	Vanguard Learning Trust *The Vanguard Learning Trust is a group of local primary and secondary schools in Hillingdon. We strive to be a Trust that serves its local community and is pioneering in its approach to broadening our students' lives. We believe in effective teaching which allows our students to shine both in and out of the classroom and that intellectual curiosity is at the core of every learning experience. Whilst schools in the Trust have their own ethos and values, they share the common aspiration that all students can achieve their potential and life is a journey of discovery.*

Special educational needs and/or disabilities (SEND) policy

Part A: Trust-wide
September 2026

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Part A: Trust-wide

1. Overview of policy

1.1 Aims

This special educational needs and disabilities (SEND) policy aims to:

- make sure that all schools in the Trust fully implement national legislation and guidance regarding students identified with SEND;
- set out how schools will:
    - support and make provision for students with special educational needs and/or disabilities;
    - provide students identified with SEND access to all aspects of school life so they can engage in the activities of the school alongside students who do not have SEND;
    - help students identified with SEND fulfil their aspirations and achieve their best;
    - help students identified with SEND become confident individuals living fulfilling lives;
    - help students identified with SEND, in secondary schools, make a successful transition into adulthood; and
    - communicate with students identified with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the student.
- explain the roles and responsibilities of everyone involved in providing for students identified with SEND;
- communicate with, and involve, students identified with SEND and their parents/carers in discussions and decisions about support and provision for the student; and
- make sure the SEND policy is understood and implemented consistently by all staff.

1.2 Structure

This policy consists of two parts, designed to promote a shared commitment across our Trust to inclusive, aspirational and equitable education for all learners, including those with SEND, while recognising and responding to the distinct contexts of our individual schools. Statutory elements are contained across both Part A and Part B. While Part A sets out the overarching principles, legal framework and Trust-wide expectations, Part B contains essential school-level information required by the SEND Code of Practice. Specifically, Part B outlines each school's arrangements for:

- identifying and assessing students with special educational needs;
- consulting with and involving parents/carers and young people in decisions about SEND support;
- managing key transitions, including between phases of education and into adulthood;
- providing training and professional development for staff to ensure effective SEND provision; and
- overseeing the admission of disabled students and ensuring how reasonable adjustments are made to support access and inclusion.

Readers should refer to Part B for detailed information on how these statutory duties are enacted within each individual school.

2. Principles

2.1 Vision and values

At Vanguard Learning Trust, we are committed to providing an outstanding, inclusive education for all students, ensuring that every learner, regardless of their individual needs, has the opportunity to thrive and meet their full potential. Grounded in our core values of aspiration, community and equity, our SEND policy reflects our dedication to fostering an environment that supports and nurtures the unique abilities and potential of each student while recognising the resources and capacities available to us.

2.2 Inclusion and equal opportunities

All Trust schools strive to create an inclusive teaching environment that offers all students, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all students 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 students identified with SEND are included in all aspects of school life.

3. Trust-wide SEND entitlement offer

The Trust-wide entitlement offer for students with additional needs can best be described as a graduated response following three waves:

- **Wave one: Universal entitlement for all students**

At wave one, all students in the Trust are subject to baseline assessments. These are aimed to achieve early identification of a need. Information gathering at this stage might include observation, parental engagement and whole-cohort testing. Outcomes of this will inform next steps and a graduation to wave two for some students.

- **Wave two: Additional school-based support for some students**

At wave two, it is recognised that students might need support beyond the provision offered at wave one. This might include additional school-based diagnostic assessment and consideration of adding the student to the school's SEND register. Students may access provision at wave two without being placed on the SEND register. Such provision might include language, literacy, numeracy and social skills interventions.

- **Wave three: Additional targeted support for some students**

At wave three, students are generally on the SEND register and have a personalised plan to enable them to access the curriculum. At times this plan will be subject to the input of external professionals including but not limited to: educational psychologist, occupational therapist, speech and language therapist, local authority (LA) advisory services and other clinical services.

4. Legislation and guidance

All schools in the Trust will adhere to the statutory guidance set out in Special Educational Needs and Disability (SEND) Code of Practice (click here) as well as the following legislation:

- Part 3 of the Children and Families Act 2014 (click here), which sets out the responsibilities of schools for students identified with SEND;
- the Special Educational Needs and Disability Regulations 2014 (click here), which sets out the responsibilities for local authorities and schools with regards to education, health and care (EHC) plans, SEN co-ordinators (SENCos) and the special educational needs information report;
- the Equality Act 2010 (section 20) (click here), which sets out the duties of schools to make reasonable adjustments for students with disabilities;
- the Public Sector Equality Duty (section 149 of the Equality Act 2010) (click here), which set out the responsibilities of schools 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) as well as those who do not share it;
- the academy trust governance guide, (click here) which sets out the responsibilities of trustees and governors for students identified with SEND; and
- the School Admissions Code (2021, click here), which sets out the obligation of schools to admit all students whose education, health and care (EHC) plan names the school, and its duty not to unfairly disadvantage children with a disability or with special educational needs.

This policy also complies with our funding agreement and articles of association.

5. Definitions

5.1 Special educational needs

A student 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 The four areas of need

The needs of students identified with SEND are grouped into four broad areas. Students can have needs across more than one area and their needs may change over time. Interventions will be selected that are appropriate for the student's particular area(s) of need, at the relevant time.

- **Communication and interaction**

Students 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 social norms and expectations of communication. Students who are on the autism spectrum often have needs within this category.

- **Cognition and learning**

Students with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:

  - Specific learning difficulties, which impact one or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia
  - Moderate learning difficulties
  - Severe learning difficulties
  - Profound and multiple learning difficulties, which is where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

- **Social, emotional and mental health**

These needs may reflect a wide range of underlying difficulties or disorders. Students may have:

  - mental health difficulties such as anxiety, depression or an eating disorder
  - attention deficit disorder, attention deficit hyperactive disorder or attachment disorder
  - suffered adverse childhood experiences

These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the student becoming withdrawn or isolated.

- **Sensory and/or physical**

Students with these needs have a disability that hinders them from accessing the educational facilities generally provided. Students may have:

  - a sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment
  - a physical impairment

These students may need ongoing additional support and equipment to access all the opportunities available to their peers. Children must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which they will be taught. Part B outlines the school's arrangements for the identification and assessment of students with possible SEND.

5.3 Disability

Students 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. Many children and young people who have SEN may have a disability under the Equality Act 2010. defined as '*…a physical or mental impairment which has a long term and substantial and adverse effect on their ability to carry out normal day-to-day activities*'. This definition provides a relatively low threshold and includes more children than many people realise: 'long term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. It includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people with those conditions and those with SEN. Part B of this policy contains further information about each school's admission arrangements for disabled students and how reasonable adjustments are made to support access and inclusion. The policy takes account of the School's public sector equality duty set out in section 149 of the Equality Act 2010. The Trust believes that:

- every student has a right to develop their full potential;
- every student has a right to a broad, balanced, relevant and challenging curriculum which is appropriate to their abilities;
- diversity supports the learning of all; and
- every student should be encouraged to play a full and active part in school life.

6. Roles and responsibilities

6.1 The special educational needs and/or disabilities co-ordinator (SENCo)

Each school must have a SENCo. The name and contact details of each school's SENCo can be found in Part B of this policy. They will:

- inform any parents that their child may have SEN and then liaise with them about the student's needs and any provision made. Part B provides further information about the school's arrangements for consulting with and involving parents, carers, and young people in decisions about SEND support;
- work with the headteacher and the phase-lead inclusion 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 students identified with SEND, 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 students identified with SEND receive appropriate support and high-quality teaching;
- advise on the graduated approach to providing universal provision including adaptive teaching, targeted provision and specialist provision appropriate for individual students;
- advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively;
- be a point of contact for external agencies, especially the 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 student and their parents are informed about options and that a smooth transition is planned. Further information about the school's arrangements to manage key transitions, including between phases of education and into adulthood, can be found in Part B;
- ensure that, when a student moves to a different school or institution, all relevant information about a student'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 students identified with SEND up to date and accurate;
- advise the LA when a student needs an EHC needs assessment, or when an EHC plan needs an early review;
- work with the headteacher to monitor and identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development;
- review regularly with the headteacher 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; and
- 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 local governing body

The local governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to the education and standards committee or an individual:

- co-operate with the LA in reviewing the provision that is available locally and developing the local offer;
- have oversight of the inclusion strategy within their respective school and across the Trust;;
- make sure that students identified with SEND engage in the activities of the school alongside students who have not been identified with SEND;
- make sure that the school has arrangements in place to support any students with medical conditions;
- provide access to a broad and balanced curriculum;
- ensure that there is a strategic approach to identifying and responding to SEND;

- ensure that all statutory reporting is available on the school's website;
- ensure that the admissions process in each school has 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 including reviewing the annual SEND report; and
- in secondary schools, make sure that all students from year 8 until year 13 are provided with independent careers advice.

6.3 The inclusion link governor

The name and contact details of each phase-level SEND link governor can be found in Part B of this policy. The inclusion governor will:

- help to raise awareness of SEND issues at governing board meetings; and
- monitor the quality and effectiveness of SEND provision within the school and update the governing board on this through termly visits which will be structured by the Trust's inclusion lead.

6.4 The headteacher

The name and contact details of the headteacher can be found on the school's website. The headteacher of each school will:

- work with the SENCo and allocated 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 students identified with SEND, and their progress;
- have responsibility for monitoring the school's notional high-needs budget and any additional funding allocated by the LA to support individual students;
- make sure that the SENCo has enough time to carry out their duties;
- have an overview of the needs of the current cohort of students on the SEND register;
- monitor with the SENCo to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development. Further information about how the school will provide training and professional development for staff to ensure effective SEND provision can be found in Part B;
- review regularly 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; and
- 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

Class teachers are responsible for:

- planning and providing high-quality adaptive teaching to meet the needs of students through a graduated approach;
- monitoring the progress and development of every student in their class;
- working closely with any learning support 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 student's progress and development, and decide on any changes to provision;
- ensuring they follow this SEND policy and the SEN information report; and
- communicating with parents through whole school processes, for example parent consultation evenings and progress reports 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 student and the school

- listen to the parents' concerns and agree their aspirations for the student

6.6 Parents/carers

Parents/carers should inform the school if they have any concerns about their child's progress or development. Parents/carers of a student on the SEND register will always be given the opportunity to provide information and express their views about their child's additional needs and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- asked to provide information about the impact of SEN support outside school and any changes in the student's needs;
- given the opportunity to share their concerns and, with school staff, agree their aspirations for the student; and
- given an annual report on the student's progress.

The school will take into account the views of the parent/carer in any decisions made about the student. Further information about support that schools offer to parents/carers can be found in Part B. For parents/carers of children with EHC plans, they will be asked to attend the annual review as well as any interim meetings.

6.7 Students

Students will always be given the opportunity to provide information and express their views about their additional needs and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the student:

- explaining what their strengths and difficulties are;
- contributing to setting targets or outcomes;
- attending review meetings; and/or
- giving feedback on the effectiveness of interventions.

The student's views will be taken into account in making decisions that affect them, whenever possible.

7. Links to other Trust documents

Alongside this policy, each 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. Each school also publishes an accessibility policy on its website, which outlines further information about how the school works to remove barriers to learning and participation.

8. Links with external professional agencies

The Trust recognises that it will not be able to meet all the needs of every student. Whenever necessary the school will work with external support services such as:

- speech and language therapists
- specialist teachers or support services
- educational psychologists
- occupational therapists, speech and language therapists or physiotherapists
- general practitioners or paediatricians
- school nurses
- child and adolescent mental health services (CAMHS)
- education welfare officers
- social services

9. Raising concerns and resolving disputes

9.1 Informal concerns

Where parents/carers have concerns about the school's provision for meeting their child's additional needs, they should first raise them informally with the class teacher. School staff will try to resolve concerns and/or issues informally in the first instance. It may include arranging meetings with parents/carers and agreeing

next steps. Whilst the school's SENCo does not have to be involved in all meetings, they will be informed by class teachers and may decide to attend. It is envisaged that most concerns can be resolved at this stage.

9.2 Formal complaints
If this does not resolve their concerns, parents/carers can submit their complaint formally. Complaints will be handled in line with the Trust's complaints policy, which is available on the school's website. Formal complaints are dealt with at Stage 2 of the process and in most cases will be considered by the school's headteacher. Parents/carers will be invited to attend a meeting and will receive a written response to their complaint which may include recommendations. Should parents/carers be dissatisfied with the outcome at Stage 2, they can escalate it to Stage 3 of the process which involves a panel hearing with governors and an independent person.

9.3 Dispute resolution
In addition, the SEN Code of Practice outlines suitable avenues for concerns and disputes (click here). For students with an EHC plan, an interim review may be necessary to discuss matters formally with staff. The London Borough of Hillingdon's SENDIASS service may be able to provide support with the resolution of any disagreements and contact details can be found on their website (click here). Hillingdon offers specific mediation when a request to assess for an EHC plan is declined: further details can be found on their website (click here).

10. Monitoring, evaluation and related policies

10.1 Evaluating the effectiveness of the policy
The Trust is constantly looking for ways to improve the SEND policy. The Trust will do this by evaluating whether or not schools are meeting the objectives set out in Section 1. Schools will evaluate how effective their SEND provision is with regards to:

- all staff's awareness of students identified with SEND at the start of the autumn term;
- how early students are identified as having SEND;
- students' progress and attainment once they have been identified as having SEND;
- whether students identified with SEND feel safe, valued and included in the school community; and
- comments and feedback from students and their parents/carers.

This will all contribute to the annual SEND report for governors and an executive Trust-wide summary for trustees. Further information about how the school will evaluate the effectiveness of their SEND provision can be found in Part B.

10.2 Monitoring the policy
This policy will be reviewed **every year**: Part A will be reviewed by the Trust's inclusion lead and approved by the board of trustees, Part B will be reviewed by the SENCo and headteacher, then followed by the local governing body. The policy will also be updated when any new legislation, requirements or changes in procedure occur during the year.

10.3 Links with other policies and documents
This policy links to the following documents:

- SEN information report
- The local offer by the London Borough of Hillingdon (click here)
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting students with medical conditions policy
- Attendance policy
- Safeguarding policy
- Complaints policy

Version history

First issue/revision date	Approved by	Summary of changes if not first issue
June 2025	BoT	New version of policy, adopting Part A/Part B structure. Section 3 outlines how Trust schools use a 'waves of support' approach, which is contextualised in each school's part B. Clarity provided in several areas, such as roles and responsibilities, monitoring and evaluation, and the complaints process. New section on disability. Minor language adjustments to reflect best practice.

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Special educational needs and/or disabilities (SEND) policy

Part B: Ryefield Primary School
Summer 2026

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Part B: Ryefield Primary School

1. Vision and values

Ryefield Primary school is committed to being an inclusive community where every student, regardless of their needs, is valued, supported and empowered to succeed. The school's provision for special educational needs and/or disabilities (SEND) is underpinned by the core values of community, aspiration, respect and endeavour, ensuring that all students can thrive in a nurturing and ambitious learning environment. Inclusion is at the heart of the school. Ryefield works collaboratively with students, families, staff and external professionals to create a supportive and welcoming environment where everyone belongs and can fully participate in school life.

- Aspiration: The school has high expectations for all students and is committed to removing barriers to learning so that every student can reach their full potential. The school celebrates individual strengths and provides tailored support to help students achieve their goals.
- Respect: The school recognises and celebrates diversity, ensuring that all students feel valued and understood. The school fosters a culture of respect, where different learning needs are acknowledged and met with care, dignity and fairness.
- Endeavour: The school is dedicated to continually improving its SEND provision, ensuring high-quality teaching, personalised interventions and a curriculum that meets the needs of all learners. The school encourages resilience and independence, equipping students with the skills and confidence to succeed in school and beyond.

By embedding these values into the school's SEND policy and practice, the school strives to provide an education that enables every student to flourish academically, socially and emotionally, preparing them for life beyond school. The SEND aims of the school are:

- to enable every student to experience successes and achieve their best possible outcomes;
- to ensure that all students have access to a broad and balanced curriculum, including the Early Years Foundation Stage and the National Curriculum in Key Stage 1 and 2;
- to provide a curriculum with challenges appropriate to individual needs;
- to ensure the identification of all students requiring SEND support as early as possible in their school life;
- to ensure that SEND pupils have the opportunity to take part in all school activities, fully and effectively, with the resources available;
- to work in partnership with parents/carers to enable them to be part of an active contribution to the education and wellbeing of their child;
- to work in partnership with specialists and other outside agencies to ensure that individual needs are supported effectively;
- to ensure that SEND students are involved in decision making; and
- to ensure that all staff have access to regular training and advice to support Quality First Teaching / adaptive teaching methods.

Whilst many factors contribute to the range of difficulties experienced by some children, the school believes that much can be done to overcome these potential barriers to learning, with families, teachers, specialists and students working together as a team.

2. Roles and responsibilities specific to the school

The school's SEND Information Report should be read alongside this policy. It sets out the school's current provision, ordinarily available support, targeted interventions, contact details, local support services and practical arrangements for parents/carers.

The school's Inclusion Team are:
Mrs Hayward - Special Educational Needs Coordinator (SENCo)
Miss Lansiquot - Family Support Officer and SEND Support Officer (FSO/SSO)

2.1 Roles and responsibilities
The SENCo has day-to-day responsibility for the operation of this policy and the coordination of provision for pupils with SEND, including those with EHC plans. The SENCo works with the Headteacher, SEND Governor, staff, parents/carers and external agencies to secure high-quality teaching, appropriate support, effective use of resources and accurate SEND records. The Headteacher has overall responsibility for the provision and progress of pupils with SEND and works with the SENCo and SEND Governor to determine the strategic development of SEND provision.

The SEND Governor monitors the quality and effectiveness of SEND and disability provision and supports the governing body in its strategic oversight of SEND. Class teachers remain responsible and accountable for the progress and development of every pupil in their class, including pupils with SEND. They work with support staff and the SENCo to plan, implement, review and adapt provision.

3. The school's approach to SEND support
The school is committed to using its best endeavours to ensure that all students with special educational needs and disabilities (SEND) receive the support they need to achieve their full potential. In line with the SEND Code of Practice (2015), this means doing everything that could reasonably be expected to remove barriers to learning and secure special educational provision for students with SEND.

3.1 Identifying students with SEND and assessing their needs
The identification of SEND is embedded in the whole school process of monitoring the progress and development of all students. The school recognises the benefits of early identification and of making effective provision to improve the long-term outcomes for students with SEND. The school will assess each student'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.

The school will also consider any evidence that the student may have a disability and if so, what reasonable adjustments the school may need to make. Class teachers will assess each pupil's current skills and levels of attainment on entry, taking note of any previous setting assessments. Externally-sourced diagnostic tools are used to aid tear assessments of academic abilities and gaps in learning. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- is significantly slower than that of their peers starting from the same baseline scores;
- fails to match or better the student's previous rate of progress;
- fails to close the attainment gap between that of their peers; and/or
- widens the attainment gap.

Students who are not working at the expected academic standard for their year group, or not making expected progress, are identified and discussed within teaching teams, with Phase Leaders and, if appropriate, with the SEND team. Students of concern are also discussed with the Head of School during termly pupil progress meetings. Year group teaching teams and the SENCo also attend these meetings to offer advice and guidance. When teachers identify an area where a student is making slow progress, they will target the student's area of weakness with appropriately challenging, high-quality teaching and interventions. 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, teachers will, in consultation with the student's parents/carers, consider consulting an external specialist, alongside any further assessments and interventions in school. Slow progress and low attainment will not automatically mean a student is recorded as having a special educational need (SEN). Potential short-term causes of impact on behaviour or performance will be considered, such as settling into a new setting, social development or bereavement. Staff will also take particular care in identifying and assessing SEN for students whose first language is not English. Curriculum support is provided by the class-teacher/class TA, progress monitored and reviewed periodically. This will also include any interventions and adaptations that are given through the Wave 2 or 3 approach outlined in **Part A** of this policy. The identification of special educational needs also includes looking at difficulties in areas other than academic

skills – communication and social interaction difficulties for example can also prove to be potential barriers to learning.

In these cases, specialist support from NHS speech and language therapists or the NHS Child Development Centre is sought by the SENCo in partnership with parents, pupils and teaching staff. The SENCo will consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them, as outlined in the SEND Code of Practice.

Students with complex needs, requiring long-term interventions or provision are placed on the school's SEND Register, with the permission of parents/carers. This register is a list of pupils with complex needs or a disability, which require long-term support or provision, which is monitored by the SENCo and SEND Support Officer. Students are removed from the list once they have mastered skills or strategies needed to overcome their specific barriers to learning. This is also done with the consent of both parents/carers and pupils.

3.2 The SEND Register

The criterion for the Ryefield SEND Register was completed in consultation with outside agencies (educational psychologist and NHS speech and language therapist, local SENCos, the SEND governor, the school's senior leadership team and the school's local authority SEND adviser. Ryefield's SEND Register also takes into account the guidance within the SEND Code of Practice.

3.2.1 Ryefield SEND Register identification and classification

A student will have one or more of the following specific, potential barriers to learning and/or identified complex needs:

- They will be working at a pre key stage level, or 2 years below expected standard in their year group with no justifiable factors or significant progress being made (new to the country with English as an Additional Language is an example of a justifiable factor).
- They will have a diagnosed condition/disorder which could potentially be a barrier to social, emotional or academic attainment and progress.
- They will have a long-term, complex need, diagnosed by an educational or medical specialist.
- They need £6,000+ spent in provision offered annually to facilitate inclusive learning in the classroom.
- They are a significant threat to the health or safety of themselves/staff/peers and therefore they require additional provision.
- They have an Education, Health and Care Plan (EHCP).

3.3 Determining support

When deciding whether the student needs special educational provision, the school will start with the desired outcomes, including the expected progress and attainment, as well as the views and the wishes of the student and their parents/carers. The school will use this to determine the support that is needed and whether we can provide it by adapting the core offer or whether something different or additional is needed. If a student is joining the school, and:

- their previous setting has already identified that they have SEN;
- they are known to external agencies; and/or
- they have an education, health and care plan (EHCP).

The school will then work in a multi-agency way to make sure it receives all relevant information, so support can be put in place as early as possible. If a student is identified as not making predicted academic progress, the class teacher will make a decision about whether to monitor this using Quality First Teaching or set up a specific, academic intervention session. These intervention sessions may take place for a short period or over a longer period of time. However, it is important to note that all children learn regularly in small groups in class (sometimes with teaching assistants) in order to support progress in learning. The class teacher will discuss a pupil's progress with parents at termly parents' evenings or more regularly, depending on the

concern. At these meetings, parents can ask about their child's progress and any additional support being given.

If a pupil is not making expected progress, the class teacher and SENCo will discuss with parents any concerns they may have, any further interventions, using the Hub provision for example, or referrals to outside professionals deemed appropriate and discuss how school/parents/pupil could work together, to support any gaps in learning. Outside professionals who support students at Ryefield include:

- NHS Child Development Centre (CDC)
- Educational psychologists
- LBH SEND Advisory Service (SAS)
- NHS Speech and Language Therapy Service (SALT)
- NHS Occupational Therapy (OT)
- LBH Physical/Sensory Support Service
- LBH Educational Welfare Team/Participation Team
- Children's Social Services and Stronger Families Early Help Assessment Team
- NHS School Nurse/Paediatric health team
- NHS Child and Adolescent Mental Health Service (CAMHS)

A student's progress against any outside agency personalised targets will be reviewed and the impact of any interventions monitored. Students working at a level below their current key stage may have a potential barrier to learning and will be on the SENCo's radar for a possible special educational need. A specialist assessment is often, but not always, carried out by an educational psychologist or speech and language therapist. Parents/carers, students and teaching staff all play an active role in these specialist assessments.

Following the SEND Code of Practice, the school will follow a four-part cycle (assess, plan, do, review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and what supports the student in making good progress. This is known as the graduated approach. It draws on more detailed approaches and more specialist expertise in successive cycles. The four-part graduated approach cycle is outlined further in the policy in section 3.4. Where students have higher levels of need, and with the permission of parents/carers, the school may need to seek advice from external agencies.

3.4 Consulting and involving students and parents

The school will put the student and their parents/carers at the heart of all decisions made about special educational provision. When aiming to identify whether a student needs special education provision, the school will have an early discussion with the student and their parents/carers. These conversations will make sure that:

- everyone develops a good understanding of the student's areas of strength and difficulty;
- the school takes into account any concerns the parents/carers may have;
- everyone understands the agreed outcomes sought for the child; and
- everyone is clear on what the next steps will be.

The school will formally notify parents/carers if it has been jointly decided between the school and parents/carers that a student will receive special educational provision and be placed on the SEND Register for further monitoring. This formal notification comes in the form of a letter from the SENCo. Ryefield Primary School will communicate with parents/carers through termly parents' evening meetings and an annual written report. For students with personalised SEND targets, parents/carers are encouraged to meet with the school's SEND support officer (Miss Lansiquot) via the Hub, to discuss updates of provision and progress made at any point during the year.

Parents/carers receive termly reviews of targets via the 'My Support Plan' document. Further informal meetings take place throughout the year, as required. Annual review meetings are held with students with EHCPs. Student voice is gathered through informal conversations with students throughout the year and

‘Pupil View’ sheets are updated at least yearly. Student views are gathered through discussions, drawings, use of visuals, playing together and observations. This depends on the communication skills of the student.

Parents/carers can access further information about local SEND services, support and provision through the London Borough of Hillingdon Local Offer. Independent advice and support are also available through Hillingdon SENDIASS. Contact details and links are published in the school’s SEND Information Report

3.4.1 Concerns and complaints about SEND provision
Parents/carers are encouraged to raise concerns about SEND provision at the earliest opportunity with the class teacher or SENCo. Where concerns remain unresolved, they should be referred to the Headteacher. Formal complaints will be managed in accordance with the Vanguard Learning Trust Complaints Policy. Parents/carers of pupils with disabilities may also have rights to make disability discrimination claims in relation to exclusions, the provision of education and associated services, or reasonable adjustments and auxiliary aids.

3.5 The graduated approach to SEN support
Once a student has been identified as having SEN, the school 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 student’s class teacher and the SENCo will carry out a clear analysis of the student’s needs. The views of the student and their parents/carers 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 student’s needs. For many students, the most reliable way to identify needs is to observe the way they respond to an intervention.
2. **Plan**: In consultation with the parents/carers and the student, 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 student will be made aware of the student’s needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on the school’s management information system and will be made accessible to staff in a ‘My Support Plan’ one page format. Parents/carers will be fully aware of the planned support and interventions via the ‘My Support Plan’ document through copies sent home via paper copy or via the third party app the school uses to communicate with parents/carers. They may be asked to reinforce or contribute to progress at home.
3. **Do**: The student’s class teacher retains overall responsibility for their progress. Where the plan involves group or 1-to-1 teaching away from the main class, they still retain responsibility for the student. 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 student’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 student’s progress will be reviewed in line with the agreed date. The school will evaluate the impact and quality of the support and interventions. This evaluation will be based on:
    - the views of the parents and students;
    - the level of progress the student has made towards their outcomes; and
    - the views of teaching staff who work with the student.

The teacher and the SENCo will revise the outcomes and support in light of the student’s progress and development, and in consultation with the student and their parents/carers. Parents/carers are continually encouraged to meet with the SENCo, who is available at all parents evenings, as well as in the mornings. Parents/carers are also encouraged to meet with the school’s SEND support officer regarding support and provision options for their children at school.

3.6 Levels of support
Details of the school's core offer and targeted offer can be found in the following document (click here).

3.6.1 Core offer
At Ryefield Primary School, high-quality teaching adapted for individual students is the first step in responding to students who have, or may have, SEND. The school believes, in line with the SEND Code of Practice, that additional intervention and support cannot compensate for a lack of good quality teaching. The majority of students at Ryefield can make progress through such teaching. The school regularly and carefully reviews the quality of teaching of all students, including those at risk of underachievement; this includes reviewing teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the special educational needs they most frequently encounter.

Therefore, it is the aim of the school that all work within the classroom is pitched at the appropriate level so that all students are able to access the curriculum according to any individual need. The school knows that the benefit of this type of adaptation is that all students can access a lesson and learn at their own level. Student progress is regularly assessed through formative approaches that happen in the classroom and through half-termly summative assessments. Students on the SEND register have personalised 'My Support Plans' or EHCPs which outline the strategies, interventions and individualised provisions which are provided to meet their needs. These include ordinarily available provision alongside the core offer, and also, when appropriate, targeted provision from Wave 2 and Wave 3, as outlined in Part A of this policy (link).

3.6.2 The targeted offer
A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. This provision is deemed additional to or different from the core offer that is made for all students. Students have SEND if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age at Ryefield Primary School.

In line with the Code of Practice 2014, SEND provision falls under four broad areas:

- Communication and interaction (CI)
- Cognition and learning (CL)
- Social, emotional and mental health (SEMH)
- Sensory and/or physical (PD)

Students receiving SEN provision will be placed on the school's SEND Register. These students have needs that can be met by the school through a graduated approach, and can be short-term or long-term. Where the student's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible. If a student is formally identified as having SEND by an external agency, with the agreement of parents/carers, they are placed on the SEND register. The provision for these students is funded through the school's notional SEND budget. On the census these students will be marked with the code K. The targeted offer is adapted for each individual student and recorded on their 'My Support Plan' document (link).

3.6.3 Education, health and care (EHC) plan
A school may request an education, health and care needs assessment to apply for an EHCP when a student has significant and complex needs that cannot be met through the support ordinarily available in school. This is typically considered after implementing and reviewing targeted interventions, adaptations and support over time, as outlined in the SEND Code of Practice. If progress remains limited despite these efforts, and additional specialist resources or support are required, the school will collaborate with parents/carers and other professionals to gather evidence and may make a formal request to the local authority. This can be through a parental request or a school request.

3.6.4 Supporting pupils moving between phases and preparing for adulthood
The school works closely with pupils, parents/carers, receiving settings and relevant professionals to ensure effective transition at key points, including entry to Ryefield, movement between year groups and transfer to secondary school. For pupils with SEND, transition arrangements are personalised according to need and may include enhanced visits, meetings with receiving staff, transition resources such as social stories or photo booklets, additional opportunities to become familiar with new environments and adults, and targeted support through the school's Hub.

Information is shared securely and in good time with receiving settings. Where appropriate, the SENCo will meet with the receiving setting's SENCo and involve pupils and parents/carers in planning arrangements. The school supports pupils to develop independence, communication, emotional regulation and social skills through the curriculum and targeted provision, helping them to prepare for the next stage of education and adult life.

4. Evaluating the effectiveness of SEN provision
The SENCo, alongside teaching teams and the school's senior leadership team, regularly monitors and evaluates the quality of provision for all students. The school aims to use interventions in school that have proven outcomes and are evidence-based. The impact of SEND provision on the progress and outcomes for students on the SEND Register is measured through:

- analysis of student tracking data and test results at Pupil Progress meetings;
- progress against national data and based on their age and starting points;
- interventions baseline and tracking data;
- progress against individual targets;
- students' work and visible learning feedback; and
- student and parent/carers voice through meetings, pupil voice documents and student questionnaires.

Each term, following pupil progress meetings, SLT and teaching teams review the needs of the cohort and, if necessary, make changes to provision/interventions. The school evaluates the effectiveness of provision for students with SEN by:

- tracking and reflecting on students' progress;
- carrying out the review stage of the graduated approach in every cycle of SEN support;
- using student and parent questionnaires;
- monitoring by the SENCO, class teacher and phase leads;
- holding annual reviews for students with EHC plans; and
- gaining feedback from the student and their parents/carers.

The data that is reviewed includes assessment data, observations, progress through provision, behaviour monitoring by the safeguarding team, progress against personalised targets, book looks, external professional feedback and care plans, attendance data and effectiveness of reward charts, etc.

5. Expertise and training of staff

5.1 The school's approach
The school provides regular training for teaching and support staff in response to identified needs across the school. Training may include areas such as speech, language and communication, autism, dyslexia, social, emotional and mental health needs, sensory needs, adaptive teaching and the effective use of interventions. The Headteacher and SENCo monitor training needs and incorporate these into the school's continuing professional development programme. The school draws on specialist advice and training from external agencies where appropriate.

5.2 The SEND register
The SEND register is updated regularly by the SENCO, to take into account progress and also student's needs. The information gathered from Pupil Progress meetings, conversations with parents/students/teaching

teams, assessments, observations, external professionals and interventions are considered and parental/ carers permission is sought for children to be added to the register. Further information about the SEND Register can be found in: 3.1 Identifying students with SEND and assessing their needs

6. Admission and accessibility arrangements

6.1 Admission arrangements
The school's admission arrangements can be found (click here).

6.2 Accessibility arrangements
The Headteacher and SENCo, working with relevant staff, parents/carers, pupils and external professionals where appropriate, are responsible for identifying and arranging appropriate equipment, facilities and reasonable adjustments to remove barriers to learning and support access to the school environment and curriculum. The SEND Governor provides oversight through monitoring these arrangements and offering support and challenge to school leaders, in line with the Trust's scheme of delegation. Responsibility for day-to-day implementation and decisions about individual pupils' provision rests with school leaders and staff.

Ryefield Primary School values every pupil and is committed to ensuring that pupils with SEND can access learning, participate fully in school life and achieve their potential.

- The school is accessible for students with disabilities. The school has a lift for the first floor classrooms and accessible toilets on the ground floor. Personal Emergency Evacuation Plans (PEEPS) are made for individual students with a disability to ensure that their evacuation from the building needs are met in the event of an emergency.
- The school has working relationships with the local authority's Hearing Impairment Team who help to support students at the school who have a hearing impairment.
- Risk assessments are made for school trips and events to support the access for individual students.
- The school has an accessibility plan (click here) and audit that is regularly reviewed. The school's accessibility plan covers how the school will:
    - increase the extent to which disabled students can participate in the curriculum;
    - improve the physical environment to enable disabled students to take better advantage of the education, benefits, facilities and services you provide; and
    - improve the availability of accessible information to disabled students.

All pupils with SEND are supported to participate in the full life of the school, including clubs, educational visits, residential visits, performances, workshops and sporting events. No pupil will be excluded from these opportunities because of their SEND or disability. Reasonable adjustments, risk assessments and additional support will be put in place where required.

7. Safeguarding pupils with SEND
The school recognises that pupils with SEND may face additional safeguarding challenges. These may include communication difficulties, increased vulnerability to bullying or peer isolation, and the possibility that changes in behaviour, mood or presentation may be attributed to SEND rather than recognised as a potential safeguarding concern. Staff are expected to remain alert to these additional vulnerabilities and to follow the school's safeguarding and child protection procedures. The SENCo works as part of the school's wider safeguarding arrangements and liaises with relevant staff and agencies to ensure that pupils with SEND receive appropriate support. The school provides additional pastoral and practical support where needed, including through the Hub, SEND Support Officer, Family Support Team and individualised provision.

8. Monitoring and evaluation

The school is constantly looking for ways to improve the SEND policy. This will be done by evaluating whether or not the school is meeting the objectives set out in Section 1 of this policy. Findings from monitoring and evaluation activities will inform the school's strategic planning and professional development priorities, ensuring continuous improvement in SEND provision. This policy will be formally reviewed on an annual basis and updated in response to legislative changes, school priorities and feedback from all stakeholders. Ryefield will continue to evaluate how effective their SEND provision is with regards to:

- the awareness of all members of staff with regards to students with SEND at the start of the autumn term;
- how early students are identified as having SEND;
- students' progress and attainment once they have been identified as having SEND;
- whether students with SEND feel safe, valued and included in the school community; and
- comments and feedback from students and their parents/carers.

The school remains committed to fostering an inclusive environment where every student can achieve their full potential. This policy, along with Vanguard Learning Trust's broader inclusion strategy, underpins the school's continued efforts to promote equity and success for all learners.

Version history

First issue/revision date	Approved by	Summary of changes if not first issue
October 2026	LGB	Terminology amendments and clarification throughout the policy. Clearer link to SEND Information Report. Added responsibilities, signposting for support, and a route for concerns or complaints. Added a new section setting out personalised transition arrangements for pupils with SEND. Strengthened the description of staff training. Added a statement confirming the shared responsibility of the SENCo, Headteacher, SEND Governor and parents/carers. Added explicit confirmation that pupils with SEND will be supported to participate in the full life of the school. Added a new section recognising the additional safeguarding vulnerabilities that pupils with SEND may experience. Confirmed the SENCo's role within wider safeguarding arrangements