

Special Educational Needs Policy

SENCO: Baljit Santa

Cranford Primary School has a named Special Educational Needs Co-ordinator (SENCo), Mrs Baljit Santa, who is a member of the senior leadership team. The school also has a named Governor responsible for SEN, Mrs Kerry Mulhair.

Mrs Santa can be contacted via the usual school address and phone number, via email at sendco@cranfordprimary.com and in person via the school office.

**Approved by:
Governors (to be
ratified)**

Last reviewed on: Autumn 2026

**Next review due
by: Autumn 2027**

Related policies:

- Admissions Policy
- Accessibility Plan
- Safeguarding and Child Protection Policy

- Behaviour Policy
- Anti-Bullying Policy
- Equality Policy
- Supporting Pupils with Medical Conditions Policy
- Attendance Policy
- Complaints Policy

Contents

1. Aims and objectives.....	3
2. Vision and values.....	3
3. Legislation and guidance.....	4
4. Inclusion and equal opportunities.....	5
5. Definitions.....	5
6. Roles and responsibilities.....	8
7. SEN information report	12
8. Our approach to SEND support	12
9. Attendance	17
10. Safeguarding	17
11. Links with external professional agencies.....	17
12. Admissions and accessibility.....	18
13. Monitoring and evaluation arrangements.....	20
14. Complaints	20

1. Aims and objectives

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

Make sure our school fully implements national legislation and guidance regarding pupils with SEND

This policy sets out how our school will:

- create an environment that meets the special educational needs of each child
- ensure that the special educational needs of children are identified, assessed and provided for;
- enable all children to have full access to all elements of the school curriculum;
- ensure that parents or carers are able to play their part in supporting their child's education;
- ensure that all children have a voice in this process [where appropriate]
- help pupils with SEND fulfill their aspirations and achieve their best
- explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

At Cranford Primary School, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children and our focus is on ensuring we have an inclusive approach for all our pupils. We aim to achieve this through the removal of barriers to learning and participation for all. We want all our children to feel that they are a valued part of our school community.

At Cranford Primary School we endorse The SEN Code of Practice which identifies four main areas of need for children with SEN:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and Physical

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and

- aspirations;
- require different strategies for learning;
- acquire, assimilate, and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- **Providing Quality First Teaching** that is inclusive and accessible to all learners, with reasonable adjustments, differentiation, and use of assistive technology to remove barriers to learning
- **Supporting communication, language, and literacy development** through visual supports (Widget symbols, communication boards, visual timetables), vocabulary scaffolding, alternative communication methods, and multi-sensory learning experiences
- **Planning for full participation** in all learning, physical, and practical activities through adapted resources, flexible groupings, concrete materials, and additional support where appropriate
- **Supporting positive behaviour, emotional regulation, and mental health** through clear routines, positive strategies, trauma-informed approaches, sensory breaks, teaching self-regulation skills, and working with families and external agencies
- **Promoting independence and self-advocacy** by teaching metacognitive strategies, encouraging pupil voice, setting achievable goals, and using scaffolding that can be gradually removed

3. 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 co-ordinators (SENCOs) and the special educational needs (SEN) information report

The [Equality Act 2010](#) (section 20), which sets out the school's duties to make

reasonable adjustments for pupils with disabilities

The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it

The governance guide for [maintained schools/academy trusts](#) which sets out governors'/trustees' responsibilities for pupils with SEND

The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs.

4. Inclusion and equal opportunities

At our school, we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced, and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfill their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum, and the school environment to make sure that pupils with SEND are included in all aspects of school life.

Our dedication to ensuring our school is an inclusive, safe environment for all our pupils and staff is demonstrated through our 'Inclusion Quality Award' (IQM), which the school achieved in April 2022. We are very proud of this award and it emphasises the importance we place on Inclusion being at the forefront of everything we do.

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

All children, regardless of their gender, ethnicity, and disability, should be given every opportunity to access the curriculum through differentiated activities and support.

5. Definitions

5.1 Special educational needs (SEN)

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them. All children may have special needs at some time in their lives. Children have a learning difficulty or

disability if they have:

- significantly greater difficulty in learning than the majority of children of the same age, or
- a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age in mainstream schools

Special educational provision is educational provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that appear across more than one area, and their needs may change over time.

Area of need	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.

Cognition and learning	Pupils 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 1 or more specific aspects of learning, such as dyslexia, dyscalculia, and dyspraxia · Moderate learning difficulties · Severe learning difficulties · Profound and multiple learning difficulties, which are where pupils 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. Pupils may have: · Mental health difficulties such as anxiety, depression, or an eating disorder · Attention deficit disorder, attention deficit hyperactivity 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 pupil becoming withdrawn or isolated.

Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: · A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment · A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.
-------------------------	--

6. Roles and responsibilities

6.1 The SENCO

The SENCO will:

- Inform any parents that their child may have SEN, and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution, make sure that all relevant information about the pupil's SEN and the provision for them is sent to the appropriate authority, school, or institution in a timely manner

- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.2 Governors

The governing board is responsible for making sure the following duties are carried out in accordance with the SEND Code of Practice:

- Consult with the LA and other schools where appropriate in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Have a clear approach to identifying and responding to SEND
- Ensure that parents or carers are notified of any decision by the school that SEN provision is to be made for their child
- Report annually to parents and carers on the success of the school's policy for children with special educational needs.
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the

progress of pupils with SEND

6.3 The SEND link governor

The SEND link governor is Mrs Kerry Mulhai

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

6.4 The headteacher

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is adapted to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report

6.6 Teaching Assistants

Teaching assistants under the direction of the classroom teacher are responsible for:

- Supporting children to access the curriculum; this may mean adapting the way an input is delivered, using different resources, more hands-on learning, etc
- Supporting the classroom teacher to assess the progress of children they are working closely with
- Supporting children's well-being
- Marking work as appropriate and stating what support the child has had
- Ensuring children are fully supported and included in all activities (this may mean adapting activities to suit the child's needs)
- Sharing concerns regarding progress and accessibility in a timely manner with the classroom teacher in the first instance, and then if necessary, escalating to the year group leader and SENCo
- Carrying out any necessary interventions as directed by the class teacher

6.7 Parents or carers

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil

- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

If a parent is unhappy about any aspect of special needs provision, they are advised to see the class teacher initially, followed by the SENDCO if necessary, who would then refer any unresolved issues to the Headteacher.

6.8 The pupil

In our school, we encourage children to take responsibility and to make decisions about their educational journey and personal aspirations. We ensure children are fully supported in this process. This is part of the culture of our school and relates to children of all ages.

This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

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

7. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

Some of the children who join us have already been in early education and are known to SEN. In a few cases, children join us with their needs already assessed.

All children are assessed when they enter our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children. If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school

resources. We call this level of support **SEN Support**.

Class teachers will regularly assess the progress of all pupils and identify any children whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap
- offer interventions that are different from, or additional to, those provided as part of the school's usual working practices.
- The class teacher will keep parents or carers informed and draw upon them for additional information.

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

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

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

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

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

Their previous setting has already identified that they have SEN

They are known to external agencies

They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant

information before the pupil starts at school, so support can be put in place as early as possible.

8.2 Consulting and involving pupils and parents/carers

The school will put the pupil and their parents/carers at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special educational provision, we will have an early discussion with the pupil and their parents/carers. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents/carers have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

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

We will formally notify parents/carers if it is decided that a pupil will receive special educational provision.

8.3 Pupils with medical needs

In addition to learning needs, some pupils may have medical needs that affect their ability to access a full curriculum. As a school, it is our policy to aim to meet these needs so that the pupil may be fully included in all activities. An Individual Health Care Plan will be drawn up with the help of the child's parents/ carer to reflect the needs of the pupil and agree strategies for meeting those needs. This may include details of intimate care and administering medicines where necessary (see First Aid and Supporting Pupils with Medical Conditions Policy).

8.4 Pupils with social, mental and emotional health needs

Some pupils may have social, mental or emotional needs either on their own or alongside learning or medical needs. As Cranford Primary School is a fully inclusive school, we aim to meet these needs for this group of pupils. Please see our SEN Information Report and the Local Offer for details of the provision available via the school website.

Pupils with social, mental or emotional needs will be assessed to identify what barriers they face and how these can be overcome. This will be done in conjunction with parents or carers. Once a need has been identified, a Learning Support Plan (LSP) will be written and we will use a range of

strategies that make full use of all available classroom and school resources at SEN Support level.

8.5 The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach and through the creation of a Learning support plan.

1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our online SEND platform 'SENshine' and in a Learning Support Plan (LSP) and will be made accessible to all staff.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to

implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date, which will usually be termly.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

If the child continues to demonstrate significant cause for concern and the school/parents feel that the child's needs cannot be met through the resources available in the school, a request for statutory assessment will be made to the Local Authority.

8.6 Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census, these pupils will be marked with the code E.

8.7 Evaluating the effectiveness of SEN provision

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

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents/carers

8.8 Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

9. Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

10. Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy.

11. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary, the school will work with external support services such as:

- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or pediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

12. Admission and accessibility arrangements

12.1 Admission arrangements (further information can be found in our admissions policy, on our website)

Cranford Primary School is committed to inclusive admissions practices. Any child with special educational needs (SEN) whose Education, Health and Care (EHC) plan names our school must be admitted before any oversubscription criteria are applied. We welcome all children and work closely with families to ensure appropriate provision is in place from the point of admission.

Our admission arrangements comply with the School Admissions Code 2021 and are determined annually by Hounslow Local Authority. Parents and carers can find full details of our admission arrangements, including oversubscription criteria, on our school website and through Hounslow Local Authority.

Where a child has an EHC plan naming Cranford Primary School, we will work with the local authority, parents/carers, and relevant professionals to plan a smooth transition and ensure all necessary support is in place before the child starts. For children with SEN support needs (but without an EHC plan), we encourage parents/carers to share information about their child's needs during the admissions process so we can prepare appropriate provision from day one.

12.2 Accessibility arrangements

Our approach to accessibility includes:

- **High expectations for all pupils** – We set ambitious targets and

believe that all children can achieve, regardless of their starting points or barriers to learning

- **Early identification** – We quickly identify any areas of difficulty through our assessment systems, teacher observations, and liaison with parents/carers and external professionals
- **Removing barriers to learning** – We provide reasonable adjustments, differentiated teaching, accessible resources, and specialist equipment to enable all pupils to access the curriculum
- **Adapting our curriculum** – We make appropriate modifications to our curriculum delivery, resources, and teaching approaches to meet individual needs, whilst maintaining high expectations
- **Specialist support** – We provide targeted interventions, additional adult support, and access to specialist services where needed
- **Accessible communication** – We use visual timetables, communication boards, Widget symbols, and other communication aids consistently across the school to support pupils with communication needs

Physical accessibility:

Our school site has been designed to be accessible to pupils with physical disabilities and mobility needs:

- **Single-storey building** – All classrooms, learning spaces, and facilities are located on the ground floor, ensuring full access without the need for stairs or lifts
- **Wide corridors and doorways** – Our corridors and doorways are wide enough to accommodate wheelchairs and mobility aids
- **Accessible toilet facilities** – We have a fully accessible toilet with appropriate space and equipment for pupils with physical disabilities
- **Level access** – The main entrance and all external doors have level or ramped access, allowing independent entry for wheelchair users
- **Accessible outdoor spaces** – Our playground and outdoor learning areas are accessible to all pupils, with level surfaces and appropriate pathways
- **Accessible parking** – We have designated accessible parking spaces near the main entrance for families who need them
- **Furniture and equipment** – We provide adjustable furniture and specialist equipment where needed to ensure pupils can access all learning activities comfortably

We regularly review our physical accessibility through our Accessibility Plan and work with occupational therapists and other specialists to ensure our environment meets the needs of all our pupils. Where individual pupils require specific adjustments or equipment (such as specialist seating, standing frames, or adapted PE equipment), we work with families and professionals to ensure these are in place.

If you have any questions about the physical accessibility of our school, or if

your child has specific access needs, please contact our SENCO or the school office to discuss how we can support them.

Assessment accessibility: For pupils taking statutory assessments (such as SATs), we work closely with families and our SENCO to identify and apply for appropriate access arrangements. These arrangements reflect each pupil's normal way of working in the classroom and may include additional time, use of a scribe, reader, or other reasonable adjustments. We ensure these arrangements are in place well before assessment periods and that pupils are familiar with using them.

Our full Accessibility Plan is available on our school website and sets out our strategy for increasing accessibility over time. We review our accessibility arrangements regularly through pupil progress meetings, SEND reviews, and feedback from pupils, parents/carers, and staff.

13. Monitoring and evaluation arrangements

13.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

- We will evaluate how effective our SEND provision is with regard to:
- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued, and included in the school community
- Comments and feedback from pupils and their parents

13.2 Monitoring and review

- The SENCO monitors the movement of children within the SEN system in school.
- The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.
- The SENCO is involved in supporting teachers in drawing up Learning Support Plans (LSPs) for children. The SENCO and the Headteacher hold regular meetings to review the work of the school in this area.
- The SENCO and the named governor with responsibility for special educational needs also hold termly meetings.
- The Governing Body reviews this policy annually and considers

- any amendments in the light of the annual review findings.
- The SENCO reports the outcome of the review to the full Governing Body.

14. Complaints

Where there are any complaints related to SEND, the usual complaints procedure should be followed. Please refer to the school's Complaints Procedure. You can also contact the SENDIASS team for further information via the local offer or their website:

<https://hounslowsendiass.org.uk>