



Special Educational Needs and Disability Policy

November 2024

Agreed:

Review Term: November 2025

Deputy Head: Mrs Clare Haines

SENDCO and Assistant Head: Mrs Claire Chadwick

ARP Leader: Mrs Alison Trott

SEND Governor: Counsellor Paul Driscoll

Definition of special educational needs

A pupil or young person has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her.

The SEND Code of Practice (DfE, 2014) states:

A pupil of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age,
- or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Definition of special educational provision

For pupils aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other pupils or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a pupil under two years of age, special educational provision means educational provision of any kind.

Context

At Fielding Primary School, we welcome diversity and value and celebrate individual strengths and differences. We recognise the importance of early intervention for positive long-term outcomes, and to inform the best support plan for pupils, on their journey through and beyond school, as successful and independent learners.

Every pupil is regularly assessed both formally and informally through the usual monitoring systems implemented across the school for all pupils. This, along with class teachers' observations allows us to set aspirational expectations and targets for all pupils from their own starting point.

Pupils are taught in mixed ability classes. Principles are implemented across school, at a whole class level, so that needs can be met through Quality First Teaching with adaptive teaching and the understanding that: "What's good for learners with special educational needs and/or disabilities (SEND) is good for all learners." Learning is further scaffolded to meet individual needs. A range of intervention programmes are in place throughout the school.

Currently, 9% of pupils are identified as having special educational needs and 5% of pupils have an Education, Health and Care Plan (EHCP). This includes 27 pupils in Fielding ARP, all who have EHCPs.

This policy should be read alongside the accessibility plan, behaviour policy and procedures, equality information and objectives opportunities and curriculum policies.

Contents

Context	1
Contents	2
1. Aims	3
2. Objectives	4
3. Responsibility for the coordination of SEN provision	4
The Main Responsibilities of the Governing Board:	4
The Role of the Deputy Head with regards to Inclusion:	4
The Main Responsibilities of the SENDCO:	5
The Role of the Year Leader:	5
The Role of the Class Teacher:	5
4. Arrangements for coordinating SEND provision.....	5
5. Admission arrangements	6
Admission arrangements for Fielding ARP	7
ARP Inclusion and integration	7
Admission guidance:	7
Exit guidance:	8
6. Identification of pupil needs.....	8
A pupil's needs are met at one of the following two stages of SEND:	9
Outcomes meetings	9

Quality First Teaching	10
7. SEND Support	10
8. Education, Health and Care Plan (EHCP).....	11
SAFE	12
9. Access to the curriculum, information and associated services	12
10. Inclusion of pupils with SEND	13
11. Evaluating the success of provision.....	13
12. Continuous Professional Development (CPD)	14
13. Links to External Services.....	14
14. Working in partnerships with parents and carers	14
15. Complaints procedure	15
Appendix 1 Glossary of Terms.....	16

1. Aims

We aim to provide every pupil with access to a broad and balanced education. This includes the National Curriculum in line with the [Special Educational Needs and disability \(SEND\) Code of Practice: 0-25 years.](#)

- To ensure that every pupil has an equal opportunity to participate and flourish in all aspects of school life and personal development, irrespective of race, gender, disability or special need.
- To celebrate difference, and for every pupil to know and embrace their personal strengths and value strengths and differences of themselves and others.
- To ensure that support and opportunities for all pupils, including those with SEND, are built intrinsically into the school ethos, curriculum, extra-curricular opportunities, and opportunities for personal development.
- To ensure that every pupil reaches their full potential through a personalised and individual approach to learning.
- To support every pupil to become an independent learner and be empowered to identify and access personal strategies and resources which help them in their learning.
- To develop staff confidence and expertise in knowledge, understanding and implementation of most current research-based strategies, so that they meet the needs of pupils with SEND most effectively.
- To provide opportunities for continuous professional development, and coach staff to reflect and identify their own professional needs, supporting growth and development.
- To work collaboratively through positive partnership with parents and carers and pupils at SEND support stage and Education, Health and Care Plan (EHC plan) stage.
- To monitor and review individual needs regularly and to maintain clear records of any action taken.

- To assess, plan, implement/do and review provision termly in collaboration with parents and carers and to inform budgeting and resourcing for SEND.
- To maintain close links with support services, partner schools and agencies.
- To meet with parents and carers and pupils on the SEND register on a termly basis to review the support that has been provided during the previous term.

2. Objectives

- To identify as early as possible those pupils with SEND and the nature of their needs.
- To maintain collaboration with parents and carers at all stages of support.
- For all parties involved to agree an appropriate response to enable pupils to access the National Curriculum and all opportunities that school offers.
- To determine any resource implications and establish whether they will be provided within the school, or through external means.
- To establish criteria and programmes for assessing, planning, carrying out the plan, monitoring, evaluating and reviewing the effectiveness of the provision.
- To decide if formal steps need to be taken, e.g., recommendations for involving Local Authority specialists or referrals for formal assessments.
- To assist the governing board in fulfilling their duties regarding the provision of pupils who have additional needs.
- To ensure that any withdrawal support is temporary, impactful, and determined by the class teacher, year leader, assistant head teacher, SENDCO and DHT, in accordance with the SEND Code of Practice: 0-25 years and does not have an adverse impact on pupil's learning or narrow the curriculum.

3. Responsibility for the coordination of SEN provision

The person responsible for overseeing the provision for pupils with SEND is Claire Chadwick, Special Educational Needs and Disability Coordinator (SENDCO) and assistant headteacher. Alison Trott is the ARP leader and is responsible for the day-to-day management of the ARP, overseen by Claire Chadwick, who reports to the Deputy Head, Clare Haines.

The Main Responsibilities of the Governing Board:

The Governing Board's responsibilities to pupils with SEND include:

- Ensuring that provision for pupils with SEND is of a high standard.
- Ensuring pupils with SEND are fully included in school activities.
- Being fully involved in developing and subsequently reviewing the SEND Policy.
- Reporting to parents on the school's SEND Policy.
- Reporting to parents on the school's allocation of resources from the delegated budget.
- Recruitment of a qualified teacher in the role of SENDCO.

The Role of the Deputy Head with regards to Inclusion:

- Strategic oversight of SEND provision.
- Advisor to the Governing Board on SEND related matters within the school.
- Line manage and work closely with the SENDCO.
- Ensuring the school has a clear strategy for pupils with SEND.

The Main Responsibilities of the SENDCO:

- The SENDCO plays a crucial role in the school's SEND provision. This involves working with the head teacher and Governing Board to determine the strategic development of the policy. Other responsibilities include:
- Overseeing the day-to-day operation of the policy.
- Co-ordinating the provision for pupils with SEND, monitoring and reviewing impact.
- Liaising with, supporting and coaching all staff.
- Overseeing the work of Teaching Assistants and Learning Mentor.
- Working in partnership with parents and carers and governor for SEND.
- Facilitating staff continuous professional development and training.
- Liaising with external agencies, Local authority support services, Health and Social Services and voluntary bodies.

The Role of the Additional Resourced Provision (ARP) Leader:

- Overseeing the day-to-day operation of the policy within the ARP.
- Co-ordinating the provision for pupils with SEND in the ARP, monitoring and reviewing impact.
- Liaising with, supporting and coaching all staff in the ARP.
- Working in partnership with parents and carers of pupils in the ARP, and governor for SEND.
- Facilitating staff continuous professional development and training both in the ARP and mainstream school.
- Liaising with external agencies, Local authority support services, Health and Social Services and voluntary bodies.
- Ensuring cohesion and consistency is delivered between the ARP and mainstream with pupil integration.

The Role of the Year Leader:

- Co-ordinating the day-to-day provision of education for pupils with SEND within their year group.

The Role of the Class Teacher:

- The Code of Practice states: *'All teachers are teachers of pupils with special educational needs.'* Teaching pupils with SEN is therefore a whole school responsibility.
- Understanding the needs of every pupil in their class and how those needs will be best met.
- Understanding the school procedure for the early identification and assessment of, and subsequent provision for SEND pupils.
- Working with the SENDCO to ensure appropriate and most effective strategies are provided for each pupil with SEND.
- Working with the SENDCO to ensure outcomes meetings are held termly with parents and carers and pupils.
- Working with SEND pupils within their classes to ensure teaching is adaptive, learning is scaffolded, and inclusion is supported in every aspect of the curriculum.
- Developing positive relationships and working in partnership with parents and carers.

4. Arrangements for coordinating SEND provision.

The SENDCO oversees the provision of education for pupils with special educational needs and disabilities including administration and record keeping, meetings with staff, parents and carers, pupils and Local Authority support service personnel, attending annual reviews for pupils who have an Education, Health and Care Plan, overseeing termly outcomes meetings for pupils at SEN Support stage of the SEN Code of Practice and pupils with Education, Health and Care Plans.

The Year Leaders and Assistant Head teachers and ARP leader are responsible for co-ordinating the day-to-day provision of education for those pupils in their year and phase. The Year Leaders, Assistant Head teachers and ARP Leader liaise with the SENDCO on a regular basis.

Higher Level Teaching Assistants (HLTAs) work across school phases, both in class and on intervention programmes, delivering targeted support (see current list of intervention groups available).

A specialist HLTA works alongside the SENDCO to plan and implement speech and language provision for identified pupils in all year groups, provide induction and training for staff and general SEN support.

All intervention programmes are planned to ensure pupils have access to the full curriculum and that there is no narrowing of the curriculum. All interventions are timed, based on research and impact is measured.

We have a full time Learning Mentor who works with identified pupils who have social and emotional barriers to academic achievement.

All staff can access:

- The SEND Policy.
- Pupil provision mapping.
- SEND Records.
- Guidance on the New Special Educational Needs and Disability Code of Practice 2014.
- Information on individual pupils' special educational needs and disabilities, and related support and interventions, documented in personalised Learning Plans.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities.
- Information and resources to support a range of different needs through access to regularly updated online staff library.
- Training materials for SEND provision through a variety of accredited online training providers around a wide range of needs.

This information is made accessible to all staff for the effective co-ordination of the school's SEND provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements, which will enable them to provide for the individual needs of all pupils.

5. Admission arrangements

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes pupils with any level of SEND; those with Education, Health and Care Plans, and those without.

The school provides for local pupils with a wide range of additional needs including those with: autism, specific learning difficulties, speech and language and communication difficulties, visual impairment, hearing impairment, social, emotional and mental health difficulties and physical difficulties.

The school is equipped with ramps and a disabled toilet for those pupils who have physical difficulties. We have 27 pupil placements in our Additionally Resourced Provision (ARP).

All SEND paperwork should be passed on to the admissions administrator from the previous school or setting or from parents and carers or local support services as soon as possible. If the pupil is making a transition from another school, a meeting may be set up between the feeding school and the receiving school's SENDCO to aid the smooth transition of the pupil and discuss arrangements to be made as well as any other important information relating to that pupil's needs. Where face-to-face meetings are not possible, contact will be made via telephone or an online meeting to ensure that there is a good understanding of what type of provision is required.

The school will aim to ensure that the necessary provisions and preparations are made prior (where possible) to the start of the pupil's school year. The pupil will be closely monitored from the start of the new school year to ensure that all the appropriate provisions are in place.

Admission arrangements for Fielding ARP

ARP placements are allocated through the consultation process with the Local Authority and parents and carers.

A placement in the ARP is suitable for pupils aged 5-11 with social communication difficulties including autism as their primary barrier to learning, with mild to moderate learning difficulties. Pupils need to have the ability to broadly access a scaffolded mainstream curriculum but require additional specialist small group teaching and interventions to meet their sensory and social communication difficulties.

ARP Inclusion and integration

All pupils will be allocated a mainstream class where they will attend lessons suitable to their need and support requirements and readiness for integration. When not in mainstream classes pupils will attend lessons in the ARP, which are based on the mainstream curriculum and focused learning to target their EHCP outcomes.

Pupils will integrate to a mainstream class on an individual basis dependent on the pupil's needs. Integration is to increase throughout the pupil's time in school. If integration is not increasing over time a review will take place with all involved to look at suitability of placement.

Admission guidance:

- Pupils will have the ability to broadly access a scaffolded mainstream curriculum but may need it presented in a highly specialised and flexible way with opportunities for consolidation.
- Pupils will be able to progress towards integration and accessing mainstream sessions (with support as appropriate to individual needs) for at least some of their time in school.
- Pupils may have difficulties with everyday sensory demands of a mainstream environment and will need to be taught strategies to manage this and have some of their education delivered in an environment with reduced sensory input.
- Pupils may have difficulties with understanding and responding appropriately to social communication and will need to be taught specific strategies to support this.
- Pupils may have high levels of anxiety that inhibit their access to the curriculum and their ability to make progress without a structured environment and specialist support to teach them strategies to manage this.
- While the provision is expected to make reasonable adjustments in line with the Equalities Act (2010), the provision is not suitable for pupils who have severe learning difficulties and/or extremely limited functional cognitive ability.

Exit guidance:

- Assessment information will evidence that the pupil has made sufficient progress that demonstrates that they would no longer meet the admissions guidance for this type of provision and could be supported back into a local mainstream school (this would require a transition programme.)
- Assessment information evidences that the pupil may meet the admissions guidance for another type of school/ specialist provision that might better meet their needs and provide a more suitable peer group.

6. Identification of pupil needs

The SEND Code of Practice recommends that early years' settings (nursery and reception year) or schools and local authorities should provide a **graduated response** to pupils with SEND. This means if a pupil fails to make progress by normal means there will be a gradual increase of interventions and support to access the curriculum. A pupil is only regarded as having special educational needs when he or she or needs provision or intervention which is **additional to or different** from the range of differentiated learning approaches normally used by the school. This graduated response is explained below.

Pupils' needs are met through three waves of support:

Waves of Intervention Model



Wave 1: describes quality first inclusive teaching, which targets the learning needs of all pupils in the classroom. At a whole class level, strategies which work for pupils with SEND work for all pupils. Adaptive teaching methods, scaffolding strategies and personalised approaches tailor learning to meet individual needs. This includes creating an inclusive learning environment to meet academic and social and emotional needs of all learners.

Wave 2: describes specific, additional and time-limited research-based interventions provided for some pupils who need support to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of pupils with similar needs.

Wave 3: describes targeted provision for a minority of pupils where it is necessary to provide highly tailored interventions to accelerate progress or enable pupils to achieve their potential. This may include one-to-one or specialist intervention. These pupils have Special Educational Needs and Disabilities. To support pupils with SEND, we provide scaffolding, intervention groups and individual targets and strategies that are **additional to** and **different from** the work undertaken within a normal classroom setting. Wave 3 support is documented in Learning Plans for pupils with Special Educational Needs and Disabilities, in collaboration with parents and carers.

Early identification is key, and pupils are identified for academic support through ongoing assessments. Pupils are monitored closely, so that if a gap in their achievement appears then a wave of support is implemented to enable them to close the gap. For pupils who have social, emotional and mental health difficulties, communication, sensory or physical needs these are identified through observations from staff in collaboration with parents and carers and external specialists, where applicable.

The Year Leader is consulted about any pupil for whom the class teacher has concerns. If the Year Leader and SENDCO agree that all usual strategies have been implemented and the pupil needs additional or extra support beyond wave 2, then the pupil's name is then entered upon the SEND record as requiring 'SEND Support'. The class teacher will communicate with parents and carers to discuss any action that the school proposes to support the pupil's needs.

This information is transferred onto school record systems. This record is maintained and updated termly by the SENDCO.

A pupil's needs are met at one of the following two stages of SEND:

- SEND Support
- Education, Health and Care Plan

Pupils' needs are addressed in one or more of the four following categories:

- Cognitive and Learning Needs
- Communication and Interaction Needs
- Social, Emotional or Mental Health Needs
- Sensory and/or Physical Needs.

Outcomes meetings

Pupils with SEND support and Education, Health and Care Plans have a Learning Plan that outlines the support and provision needed to achieve additional agreed outcomes to help them become independent learners and be prepared for adulthood. These outcomes are decided with pupils and parents and carers at least three times per year and align with the Assess/Plan/Do/Review cycle in the SEND code of practice. The outcomes and the additional support needed to help the pupils achieve them are recorded on our school provision map and Learning Plans. Class teachers will share the Learning Plan with parents and carers. A date for reviewing the success of these plans will be set and should happen at least termly. Please make sure that you attend the meeting as this ensures we can work collaboratively. If you need help to get to the meeting, or you need someone to help you (e.g. a translator) then we can arrange that too, with notice.

Quality First Teaching

Pupils who are working significantly outside of the range of expected academic achievement in line with predicted performance indicators will be monitored.

Once a pupil has been identified as *possibly* having SEND, they will be closely monitored by staff to assess their learning and identify gaps and potential barriers.

The pupil's class teacher will take steps to provide scaffolded and personalised learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

The SENDCO, will be consulted as needed for support and advice and may wish to observe the pupil in class.

Interventions and personalised strategies may be suggested for a timed period and after this point an assessment will be made regarding the impact of the intervention on the pupils' progress.

If a pupil has recently been removed from the SEND list, they may also fall into this category as continued monitoring will be necessary.

Parents and carers will be informed fully of every stage of their pupil's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

7. SEND Support

The Year Leader in consultation with the SENDCO and class teacher will:

- Review all the available information.
- Collect any additional information from any other appropriate agencies.
- Decide whether to seek further advice from other agencies and whether a referral at the termly SENplan* meeting is needed.
- Consult parents and carers and obtain their permission to submit a referral form.
- Support the class teacher when required, in holding an outcomes meeting with the pupil and their parents and carers.
- Explore ways in which scaffolding and personalised strategies or an additional learning programme might meet the pupil's needs.
- Make arrangements for monitoring progress and set a review date.

** The SENPlan meeting is chaired by the SENDCO and attended by the Educational Psychologist (EP), any referrals to external agencies have to be done through this meeting. The meeting is held termly, usually at the beginning. The EP is also able to give advice on pupils who need additional support at SEN support. External agencies we can refer to are: EPC (Ealing Primary Centre), CAMHS (Child and Adolescent Mental Health, SaLT (Speech and Language therapy), OT (occupational therapy). We also can request outreach from the LA special schools, for example, Springhallow Special School, to further support pupils with autism. For a pupil who has complex needs (needs support from more than one agency) an EHAP (Early Help Assessment and Plan) may be opened and a professionals meeting organised.*

The class teacher will:

- Monitor and review outcomes on a termly basis in consultation with parents and carers.
- Provide scaffolded and personalised work.
- Liaise with relevant intervention staff and external agencies.
- Liaise with parents and carers, regarding levels of support.

The Triggers for SEN Support are:

- Pupil continues to make little or no progress in specific areas over a long period.
- Pupil continues working at a level which is substantially below age related expectations.
- Pupil has social, emotional or mental health difficulties which substantially regularly affect their own learning or the learning of the class.
- Pupil has sensory or physical needs that requires additional specialist equipment or strategies.
- Pupil has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

8. Education, Health and Care Plan (EHCP)

In some cases, the conclusion may be reached that, having implemented support cycles within the 'SEND Support' stage to meet the additional needs of a pupil, that the pupil's needs remain substantial, and cannot be met effectively within the resources normally available to the school. The school may therefore begin the process to make a request to the Local Authority for statutory assessment, following parental and carer permission.

The school will be required to clearly evidence the reason for referral and submit the following material:

- Recorded views of parents and carers and the pupil, on their strengths and needs and their thoughts on support strategies in place.
- Pupil strengths and needs across the 4 areas of SEND: cognition and learning, communication and interaction, social, emotional and mental health and physical and sensory.
- Evidence relating to pupil progress and assessment over time.
- Evidence of involvement of outside specialists, including reports and relating to the above 4 areas of SEND.
- Evidence of provision in place and impact in the form of a provision map.
- Any relevant medical information.
- Where appropriate, evidence relating to social services involvement.

The SENDCO will complete Ealing's Request for Statutory Assessment (ERSA) form, via the Ealing online portal system, and collate and submit all evidence.

A decision will be made by the Local Authority regarding formal assessment and an Education, Health and Care Plan may or may not be issued.

Parents and carers are involved in all stages of this process, in writing from the Local Authority.

SAFE

We can also refer pupils or families who have complex needs to SAFE (Supportive Action for Pupils and Families in Ealing) through the EHAP form (Early Help Assessment and Plan), this is more usual in cases where the family need additional support in conjunction with school support. The EHAP is for pupils and young people with additional needs or when their needs are broader than one agency can meet. Completing an EHAP does not necessarily mean a pupil has Special Educational Needs and Disabilities but aims to link agency support.

9. Access to the curriculum, information and associated services

Pupils with SEND will be given full access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and carers and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting, scaffolding learning and using a personalised Curriculum Map. Where this is not possible, the SENDCO will consult with the pupil's parents and carers for other flexible arrangements to be made.

The school curriculum is regularly reviewed by Year Leaders and Assistant Head teachers together with the DHT and SENDCO to ensure that it is inclusive of all pupils of all abilities and supports the learning and progress of all pupils as individuals.

Pupils with a place in Fielding ARP follow the same school curriculum. The curriculum may be taught in a different way to support the needs of learners, for example, with a more visual approach. Consistency with the curriculum content supports pupils as they integrate into their mainstream classroom, ensuring all pupils have equal access to the breadth and depth of the curriculum.

Strategies used in Fielding ARP include:

Special Educational Needs and Disability Policy (Year 2024-2025)

- Emotional Regulation strategies, including the Zones of Regulation.
- High use of visuals (Now and Next, visual timetables.)
- TEACCH (A highly structured, predictable and visual approach to supporting learning and independent skills.)
- Breaking down instructions.
- Colourful Semantics.
- Attention Autism (to develop attention, listening and participation skills.)
- Sensory integration strategies.
- A multi-sensory curriculum.
- Explicit social skills and life skills learning.
- Regular SALT and OT sessions in line with EHCP provision and targets.

It is our aim to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting to support the taught curriculum and all opportunities school offers and enable pupils to reach their full potential. The school does this by:

Keeping all staff fully informed of the special educational needs and disabilities of any pupils in their charge including sharing learning plans, pupil passports, progress reports, medical reports and teacher feedback.

Providing continuous professional development opportunities for staff about SEND and keeping staff up to date with the most recent research, to accelerate the progress of all pupils including those with SEND, through the most effective strategies, interventions and provision.

Making use of all class facilities and space to create an inclusive learning environment.

Using in-class provisions and support effectively to ensure that the curriculum is personalised and scaffolded where necessary.

Making sure that individual or group learning is available where it is felt that pupils would benefit from this provision.

Any decision to provide group teaching outside the classroom will involve the SENDCO in providing a rationale and focus on flexible teaching. Parents and carers will be made aware of any circumstances in which changes have been made.

Setting aspirational individual targets that motivate all pupils to progress and celebrating all achievements.

10. Inclusion of pupils with SEND

The SENDCO oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

Fielding is committed to optimising opportunities for participation and achievement across all areas of school activity (social, curricular, physical). This is done through:

- providing a broad and balanced curriculum for all pupils both in and outside of the classroom, including play and interaction at mealtimes and playtimes, and extending to extracurricular activities and school day trips and residential visits.
- Practicing teaching and learning methods that suit the needs of individual pupils.

- Promoting an inclusive ethos throughout our school and driving social responsibility and celebration of diversity amongst all our pupils, through values-based living and our Inner curriculum.
- Celebrating differences in learning styles and supporting pupils' understanding and self-advocacy of their own individual strengths and differences and valuing those of others.
- Raising awareness of neurodiversity and celebrating difference, supported by our 'No Outsiders' programme.
- The SENDCO works alongside the ARP leader to plan integration and ensure suitable strategies are used within the classrooms.

11. Evaluating the success of provision

To make consistent, continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. Evidence collected will help inform school development and improvement planning.

12. Continuous Professional Development (CPD)

At Fielding, we prioritise and highly value the continuous professional development of all staff. This includes keeping all school staff up to date with latest research, relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

Staff take ownership and a proactive approach to their individual continuous professional development in the form of Impact cycles. An Impact Cycle is a tool used by staff to reflect on their own developmental needs and plan how to meet these. The process may involve personal research, collaborating with colleagues and sharing expertise, as well as opportunities to attend in-house and external training. This is supported and facilitated by the SENDCO.

We recognise the need to train *all* our staff on SEND current research and best practice. The SENDCO ensures that training opportunities are matched to school development priorities and staff members to ensure maximum impact on pupils.

13. Links to External Services

Fielding Primary invites and seeks advice and support from external agencies in the identification and assessment of, and provision for SEND. The SENDCO is the designated person responsible for liaising with external services.

Sharing knowledge and information with external services is key to the effective and successful SEND provision within our school.

We work collaboratively with the following services:

- Speech and Language and Communication Therapy
- Occupational Therapy
- Educational Psychology
- Ealing primary Centre
- Springhallow Outreach Service
- Visual Impairment Team
- Audiology Team
- Ealing SAFE team
- CAMHS
- Child Development Team

- EHAP (Early Help and Assessment Plan) team
- SAFE (Supporting Action for Families in Ealing)
- Social Care

14. Working in partnerships with parents and carers

Fielding Primary believes that a collaborative working relationship with parents and carers is vital to ensure:

- Early and accurate identification and assessment of SEND leading to well matched intervention and provision.
- Progress of pupils with SEND across all relevant areas.
- Aspirational personal and academic targets are planned, implemented, assessed and reviewed effectively.

The school welcomes feedback from parents all year round and parents can make an appointment to speak to any member of staff including the SENDCO, ARP Leader or DHT.

Parents and carers are kept up to date with their pupil's progress through annual progress reports, parent meetings, provision reviews, and online reports. Teaching assistants communicate regularly and informally through phone calls, emails, and quick informal chats at the beginning and/or end of the school days as and when needed.

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 the parents or carers and the pupil will always be consulted with regards to future provision. Parents and carers are invited to attend meetings with external agencies regarding their pupil and are kept up to date and consulted on any points of action drawn up regarding the provision for their pupil. The school's SEND Governor, Paul Driscoll, may be contacted at any time in relation to SEND matters.

15. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their pupil, an appointment can be made by them to speak to the DHT, who will be able to advise on formal procedures for complaint.

Appendix 1 Glossary of Terms

ARP Additionally Resourced Provision

CAMHS Child and Adolescent Mental Health Service

An assessment agency that accepts referrals from schools and GPs for concerns around behaviour and/or emotional needs, and specific neurodiversity such as ADHD and Autism.

CDT Child Development Team

A multidisciplinary team who work with pupils younger than 6 to assess their needs, the team consists of a speech therapist, Occupational Therapist and a Clinical Psychologist.

DHT Deputy Head Teacher

EHAP Early Help and Assessment Plan

A framework for discussion of the needs of a pupil and /or family who may need input from more than one agency, allowing agencies to be linked.

EP Educational Psychologist

A specialist who works with the school to assess pupils' educational needs.

EPS Educational Psychology Service

See above

SEN Special Educational Needs

SAFE Supportive Action for Families in Ealing

A multi-disciplinary team who work with families in Ealing, parents may self-refer for challenges at home or school.

NDT Neurodevelopmental Team See CAMHS

EPC Ealing Primary Centre

An Ealing based team of Professionals who support schools with pupils who have behavioural needs that require additional support.

SaLT Speech and Language Therapist

SENDCO Special Educational Needs and Disability Co-Ordinator

SpLD Specific Learning Difficulties

Such as Dyspraxia (Developmental co-ordination Disorder), Dyscalculia, Dysgraphia, Dyslexia

TEACCH Treatment and Education of Autistic and related Communications Handicapped Pupils

A programme to increase pupil flexibility, independence, and self-efficacy.