



# Special Educational Needs and Disability Policy

November 2025

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**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 embrace diversity and actively celebrate the unique strengths and differences of every individual. We recognise that early intervention is key to achieving positive, long-term outcomes, and plays a vital role in shaping the most effective support plans for pupils. Our commitment is to guide each learner on their journey through school and beyond, empowering them to become confident, independent, and successful individuals.

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 adapted and scaffolded to meet individual needs. A range of intervention programmes are in place throughout the school.

Currently, 8.5% 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.....	6
5. Admission and Provision for Pupils with SEND .....	7
Admission arrangements for Fielding ARP .....	7
ARP Inclusion and integration.....	8
Admission guidance:.....	8
Exit guidance: .....	8
6. Identification of pupil needs.....	9
7. Stages of SEND .....	11

A pupil's needs are met at one of the following two stages of SEND: .....	11
SEND Support and Outcomes meetings.....	11
Education, Health and Care Plan (EHCP) .....	11
SAFE .....	12
8. Access to the curriculum, information and associated services .....	12
9. Inclusion of pupils with SEND .....	13
10. Evaluating the success of provision .....	14
11. Continuous Professional Development (CPD) .....	14
12. Links to External Services .....	14
13. Working in partnerships with parents and carers .....	15
14. Complaints procedure .....	15
Appendix 1      Glossary of Terms .....	17

## 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 every pupil has equitable access to all aspects of school life and personal development, regardless of race, gender, disability, or special educational need.
- To foster a culture that celebrates diversity, where every pupil recognises and embraces their unique strengths, and values the differences and strengths of others.
- To embed inclusive support and opportunities for all pupils—including those with SEND—within the school's ethos, curriculum, enrichment activities, and personal development programmes.
- To enable every pupil to reach their full potential through a personalised, strengths-based approach to learning.
- To empower pupils to become independent learners, equipped with the strategies and resources that support their individual learning journeys.
- To build staff confidence and expertise in applying the latest evidence-based strategies, ensuring the needs of pupils with SEND are met effectively and consistently.
- To provide ongoing professional development and reflective coaching for staff, supporting their growth and responsiveness to evolving professional needs.
- To work in positive partnership with parents, carers, and pupils at both SEND Support and Education, Health and Care Plan (EHCP) stages, fostering collaboration and shared decision-making.
- To regularly monitor and review individual pupil needs, maintaining clear and comprehensive records of actions taken and progress made.

- To follow a structured cycle of assess, plan, do, and review each term, in collaboration with families, to inform provision, budgeting, and resource allocation for SEND.
- To maintain strong links with external support services, partner schools, and agencies, ensuring a joined-up approach to pupil support.
- To meet termly with parents, carers, and pupils on the SEND register to review the effectiveness of support provided and plan next steps.

## 2. Objectives

- To proactively identify pupils with Special Educational Needs and Disabilities (SEND) at the earliest opportunity, ensuring a clear understanding of the nature and extent of their needs.
- To foster strong, ongoing collaboration with parents and carers throughout every stage of support, recognising their vital role in the pupil's development.
- To ensure that all stakeholders work together to agree on tailored, effective responses that enable pupils to fully access the National Curriculum and benefit from the full range of opportunities offered by the school.
- To assess and determine the resource requirements necessary to meet pupils' needs, and to establish whether these can be provided internally or require external support.
- To implement robust systems for assessing, planning, delivering, monitoring, and reviewing SEND provision, ensuring it is both impactful and responsive to pupils' evolving needs.
- To make informed decisions about the need for formal interventions, including referrals to Local Authority specialists or recommendations for statutory assessments.
- To support the governing board in fulfilling its statutory responsibilities regarding the provision and progress of pupils with additional needs.
- To ensure that any withdrawal from mainstream lessons is purposeful, time-limited, and strategically planned by the class teacher, year leader, Assistant Headteacher, SENDCO, and Deputy Headteacher. Such support must align with the SEND Code of Practice: 0–25 years and must not compromise access to a broad and balanced 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 leads the strategic and operational oversight of provision for pupils with special educational needs and disabilities (SEND). This includes managing administration and record-keeping, coordinating meetings with staff, parents, carers, pupils, and Local Authority support services, and attending annual reviews for pupils with Education, Health and Care Plans (EHCPs). The SENDCO also oversees termly outcomes meetings for pupils at SEN Support and those with EHCPs, ensuring that provision is responsive and tailored to individual needs.

Year Leaders, Assistant Headteachers, and the ARP Leader are responsible for the day-to-day coordination of educational provision for pupils within their respective year groups and phases. They work in close collaboration with the SENDCO to ensure consistency and continuity of support.

Higher Level Teaching Assistants (HLTAs) deliver targeted interventions across school phases, both within classrooms and through specialised programmes (see current list of intervention groups). A specialist HLTA works alongside the SENDCO to design and implement speech and language provision for identified pupils across all year groups, and also supports staff induction, training, and general SEN provision.

All intervention programmes are carefully planned to ensure full access to the curriculum, avoiding any narrowing of educational opportunities. Interventions are time-bound, research-informed, and their impact is rigorously monitored.

Additionally, a full-time Learning Mentor provides dedicated support to pupils facing social and emotional challenges that may hinder academic progress, helping to remove barriers and promote wellbeing.

#### **Staff Access to SEND Resources**

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

- The SEND Policy, outlining the school's commitment to inclusive education and statutory responsibilities.
- Provision maps, detailing the support available for pupils with SEND across the school.
- Individual SEND documents, reports and Learning plans, ensuring staff are informed of pupils' needs, progress, and support history.
- Guidance on the SEND Code of Practice (2014), providing a framework for identifying, assessing, and supporting pupils with SEND.
- Personalised Learning Plans, which document each pupil's specific needs, targeted interventions, and progress measures.
- Practical teaching strategies and advice, tailored to a wide range of SEND profiles, to support high-quality classroom practice.

- An online staff library, regularly updated with resources and tools to address diverse learning needs.
- Access to accredited online training, offering professional development opportunities across a broad spectrum of SEND topics.

## 5. Admission and Provision for Pupils with SEND

We follow Ealing Local Authority Admissions guidance, [Ealing Council, School Admissions](#) and fully comply with national legislation, including the Equality Act 2010. We are committed to ensuring equitable access for all pupils, including those with Special Educational Needs and Disabilities (SEND), whether or not they have an Education, Health and Care Plan (EHCP).

We provide inclusive education for pupils across the local community with a broad spectrum of additional needs, including but not limited to:

- Autism Spectrum Conditions
- Specific Learning Difficulties (e.g., dyslexia, dyspraxia)
- Speech, Language and Communication Needs
- Visual and Hearing Impairments
- Social, Emotional and Mental Health (SEMH) challenges
- Physical Disabilities

Our inclusive ethos ensures that every pupil is supported to thrive academically, socially, and emotionally within a nurturing and accessible learning environment.

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).

At Fielding, we understand how important it is for every child to feel safe, welcomed, and confident when joining a new school. Before any child starts with us, we make every effort to learn as much as we can about them to ensure a smooth and positive transition.

All new pupils are invited to visit the school before their start date. During this visit, they will have the chance to tour the site, meet key members of staff, and ask any questions they may have. This helps them to know what to expect and begin to feel part of our community.

To support this process, we meet families to complete our In-Year Joiner Questionnaire, which helps us gather important information about each child. We also provide a *Welcome to Fielding Induction Booklet*, which outlines key information to help families and children prepare for their first days.

When a child has identified Special Educational Needs or Disabilities (SEND), we will arrange a meeting with parents and carers before they start. Together, we will agree on desired outcomes and co-create a personalised support plan to help the child thrive. A copy of this plan will be shared with families shortly after the meeting.

Where needed, we will also develop a Transition Plan to support the child's initial adjustment to school life. This plan is designed to be short-term and will be tailored during the initial meeting to suit the child's individual needs.

If appropriate, we may also create a Pupil Passport. This document helps staff understand how best to support the child and outlines the key areas we are working on together.

## **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 assigned to a mainstream class, where they will access lessons tailored to their individual needs, support requirements, and readiness for integration. When not attending mainstream lessons, pupils will receive targeted teaching within the Additional Resource Provision (ARP). These sessions are aligned with the mainstream curriculum and designed to address specific outcomes outlined in each pupil's Education, Health and Care Plan (EHCP).

Integration into mainstream classes will be approached on a personalised basis, guided by the pupil's unique profile and developmental progress. The expectation is that integration will increase over time, supporting the pupil's growth in independence and confidence. Where integration does not progress as anticipated, a formal review will be conducted with all relevant stakeholders to assess the suitability of the current placement and consider any necessary adjustments.

### **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.

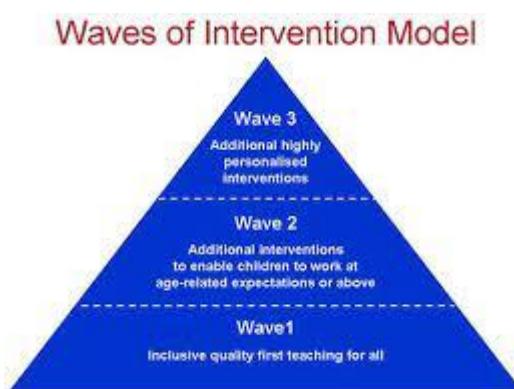
## 6. Identification of pupil needs

In line with the SEND Code of Practice, early years settings (nursery and reception) and schools, in collaboration with local authorities, are expected to implement a graduated response to supporting pupils with Special Educational Needs and Disabilities (SEND). This approach ensures that support is responsive and proportionate to each pupil's needs.

A graduated response involves a systematic increase in targeted interventions when a pupil does not make expected progress through Quality First Teaching, Ordinarily Available Provision and adaptive strategies alone. A pupil is formally identified as having SEND only when they require provision that is **additional to or different from** the standard teaching strategies and learning approaches typically used within the classroom.

This structured approach enables schools to identify needs early, tailor support effectively, and monitor progress closely through cycles of Assess/Plan/Do/Review. The stages of this graduated response are outlined below.

Pupils' needs are met through three waves of support:



**Wave 1:** describes quality first inclusive and adaptive teaching and Ordinarily Available Provision 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:** refers to specific, time-limited, evidence-based interventions designed to support pupils who require additional input to accelerate their progress and achieve age-related expectations. These interventions go beyond standard classroom adaptations and are typically delivered to small groups of pupils with similar learning needs. The focus of Wave 2 is to close gaps in attainment through structured, targeted support, enabling pupils to re-engage with the curriculum and build the skills necessary for sustained progress.

**Wave 3:** refers to highly individualised and intensive interventions designed for a small number of pupils with identified Special Educational Needs and Disabilities (SEND). These pupils require tailored strategies to accelerate progress and enable them to reach their full potential.

To meet these needs, we implement a range of targeted support strategies, including scaffolding, small-group intervention, and personalised learning targets. These approaches are additional to and distinct from standard classroom practice, ensuring that pupils receive the specific support necessary to overcome barriers to learning.

Wave 3 provision is formally documented in each pupil's Learning Plan, developed in collaboration with parents and carers. These plans outline the pupil's individual targets, the strategies in place to support them which are assessed, planned, implemented and reviewed on at least termly basis.

Early identification is essential to ensuring timely and effective support for pupils with additional needs. Academic concerns are identified through ongoing, rigorous assessment and monitoring. Where gaps in achievement emerge, a graduated wave of support is implemented to help pupils close those gaps and access the curriculum successfully.

For pupils presenting with social, emotional and mental health (SEMH) needs, communication difficulties, sensory processing challenges, or physical disabilities, identification is based on careful observation by staff, in close collaboration with parents, carers, and—where appropriate—external specialists. This multi-agency approach ensures that the pupil's needs are accurately understood and addressed through tailored interventions.

### Assess-Plan-Do-Review cycles

When a class teacher identifies concerns regarding a pupil's progress or emerging needs, they initiate a graduated approach to support, following discussion with the Year leader. This ensures that interventions are tailored, responsive, and aligned with the child's specific gaps, differences, or developmental needs. The teacher will implement appropriate adaptation and scaffolding strategies, monitoring their effectiveness over an agreed period—typically between 6 to 12 weeks. Progress is reviewed collaboratively with parents to ensure transparency and shared understanding. If the child makes expected progress, the cycle concludes. This process is underpinned by a structured **Assess–Plan–Do–Review** model, enabling ongoing evaluation and refinement of strategies to maintain personalised and impactful support:

Assess	If a child is not making expected progress through Quality First Teaching, Ordinarily Available Provision, and adaptive classroom strategies, we will carry out an assessment to better understand their strengths, needs, and barriers to learning. This process is collaborative—we will seek input from both parents and carers and the child, and, where appropriate, involve external professionals to ensure a well-rounded understanding.
Plan	In discussion with parents and carers and the child, we will decide what outcomes and targets we are hoping to achieve. We will plan the support we will offer the child to help them meet those outcomes. This will be recorded in a Learning Plan and shared with parents and carers and all relevant school staff.
Do	Once a personalised Learning plan is agreed, we will put it into action. The class teacher, with guidance and oversight from the SENCO, is responsible for delivering and monitoring the support on a daily basis. Together, they ensure that

	the strategies in place are having the intended impact, and make adjustments as needed to promote meaningful progress and inclusion
Review	We regularly evaluate the effectiveness of the support provided by assessing how well it has helped the pupil work towards their agreed outcomes. This process deepens our understanding of the pupil's evolving needs and informs any necessary adjustments to their provision. Where further support is required, the Assess–Plan–Do–Review cycle continues.

If, following consultation with the SENDCO, it is determined that all standard strategies—including Wave 1 and Wave 2 adaptations and interventions—have been fully implemented and reviewed, yet the pupil continues to require additional or significantly different support, the pupil will be formally identified as requiring ‘SEND Support’. This decision is made in collaboration with parents and carers, ensuring transparency and shared understanding. The pupil will then be added to the school’s SEND register, enabling their needs to be formally recognised and addressed through targeted, personalised provision that goes beyond universal and targeted support.

## 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’s 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 specific support and provision required to help them achieve additional agreed outcomes. These outcomes are designed to promote independence, support academic progress, and prepare pupils for adulthood. They are co-developed with pupils, parents, and carers at least three times per year, in alignment with the Assess–Plan–Do–Review cycle outlined in the SEND Code of Practice.

All agreed outcomes and the corresponding support strategies are recorded on the school’s provision map and within each pupil’s Learning Plan. Class teachers are responsible for sharing these plans with parents and carers, and a review date will be set—this should take place at least once per term to evaluate progress and adjust support as needed.

Your attendance at these meetings is vital to ensure a collaborative approach. If you require assistance to attend—such as a translator—please let us know in advance so we can make appropriate arrangements.

## **Education, Health and Care Plan (EHCP)**

In some cases, despite the implementation of structured support cycles at the 'SEND Support' stage, a pupil's needs may remain significant and cannot be effectively met within the resources ordinarily available to the school. In such instances, and with the informed consent of parents or carers, the school may initiate a request to the Local Authority for a statutory assessment.

To support this request, the school must provide clear and comprehensive evidence, including:

- The recorded views of parents, carers, and the pupil, highlighting strengths, needs, and reflections on the support strategies in place.
- A detailed profile of the pupil's strengths and needs across the four areas of SEND: cognition and learning; communication and interaction; social, emotional and mental health; and physical and sensory.
- Longitudinal evidence of pupil progress and assessment data.
- Documentation of involvement from external specialists, including relevant reports aligned with the four areas of SEND.
- A provision map detailing the support provided and its impact.
- Any pertinent medical information.
- Where applicable, evidence of involvement from social services.

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

The Local Authority will then determine whether to proceed with a formal assessment. This may result in the issuance of an Education, Health and Care Plan (EHCP), though this is not guaranteed. Parents and carers are kept informed throughout the process and will receive all communications directly from the Local Authority.

## **SAFE**

In cases where pupils or families present with complex or multifaceted needs, the school may refer them to **SAFE (Supportive Action for Families in Ealing)** through the completion of an **EHAP (Early Help Assessment and Plan)**. This pathway is typically used when a family requires additional support that extends beyond what the school alone can provide.

The EHAP is designed for children and young people with additional needs, particularly when those needs cannot be met by a single agency. It facilitates coordinated support by linking relevant services and professionals. Importantly, completing an EHAP does not necessarily indicate that a pupil has Special Educational Needs and Disabilities (SEND); rather, it reflects a broader approach to early intervention and multi-agency collaboration.

## **8. 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 attending Fielding ARP follow the same school curriculum as their peers. However, the delivery may be adapted to meet individual needs—for example, through a more visual or structured approach. Maintaining consistency in curriculum content supports smooth integration into mainstream classrooms and ensures all pupils have equitable access to the full breadth and depth of learning opportunities.

Strategies used in Fielding ARP include:

- 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.

Our aim is to ensure that all SEND resources and provisions are used effectively and efficiently to support the taught curriculum and the wider opportunities offered by the school, enabling every pupil to reach their full potential. To achieve this, the school takes the following actions:

- Ensuring staff are fully informed of the special educational needs and disabilities of pupils in their care. This includes sharing learning plans, pupil passports, progress data, medical information, and teacher feedback to support informed and responsive teaching.
- Providing ongoing professional development for staff, focused on SEND. Training is regularly updated to reflect current research and best practice, equipping staff with the most effective strategies, interventions, and approaches to accelerate progress for all learners.
- Creating inclusive learning environments by making optimal use of classroom facilities and space to support diverse learning needs.
- Using in-class support and provisions strategically, ensuring that the curriculum is personalised and scaffolded appropriately to meet individual needs.
- Offering targeted individual or group interventions where these are deemed beneficial, **based on pupil needs and progress.**

- **Consulting with parents and carers** when group teaching outside the classroom is considered, with the SENDCO providing a clear rationale and ensuring flexibility in teaching arrangements.
- Setting aspirational, personalised targets that motivate pupils and celebrate all forms of achievement, fostering a culture of high expectations and success.

## 9. 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.

## 10. 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.

## 11. 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.

## **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
- 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**

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.

#### **14. 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.