



SEND Policy and Information Report

Aspire | Commit | Succeed

Date of Policy: Spring 2025

Committee: Curriculum and Standards

Next Review Date: Spring 2026

The school will ensure that the policy is applied fairly to all employees and does not have a negative impact in relation to the school's equality strands: race, sex, religion and belief, sexual orientation, age, disability, gender reassignment, marriage and civil partnership and pregnancy and maternity.

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I. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for students with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for students with SEN

Alperton Community School is an inclusive mainstream school that values the diversity of our community. Equality of opportunity is central to our ethos, and we ensure this policy is applied fairly to all students. No part of this policy negatively impacts the protected characteristics outlined in the Equality Act 2010.

All students have access to a broad, balanced curriculum that is differentiated/adaptive to meet individual needs. Students are supported to reach their full potential while participating fully in school life. We work collaboratively with parents, carers, and external professionals, recognising their crucial role in the child's education.

We ensure that:

- Each child is recognised as an individual
 - Students with additional needs are identified as early as possible
 - Appropriate processes are followed to ensure needs are correctly assessed and met
 - Student Passports are shared with staff to ensure needs are understood and supported
 - A range of resources and interventions are available in school and at home
 - All staff are responsible for the progress and development of students, including where teaching assistants or specialist staff provide support
 - Students' views are central to all decisions
 - Parents and carers are fully involved in planning and reviewing provision
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2. Legislation and Guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report
- The School Admissions policy (for pupils with and without EHCPs)

This policy also complies with our funding agreement and Articles of Association.

3. Definitions

A student has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have learning difficulties or disability if they have:

- A significantly greater difficulty in learning than the majority of 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.

4. Roles and Responsibilities

4.1 The SENCO

The SENCO is **Mrs Hussain**. The SENCO:

- Work with the deputy headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Oversees the day-to-day operation of the SEN policy
- Coordinates provision for students with SEN, including those with EHCPs
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 about reasonable adjustments and access arrangements
- Ensure the school keeps the records of all students with SEN up to date.

4.2 SEN Governor

The SEN Governor:

- Raises awareness of SEN at governing board level
- Monitors provision and reports to governors
- Supports strategic planning with the SENCO and Deputy head teacher

4.3 Headteacher

The Headteacher:

- Works with the SENCO and SEN Governor on strategic development
- Has overall responsibility for the progress of learners with SEN

4.4 Class Teachers

Class teachers are responsible for:

- The progress and development of every student
 - Planning and reviewing interventions with support staff
 - Working with the SENCO to review progress and adjust provision
 - Implementing the SEN policy effectively
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5. SEN Information Report

5.1 Kinds of SEN Provided For

We provide for students with needs in the following four areas:

- Communication and Interaction (e.g., ASD, Speech and Language)
- Cognition and Learning (e.g., dyslexia, dyscalculia, MLD)
- Social, Emotional and Mental Health (e.g., ADHD)
- Sensory and Physical Needs (e.g., VI, HI, mobility difficulties)

5.2 Identification of Pupil Needs

A pupil's additional needs may be identified through a variety of methods, including:

- Concerns raised by parents/carers, teachers, external agencies, or the pupil's previous school regarding progress or inclusion.
- Screening assessments completed on entry, or following a concern, which indicate gaps in knowledge and/or skills.
- Whole-school tracking of attainment outcomes showing a lack of expected progress.
- A pupil requesting support.
- Observation of the pupil, highlighting additional needs in one or more of the following four broad areas:
 - Communication and Interaction
 - Cognition and Learning
 - Social, Emotional & Mental Health Difficulties
 - Physical and/or Sensory Needs

When deciding whether a special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment and the views and the wishes of the student and their parents. We will use this to

determine the support needed and whether we can provide it by adapting our core offer or whether something different or additional is needed.

5.3 Consulting and Involving Students and Parents

We hold early discussions to:

- Understand strengths and needs
- Listen to parental views
- Agree outcomes and next steps

Parents are formally notified when SEN support is put in place. Reviews occur **at least three times per year**.

5.4 Assessing and Reviewing Progress

We will follow the graduated approach and the four-part cycle of :

assess, plan, do, review.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the students' needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the students will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the students' progress.

5.5 Transitions and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this. All students have an induction session at their new setting. Our Year 11 and Year 13 students have Education and Health Care Plans. Key Workers support students by arranging visits to local colleges and helping transition plans, such as travel training to help children and young people make a successful transition. All SEND students have a careers interview.

5.6 Teaching Students with SEN

High-quality, differentiated teaching is the first step. Additional interventions include

- Literacy and numeracy, handwriting and touch-typing, communication and interaction, memory support, and ELSA.
- Exam access arrangements
- Learning clubs (before school, lunch, after school)

5.7 Curriculum and Environment Adaptations

We adapt:

- Curriculum content and delivery
- Grouping and support arrangements
- Resources and equipment
- Teaching strategies (e.g., pre-teaching vocabulary)

5.8 Additional Support

Teaching Assistants deliver targeted interventions and work with groups to develop communication, emotional, and learning skills.

5.9 Staff Training and Expertise

Our SENCO has over five years' experience and is allocated a reduced timetable to effectively manage SEND provision.

All staff receive training through induction, continuing professional development (CPD), and external courses. Regular training opportunities on SEND and inclusive teaching practices are provided both in school and through the Local Authority or other external providers.

Staff are kept up to date with evidence-based teaching methods and strategies to support the progress of all pupils, including those with SEND, ensuring high-quality teaching and learning across the school.

5.10 Securing Equipment and Facilities

Local Authority funding is available to support students with EHC Plans. This helps to pay for all of the resources required to meet the student's SEND. It includes the cost of specialist resources, additional in-class support, consultation and planning with external specialists, time to develop Student Profiles, time for consultation and planning with members of the SEND team, support teachers, specialist services and special resources. Provision for students without EHC Plans is met wholly out of the school budget and may include:

- Lexia Reading Programme
- Symphony Math's programme
- Communication and Interaction intervention
- ELSA intervention

Where external professionals recommend the use of equipment or facilities which the school does not have, we will seek to secure it through the local authority or purchase it using SEN funding.

5.11 Evaluating the effectiveness of SEN provision

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

- Reviewing students' individual progress towards their targets each term
- Reviewing the impact of interventions after 6 weeks
- Using student questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for students with EHC plans

5.12 Enabling students with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all students, including before- and after-school clubs. All students are encouraged to take part in trips, visits and residentials where appropriate. They are also encouraged to participate fully in all school activities, such as performing arts and sports. No student is ever excluded from any activity because of their SEN or disability.

Admission arrangements for students with special educational needs who do not have an Education, Health and Care Plan (EHCP) are the same as for all other students. For students with an EHCP, the Local Authority negotiates a place at the school named by the parent or carer.

We have a range of adaptations and specialist facilities, including:

- Wheelchair access to all teaching areas and buildings
- Lift access to different levels of the main building
- Accessible toilets for students with disabilities, including wheelchair access and a hoist

5.13 Support for improving emotional and social development

We provide support for students to improve their emotional and social development in the following ways:

5.13.1 Students with SEN are encouraged to be part of the school council

5.13.2 Students with SEN are also encouraged to be part of extracurricular activities clubs to promote teamwork/building friendships

We have a zero-tolerance approach to bullying.

5.14 Working with other agencies

The school continues to build strong working relationships and links with external support services (both in the public and private sector) in order to fully support our SEND students and aid school inclusion. Sharing knowledge and information with support services is key to the effective and successful SEND provision within our school.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to by the school's complaints policy.

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEN tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- 5.15.1 Exclusions
- 5.15.2 Provision of education and associated services
- 5.15.3 Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of students with SEN

Alperton Community School operates an open-door policy for parents/carers seeking support and advice. The SENDCo will always make herself available to speak to a parent/carer and signpost parents to external agencies' support when needed.

SENDIASS

Brent SENDIASS, Brent Civic Centre Engineers Way, Wembley, HA9 0F

Phone: 0208 937 3434 Email: sendias@brent.gov.uk

<https://www.brent.gov.uk/children-young-people-and-families/support-for-parents-and-families/parenting-support-services/parenting-workshop>

5.17 Contact details for raising concerns

Any parent unsatisfied with an aspect of SEN provision should discuss it with the SENCO by letter, email, telephone or in-person. If concerns are unresolved, the parent/carer can contact the Headteacher. If the parent/Career still feels that the school is not addressing the concerns.

In that case, the Governor responsible for SEN should be contacted, who will bring the matter to the Governor's attention if necessary. The Local Authority may also be contacted.

5.18 The Local Authority Local Offer

Our contribution to the local offer is under the new SEN Code of Practice (2015).

Please click on the SEND information report below to view how Alperton Community School contribute the local offer

<https://www.alperton.brent.sch.uk/parents/inclusion-provisions/send-provisions> Our local authority's local offer is published here:

<https://www.brent.gov.uk/children-young-people-and-families/send-local-offer/education>

6. Monitoring Arrangements

The SENCO reviews this policy annually. Governors approve all updates.

7. Links with Other Policies and Documents

- Accessibility Policy and Plan
- Behaviour Policy
- Equality Information and Objectives
- Medical Conditions Policy
- Safeguarding & Child Protection Policy