

Special Educational Needs and Disability Policy (SEND)



THE EVELINE DAY SCHOOL

Updated: August 2025

To be reviewed: annually, or in-line with legislative change.

SEND Policy

This policy complies with the statutory requirement laid out in the SEN Code of Practice 0-25 years (updated May 2015) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (updated June 2014)
- SEN Code of Practice 0-25 (updated May 2015)
- Statutory Guidance on supporting pupils at school with medical conditions (Sept 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2014)
- Safeguarding policy
- Accessibility Plan
- Teachers' Standards (2012)

In light of the current SEND reforms this policy was created by the school's SENCO, with the Headteacher, the proprietors and in liaison with staff and parents of pupils with SEND. This SEND policy is a key document to support inclusive practice in our school. It outlines our statutory responsibilities and approaches to ensure that all pupils including those with SEND can achieve their best possible learning outcomes and engage successfully in all aspects of the wider school community.

At Eveline Day School, the SENCO takes overall responsibility for the operation of this policy and coordinating specific provision for pupils receiving Special Educational Needs (SEN) support.

The SENCO provides professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching. The SENCO advises on the graduated approach to providing SEN support and is the point of contact for external agencies.

Our SENCO is: Stephanie O' Hara and she can be contacted through the school office: on 0208 673 7641 or via email at: stephanie@evelinedayschool.com

Mission Statement

Our whole school has a commitment to including all – embracing everyone's special talents and overcoming any barriers to support each child to enjoy school, learn and achieve and fulfil their potential within our learning community.. We do our best to ensure that the school offer ensures that every child has an equal opportunity to thrive. As a result, we support and make provision for all pupils who have special education needs with a skilled staff team who work collaboratively to ensure that the individual learning needs of children with SEN are met.

Definitions of SEND

A pupil has SEND if they have a learning difficulty or disability that calls for 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 of the 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.

Equality Act 2010

A disability is a physical or mental impairment, which has a long term and substantial adverse effect on their ability to carry out normal day to day activities.

This definition includes:

- Sensory impairments such as those affecting sight and hearing.
- Long term health issues such as asthma, epilepsy, and cancer.

Section 1: Our values and vision in relation to SEND provision.

Our principles in relation to SEND provision have regard to:

- The views, wishes and feelings of the child or young person and the child's parents or carers.
- The importance of providing the child and parents/carers with the information and support necessary to enable them to fully participate in decision making.
- The tailored support the child and the family require to achieve the best possible educational outcomes, which prepare the child effectively for adulthood.

At Eveline Day School, we value the contribution that each child makes within the school and wider community. We are committed to offering an inclusive education to ensure the best possible outcomes for all our children, by removing barriers to learning to promote high levels of achievement. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievement, attitude and well-being of every child matters, and inclusion is the responsibility of every person within our school community. Each child is given an equal opportunity to attain and achieve to their full potential whatever their needs and abilities including:

- learners with special educational needs (SEN)
- learners with visible and/or non-visible disabilities
- learners who are looked after by a local authority (CLA)

At the Eveline Day School we strive to:

- Identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND.
- Ensure that every child experiences success in their learning and achieves to the highest possible standard.
- Enable all children to participate in lessons fully and effectively.
- Value and encourage the contribution of all children to the life of the school.
- Work in partnership with parents.
- Work closely with external support agencies, where appropriate, to support the need of individual pupils.
- Ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

We believe that all our children have the right to be the best they can be. We aim to achieve this by:

- ✓ Giving all children the opportunity to achieve their full potential, through quality first teaching, which is supported by appropriate interventions and strategies to promote a positive and confident attitude to learning.

- ✓ Facilitating opportunity for all children with SEND to achieve at maximum, through regular liaison with the SENCo , resulting in coordinated provision, including regular updates of additional support plans.
- ✓ To closely monitor the progress of children from vulnerable groups and to adapt teaching methods to facilitate their learning, self-esteem and progress through differentiated class planning and intervention strategies.
- ✓ Setting SMART (Specific, Measurable, Achievable, Realistic and Timed) targets, so children with SEND feel a sense of achievement as the targets are reached.
- ✓ To increase staff awareness and understanding of SEND issues through access to training.
- ✓ To form positive relationships with parents/carers and outside agencies to support children with SEND academically and emotionally.
- ✓ To continually reflect on, review and evaluate the impact of interventions and strategies through collation of evidence to ensure the most effective impact.

Aims of this policy:

- To ensure that responsibility for provision for pupils with SEND remains an integral part of the whole school provision.
- To ensure that children and young people with SEND can engage successfully in all school activities alongside pupils who do not have SEND, including making reasonable adjustments for those pupils with a disability, so that they have good access to the curriculum and wider school learning environment.
- To work in close partnership with parents and other key agencies, so that the needs and strengths of each pupil with SEND are fully understood and there is a collaborative and coordinated approach to planning and reviewing any provision.
- To ensure a high level of staff expertise to meet pupils' needs through universal and targeted training/continued profession development.
- To promote independence and resilience in pupils with SEND so that they are well prepared for transition to adulthood.

Section 2: Admission Arrangements for Pupils with SEN.

The Eveline Day School endeavours to take every child unless:

- The school would be unsuitable for the age, ability, aptitude, or SEN of the child.
- The inclusion of the child would be incompatible with the efficient education of others at the school or the efficient use of resources.

Section 3: Identifying Special Educational Needs.

The schools use the definition of SEN and disability as set out in the SEND code of practice and Equality Act 2010.

We recognise the importance of early identification and aim to ensure that robust measures are in place to highlight children who are falling behind or who are facing difficulties, with any aspect of learning or social development, at the earliest opportunity.

This process of early identification is supported by:

- Review of skills and attainment when pupils join the school, considering information from any previous settings or agencies, as appropriate
- Tracking of all pupils to monitor rates of progress and attainment
- Concerns raised directly by parents or other agencies.

As well as core subject areas, progress in other areas will also be considered such as social development and communication skills.

In determining whether a pupil may have SEN, consideration will also be given to other factors, which may be affecting achievement including:

- Attendance
- English as an Additional Language
- Family circumstances

The school acknowledges that consideration of these factors will be particularly important when a child is displaying challenging behaviour or becoming isolated and withdrawn. Such behaviours

can often mask an unmet need and further assessments will be undertaken to determine any underlying factors affecting behaviour, which may not be SEN.

Before deciding that a pupil requires additional SEND support, the SENCO and class teacher will review current arrangements to meet the child's needs, within daily class teaching and consider any further modifications and adaptations that should be put in place to support good progress.

At the Eveline Day School we provide additional support and/or different provision for a range of needs, including:

- Communication and interaction which could include, for example, autistic spectrum disorder, Asperger's Syndrome, speech, and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia.
- Social, emotional, and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs which could include, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.
- Moderate and multiple learning difficulties.
- Moderate medical needs that impact on learning and progress.

Section 4: Meeting the needs of pupils with SEND

When it is evident that a pupil will require higher levels and more tailored support than is available from everyday teaching, we will offer Additional SEN Support.

Parents will be formally notified that their child will receive this additional support and be placed on the SEN register, where his/her progress and provision can be monitored more closely.

The SEND Register

At the Eveline Day School our SEND register holds information for children who both have identified special educational needs and children receiving additional support to improve attainment and progress or other low-level concerns that could potentially indicate an underlying special educational need.

The register provides an updated record of all pupils receiving additional SEN support so that:

- Progress and achievements of pupils with SEND can be more closely monitored.
- There is an overview of the range and level of need across the school.

- School provision reflects and is responsive to current profile of need.

Close monitoring of this register also provides evidence to show impact of the school provision for pupils with additional needs.

Once identified as requiring additional SEND support, strategies will be implemented to remove barriers to learning and to put in effective special educational provision. This will be managed through a four-part cycle of assessment, planning, intervention, and review. This cycle is known as the Graduated Response and follows the model described in the SEND Code of Practice. It will enable a growing understanding of the pupils' needs and the nature of support the pupil will need to make good progress and secure positive outcomes. Depending on the need of each pupil, successive cycles will draw on more detailed approaches, more frequent reviews, and more specialist expertise.

Quality First teaching by class teacher for the child this would mean:

- That the teacher has the highest possible expectations.
- That all teaching is based on building on what a child already knows, can do and can understand.
- Different ways of teaching (for example practical activities and visual supports) are in place so that a child is fully involved in learning in class
- Where required specific strategies (which may be suggested by the SENCO or outside agencies) are in place to support children to learn.
- Assessing a child's progress throughout the year. Targets are set for children to ensure gaps in their understanding and learning are addressed.

The SEND register describes 4 levels of need:

Wave one: "Teacher aware" the class teacher may have noticed the child finding an element of their learning difficult, they may need additional opportunity/reinforcement to master learning, they may have low level concerns with behaviour or presentation. In consultation with the SENCO, Teachers will log and record how they support the child on the wave 1 tab of the SEND register.

Wave two: "intervention stage" The class teacher will have discussed this child with the SENCO and formalised interventions will have been put into place: lexia/small group support/1:1 support/dyslexia screener/etc. A meeting will be held with parents to flag up the concern with

the class teacher and SENCO. Intervention at this stage will be known by key stakeholders: class teacher/TA/SENCO/Head of Key stage/Headteacher. A record of the support for the child will be kept on the wave 2 tab of the SEND class register.

Wave three: "Multi-professional support". In discussion with parents, we will have engaged relevant external multi-professional support to further intervene and provide support the child for example; speech and language therapy, occupational therapy, educational psychology or GP/NHS services. A child at this stage may have a formal diagnosis of need or be on the diagnostic pathway. Each child at Wave 3 will have a pupil passport with agreed targets set and reviewed termly or half-termly if the child's individual circumstances require it. A record of the support for the child will be kept the wave 3 tab of the SEND register.

Wave four: "EHCP" The child has significant/long lasting needs in one or more of the 4 areas identified in the SEND code of practice:

C+L: Cognition and Learning

C+I: Communication and Interaction

SEMH: Social, Emotional and Mental Health

P+S: Physical and sensory

Their needs can only fully be met with an Education, Health and Care Plan. The SENCO will co-ordinate these processes and applications.

A minimum of two cycles of "assess, plan, do , review" at wave 3 are needed to meet the threshold for an EHCP application.

Education, Health and Care Plans:

The additional needs of most of the pupils with SEN in our school will be met by interventions and resources from within.

In a few cases the pupils with the most significant needs will require a more comprehensive and individualised package of support to help them achieve their outcomes and remove barriers to learning. Where this is the case, the SENCO, in consultation and agreement with parents and other specialist agencies, will make a request to the Local Authority for an Education Health and Care Plan (EHCP).

The EHCP must be reviewed annually.

Any additional support offered will continue to be reviewed and modified termly, considering the views and contributions of parents/carers, pupils, and external agencies.

The Graduated Response:

ASSESS:

Once identified as requiring additional SEN support, a more detailed assessment of the pupil's need will be carried out. This will include discussions with parents and the pupil. It may draw on assessments and reports from external agencies involved with the pupil, such as speech and language. The SENCo may also carry out more diagnostic assessments of needs in key areas of difficulties.

Each pupil's difficulties will be considered against the four broad areas of needs:

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

The schools recognise that it is highly likely that the needs of individual pupils will overlap across one or more of these areas and that needs may change over time.

This comprehensive assessment will give a detailed picture of each child's strengths and their primary and secondary special needs.

PLAN:

The schools will use the information from the assessment to draw up a plan to show the support that will be offered. The plan will:

- be outcome focused
- outline a range of additional interventions and approaches that will be made available to support progress towards these outcomes
- highlight the ways in which parents can be involved to reinforce and contribute to progress outside of school
- give details of the role and input of external agencies, when they are involved with a pupil
- include the views of the child and parents/carers
- be recorded on individual additional support plans or on class/individual provision maps

- be shared with all key teachers and support staff so that they are fully aware of the outcomes sought, the support on offer and any teaching strategies and approaches that have been agreed.

Parents will receive copy of this plan with a time frame for review.

DO:

Class teachers, with the support of the SENCo, will take responsibility for overseeing the implementation of the plan. This will ensure that the additional support offered, is linked closely to the general curriculum offer and maximises the opportunities to reinforce and consolidate key skills, within the context of the class.

This will be particularly important when the intervention takes place outside of the classroom. There will be regular liaison and feedback with staff delivering interventions, so that any required refinement of the support can be managed promptly.

REVIEW:

The impact of any additional support offered will be reviewed at least termly. Discussion will take place with the parent/carer and the pupil when this is appropriate.

Depending on the level and complexity of need, this review may be included in the general cycle of parental consultation meetings.

Where the pupils' needs are more complex and they receive support from a range of specialist agencies, a separate review meeting will be arranged so that all key parties can contribute.

At the review, the following will be considered:

- Impact of each element of the intervention towards the identified outcomes
- Pupils' response to the support and view of their progress where this is applicable.
- Views of parents and specialist agencies
- Next steps, with refinement and adjustments to the support offered, as required.

Where progress has been limited and highlighted in pupil progress meetings, further analysis and assessments will be made to ensure the provision offered, matches the nature and level of

needs. If not already involved and with the agreement of parents, the SENCO will make a referral to a specialist agency.

Removal from the SEN Register:

If a pupil makes good progress and achieves the outcomes set, they may no longer require additional SEN support and their name may be removed from the register. Parents will be notified of this decision. Progress will continue to be monitored regularly, as part of the termly tracking for all pupils.

Section 5: Meeting the needs of pupils with medical conditions.

Arrangements are in place to ensure that any pupil with a medical condition is able, as far as possible, to participate in all aspects of school life and achieve their academic potential. A health care plan will be put in place, and this will be:

- Discussed with parents, pupil as appropriate, and health professionals.
- Shared with all relevant staff.
- Reviewed at least termly or sooner to reflect changing needs and support.

Staff who have responsibility for supporting a pupil with medical needs, including the administration and supervision of medication, will receive appropriate, ongoing training and support so that they are competent and confident about their duties.

Section 6: Transition Arrangements

Arrangements to support pupils with SEND moving into the school or moving to a different school. We understand how difficult it can be for children and parents as they move into a new class or a new school and we will do what we can, according to the individual needs of the child, to make transitions between classes - including from the nursery - go as smoothly as possible.

The school is proactive in seeking to ensure that there is a successful transition between phases of education, and this is a key responsibility of the SENCO.

For pupils joining the school, the SENCO will find out information about the nature and level of needs for pupils identified with SEND and the provision that has already been offered to overcome these barriers.

Where there is a high level of need this may involve visits to pre-school settings and information sharing meetings with the child's family and other key agencies supporting the child. This may

involve setting up a detailed ‘Transition Plan’, which sets out clearly how the move will be managed. This is likely to be the case where the child has an EHCP.

Enhanced transition arrangements are tailored to meet individual needs. Transition reviews for Year 6 pupils who have an EHCP are held, where possible, in the Summer Term of Year 5. Once the secondary school place is secured, the secondary school SENCO is invited to Annual Reviews and other review meetings. For pupils moving to secondary school or to a different school, the SENCO or Head Teacher will contact the new school to share relevant information.

Section 7: Training.

On-going training programmes ensure that teachers and support staff have the understanding and skills to differentiate and scaffold learning for the pupils with a range of SEND, within everyday teaching. Interventions for pupils with more complex needs may be carried out with advice and training from external agencies e.g., the speech and language therapist. Induction arrangements are in place for new staff and newly qualified teachers, so that they are familiar with the school’s approach to supporting pupils with SEN.

Section 8: Roles and Responsibilities.

The SENCO has the day-to-day responsibility for the operation of the SEND policy and the provision in school. The SENCo provide guidance and support to all staff in relation to meeting the needs of pupils with SEN. The SENCo has a key role in developing positive partnerships with parents/carers and external agencies, in order to fully address the needs of pupils with SEN. The SENCo will also take a key role in supporting the transition of pupils with SEN to different settings.

The headteacher will:

- Work with the SENCO and proprietors to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each class teacher is responsible for:

- 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 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 SEN policy

Section 9: Monitoring and evaluating SEND Provision.

The school undergoes an active process of continual review to improve the provision for all pupils, including those with SEND.

In evaluating the quality of the SEND provision, the school will consider a range of evidence including looking at the level of achievement of pupils with SEND compared to standards achieved by this group nationally.

Section 10: Dealing with Complaints.

Parents/carers are encouraged to share any concerns they have at the earliest possible opportunity. In the first instance, parents should speak to the class teacher with further discussions with the head teacher and SENCO, as required.

Where these initial attempts to resolve the issue are unsuccessful, parents will be encouraged to seek advice and support from the local parent SEN Information, advice and support service (SENDIAS). This is an independent and impartial service. Parents will also be encouraged to discuss concerns with other key professionals supporting their child.

If concerns are still unresolved, parents will be asked to make a formal complaint and directed to the School Complaints Procedures.

Where the parental complaint is directly related to decisions around an EHC plan, this will be managed directly by the Local Authority SEN team. Parents will be contacted directly to receive information about the mediation services available.

Section 11: Anti Bullying.

The schools recognise that pupils with SEN are vulnerable to bullying and are aware of the impact that bullying can have on emotional health and wellbeing. Through careful monitoring of bullying incidents and the regular reviewing of anti-bullying policy and practice, we ensure our effectiveness in reducing and responding to bullying.

Section 12: Disability Access Arrangements.

In compliance with the duties set out in the Equalities Act 2010 the school has an accessibility plan, which outlines the actions we will take overtime to increase the accessibility of pupils.

This includes action to:

- Increase participation in the curriculum.
- Make improvements in the environment to enable pupils with disabilities to benefit from all school facilities and extracurricular opportunities.
- Improve access to a range of information.

Working in partnership with parents

Eveline Day School has always believed that a close working relationship with parents is vital to ensure:

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision
- Continuing social and academic progress of children with SEND
- Personal and academic outcomes are set and met effectively

The importance of parental involvement is highlighted in the principles underpinning the Special Educational Needs and Disability Code of Practice 2014 (updated May 2015), which must have regard to:

- The views, wishes and feelings of the child or young person, and the child's parents
- The importance of the child or young person, and the child's parents, participating as fully as possible in decisions and being provided with the information and support necessary to enable participation in those decisions
- The need to support the child or young person, and the child's parents, to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

The school welcomes feedback from parents all year round and parents can make a confidential appointment to speak to any member of staff including the Headteacher, SENCO or throughout the year for any reason. Parents will be kept up to date with their child's progress through annual progress reports, during parent consultation meetings, informal conversations with staff and at SEND review meetings. Parents will always be able to speak to school staff privately about confidential issues. For parents, whose home language is not English, Eveline Day School will try to ensure that a translator is present at meetings. In cases where more frequent regular

contact with parents is necessary, this will be arranged based on the individual pupil's needs. If an assessment or referral indicates that a pupil has additional learning needs this will always be discussed with the parents and the pupil (if appropriate). Inclusion on the school's SEND register and future provision will be agreed together. Parents will be invited to attend any meetings with external agencies regarding their child and will be encouraged to play a central part in discussions that are held regarding the provision for their child. The school's SENCO may be contacted via the school office at any time in relation to SEND matters.

SECTION 13: Links with other policies and documents

This policy links to the following documents:

Accessibility plan

Admissions policy

Behaviour policy

Inclusion and Equality Policy

Supporting pupils with medical conditions policy

Head Teacher

September 2025