



Special Educational Needs and Disability Policy

September 2026

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Review Term: September 2027

Deputy Head: Mrs Clare Haines

SENDCO and Assistant Head: Mrs Claire Chadwick

ARP Leader: Mrs Alison Trott

SEND Governors: Melanie Cotton and Jane Steel

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, inclusion is at the heart of our vision and values. We are committed to creating a learning community where every pupil is welcomed, valued, respected, and experiences a strong sense of belonging. We celebrate diversity and recognise that every child brings unique strengths, interests, experiences, and aspirations that enrich our school community.

Our approach to SEND is underpinned by the belief that all pupils are entitled to access a broad, balanced, and ambitious curriculum and to participate fully in every aspect of school life. We are committed to identifying and removing barriers to learning, participation, and wellbeing so that all pupils can achieve, contribute, and thrive alongside their peers.

We recognise that early identification and timely intervention are key to securing positive outcomes. Through close partnership with pupils, families, staff, and external professionals, we seek to understand each child's individual strengths and needs and provide support that is responsive, personalised, and regularly reviewed through the graduated approach. Our aim is to develop confident, independent learners who are equipped with the knowledge, skills, resilience, and self-advocacy needed to flourish both in school and beyond.

All pupils are regularly assessed through a combination of formative and summative assessment, alongside ongoing observation, pupil voice, and professional dialogue. This enables us to build a comprehensive understanding of each pupil as a learner, maintain ambitious expectations, and ensure that progress is measured from individual starting points.

Pupils are taught in mixed-attainment classes where high-quality adaptive teaching is the foundation of our inclusive practice. We recognise that approaches which support pupils with SEND benefit all learners. Through evidence-informed teaching, purposeful adaptation, effective scaffolding, explicit instruction, rich opportunities for oracy, and metacognitive approaches, we ensure that all pupils can access, engage with, and achieve success within the curriculum.

Where additional support is required, this is delivered through a graduated response that may include targeted interventions, specialist advice, and personalised provision. Such support is carefully planned, monitored, and reviewed to ensure it remains effective, responsive, and focused on promoting independence, participation, and positive outcomes.

The principles of participation, belonging, achievement, independence, resilience, wellbeing and high aspiration underpin all aspects of our SEND provision. We are committed to ensuring that pupils with SEND are fully included in the academic, social, cultural, and wider life of the school, with meaningful opportunities to develop friendships, contribute to their community, assume leadership responsibilities, and experience success.

Currently, 10% of pupils are identified as having Special Educational Needs and Disabilities (SEND), and 5% have an Education, Health and Care Plan (EHCP). This includes 27 pupils within the Fielding Additionally Resourced Provision (ARP), all of whom have EHCPs.

This policy should be read alongside the school's Inclusion strategy, Accessibility Plan, Equality Information and Objectives, Inclusion strategy 2026, Behaviour Policy, Attendance Policy,

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1. Aims

At Fielding Primary School, we are committed to creating a truly inclusive learning community where every pupil is valued, respected, and supported to achieve, belong, and thrive. In line with the **SEND Code of Practice (0-25 years)**, we strive to identify and remove barriers to learning, participation, and wellbeing, ensuring that all pupils can access a broad, balanced, and ambitious curriculum and experience success throughout school life.

We aim:

- To ensure that all pupils, regardless of their special educational needs, disability, background, or circumstances, have equitable access to high-quality education, enrichment opportunities, and all aspects of school life.
- To foster a culture of inclusion, belonging, and high aspiration, where diversity is celebrated and every pupil feels valued, represented, and connected within the school community.
- To develop confident, resilient, and independent learners by recognising and building upon each pupil's individual strengths, interests, and aspirations.
- To identify needs at the earliest opportunity and provide timely, effective, and evidence-informed support through a graduated approach.
- To ensure that high-quality adaptive teaching is the foundation of provision for all pupils and that appropriate adaptations are made to enable full access to learning.
- To promote meaningful participation, pupil voice, and self-advocacy, empowering pupils to play an active role in decisions about their learning and support.
- To enable pupils with SEND to participate fully in the academic, social, cultural, sporting, leadership, and wider life of the school alongside their peers.
- To support pupils' emotional wellbeing, communication skills, independence, and preparation for future transitions and lifelong learning.
- To ensure that staff have the knowledge, skills, and confidence to deliver inclusive practice through ongoing professional development, coaching, and evidence-informed training.
- To work in genuine partnership with parents, carers, pupils, governors, and external professionals through collaborative planning, co-production, and shared decision-making.
- To ensure that support and provision are regularly assessed, planned, implemented, and reviewed to secure positive outcomes and promote sustained progress.

- To maintain robust systems for monitoring, evaluating, and improving SEND provision, ensuring that resources are deployed effectively and that support remains responsive to pupils' evolving needs.
- To develop strong partnerships with external agencies, local services, and other educational settings to secure the best possible outcomes for pupils with SEND.
- To ensure that every pupil with SEND is supported not only to make progress academically, but also to develop positive relationships, a strong sense of self, and a genuine sense of belonging within the Fielding community.

Our overarching aim is to remove barriers, promote belonging, and enable participation so that every pupil can achieve their potential and thrive both within school and beyond.

2. Objectives

To achieve our aims, we will:

- Proactively identify and respond to Special Educational Needs and Disabilities (SEND) at the earliest opportunity, ensuring that barriers to learning, participation, and wellbeing are recognised and addressed promptly.
- Develop a holistic understanding of each pupil's strengths, needs, interests, and aspirations, ensuring that provision is personalised, strengths-based, and outcome-focused.
- Work in genuine partnership with pupils, parents, and carers, ensuring their views, experiences, and aspirations are central to decision-making, planning, and review processes.
- Promote a culture of inclusion, belonging, and high aspiration, enabling pupils with SEND to participate fully in the academic, social, cultural, sporting, leadership, and wider life of the school.
- Ensure that all pupils with SEND have equitable access to a broad, balanced, and ambitious curriculum through high-quality adaptive teaching, reasonable adjustments, and appropriate support.
- Embed a graduated approach to SEND provision through robust Assess-Plan-Do-Review cycles, ensuring support is evidence-informed, responsive, and regularly evaluated for impact.
- Ensure that every teacher is responsible and accountable for the progress, participation, and wellbeing of pupils with SEND within their classroom.
- Promote pupil voice, oracy, and self-advocacy, enabling pupils to contribute meaningfully to decisions about their learning, support, and wider school experience.
- Identify, deploy, and review resources effectively to ensure that provision is well-matched to need and that pupils receive timely and appropriate support.
- Work collaboratively with external professionals, support services, and partner agencies to secure specialist advice and enhance outcomes where additional expertise is required.
- Make informed decisions regarding referrals, specialist involvement, and requests for Education, Health and Care Needs Assessments, ensuring that support is proportionate, evidence-based, and pupil-centred.
- Ensure that interventions and additional provision complement, rather than replace, high-quality classroom teaching and are carefully monitored to promote independence, participation, and sustained progress.

- Ensure that any withdrawal from mainstream lessons is purposeful, time-limited, and regularly reviewed. Decisions will be made collaboratively and will balance targeted support with pupils' entitlement to full participation in a broad curriculum and the wider life of the school.
- Equip staff with the knowledge, skills, and confidence required to deliver inclusive practice through ongoing professional development, coaching, and evidence-informed training.
- Support the Governing Board in fulfilling its statutory responsibilities by providing effective oversight, monitoring, and evaluation of SEND provision and outcomes.
- Continuously monitor the effectiveness of SEND provision, using pupil outcomes, stakeholder feedback, and quality assurance processes to drive improvement and ensure positive outcomes for all pupils.

Our overarching objective is to remove barriers, promote belonging, and enable participation so that every pupil with SEND can achieve, thrive, and develop the skills needed for lifelong success.

3. Responsibility for the coordination of SEND provision

The strategic leadership of SEND at Fielding Primary School is led by Claire Chadwick, Assistant Headteacher and Special Educational Needs and Disabilities Coordinator (SENDCo). Claire oversees the development, implementation, monitoring, and evaluation of SEND provision across the school, ensuring that pupils with SEND receive high-quality support that enables them to achieve, participate fully, and experience a strong sense of belonging within the school community.

Alison Trott, ARP Leader, is responsible for the day-to-day management and leadership of the Additionally Resourced Provision (ARP). She works closely with the SENDCo to ensure a consistent, high-quality approach to inclusion, provision, and pupil outcomes across both the ARP and mainstream settings. SEND provision is strategically overseen by the SENDCo, who reports to the Deputy Headteacher, Clare Haines.

The Main Responsibilities of the Governing Board:

The Governing Board plays a critical role in ensuring that the school fulfils its statutory duties and delivers high-quality inclusive provision for pupils with SEND.

The Governing Board is responsible for:

- Ensuring that the school meets its responsibilities under the SEND Code of Practice and Equality Act.
- Promoting a culture of inclusion, belonging, and high aspiration for pupils with SEND.
- Ensuring the quality and effectiveness of SEND provision across the school.
- Monitoring the progress, participation, attendance, wellbeing, and outcomes of pupils with SEND.
- Ensuring that pupils with SEND can access all aspects of school life, including enrichment opportunities, leadership roles, educational visits, and extracurricular activities.
- Supporting the strategic development, implementation, and review of the SEND Policy.

- Ensuring that SEND funding and resources are deployed effectively to improve outcomes for pupils.
- Reporting to parents and stakeholders on the school's SEND provision and its impact.
- Ensuring that a qualified teacher is designated as SENDCo

The Role of the Deputy Head with regards to Inclusion:

The Deputy Headteacher provides strategic oversight of SEND and inclusion across the school and works closely with the SENDCo to ensure that inclusive practice remains a key priority within school improvement.

Responsibilities include:

- Providing strategic leadership for inclusion and SEND.
- Line-managing and supporting the SENDCo.
- Advising the Governing Board on SEND and inclusion matters.
- Ensuring that SEND provision aligns with the school's wider vision, values, and improvement priorities.
- Promoting a whole-school culture of high expectations, participation, and belonging for pupils with SEND.
- Supporting the evaluation and continuous improvement of SEND provision and outcomes.

The Main Responsibilities of the SENDCO:

The SENDCo plays a central role in promoting inclusive practice and ensuring that pupils with SEND receive effective, evidence-informed support.

Key responsibilities include:

- Leading the strategic development and implementation of SEND provision across the school.
- Overseeing the day-to-day operation of the SEND Policy.
- Coordinating, monitoring, and evaluating SEND provision and its impact on pupil outcomes.
- Supporting staff to implement high-quality adaptive teaching and inclusive practice.
- Coaching, mentoring, and developing staff expertise through training and professional development.
- Leading the graduated approach through robust Assess-Plan-Do-Review cycles.
- Ensuring pupil voice and parental partnership are central to SEND provision.
- Working collaboratively with class teachers, support staff, senior leaders, governors, and families to promote positive outcomes.
- Managing and monitoring SEND resources and deployment.
- Coordinating the work of Teaching Assistants and Learning Mentor.
- Liaising with external agencies, health services, educational psychologists, social care professionals, and Local Authority services.
- Ensuring that provision promotes not only academic progress but also wellbeing, independence, participation, and belonging.

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

The ARP Leader is responsible for ensuring that pupils within the Additionally Resourced Provision receive high-quality tailored and personal provision whilst experiencing a genuine sense of belonging within the wider school community. This includes promoting meaningful participation, positive peer relationships, successful inclusion opportunities, and equitable access to the academic, social, and enrichment experiences that are central to school life at Fielding.

Responsibilities include:

- Leading the day-to-day operation of the ARP.
- Coordinating, monitoring, and reviewing provision and outcomes for pupils within the ARP.
- Supporting and developing staff working within the ARP.
- Working in partnership with parents, carers, and external professionals.
- Contributing to staff training and the development of specialist expertise across the ARP and mainstream school.
- Supporting successful inclusion and integration opportunities for ARP pupils.
- Promoting consistency, collaboration, and shared practice between ARP and mainstream provision.
- Ensuring that pupils experience meaningful participation, positive relationships, and a strong sense of belonging across the wider school community.

The Role of the Year Leader:

Supporting the day-to-day coordination of provision for pupils with SEND within their year group.

- Working collaboratively with teachers and the SENDCo to ensure effective inclusive practice.
- Monitoring provision, participation, and outcomes for pupils with SEND.
- Supporting staff to maintain high expectations and respond effectively to pupils' needs.

The Role of the Class Teacher:

The SEND Code of Practice states:

"Every teacher is a teacher of pupils with SEND."

Class teachers are responsible and accountable for the progress, participation, wellbeing, and outcomes of all pupils in their class, including those with SEND.

Responsibilities include:

- Knowing and understanding the strengths, needs, interests, and aspirations of every pupil in their class.
- Maintaining high expectations and ensuring that all pupils can access a broad, balanced, and ambitious curriculum.
- Delivering high-quality adaptive teaching and making appropriate adaptations to remove barriers to learning.

- Creating an inclusive classroom environment where all pupils feel valued, supported, and able to participate.
- Using assessment effectively to identify needs, monitor progress, and inform next steps.
- Working collaboratively with the SENDCo to implement and review personalised provision.
- Leading and reviewing Assess-Plan-Do-Review cycles for pupils receiving SEND support.
- Promoting pupil voice, communication, self-advocacy, and independence.
- Working closely with Teaching Assistants to ensure support is purposeful and promotes pupil independence.
- Building positive partnerships with parents and carers and involving them in decision-making and review processes.
- Supporting pupils with SEND to participate fully in the academic, social, cultural, and wider life of the school.

At Fielding, inclusion is everyone's responsibility. All staff are expected to work collaboratively to remove barriers, promote belonging, and enable every pupil to participate, achieve, and thrive.

4. Arrangements for coordinating SEND provision.

The SENDCo provides both the strategic leadership and operational oversight of provision for pupils with Special Educational Needs and Disabilities (SEND). Working collaboratively with senior leaders, staff, pupils, families, governors, and external professionals, the SENDCo ensures that provision is inclusive, evidence-informed, and focused on removing barriers to learning, participation, and wellbeing.

Key responsibilities include coordinating provision across the school, maintaining accurate records, overseeing statutory processes, liaising with external agencies and Local Authority services, and supporting staff to deliver high-quality inclusive practice. The SENDCo oversees termly review meetings for pupils receiving SEND Support and those with Education, Health and Care Plans (EHCPs), ensuring that provision is regularly reviewed through the Assess-Plan-Do-Review cycle and remains responsive to pupils' strengths, needs, and aspirations.

Year Leaders, Assistant Headteachers, and the ARP Leader support the day-to-day coordination of provision within their phases and year groups. Working closely with the SENDCo, they help ensure a consistent, graduated approach to support, promote inclusive classroom practice, and monitor the progress, participation, and wellbeing of pupils with SEND.

Higher Level Teaching Assistants (HLTAs) deliver targeted interventions and support across the school, both within classrooms and through carefully planned programmes. A specialist HLTA, Amanda Gleeson, who is head of Speech, Language, Induction and Training and who holds the National Professional Qualification for SEN, works alongside the SENDCo to develop, oversee, and implement speech, language, and communication provision across the school. Amanda also contributes to staff training, induction, coaching, and the development of inclusive practice.

All additional provision is planned as part of a graduated approach and is designed to complement, rather than replace, high-quality adaptive teaching. Interventions are outcome-focused, evidence-informed, time-limited where appropriate, and regularly monitored to evaluate their impact on pupils' learning, independence, participation, and wellbeing.

A full-time Learning Mentor, Narinder Reehal, provides targeted support for pupils who may experience social, emotional, or mental health barriers to learning. Through individual and small group support, the Learning Mentor helps pupils develop resilience, emotional wellbeing, self-regulation, positive relationships, and a strong sense of belonging. As part of the school's graduated continuum of wellbeing support, provision is carefully planned and responsive to need, ensuring that pupils receive the right level of support at the right time.

Our approach is underpinned by the belief that pupils with SEND should not only achieve academically but also participate fully in the life of the school. SEND provision is therefore coordinated to promote belonging, independence, and meaningful inclusion across the academic, social, cultural, and wider experiences offered at Fielding.

Staff Access to SEND Resources

All staff have access to a comprehensive range of SEND-related resources to support inclusive and effective practice:

- Personalised Learning Plans (managed through *EduKey*- an online platform), which provide a central, live record of each pupil's strengths, needs, desired outcomes, adaptive strategies, targeted provision, and review cycles. EduKey supports collaboration between staff, pupils, and families through the Assess-Plan-Do-Review process, ensuring that support remains responsive, outcome-focused, and tailored to individual needs.
- Fielding's Adaptive Teaching Toolkit, which provides staff with practical, evidence-informed strategies to remove barriers to learning and promote participation, independence, and success for all learners.
- Ealing's Ordinarily Available Provision (OAP) Guidance, which supports staff in identifying and implementing effective inclusive classroom practices and reasonable adjustments before considering additional or specialist provision.
- The Ealing Learning Partnership Occupational Therapy Handbook, which provides guidance on supporting pupils' sensory, motor, self-regulation, and participation needs through universal and targeted approaches within the school environment.
- Practical teaching strategies, provision guidance, and neurodiversity-affirming approaches to support a wide range of communication, cognition and learning, sensory, physical, and social, emotional and mental health needs.
- An online SEND resource hub and staff library, regularly updated with current research, professional guidance, intervention resources, and training materials to support high-quality inclusive practice.

5. Admission and Provision for Pupils with SEND

At Fielding Primary School, we are committed to providing an inclusive, welcoming, and accessible environment where every child feels valued, supported, and a genuine sense of belonging from the moment they join our school community. We follow the admissions arrangements set out by Ealing Local Authority [Ealing Council, School Admissions](#) and fully comply with the Equality Act 2010 and the SEND Code of Practice (0-25 years), ensuring that pupils with SEND are not treated less favourably and have equitable access to education, enrichment opportunities, and all aspects of school life.

We welcome pupils with a wide range of strengths, interests, and needs and are committed to identifying and removing barriers to learning, participation, and wellbeing. Our inclusive approach enables pupils with SEND to access a broad, balanced, and ambitious curriculum and to participate fully in the academic, social, cultural, and wider life of the school.

We provide inclusive education for pupils with a broad range of needs, including:

- Autism Spectrum Condition
- Specific Learning Difficulties (including dyslexia and dyspraxia)
- Speech, Language and Communication Needs
- Visual and Hearing Impairments
- Social, Emotional and Mental Health Needs
- Physical Disabilities

Our school environment is designed to be as accessible as possible. This includes ramps, accessible toilet facilities, and reasonable adjustments to promote participation and independence. In addition, Fielding hosts a 27-place Additionally Resourced Provision (ARP) for pupils with EHCPs for Autism and associated speech, language, and communication needs.

Transition and Admission Arrangements

We recognise that successful transitions are fundamental to pupil wellbeing, belonging, and future success. We therefore place significant importance on getting to know every child and family before admission so that provision can be planned effectively from the outset.

All new pupils are offered opportunities to visit the school, meet key staff, explore the learning environment, and begin developing familiarity with daily routines and expectations. We work closely with families to gather information about each child's strengths, interests, aspirations, previous experiences, and any support that may be required.

Families are invited to complete our In-Year Joiner Questionnaire and receive a Welcome to Fielding Induction Booklet to support a positive transition into school life.

For pupils with identified SEND, transition arrangements are carefully personalised. Prior to admission, the SENDCo may:

- Meet with parents and carers to gain a detailed understanding of strengths, needs, and aspirations.
- Liaise with previous educational settings, external professionals, and support services where appropriate.
- Review existing reports, assessments, and support plans.
- Identify any reasonable adjustments, resources, or staff training required.
- Agree initial outcomes and provision to support a successful start at school.

Where appropriate, a Personalised Transition Plan will be developed to support the child's entry to school. This may include additional visits, visual supports, phased arrangements, environmental adaptations, or other individualised strategies designed to promote confidence, participation, and a sense of belonging.

A Pupil Passport may also be created to ensure that all staff understand how best to support the child. This document captures key information about effective strategies, communication preferences, strengths, interests, adjustments, and approaches that help the pupil engage successfully in learning and school life.

Our aim is that every child and family experiences a positive transition into Fielding and feels welcomed, understood, and valued as members of our school community. From the outset, we work collaboratively to ensure that pupils with SEND have the support, opportunities, and inclusive environment they need to achieve, participate, belong, and thrive.

Admission arrangements for Fielding ARP

Placements within Fielding Additionally Resourced Provision (ARP) are allocated through the Local Authority consultation process and are considered in partnership with parents, carers, the Local Authority, and the school. Admission decisions are based on whether the ARP is able to meet a pupil's identified needs and provide an appropriate educational placement that supports positive outcomes, participation, and inclusion.

The ARP is designed for pupils aged 4-11 with an Education, Health and Care Plan (EHCP) whose primary needs relate to Autism and associated speech, language, and communication needs. Pupils typically require a highly personalised approach to learning, additional support with social communication, emotional regulation, sensory processing, and independence skills, alongside access to a broad and ambitious curriculum.

Pupils accessing the ARP are expected to benefit from a personalised curriculum pathway that combines specialist provision with meaningful opportunities to access learning within the mainstream environment. The ARP provides the additional adaptations, structure, and support required to enable pupils to engage successfully in school life whilst maintaining high aspirations for achievement, participation, and independence.

ARP Inclusion and Integration

The ARP is an integral part of Fielding Primary School, and we are committed to ensuring that pupils experience a strong sense of belonging as valued members of the wider school community.

All ARP pupils are allocated to a mainstream class and year group alongside their peers. They are supported to access mainstream learning, enrichment opportunities, educational visits, assemblies, playtimes, leadership opportunities, and wider school experiences in ways that are meaningful and appropriate to their individual strengths and needs.

When not accessing mainstream provision, pupils receive tailored teaching and targeted support within the ARP. Provision is aligned with the mainstream curriculum wherever possible and is carefully planned to address the outcomes identified within each pupil's EHCP. Teaching focuses on developing communication, social understanding, emotional regulation, independence, self-advocacy, and readiness to learn, enabling pupils to participate successfully in all aspects of school life.

Inclusion and integration are planned through a personalised approach that recognises each pupil's unique profile of strengths, needs, interests, and aspirations. Decisions are guided by what will enable the pupil to experience success, build relationships, develop confidence, and strengthen their sense of belonging within both the ARP and wider school community.

Integration pathways are regularly reviewed through the graduated approach, with the expectation that opportunities for participation and independence will develop over time. Progress is considered not only in terms of academic learning, but also through measures such

as wellbeing, communication, friendships, engagement, confidence, self-regulation, and participation in the wider life of the school.

Where a pupil's integration pathway is not progressing as expected, the school will work collaboratively with parents, carers, Local Authority officers, and relevant professionals to review provision, identify barriers, and consider any adjustments required to ensure the placement continues to meet the pupil's needs effectively.

Our aim is that every ARP pupil feels understood, included, and connected, with equitable opportunities to learn, participate, develop meaningful relationships, and thrive as a valued member of the Fielding community.

Admission guidance:

Fielding ARP is designed for pupils whose needs are best met through a combination of personalised specialist provision and meaningful access to mainstream education. Admission decisions are made in partnership with the Local Authority and are informed by a pupil's strengths, needs, and ability to benefit from the specialist and inclusive opportunities available within the provision.

Typically, pupils accessing the ARP will:

- Be able to engage with a broad and ambitious curriculum when supported through personalised adaptations, scaffolding, structured teaching approaches, and opportunities for overlearning, consolidation, and reinforcement.
- Benefit from a blended approach to education, accessing both ARP and mainstream provision, with the capacity to develop increasing participation, independence, and inclusion within mainstream learning and wider school life over time.
- Require additional support to access and navigate the social, communication, sensory, and organisational demands of a mainstream environment.
- Experience differences in social communication, interaction, and understanding and benefit from explicit teaching, modelling, and supported opportunities to develop communication, relationship-building, and self-advocacy skills.
- Have sensory processing differences that can create barriers to learning, participation, and wellbeing, requiring access to adapted environments, sensory regulation strategies, and targeted teaching to develop self-awareness and self-management skills.
- Experience anxiety, emotional regulation difficulties, or challenges with flexibility and change that impact their ability to access learning successfully. These pupils benefit from predictable routines, structured support, emotional regulation strategies, and adult guidance to build confidence, resilience, and independence.
- Require provision that promotes participation, belonging, and access to the wider life of the school whilst providing the additional support, structure, and adaptations needed to achieve success.
- Benefit from a highly personalised approach that combines specialist expertise with opportunities to learn, socialise, and develop alongside their mainstream peers as valued members of the wider Fielding community.

While the ARP makes reasonable adjustments in accordance with the Equality Act (2010), the provision is intended for pupils whose needs can be met through the ARP model of support. It is

not designed for pupils whose learning needs require a curriculum that is substantially and consistently differentiated beyond access to a personalised and scaffolded mainstream curriculum.

Exit guidance:

The purpose of the ARP is to provide a specialist, personalised provision that enables pupils to develop the skills, confidence, independence, and resilience needed to participate successfully in the wider school community and achieve positive long-term outcomes. Decisions regarding placement are always made collaboratively with parents, carers, the Local Authority, and relevant professionals, and are informed by a robust review of the pupil's needs and progress.

A pupil may exit the ARP where:

- Assessment information demonstrates that the pupil has made sustained progress and developed the skills, independence, and ability to access learning successfully within a mainstream environment without the level of specialist provision provided by the ARP. In these circumstances, a carefully planned transition programme will be implemented to support a successful move to a local mainstream school or mainstream provision.
- Assessment information indicates that the pupil's needs have evolved and that an alternative specialist provision would be better placed to meet their needs and secure positive outcomes. This may include situations where a different educational setting, therapeutic environment, curriculum pathway, or peer group would provide a more appropriate level of support and opportunity for success.
- Through ongoing review, it is agreed by all stakeholders that the ARP is no longer the most appropriate placement for meeting the pupil's educational, social, emotional, communication, sensory, or developmental needs.

Any decision regarding a change of placement will be based on a holistic understanding of the pupil's strengths, needs, progress, wellbeing, participation, and sense of belonging. Transition planning will be carefully coordinated to ensure continuity of support and to promote a positive, successful, and well-supported next step in the pupil's educational journey.

6. Identification of pupil needs

In line with the SEND Code of Practice (0-25 years), Fielding adopts a graduated approach to identifying and supporting pupils with Special Educational Needs and Disabilities (SEND). We recognise that early identification, timely intervention, and responsive provision are key to securing positive outcomes and enabling all pupils to access, participate in, and thrive within a broad and ambitious curriculum.

We believe that pupils' needs are best understood through a holistic assessment of their strengths, aspirations, learning profile, wellbeing, and any barriers to learning, rather than solely through a diagnosis or label. Identification is therefore an ongoing process that draws upon assessment information, classroom observations, pupil voice, parental views, and professional judgement.

High-quality adaptive teaching and the effective implementation of Ordinarily Available Provision form the foundation of support for all learners. Teachers continually assess, adapt, and refine their practice to meet the needs of pupils within the classroom. Where a pupil is not making

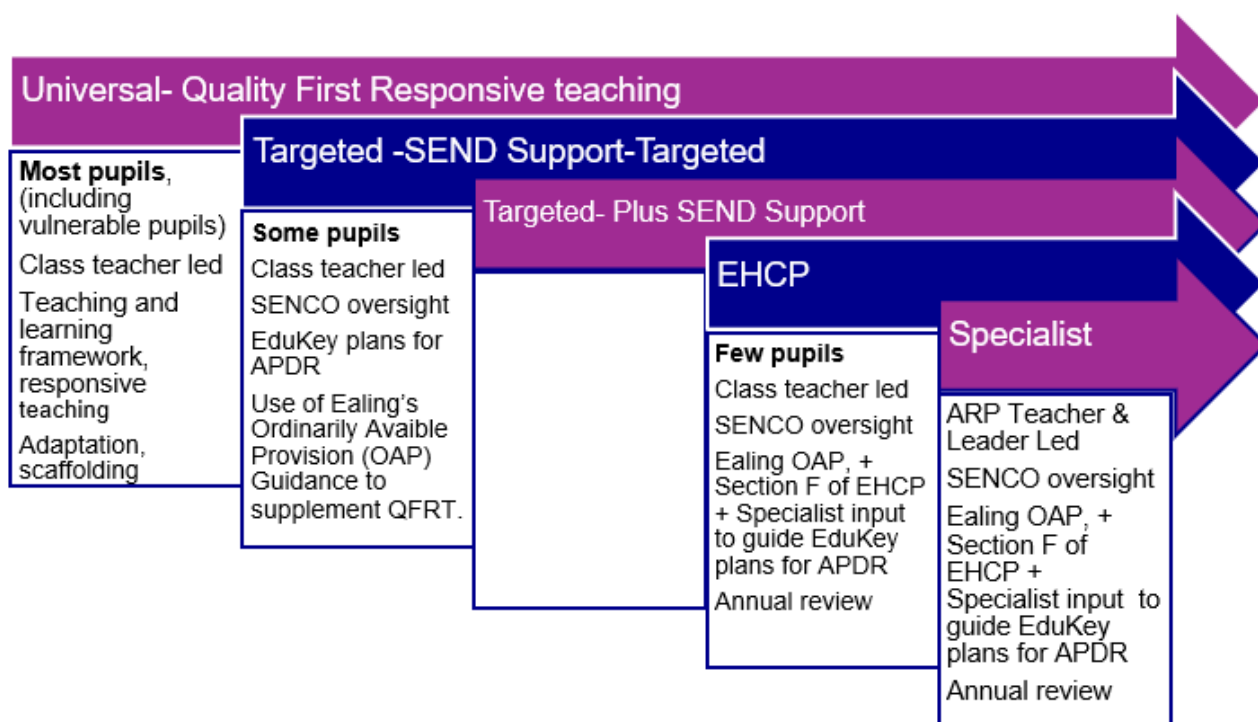
expected progress, despite access to high-quality teaching and appropriate adaptations, a graduated response is initiated.

The graduated approach involves increasingly targeted cycles of Assess-Plan-Do-Review, enabling staff to identify barriers to learning, implement appropriate support, evaluate impact, and refine provision over time. This ensures that support remains responsive, proportionate, and focused on achieving positive outcomes for the pupil.

A pupil is identified as having SEND where they require educational provision that is additional to or different from that normally available in order to access learning, participate fully in school life, and make progress from their individual starting point.

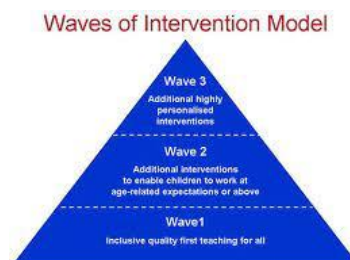
Our approach is underpinned by a commitment to removing barriers, promoting belonging, and enabling participation, ensuring that every pupil receives the support they need to achieve, contribute, and thrive within the Fielding community.

In this academic year we are working towards a five-tier model of support through out Inclusion Strategy.



This structured approach supports the early identification of need and ensures that provision is responsive, targeted, and regularly reviewed. Through ongoing Assess-Plan-Do-Review cycles, schools can evaluate the impact of support, adapt practice, and ensure that pupils receive the right level of provision at the right time. The stages of the graduated response are outlined below.

Pupils' needs are met through three waves of support:



Wave 1: Universal Inclusive Provision

Wave 1 provision forms the foundation of our graduated approach and is available to all pupils. It consists of high-quality, inclusive, and adaptive teaching. Through this universal offer, teachers create learning environments where all pupils can access, engage with, and succeed within a broad, balanced, and ambitious curriculum.

We recognise that effective teaching for pupils with SEND is effective teaching for all learners. Therefore, at a whole-class level, teachers use evidence-informed approaches, adaptive teaching strategies, scaffolding, explicit instruction, and purposeful curriculum design to meet the needs of a diverse range of learners.

Wave 1 provision includes (Quality First Responsive Teaching)

- High expectations and ambitious outcomes for all pupils.
- Adaptive teaching approaches that respond to pupils' strengths, needs, and starting points.
- The use of scaffolding, modelling, questioning, retrieval practice, and regular checks for understanding.
- Inclusive classroom environments that promote participation, belonging, wellbeing, and successful learning.
- Opportunities to develop communication, oracy, self-regulation, and metacognitive skills.
- Reasonable adjustments and ordinarily available provision to remove barriers to learning and participation.
- Strong relationships and relational approaches that support emotional wellbeing and engagement.
- Ongoing assessment to identify emerging needs and inform responsive teaching.

Through high-quality adaptive teaching, we aim to ensure that all pupils, including those who may be at risk of underachievement, can participate fully in school life, develop confidence and independence, and make strong progress from their individual starting points.

Wave 2: Targeted Provision

When considering whether a pupil requires Wave 2 support, our key question is:

"What is getting in the way of this child achieving, belonging, participating and thriving?"

Wave 2 provision is used where a pupil requires additional support beyond high-quality adaptive teaching and Ordinarily Available Provision. The focus is on identifying and addressing specific barriers to learning, participation, wellbeing, communication, attendance, independence, or social inclusion that may be preventing a pupil from thriving.

Wave 2 interventions are targeted, evidence-informed, and time-limited. They are carefully selected to address identified needs and are typically delivered to individuals or small groups of pupils with similar areas of difficulty. Support is designed to complement, rather than replace, high-quality classroom teaching and aims to help pupils develop the skills, knowledge, confidence, and strategies needed to succeed within the classroom and wider school community.

Provision is planned and reviewed through the Assess-Plan-Do-Review cycle, with clear intended outcomes and regular evaluation of impact. The goal is not simply to improve attainment, but to remove barriers that may be limiting a pupil's ability to:

- Access and engage with learning successfully.
- Make progress from their individual starting point.
- Develop positive relationships and communication skills.
- Build confidence, resilience, and independence.
- Participate fully in school life.
- Experience a strong sense of belonging within the school community.

Through targeted support, pupils are enabled to re-engage successfully with the curriculum, strengthen areas of need, and develop the skills required for sustained achievement, participation, and wellbeing.

Wave 3: Personalised SEND Provision

Wave 3 provision is implemented when a pupil requires highly personalised, sustained, and targeted support that is additional to and different from the provision ordinarily available through high-quality adaptive teaching and Wave 2 support.

At this stage, we seek to understand not only *what* a pupil is finding difficult, but *what is getting in the way of them achieving, belonging, and participating*. Support is carefully tailored to address identified barriers and build upon the pupil's strengths, interests, and aspirations.

Wave 3 provision is designed for pupils with identified Special Educational Needs and Disabilities (SEND) who require a more individualised approach in order to access learning, participate fully in school life, and make progress from their individual starting points. Provision may include personalised learning targets, targeted interventions, specialist resources, enhanced adult support, reasonable adjustments, and advice from external professionals.

All Wave 3 provision is delivered through the Assess-Plan-Do-Review cycle and is documented within a pupil's Learning Plan, which is developed collaboratively with pupils, parents, carers, school staff, and, where appropriate, external professionals. **Learning Plans identify:**

- The pupil's strengths, interests, and aspirations.
- Identified barriers to learning, participation, and wellbeing.
- Agreed outcomes and targets.
- Adaptations, strategies, and provision required.
- Success criteria and review arrangements.

Provision is monitored and reviewed regularly to evaluate impact, celebrate progress, and ensure support remains responsive to the pupil's evolving needs. The focus is not solely on

academic achievement but also on promoting independence, communication, self-regulation, wellbeing, participation, and a strong sense of belonging.

Early identification remains central to our approach. Academic needs are identified through ongoing assessment, progress monitoring, and professional dialogue. Where concerns arise, support is implemented promptly through a graduated response to ensure pupils receive the right support at the right time and that barriers to achievement, belonging, and participation are addressed at the earliest opportunity.

For pupils experiencing social, emotional and mental health needs, communication and interaction differences, sensory processing needs, physical disabilities, or other barriers to participation, identification is informed by a holistic understanding of the child. This may include observations, assessment data, pupil voice, parental views, and advice from external specialists. Through this collaborative approach, we develop a shared understanding of need and ensure that provision is targeted, meaningful, and focused on enabling pupils to achieve, belong, and thrive.

Assess-Plan-Do-Review cycles

As every teacher is responsible and accountable for the progress and development of all pupils in their class, the class teacher takes the lead in implementing, monitoring, and evaluating adaptations in the first instance. Working closely with pupils, parents, carers, Year Leaders, and the SENDCo, teachers use ongoing assessment to evaluate the impact of support and identify any continuing barriers to achievement, belonging, and participation.

Where barriers remain despite access to high-quality adaptive teaching and Ordinarily Available Provision, typically between 6-12 weeks, a graduated response is initiated, and an Inclusion Strategy referral made. Through the Assess-Plan-Do-Review cycle, support is carefully planned, implemented, reviewed, and refined to ensure provision remains responsive, evidence-informed, and focused on securing positive outcomes for the pupil.

Assess	If a pupil is not making expected progress despite access to high-quality adaptive teaching, Ordinarily Available Provision, and classroom adaptations, a more detailed assessment is undertaken. This process seeks to develop a deeper understanding of the pupil's strengths, needs, aspirations, and any barriers to learning, participation, wellbeing, or belonging. Assessment may draw upon: • Teacher observations and assessment information • Pupil voice • Parent and carer views • SENDCo advice • Screening and assessment tools • Information from external professionals where appropriate
Plan	The class teacher, SENDCo, parents, carers, and pupil work together to agree desired targets and outcomes and identify the provision, adaptations, and strategies required to achieve them.

	This information is captured within a personalised Learning Plan, which outlines: • Strengths and areas of need • Agreed outcomes and targets • Classroom adaptations and strategies • Additional provision and interventions • Review arrangements The focus is always on removing barriers and enabling the pupil to participate, belong, and make progress alongside their peers.
Do	The class teacher remains responsible for the pupil's progress and outcomes, even where additional interventions or support are delivered by other staff. Working in partnership with support staff and under the guidance of the SENDCo, the class teacher implements, monitors, and evaluates the agreed provision on a day-to-day basis. Support is carefully integrated into classroom practice wherever possible and is designed to complement, rather than replace, high-quality teaching. Provision is continually adjusted in response to the pupil's engagement, progress, and developing needs.
Review	The effectiveness of the support is reviewed regularly in partnership with pupils, parents, carers, and relevant staff. Reviews consider the extent to which agreed outcomes have been achieved and evaluate the impact of the strategies and provision put in place. This process helps deepen our understanding of the pupil's needs and informs decisions about whether support should: • Continue • Be adapted or intensified • Be reduced • Be discontinued where outcomes have been met Where additional support is still required, a further Assess-Plan-Do-Review cycle is undertaken, ensuring that provision remains responsive, evidence-informed, and focused on securing positive outcomes for the pupil.

Where ongoing assessment and review indicate that a pupil continues to experience barriers to achievement, belonging, and participation despite access to high-quality adaptive teaching, Ordinarily Available Provision, and targeted Wave 2 support, the class teacher and SENDCo will work collaboratively with parents, carers, and the pupil to consider whether SEND Support is required.

This decision is informed by evidence gathered through successive Assess-Plan-Do-Review cycles and a shared understanding of the pupil's strengths, needs, and response to previously implemented strategies. A pupil will be identified as requiring SEND Support when they need educational provision that is additional to or different from that ordinarily available to pupils of the same age in order to make progress, access learning, and participate fully in school life.

Where SEND Support is agreed, the pupil will be added to the school's SEND Register. A personalised Learning Plan will then be developed in partnership with the pupil and their family,

identifying desired outcomes, provision, adaptations, and support strategies. This ensures that provision remains targeted, responsive, and regularly reviewed, with a focus on removing barriers, promoting independence, and enabling the pupil to achieve, belong, and thrive within the Fielding community.

7. Stages of SEND

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.

SEND Support and Outcomes meetings

Pupils receiving SEND Support or with an Education, Health and Care Plan (EHCP) have a personalised Learning Plan that outlines the provision, adaptations, and support required to help them achieve agreed outcomes. These outcomes are designed to promote independence, support academic and personal development, and enable pupils to participate fully in school life.

Learning Plans are developed collaboratively with pupils, parents, and carers and are reviewed through the Assess-Plan-Do-Review cycle. Within school, provision and progress are monitored on an ongoing basis, with a formal review of targets, strategies, and outcomes taking place approximately every six weeks. This enables staff to evaluate the impact of support, make timely adjustments, and ensure provision remains responsive to pupils' changing needs.

In addition, parents and carers are invited to attend termly SEND consultation meetings with the class teacher to discuss progress, review outcomes, celebrate successes, and agree next steps. These meetings play a vital role in ensuring a shared understanding of need and a collaborative approach to supporting each pupil's achievement, wellbeing, participation, and sense of belonging.

We strongly value parent and carer involvement and recognise that successful outcomes are achieved through effective partnership working. If you require any support to attend meetings, such as an interpreter or translated materials, please let us know in advance so that appropriate arrangements can be made.

Education, Health and Care Needs Assessment and Education, Health and Care Plans (EHCPs)

For a small number of pupils, significant and sustained barriers to learning, participation, and wellbeing may remain despite high-quality adaptive teaching, Ordinarily Available Provision, and successive cycles of SEND Support. In these circumstances, the school may consider whether

the pupil's needs require provision beyond that which can reasonably be provided from the resources ordinarily available to mainstream schools.

Before requesting an Education, Health and Care (EHC) Needs Assessment, the school will have gathered evidence through a graduated approach, demonstrating how the pupil's needs have been identified, supported, reviewed, and monitored over time. This process is undertaken in partnership with parents, carers, the pupil, and, where appropriate, external professionals.

Where it is agreed that additional statutory assessment may be required, and with the involvement of parents and carers, the school may submit a request for an Education, Health and Care Needs Assessment to the Local Authority.

Evidence submitted as part of this process may include:

- The views, aspirations, strengths, and experiences of the pupil and their family.
- A detailed understanding of the pupil's strengths, needs, and barriers to achievement, belonging, and participation across the four broad areas of SEND.
- Assessment information, progress data, and evidence collected over time.
- Records of successive Assess-Plan-Do-Review cycles and the impact of provision implemented.
- Reports and recommendations from external professionals and specialist services.
- Relevant medical, health, or therapy information.
- Information from social care services where applicable.

The SENDCo coordinates the application process and works closely with families and professionals to ensure that evidence presents a comprehensive picture of the pupil's needs and the provision required to support positive outcomes.

The Local Authority will consider all available evidence and determine whether an Education, Health and Care Needs Assessment should take place. Following assessment, the Local Authority may decide to issue an Education, Health and Care Plan (EHCP) if it determines that additional provision is required to meet the pupil's needs and secure appropriate outcomes.

An EHCP is a legal document that describes a child's strengths, needs, aspirations, desired outcomes, and the provision required to support them. It enables education, health, and care services to work together to deliver coordinated support that promotes achievement, wellbeing, participation, independence, and preparation for adulthood.

Throughout this process, parents, carers, and pupils remain central to decision-making. The school is committed to working collaboratively with families to ensure they feel informed, supported, and empowered at every stage of the assessment and planning process.

Early Help and Family Help

At Fielding, we recognise that some children and families may benefit from additional support that extends beyond what can be provided by the school alone. Consistent with Keeping Children Safe in Education (KCSIE) 2026 and Working Together to Safeguard Children, we are committed to identifying needs early and ensuring that children and families receive the right help at the right time.

Where a child or family has emerging or complex needs that would benefit from coordinated support from more than one service, the school may discuss the completion of an Early Help Assessment and Plan (EHAP) with parents and carers. This is a voluntary process that requires parental consent and aims to develop a shared understanding of strengths, needs, and desired outcomes. turn54search6

The EHAP process forms part of a wider continuum of Early Help and Family Help support and enables professionals to work together with families through a coordinated plan. This may involve a Team Around the Family (TAF) approach, bringing together relevant practitioners to provide timely, joined-up support that promotes children's wellbeing, safety, development, achievement, and participation.

Where appropriate, the school may seek support from SAFE (Supportive Action for Families in Ealing), Ealing's multi-disciplinary support service. SAFE works with children, young people, and families whose needs require coordinated support beyond that which can be delivered by a single service.

It is important to note that involvement in an EHAP, Family Help process, or SAFE intervention does not necessarily indicate that a child has Special Educational Needs and Disabilities (SEND). Rather, it reflects a preventative and collaborative approach to supporting children and families, identifying needs early, and reducing barriers to wellbeing, learning, attendance, participation, and positive outcomes.

8. Access to the curriculum, information and associated services

At Fielding, we are committed to ensuring that all pupils, including those with SEND, have equitable access to a broad, balanced, and ambitious curriculum. We believe that every pupil has the right to achieve, participate, and experience a strong sense of belonging within the school community. Provision is therefore designed to remove barriers to learning, participation, and wellbeing while maintaining high expectations for all learners.

High-quality adaptive teaching is the foundation of our inclusive practice. Through Quality First Teaching, Ordinarily Available Provision, and evidence-informed adaptations, teachers ensure that pupils can access learning alongside their peers wherever possible. This may include the use of scaffolding, visual supports, assistive technology, adapted resources, flexible grouping, explicit instruction, communication supports, and strategies that promote independence, engagement, and successful participation.

The curriculum is regularly reviewed by Year Leaders, Assistant Headteachers, the Deputy Headteacher, and the SENDCo to ensure it remains inclusive, accessible, and ambitious for all learners. Through ongoing evaluation, we ensure that teaching approaches, resources, and learning experiences promote achievement, participation, belonging, and positive outcomes for pupils with a diverse range of needs.

Pupils attending the Fielding ARP access the same broad and ambitious curriculum as their peers. Learning is carefully adapted and delivered through personalised pathways that reflect individual strengths, needs, and EHCP outcomes. This may include more visual, structured, sensory-aware, or communication-focused approaches. Maintaining alignment with the mainstream curriculum supports meaningful inclusion opportunities, enables successful

integration, and ensures that ARP pupils remain connected to their year group curriculum and the wider life of the school.

In addition to curriculum access, we are committed to ensuring that pupils with SEND and their families can access school information, enrichment opportunities, educational visits, extracurricular activities, wider services, and support networks through appropriate adaptations and reasonable adjustments. Our aim is that every pupil feels included, valued, and empowered to participate fully in all aspects of school life.

Effective Deployment of SEND Resources and Provision

Our aim is to ensure that SEND provision is deployed effectively to remove barriers to learning, participation, and wellbeing, enabling every pupil to access the curriculum, develop independence, and achieve positive outcomes. We do this by:

- Ensuring staff have a secure understanding of pupils' strengths, needs, provision, and desired outcomes through Learning Plans, Pupil Passports, assessment information, and professional dialogue.
- Providing ongoing professional development, coaching, and evidence-informed training to strengthen inclusive practice and staff expertise.
- Creating inclusive learning environments that promote achievement, participation, belonging, and successful engagement in learning.
- Using high-quality adaptive teaching, reasonable adjustments, and Ordinarily Available Provision as the foundation of support for all pupils.
- Deploying staff, resources, and in-class support strategically to maximise independence and ensure effective access to learning.
- Providing targeted, time-limited interventions where assessment indicates that additional support is required.
- Working collaboratively with parents, carers, pupils, and external professionals to plan, review, and refine provision.
- Setting ambitious, personalised outcomes that build on pupils' strengths and celebrate progress across academic, social, emotional, and personal development.

All provision is regularly reviewed through the **Assess-Plan-Do-Review** cycle to ensure that support remains responsive, effective, and focused on enabling pupils to achieve, belong, and thrive.

9. Inclusion of pupils with SEND

The Deputy Headteacher for Inclusion provides strategic leadership for inclusion across the school and works closely with the SENDCo, ARP Leader, senior leaders, governors, pupils, and families to ensure that inclusive practice is embedded throughout all aspects of school life. The SENDCo is responsible for the day-to-day implementation, monitoring, and evaluation of the school's SEND and inclusion provision.

Our approach is guided by Fielding's Inclusion Strategy 2026, which is underpinned by the principles of achievement, belonging, participation, equity, and high aspiration for all learners. We believe that inclusion is not a place or a provision, but a shared commitment to ensuring that every pupil is welcomed, valued, represented, and able to thrive as a full member of our school community.

At Fielding, we are committed to removing barriers to learning, participation, and wellbeing so that all pupils can access, engage with, and succeed within a broad and ambitious curriculum. We recognise that every child brings unique strengths, experiences, and perspectives, and we actively celebrate diversity in all its forms.

We achieve this by:

- Ensuring all pupils have equitable access to the academic, social, cultural, physical, and wider opportunities offered by the school, including clubs, educational visits, residential, playtimes, leadership opportunities, and enrichment activities.
- Delivering high-quality adaptive teaching and Ordinarily Available Provision, enabling pupils to access learning alongside their peers through inclusive and responsive classroom practice.
- Creating learning environments that promote achievement, wellbeing, independence, participation, and a strong sense of belonging.
- Maintaining high expectations for all pupils and fostering a culture where diversity is recognised as a strength.
- Embedding our values-based approach and Inner Curriculum to develop empathy, respect, social responsibility, and positive relationships.
- Promoting understanding and celebration of neurodiversity through strengths-based, neurodiversity-affirming approaches.
- Supporting pupils to understand, articulate, and advocate for their own strengths, needs, and learning preferences.
- Developing pupil voice, oracy, and self-advocacy so that children can contribute meaningfully to decisions about their learning and wider school experience.
- Promoting equality, diversity, and belonging through initiatives such as *No Outsiders*, ensuring that every pupil feels represented, respected, and included.
- Working collaboratively across mainstream and ARP provision to ensure that pupils experience meaningful opportunities to learn, play, socialise, and contribute alongside their peers.
- Ensuring that ARP pupils develop a strong sense of identity and belonging as valued members of both the ARP and the wider Fielding community.

In line with our Inclusion Strategy 2026, we are committed to ensuring that all pupils are not only present within our school, but are able to participate, belong, achieve, and flourish. Through high-quality teaching, strong relationships, and a culture of inclusion, we strive to ensure that every child feels seen, heard, valued, and empowered to succeed.

10. Evaluating the success of provision

At Fielding, we regularly evaluate the impact of SEND provision to ensure it is effective, responsive, and aligned with our Inclusion Strategy 2026. Success is measured not only through academic progress, but also through pupils' participation, wellbeing, independence, and sense of belonging.

The effectiveness of provision is monitored through:

- Assess-Plan-Do-Review cycles and Learning Plan reviews.
- Progress towards individual outcomes, targets, and EHCP objectives.
- Analysis of progress, attainment, attendance, behaviour, and wellbeing data.

- Pupil voice and parent/carer feedback.
- Learning walks, classroom observations, and provision reviews.
- Evaluation of intervention impact.
- Monitoring participation in the wider life of the school, including clubs, trips, and leadership opportunities.
- Feedback from external professionals and partner agencies.

This information is used to inform school improvement planning, staff development, and the ongoing refinement of SEND provision, ensuring that barriers are removed and all pupils are supported to achieve, belong, and thrive.

11. Continuous Professional Development (CPD)

At Fielding, we are committed to developing and sustaining a highly skilled workforce that can meet the diverse needs of all learners and deliver high-quality inclusive practice. Continuous professional development is a key priority and reflects our commitment to ensuring that pupils with SEND receive effective, evidence-informed support from knowledgeable and confident staff.

We maintain a strong focus on current research, national developments, and best practice in SEND, inclusion, adaptive teaching, communication and interaction, speech and language, sensory needs, emotional wellbeing, and neurodiversity. Through ongoing professional learning, we ensure that all staff are equipped to identify and remove barriers to learning, participation, and belonging.

The SENDCo plays a central role in building staff expertise through training, coaching, modelling, professional dialogue, and access to specialist advice. Staff benefit from a combination of in-house training, external professional development opportunities, collaborative working, and guidance from external specialists.

Professional development is carefully aligned with the school's priorities, the needs of pupils, and the ambitions of our Inclusion Strategy 2026, ensuring that learning translates into meaningful improvements in classroom practice and pupil outcomes.

We believe that developing staff expertise is fundamental to creating inclusive classrooms where every pupil can access learning, participate fully, experience a sense of belonging, and achieve their potential.

12. 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
- Ealing Mental Health Support Team
- CAMHS
- Child Development Team
- EHAP (Early Help and Assessment Plan) team
- SAFE (Supporting Action for Families in Ealing)
- Social Care

13. Working in partnerships with parents and carers

At Fielding, we recognise that parents and carers are a child's first educators and play a crucial role in securing positive outcomes. We value strong, trusting partnerships with families and believe that effective collaboration is essential to understanding and meeting the needs of pupils with SEND.

Working together enables us to:

- Identify strengths, needs, and potential barriers to learning, participation, and wellbeing at the earliest opportunity.
- Develop a shared understanding of each pupil's aspirations and desired outcomes.
- Ensure support and provision are personalised, responsive, and effective.
- Promote progress, independence, confidence, and a strong sense of belonging.
- Review and refine provision through ongoing collaboration and shared decision-making.

We are committed to maintaining open, honest, and regular communication with parents and carers. Families are encouraged to share their views, experiences, and aspirations and are involved throughout the Assess-Plan-Do-Review process.

Parents and carers are kept informed of their child's progress through:

- Termly SEND review and consultation meetings.
- Learning Plan reviews and outcome-setting discussions.
- Annual reports and parent consultation meetings.
- Annual Reviews for pupils with Education, Health and Care Plans (EHCPs).
- Ongoing communication with teachers, support staff, the SENDCo, and ARP staff as appropriate.

Where more frequent communication is beneficial, individual arrangements will be agreed to ensure that families remain fully informed and involved.

If assessment, monitoring, or professional advice suggests that a pupil may require additional support, parents, carers, and pupils will be involved at every stage of planning and decision-making. Families are invited to attend meetings with external professionals and contribute to the development, implementation, and review of provision.

The school welcomes feedback from parents and carers throughout the year. Appointments can be made with the Class Teacher, SENDCo, ARP Leader, or Deputy Headteacher for Inclusion to discuss any aspect of a child's development, wellbeing, or provision.

Through strong partnerships with families, we aim to ensure that every pupil with SEND receives the support they need to achieve, belong, participate, and thrive

14. Complaints procedure

We value open communication and encourage parents and carers to share any concerns at the earliest opportunity so that they can be addressed promptly and collaboratively. We are committed to working in partnership with families and aim to resolve concerns through constructive dialogue wherever possible.

If a parent or carer has a concern regarding their child's wellbeing, inclusion, SEND provision, or educational experience, they should initially discuss this with the relevant Class Teacher, SENDCo, ARP Leader, or other appropriate member of staff.

Where concerns remain unresolved, parents and carers may arrange a meeting with the Deputy Headteacher for Inclusion, who will listen to their concerns, provide advice, and explain the school's formal complaints procedures where necessary.

We are committed to ensuring that all concerns are taken seriously, handled sensitively, and addressed in a timely and fair manner, with the shared aim of achieving positive outcomes for pupils and families. Parents and carers may also contact the school's SEND Governor should they wish to discuss SEND-related matters further.

Appendix 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