy will be regularly monitored to ensure that:

1. The school's ethos is reflected in the provision, recognising and valuing individual differences.
2. Effective systems are in place to identify, assess, and monitor children with SEND, involving all relevant staff.
3. There is close and ongoing liaison with parents/carers.
4. All plans (ISPs, PSPs, PEPs, SEND Passports) are shared with parents/carers.
5. External support services are accessed and utilised as appropriate.
6. Record keeping for children with SEND is efficient and up to date.
7. Pupils with SEND demonstrate improved self-esteem.
8. Consistent support enhances continuity of learning for all children with SEND.

This policy has been developed in co-production with parents/carers and should be read in conjunction with the following documents:

- Keeping Children Safe in Education (KCSIE)
- SEND Information Report
- Enfield's Local Offer
- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Behaviour for Learning Policy
- Supporting Children with Medical Conditions Policy
- Learning and Teaching Policy
- PSHE Policy
- Complaints Procedure
- Assessment Policy

This policy will be updated in line with any changes to national legislation, statutory guidance, or local authority expectations.

Hadley Wood SEND Identification Pathway

Child/Young Person is identified as having additional needs
(Teacher, Teaching Assistant, Parent, SENDCo)

If identified by teacher or teaching assistant a referral form needs to be completed



Child/teacher discussions with SENDCo to be recorded
(Observations in class to be made)



Depending on needs highlighted during child/teacher discussions and class observations followed by formal assessments completed by SENDCo



Area of needs identified/highlighted and actions to be agreed – recorded on ISP



Suggested support, strategies and interventions to be implemented based on assessments within a given time period



Any targeted interventions to be recorded on the intervention log



Follow up discussions/review of impact of support, strategies and interventions implemented



Are there any improvements? Has the support, strategy or intervention been effective?

No Yes



Possible Strategies:

- Further discussion with the Inclusion Lead
- Individual Support Plan (ISP)
- Support services requested: LSS (Learning Support Service), EP (Educational Psychologist), SWERLL (Social Emotional Mental Health team, OT (Occupational Therapist), SaLT (Speech and Language Therapy), CAHMS (Child Adolescent and Mental Health Service)
- Advice and guidance from external agencies start to gather evidence in support of an Educational Health Care Plan (EHCP)

Yes



Monitor progress and review:

- Day to day assessment for learning (class teacher)
- Assessment weeks
- Pupil progress meetings
- Intervention impact evaluations Parents evenings
- Pupil voice

Are there any improvements? Has the support, strategy or intervention been effective?

No



Need for co-ordinated support – all parties involved with the child to contribute to ISP – monitor and review. If there is still no, or progress is limited then through a co-ordinated approach the ISP can be reviewed to decide whether and Educational Health Care Plan (EHCP) is appropriate.