

ALL SAINTS CHURCH OF ENGLAND PRIMARY SCHOOL

Tel 020 7736 2803
www.allsaintsce.lbhf.sch.uk



'I have come that they many have life and have it abundantly-John 10:10'

Special Educational Needs and disabilities Policy (SEND)

Area: Resources Committee
Approved by: Resources Committee
Date: Autumn term

Ratified by: Governing Body
Review Date: Autumn term 2027

Head Teacher
Chair of Governors

Kieran Gorman
Geoff Green



Equal opportunities statement

All Saints Church of England Primary School is committed to equality of opportunity for all pupils, irrespective of race, religion or belief, sex, gender reassignment, language, disability, family background or any other protected characteristic. We challenge discrimination, advance equality of opportunity and foster good relations. All staff and governors share responsibility for implementing this commitment.

Introduction

This policy sets out how All Saints identifies, supports and reviews provision for pupils with special educational needs and disabilities (SEND). It should be read alongside the school's SEND Information Report, Accessibility Plan, Equality Information and Objectives, Behaviour Policy, Medical Needs Policy, Admissions Policy, Safeguarding Policy and Complaints Policy.

This policy reflects:

- the Children and Families Act 2014
- the SEND Code of Practice: 0 to 25
- the Special Educational Needs and Disability Regulations 2014
- the Equality Act 2010
- Hammersmith & Fulham's Ordinarily Available Provision guidance
- the DfE's current direction for inclusive mainstream education, including the 7 principles of inclusion supported through the Inclusive Mainstream Fund from 2026–2027

Contacts

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Definition of Special Educational Needs and Disability

A child or young person has Special Educational Needs (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.



A pupil has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than most pupils of the same age.
- Has a disability, which prevents or hinders the child from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

These needs can be categorised in four key areas that may create barriers to learning:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Aims and objectives

Every teacher at All Saints is a teacher of pupils with SEND. Meeting pupils' needs is a whole-school responsibility led through high expectations, high-quality adaptive teaching and a culture of belonging.

Our SEND practice is built on the following principles:

Inclusion is a whole-school responsibility

Every teacher is a teacher of pupils with SEND. Inclusion is led by school leaders, supported by governors, and embedded in teaching, curriculum, pastoral systems and school culture. This reflects the DfE's current expectation that mainstream schools deliver a strong universal offer through whole-school inclusion, not only through additional intervention.

Early identification and early support

We seek to identify needs early and respond quickly. We do not wait for difficulties to become entrenched and we do not require a formal diagnosis before making appropriate adjustments. This reflects H&F's Ordinarily Available Provision guidance and the local strategy's commitment to early, accurate identification with effective support put in place quickly.

Ordinarily Available Provision

We are committed to delivering the support that all Hammersmith & Fulham schools are expected to provide from within their own resources. This includes high-quality classroom practice, appropriate adaptations, strong relationships, accessible routines, support for communication, attention to sensory and physical needs, and meaningful partnership with families. This support is based on need and is not dependent on a diagnosis or EHCP.



Co-production with children and families

We listen carefully to the views, wishes and feelings of pupils and parents and involve them in planning, reviewing and evaluating support. H&F's SEND Strategy emphasises that children and families should be equal partners in decision-making.

High aspirations and preparation for adulthood

We want pupils with SEND to achieve strong academic, social and personal outcomes, and to develop the independence, confidence and self-advocacy they need for later life. H&F's local principles and the SEND Code of Practice both emphasise effective preparation for adulthood.

The school's inclusive approach

All Saints will continue to strengthen its inclusive mainstream offer in line with the 7 areas highlighted by the DfE:

1. strong leadership focused on inclusion
2. early, evidence-based support
3. high-quality teaching for all
4. opportunities beyond the classroom
5. positive school culture and attendance
6. strong partnerships with families and services
7. inclusive physical environments

From December 2026, schools are expected to publish an inclusion strategy explaining how they are using their resources, including inclusive mainstream funding, to strengthen their universal offer and remove barriers to learning. All Saints will reflect this requirement through its strategic SEND planning and will publish information accordingly.

Identification of SEND

Early identification

At All Saints, early identification is central to effective support. The needs of pupils are evaluated through a range of indicators:

- baseline and ongoing assessment
- termly pupil progress meetings
- teacher observation
- discussion with parents/carers
- discussion with the pupil
- standardised screening tools where appropriate
- behaviour, attendance and wellbeing information



- information from previous settings or outside agencies

The school will follow a clear concern-to-support process:

- a class teacher raises a concern and records evidence of need and classroom strategies already used
- the SENCO reviews information with the class teacher
- parents/carers are involved at an early stage
- appropriate classroom adaptations begin promptly
- where needed, targeted support is planned, delivered and reviewed
- where appropriate, advice from external agencies is sought

This approach reflects both the graduated approach in the SEND Code of Practice and H&F's expectation that support should be put in place quickly and should not depend on a formal diagnosis.

Persistent disruptive or withdrawn behaviour do not necessarily mean that a child has SEND. If there are concerns, assessment should be made to determine if there are causal factors such as undiagnosed learning, communication or mental health difficulties. If it is thought that factors such as housing, family or other domestic circumstances, a multi-agency approach may be appropriate.

This reflects the statutory expectation that schools take a holistic view of need, recognising that SEND may present alongside factors such as attendance, wellbeing and safeguarding. The school recognises that emotionally based school non-attendance (EBSNA) and wider contextual factors may be linked to underlying SEND and require an integrated response.

Where the school is informed by the Local Authority (LA) about a child coming to the school with already identified needs, the SENCO may visit the child in their current provision and liaise closely with parents and staff to ensure a smooth transition.

A pupil's level of SEND need will be recorded on SIMS (the schools systems management system) and on the SEND Register.

All Saints layered approach to provision

All Saints uses a layered approach so that pupils receive the right support at the right time while remaining included in their class community. Movement between layers is based on assessed need and response to provision, not a fixed sequence or waiting period.

1. Universal Offer



The Universal Offer consists of high-quality adaptive teaching, inclusive classroom practice and calm, purposeful learning environments that are available to all pupils. This forms the foundation of support at All Saints and is expected to meet the needs of the majority of children. Teachers use adaptive teaching strategies to reduce barriers to learning whilst maintaining high expectations. This includes responsive instruction, scaffolding, flexible grouping, visual supports, assistive resources, explicit modelling and reasonable adjustments within everyday classroom practice. Teachers use evidence-informed approaches to support high-quality interactions, including the Education Endowment Foundation's SHREC approach (Share attention, Respond, Expand, Conversation). Staff share attention by tuning into pupils, respond sensitively to communication, expand language through modelling and sustain meaningful back-and-forth conversations. This supports communication, engagement and understanding, particularly for pupils with SEND. Practical classroom tools, including visual supports, assistive technology and recordable sound buttons, are used to reduce cognitive load, support independence and enable pupils to revisit instructions when needed.

2. Targeted Support

Some pupils may require additional support beyond the Universal Offer. Targeted Support consists of structured, evidence-based interventions delivered individually or in small groups to address identified barriers to learning.

Support is identified through ongoing assessment and may include interventions focused on communication and language, literacy, numeracy, social skills, emotional regulation, emotional literacy, motor development, metacognition and independence. Practical adjustments may also be provided to support access to learning, including laptops, coloured paper, visual aids, adapted resources and other assistive technologies where appropriate.

Pupils receiving Targeted Support may be placed on the SEND Register where they have been identified as having Special Educational Needs and Disabilities and require provision that is additional to or different from that ordinarily available within the Universal Offer. These pupils will typically have a Personal Learning Plan (PLP), which outlines their identified needs, agreed outcomes, support strategies and provision. Some pupils may be placed on the SEND Monitoring List where concerns have been identified and progress is being closely monitored, but where a SEND identification has not yet been made. This allows the school to provide early support, closely review progress and determine whether additional intervention or SEND provision is required.

Support at this level follows the graduated approach of Assess, Plan, Do and Review.



The Graduated Approach: Assess, Plan, Do, Review is responsive, evidence-informed and regularly evaluated, with support adapted according to each pupil's progress and changing needs.

Pupil voice forms a central part of the school's graduated approach where they discuss their Pupil Passport, the adaptations they use and the support that helps them to access the curriculum and wider school life.

These meetings give pupils an opportunity to share what is working well, identify any barriers they are experiencing and contribute to decisions about their support. Information gathered through pupil meetings is used to inform the Assess, Plan, Do, Review (APDR) cycle and ensure provision reflects the pupil's individual needs and views.

Stage	What happens
Assessing your child's needs	The class teacher and SENCO gather information to develop a clear understanding of the pupil's strengths, needs and barriers to learning. This includes teacher assessment, attainment and progress data, observations, behaviour and engagement, previous interventions and referral information. The views of parents or carers and the pupil are an important part of the assessment process. Pupil voice is gathered through structured pupil meetings and pupil passports, helping pupils identify what they find difficult, what helps them to learn and the support they feel is effective. Where appropriate, advice from external professionals is also considered.
Planning the most effective and appropriate intervention	The class teacher, SENCO, parents or carers and, where appropriate, the pupil agree the support that will be provided and the outcomes they expect to achieve. This is recorded on the pupil's Personal Learning Plan (PLP). Targets are specific, achievable and reviewed within an agreed timescale. Planning identifies the adaptations, strategies and interventions needed and shows how these build on high-quality classroom teaching and ordinarily available provision. Support may be universal, targeted or specialist and will focus on the pupil's identified areas of need, including communication and language, literacy, mathematics, independence, emotional wellbeing or physical and sensory needs.



Stage	What happens
Doing the intervention	The class teacher remains responsible for the pupil's learning and for ensuring that the agreed provision is delivered consistently. Teachers work closely with teaching assistants, the SENCO and relevant specialists to implement the plan. Pupils work towards short-term targets so that progress can be monitored closely. Where appropriate, evidence-informed interventions may be used alongside targeted support in areas such as phonics, reading, language, number sense and mathematical fluency. Assistive technology, including Clicker where appropriate, may also be used to improve access, communication and independence. High-quality adult-pupil interaction, including approaches such as SHREC, is used consistently to support language, engagement and understanding.
Reviewing the impact on your child's progress towards individual learning outcomes	The pupil's progress and the impact of the provision are reviewed regularly with the pupil and parents or carers. The review considers whether targets have been achieved, which strategies have been effective and whether the support should be continued, adapted or increased. Pupil voice is an important part of this process, ensuring that the pupil's experience of their support informs future planning. The outcomes of the review are then used to begin the next Assess, Plan, Do, Review cycle and agree appropriate next steps.

3. Targeted Plus Support

Where pupils require provision beyond Targeted Support, a more coordinated multi-agency approach may be implemented.

Targeted Plus Support provides access to specialist advice and input from education, health and other professionals to ensure that barriers to learning are identified and addressed as early as possible.

At this stage, support may involve consultation, assessment and recommendations from professionals such as Educational Psychologists, Speech and Language Therapists, Occupational Therapists, INSPIRE support services, health professionals and other specialist teams.

Pupil needs continue to be supported through the graduated approach of Assess, Plan, Do and Review. Personal Learning Plans (PLPs) are used to document agreed outcomes, strategies and provision.



All Saints provides dedicated inclusive spaces where pupils may receive additional support, intervention, regulation opportunities or assistance in overcoming barriers to learning. These spaces are designed to support inclusion, wellbeing and successful engagement with learning and are not used as punitive environments.

Parents and carers remain fully involved in planning, reviewing and evaluating support at this stage.

4. Specialist Support

A small number of pupils with the most severe, complex or long-term needs may require Specialist Support.

This level of provision includes highly personalised support informed by comprehensive assessment and specialist professional advice. Provision may be delivered within a mainstream setting, specialist provision or a special school, depending on the individual needs of the pupil.

For some pupils, Specialist Support may be delivered through an Education, Health and Care Plan (EHCP). Specialist recommendations are incorporated into planning, teaching and provision to ensure the pupil's needs are met effectively.

Support may include specialist therapies, highly adapted curricula, intensive interventions, specialist equipment and coordinated support from external agencies, including INSPIRE services, health professionals and education specialists.

Referrals for specialist involvement are completed by the SENCo with parental consent. At all stages of the process, parents and carers will be fully involved in decision-making, planning and review.

The impact of provision will be reviewed regularly with pupils, parents, school staff and external professionals to ensure support remains appropriate and effective.

(For overview see Appendix 4.)

For a list of the specialists on offer through the school please see Appendix 1.

Adaptations to the curriculum and learning environment

Adaptive teaching and reasonable adjustments are embedded across classrooms.

Depending on need, All Saints may:



- Adapting teaching and scaffolding – breaking learning into manageable steps, modelling, using worked examples and providing appropriate levels of support.
- Supporting communication and processing – using clear and concise language, visual supports, pre-teaching key vocabulary, repeating or rephrasing instructions and allowing additional processing time.
- Adapting resources and methods of recording – for example, enlarged text, writing frames, manipulatives, alternative recording methods and reduced copying demands.
- Using assistive technology – such as laptops, tablets, text-to-speech or other appropriate technology to increase access and independence.
- Adapting the learning environment – including appropriate seating, reduced distractions, sensory supports, movement or regulation breaks and access to quieter spaces where required.
- Flexible grouping and adult support – using carefully planned groupings, targeted teacher or teaching-assistant support and opportunities for individual or small-group teaching when appropriate.
- Pre-teaching, repetition and overlearning – providing additional opportunities to secure key vocabulary, concepts and foundational skills, particularly in communication, reading, writing and mathematics.
- Supporting participation and independence – making appropriate adaptations to transitions, routines, playtimes, trips, clubs and enrichment activities so pupils can participate successfully in all aspects of school life.

Education, Health and Care Plans (EHCPs)

Education, Health and Care (EHCPs) plans are the replacement for Statements of Special Educational Needs. Where, despite a school having taken the relevant action to identify, assess and meet the needs of a pupil, the pupil has not made expected progress, the school and parents/carers should consider applying for an EHCP.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Educational specialists
- Health professionals

The evidence should reflect a clear analysis of the child's needs such as:

- Teachers' assessment and experience of the pupil
- Information on pupil progress, attainment and behavior
- Individual's development in comparison to their peers
- The views and experience of parents/carers



- The pupil's own views
- Advice from external support services e.g.: educational psychologist, a specialist teacher or a health practitioner.

Personal Learning Plans will be used as evidence in the referral alongside a costed provision map to show how money has been spent. The SEND Casework and Commissioning Team will acknowledge a request and a decision will be made by a panel of people from education, health and social care about whether the child is eligible for an EHC Plan (See Appendix 2).

For more information about the process please contact the SENCO or visit the site below to the SEND Local Offer:

<https://www.lbhf.gov.uk/children-and-young-people/family-hub/local-offer-send>

Provision mapping and Tracking progress

The school's practice is regularly and carefully monitored to evaluate the quality of provision on offer to all pupils. This is done through regular monitoring of class teaching, learning support assistant monitoring, monitoring of support/intervention sessions, work sampling, learning walks and sampling of parent and pupils' views.

This includes evaluating the effectiveness of adaptive teaching, the consistency of ordinarily available provision and the impact of pupil voice on improving outcomes for pupils with SEND.

Monitoring also includes evaluation of:

- The impact of targeted interventions
- The development of foundational knowledge in literacy and mathematics
- The effective use of assistive technology to support access to learning
- The use of classroom tools and strategies to reduce cognitive load and promote independence
- The quality of adult–pupil interactions, including the consistent application of SHREC strategies

The progress of children with an EHC Plan is also formally reviewed at an Annual Review with all adults involved with the child's education. External professionals who have been involved with your child may also attend.

Provision mapping is used to ensure clarity and consistency of support across staff and to track how effectively provision is supporting pupil progress. It identifies how resources, including the Inclusion Fund where appropriate, are deployed and ensures accountability for their impact.



Provision mapping also tracks how interventions and classroom-based adaptations support the development of foundational knowledge across literacy and mathematics, ensuring that pupils are able to build secure skills and access the wider curriculum over time.

The SEND link Governor plays an important role in supporting and monitoring the school's SEND arrangements and is in regular contact with the SENCO.

Partnership with parents and carers

Parents and carers hold essential knowledge about their child and are equal partners in identifying needs, planning support and reviewing impact. All Saints will inform parents when special educational provision is being considered or made and will communicate in a clear, respectful and accessible way.

Parents and carers can expect to:

- be listened to and have their views taken seriously;
- receive clear information about strengths, barriers, provision, progress and next steps;
- contribute to Assess, Plan, Do and Review and to PLP reviews;
- be involved in referrals and specialist planning, subject to safeguarding and legal duties;
- receive support to understand statutory processes, including EHC needs assessment; and
- have access to the school SEND Information Report and the Hammersmith and Fulham Local Offer.

Visit the site below to access our SEND Information report.

<https://www.allsaintsce.lbhf.sch.uk/>

Visit the site below for the Hammersmith and Fulham Local Offer

<https://www.lbhf.gov.uk/send-local-offer>

For admissions arrangements, please see the Admissions policy.

Pupil meetings and Pupil Passport

All pupils will be involved in making decisions about their education, where possible and appropriate. As part of the pupil's SEND provision the school will listen to the views of the pupil. We also encourage pupils with SEND to make choices about targets and other elements of the SEND process, facilitated by an adult when necessary. All pupils with SEND complete a One-page Pupil Passport, detailing the best approaches to support their learning and their areas



of strength, as well as those for development. These are available for staff, parents and carers to view on the Provision Map website (See appendix 3).

Transition

All Saints recognises that transitions between year groups, key stages and settings can be challenging, particularly for pupils with SEND. There are designed opportunities for teachers and staff to communicate effectively. Information is shared, records are passed on and pupil's needs, strengths and effective support strategies are discussed in detail.

This included sharing information about:

- ordinarily available provision
- effective adaptive teaching strategies and Pupil Passports
- successful interventions and support strategies
- Annual SEND Handover records

All children visit their new classes prior to transfer and meet their new teacher to support familiarity and reduce anxiety. The SENCO liaises with secondary SENCOs prior to Year 6 transition to ensure continuity of provision and that appropriate support is in place. Where appropriate, additional transition arrangements may be made for pupils with SEND, including enhanced visits, personalised transition plans and opportunities to build relationships with staff in the receiving setting.

Supporting Pupils with medical conditions

Pupils with medical conditions must be properly supported so that they have full access to education, including trips, physical education and wider school life. Some pupils with medical conditions are disabled under the Equality Act 2010 or also have SEND. In these cases, medical support, reasonable adjustments, SEND provision and safeguarding are coordinated.



The school will ensure that:

- reasonable adjustments are made to enable full participation in school life
- support for medical conditions is aligned with any SEND provision in place
- staff are appropriately informed and trained to support individual needs
- systems are in place to ensure that pupils can access learning, including through adaptive teaching and suitable adjustments to routines and activities

The school works in partnership with parents/carers and health professionals to ensure that pupils' needs are understood and met effectively.

Accessibility and participation

The school currently has limited wheelchair accessibility. All pupils with SEND are part of the mainstream school. They receive additional support (in class and/or withdrawal, where appropriate and agreed) and are supported to access a broad and balanced curriculum.

The school is committed to ensuring that all pupils can access learning through high-quality adaptive teaching and the consistent implementation of ordinarily available provision. Reasonable adjustments are made wherever possible to remove barriers to participation and ensure inclusion in all aspects of school life, including trips, extracurricular activities and the wider curriculum.

Please see our Accessibility Plan for further information.

Funding and Resources

The overall level of funding (the Notional Budget) for SEND is delegated to the school by the LA and is identified in the school budget statement. This amount is not ring-fenced. It is from this 'notional budget' that mainstream schools will be expected to:

- meet the needs of pupils with SEND; and
- contribute, up to a certain level set by the local authority, towards the costs of provision for pupils with high needs.

The responsibility for determining the amount of resources for SEND lies with the school Governors who will seek advice from the Head teacher and SENCO. The resources for SEND are used to provide learning support assistants, specific training on SEND and specialist resources.

The costs of the SENCO are met from the main school budget.



SEND In-service Training for Staff

Occasionally, specialised training will be necessary to support the needs of a particular pupil. The school is able to access training programmes from different organisations including the Educational Psychology service and the Borough Training. Individual training can also be arranged when necessary.

Universal SEND services / resources improving whole school SEND (wholeschoolsend.org.uk):

- Online SEND CPD units
- Specialist spotlight sessions
- Webinars
- Professional development groups
- SEND interactive groups
- SEND interactive Toolkits
- The Teacher Handbook: SEND
- Review guides
- Autism CPD
- Train the trainer
- Inclusive Practice Hub; online searchable tool for research findings, proven strategies
- Peer mentoring
- Community networks

There is an expectation that staff who receive training will disseminate their knowledge to others to benefit all working in SEND.

The school's SENCO regularly attends the Local Authority's SENCO network meetings in order to keep up to date with local and national updates in SEND.

Role of the Governing Body

The Governors must have regard to the Code of Practice (Children and Families Act 2014, part 3) when carrying out their duties towards all pupils with SEND. The Governors and Head teacher are responsible for the school's policy and approach to meeting pupils' special educational needs and disabilities.



Roles and responsibilities (See Appendix 5,6,7 and 8)

Headteacher

The Headteacher has overall responsibility for SEND provision and for ensuring that the school fulfils its statutory duties. Day-to-day coordination is delegated to the SENCO, who keeps the Headteacher and Governing Body informed through line management, monitoring and reporting.

Governing Body and SEND Link Governor

The Governing Body provides strategic oversight, ensures that statutory duties are met, monitors outcomes and resource use, and promotes an inclusive culture. The SEND Link Governor meets regularly with the SENCO and reports to the Governing Body while respecting confidentiality and the distinction between governance and operational management.

SENCO

The SENCO has strategic responsibility for leading and developing SEND provision, coordinating the graduated approach, advising colleagues, working with families and specialists, maintaining records, supporting statutory processes and evaluating impact.

Class teachers

Class teachers are responsible and accountable for the progress and development of every pupil in their class, including pupils supported by teaching assistants or specialists. They assess need, provide adaptive teaching, implement recommendations, maintain and review PLPs, work with families and direct additional adults effectively.

Teaching assistants

Teaching assistants work under the direction of the class teacher and SENCO to implement agreed provision, support access, gather evidence and promote pupil independence. They do not replace teacher instruction or responsibility.

Senior Leadership Team

The Senior Leadership Team supports the Headteacher in maintaining oversight of teaching assistants, intervention quality, curriculum access, staff development, resourcing and whole-school consistency. Leaders ensure that SEND is considered within curriculum, attendance, behaviour, safeguarding, wellbeing and school improvement decisions.

Information management and confidentiality

The SENCO maintains secure and accurate SEND records. Relevant staff have appropriate access to:

- the SEND Policy, SEND Information Report and SEND Register;
- pupil passports, Personal Learning Platforms, outcomes and review records;
- professional reports and statutory documents;
- intervention plans, attendance and impact information;



- reasonable adjustments, assistive technology and practical strategies; and
- relevant guidance and Hammersmith and Fulham Local Offer information.

Information is shared on a need-to-know basis and managed in accordance with UK data protection law, school retention schedules and confidentiality expectations. Records are transferred securely when pupils move setting. Staff must not retain pupil information in personal accounts or unapproved systems.

Concerns and complaints

Most concerns can be resolved through early, respectful discussion. Parents and carers are encouraged to speak first with the class teacher and/or SENCO so that the issue can be understood and addressed promptly. If a concern is not resolved, it should be raised through the school's published Complaints Policy.

1. Informal discussion with the class teacher and/or SENCO.
2. Discussion with an appropriate member of the Senior Leadership Team or Headteacher.
3. Formal written complaint under the school Complaints Policy.
4. Escalation to the Governing Body panel where the policy provides for this.
5. Use of the relevant external route, such as the Local Authority, Diocese, Department for Education, Local Government and Social Care Ombudsman or First-tier Tribunal, depending on the nature and stage of the matter.

Complaints relating to statutory EHC processes, disability discrimination or specified provision may have distinct mediation, review, tribunal or ombudsman routes. The SENCO can signpost families to the Hammersmith and Fulham Local Offer and independent advice services.

Safeguarding concerns are handled under the Safeguarding and Child Protection Policy, not the complaints process.

Evaluating Success of the Policy

This policy will be reviewed on an annual basis. The process of review will involve the SENCO, the SEND Governor and the Head teacher. Review of the policy will take into account:

- The progress made by pupils with SEND at the school
- The success of the school at including pupils with SEND
- Any recommendations from Ofsted or the LA about improving practice
- Any factual changes, such as names of personnel

Key information and links



- [All Saints SEND offer and information](#)
- [All Saints policies](#)
- [Hammersmith and Fulham SEND Local Offer](#)
- [Hammersmith and Fulham EHC plans and assessments](#)
- [SEND Code of Practice: 0 to 25 years](#)

Appendix 1: Specialist services and external support

Availability, referral routes and service criteria may change. Involvement is based on assessed need, parental consent where required, service thresholds and Local Authority or health commissioning arrangements.

Service	Potential role
Educational Psychology Service	Educational Psychologists apply psychology to learning, development and emotional wellbeing. Input may include consultation, observation, assessment, formulation, staff or parent advice, intervention planning and contribution to EHC needs assessment.
Speech and Language Therapy	Assessment, advice and intervention for speech sounds, receptive and expressive language, social communication, stammering, selective mutism and functional communication. Support may include direct work, programmes, staff training and classroom strategies, subject to service criteria and commissioning arrangements.
Words First additionally resourced provision	All Saints' specialist provision for children whose primary need is speech, language or communication. Placement is agreed through relevant Local Authority processes and provision is personalised to the pupil.
Occupational Therapy	Assessment and advice relating to physical access, fine-motor development, handwriting, self-care, independence, sensory processing and participation. Recommendations may include environmental adaptation, graded programmes or specialist equipment.



Service	Potential role
Child and Adolescent Mental Health Services (CAMHS)	Assessment and intervention for significant mental health and neurodevelopmental needs. CAMHS may work with families, schools and professionals around anxiety, mood, emotional regulation and other concerns, according to clinical thresholds.
Mental Health Support Team / West London MIND	Early intervention and prevention for mild to moderate mental health needs, including guided self-help, group work, parent support, staff consultation and whole-school wellbeing development.
Cheyne Child Development Service	Specialist multidisciplinary assessment, diagnosis and health support for children with developmental needs. The service may coordinate paediatric and therapy advice and identify implications for education.
INSPIRE Hammersmith and Fulham Inclusion Services	Specialist teacher advice for autism, speech, language and communication, sensory and physical needs, inclusion and transition. Support can include observation, consultation, modelling, staff development and family guidance.
Sensory support services	Specialist advice for vision, hearing and multi-sensory impairment, including environmental audit, access technology, modified materials, mobility, communication and staff training.
Ormiston Bridge Academy Outreach	Specialist outreach for social, emotional and behavioural needs, including observation, consultation, reintegration planning, staff coaching and strategies to improve regulation and engagement.
School Nursing Service	Health promotion, advice, screening, support for medical conditions and liaison with families and health professionals so that pupils can access education safely.
Family Hubs / family support services	Early help, parenting support, attendance support, community signposting and coordinated work with families where wider circumstances affect wellbeing, attendance or development.
Children's Social Care	Assessment and support where children may be in need or at risk of harm. Social workers coordinate child in need, child protection and family support processes with partner agencies.



Appendix 2: EHC needs assessment and EHCP overview

An EHC needs assessment is a statutory assessment led by the Local Authority. The following overview supports school practice but does not replace current legislation, the SEND Code of Practice or Local Authority guidance.





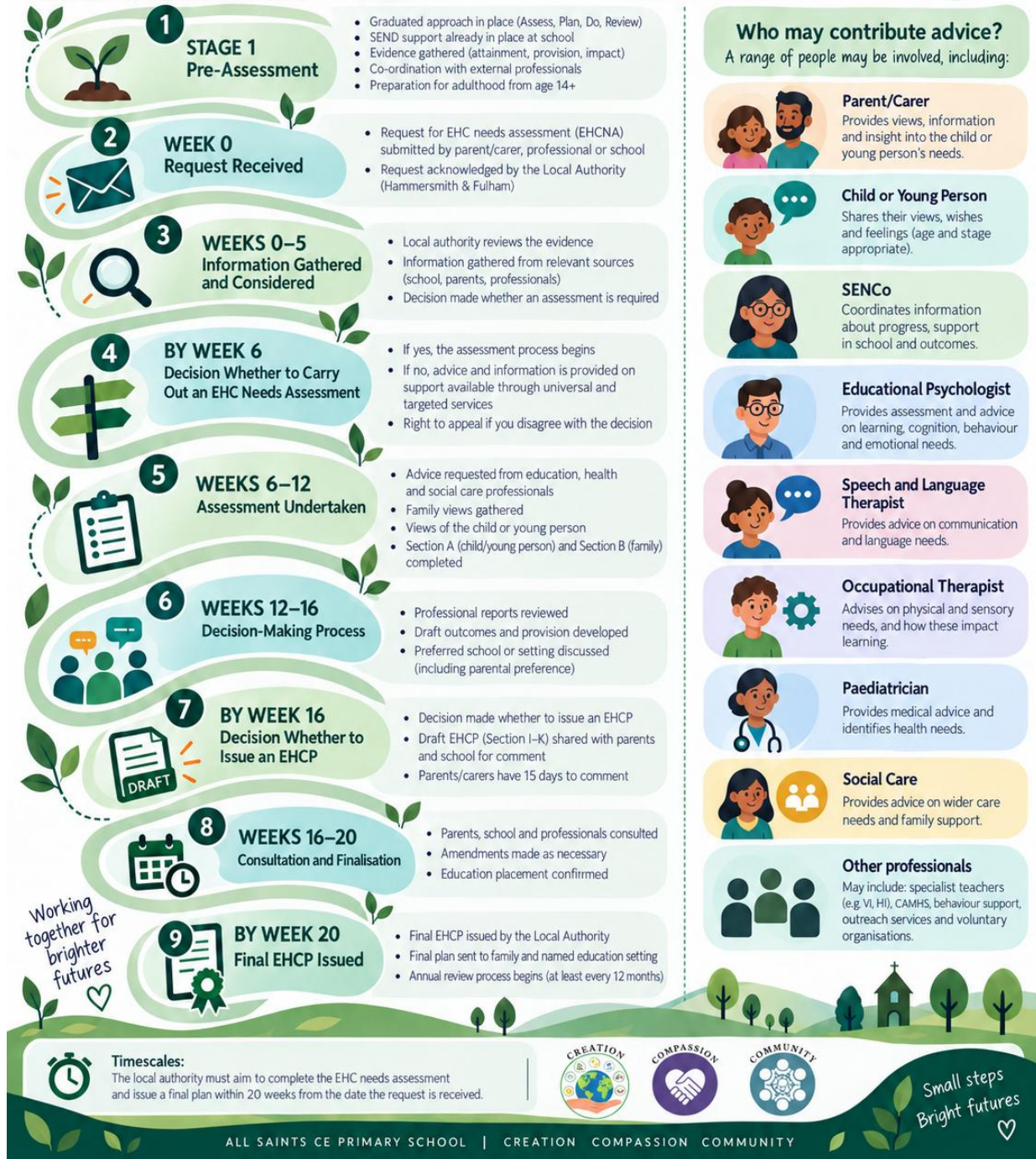
All Saints
CE Primary School

Growing Together • Learning for Life • Shining in God's Love

Our EHCP Assessment Process

A step-by-step guide from request to final plan
AT ALL SAINTS CE PRIMARY SCHOOL

Every
child's journey
matters



Appendix 3: Pupil Passport



Pupil passport tiles

What is working well

B I U 14+

What am I currently working on

B I U 14+

What helps me with my learning

B I U 14+

What I find difficult

B I U 14+

Medical Needs

B I U 14+

Appendix 4: Layered provision decision guide

The table below supports professional decision-making. It is not a checklist or a requirement that pupils move through every layer before specialist advice is sought.





Professional decision-making

This guide is not a checklist. Pupils do not need to move through every layer before specialist advice is sought. Use professional judgement, evidence, pupil and parent views, and the urgency or complexity of need.

LAYER AND INDICATORS

EXPECTED RESPONSE



UNIVERSAL OFFER

INDICATORS

Needs are met through adaptive teaching and reasonable adjustments. Progress and access improve when barriers are reduced.



Continue and monitor

Continue, monitor and share successful strategies. No SEND identification is required solely because an adjustment is used.



SEND MONITORING LIST

INDICATORS

A concern persists or progress is less than expected, but evidence is still being gathered and SEND has not been identified.



Gather and review evidence

Agree focused adjustments or support; gather pupil and parent views; set a review date and evaluate the pupil's response.



TARGETED SUPPORT SEND REGISTER

INDICATORS

An identified learning difficulty or disability requires provision additional to or different from the Universal Offer.



Plan and record provision

Add to the SEND Register; create a PLP; define outcomes and provision; record on the Provision Map; review at least termly.



TARGETED PLUS

INDICATORS

Need is persistent or complex, progress remains limited, or specialist assessment is required to understand or refine provision.



Coordinate specialist input

Seek consent; coordinate professional input; implement recommendations and review through a multi-agency cycle.



SPECIALIST SUPPORT

INDICATORS

Highly personalised, intensive or statutory provision, specialist equipment or sustained multi-agency coordination is required.



Secure and review provision

Consider or implement EHC processes; secure specified provision; review formally and plan transition carefully.



The right support at the right time

Start with the pupil's strengths and needs, remove barriers promptly, and seek specialist advice whenever it is needed.



Appendix 5: Responsibilities of the Governing Body

The Governing Body will:

- ensure appropriate provision is made for pupils with SEND and that they can access a broad, balanced and ambitious curriculum;
- ensure teachers understand their responsibility and accountability for the progress and attainment of pupils with SEND;
- ensure parents and carers are involved and informed when SEND support is provided;
- ensure the school follows Assess, Plan, Do and Review;
- ensure pupils with SEND are included in school life and barriers are identified and removed wherever reasonably possible;
- ensure reasonable adjustments are made under the Equality Act 2010;
- monitor the quality and impact of adaptive teaching, targeted support and specialist provision;
- oversee effective and transparent deployment of the notional SEND budget, high-needs funding and Inclusion Fund resources;
- maintain and review the SEND Inclusion Strategy and monitor progress against strategic priorities;
- ensure the SEND Policy and SEND Information Report are published and reviewed as required;
- appoint a SEND Link Governor and ensure appropriate support and challenge; and
- promote an inclusive culture in which pupil and family views are valued and difference is respected.

Monitoring by governors

- regular meetings between the SENCO and SEND Link Governor;
- review of progress against the SEND Inclusion Strategy;
- analysis of pupil outcomes, attendance, participation and wellbeing;
- review of adaptive teaching, interventions and specialist provision;



- monitoring of SEND expenditure and funded projects against intended outcomes;
- consideration of pupil voice, parent feedback and staff consultation;
- school visits and discussion with staff and pupils;
- annual and termly reporting from the SENCO; and
- review of statutory compliance and recommendations from the Local Authority, Diocese, Ofsted and external professionals.

The SEND Link Governor

- meets regularly with the SENCO to review provision and strategic development;
- monitors implementation of the policy, SEND Information Report and SEND Inclusion Strategy;
- monitors the impact of SEND and Inclusion Fund expenditure;
- supports and challenges leaders to improve outcomes;
- reports to the Governing Body on strengths, risks and priorities; and
- acts as a governor representative for SEND while respecting confidentiality and operational boundaries.

Appendix 6: Responsibilities of the SENCO

The SENCO will:

- oversee the day-to-day operation of this policy and coordinate provision across the school;
- lead and monitor the graduated approach of Assess, Plan, Do and Review;
- advise teachers on adaptive teaching, ordinarily available provision and inclusive practice;
- support early identification, assessment and analysis of barriers to learning;
- liaise with the Designated Teacher where a looked-after or previously looked-after child has SEND;
- advise on deployment of SEND funding, high-needs resources and Inclusion Fund allocations;
- lead, implement and evaluate the SEND Inclusion Strategy;
- monitor the quality and impact of provision, interventions, adult deployment and funded projects;
- work in partnership with parents and carers and ensure they are involved in decisions;



- ensure pupil views, wishes and aspirations inform planning through accessible person-centred approaches;
- coordinate EHC needs assessment requests, EHCP provision, annual reviews and amendment processes;
- act as a key point of contact for early years providers, schools, the Local Authority and education, health, social care and voluntary services;
- coordinate input from specialists, including Educational Psychology, Speech and Language Therapy, Occupational Therapy, INSPIRE, CAMHS and mental health services;
- liaise with receiving settings and plan effective transitions;
- work with the Headteacher and Governing Body to fulfil Equality Act duties and accessibility arrangements;
- maintain accurate SEND records, registers, PLPs, provision maps and statutory documentation;
- prepare reports for leaders and governors on provision, outcomes, risks, funding and priorities;
- lead staff development and support sustained implementation of agreed practice;
- coordinate school responsibilities for pupils with medical needs with relevant leaders and health professionals;
- promote full participation in the life of the school; and
- remain informed about national and local developments and ensure policy and practice remain compliant and evidence-informed.

Appendix 7: Responsibilities of the class teacher

All teachers are teachers of pupils with SEND. The class teacher will:

- take responsibility for the learning, progress, attainment and inclusion of every pupil in the class;
- identify emerging concerns and seek SENDCO advice promptly;



- assess needs and contribute to SEND identification through Assess, Plan, Do and Review;
- work in partnership with parents and carers and review progress and provision regularly;
- deliver ambitious, high-quality adaptive teaching and ordinarily available provision;
- implement recommendations from the SENDCO and external professionals;
- enable access to a broad, balanced and ambitious curriculum alongside peers;
- write, maintain and review PLPs, including strengths, needs, outcomes and provision;
- set ambitious and achievable outcomes with pupils, parents and the SENDCO;
- plan and oversee interventions, define intended impact and evaluate outcomes;
- ensure interventions complement classroom teaching and do not unnecessarily narrow curriculum access;
- record and review adjustments, strategies and provision;
- direct teaching assistants effectively and plan jointly where appropriate;
- deploy adults to promote participation and independence rather than dependency;
- conduct accessible pupil conferencing at least termly for pupils with SEND;
- contribute to provision maps, annual reviews, EHC needs assessments and professional consultations;
- participate in pupil progress and review meetings;
- monitor the effectiveness of classroom adaptations and intervention and report concerns promptly;
- promote social, emotional and academic inclusion across school life;
- maintain accurate records and protect confidentiality;
- engage in professional development; and



- support smooth transition by sharing relevant information and effective strategies.

Appendix 8: Responsibilities of the teaching assistant

Teaching assistants work under the direction of the class teacher and SENCO. They will:

- support consistent implementation of SEND provision;
- deliver programmes, interventions and strategies planned by teachers, the SENDCO or external professionals;
- support adaptive teaching and access to classroom learning;
- work with individuals and groups to support academic, communication, social and emotional development;
- promote independence, confidence, resilience and self-advocacy;
- implement relevant EHCP, PLP and professional recommendations;
- use prompts and scaffolds carefully and reduce them as skills develop;
- keep accurate intervention, observation and progress records using agreed systems;
- monitor engagement, wellbeing and progress and communicate promptly with the teacher and SENCO;
- contribute evidence to reviews, PLPs, provision maps, annual reviews and EHC needs assessments;
- participate in planning and review discussions so support aligns with teaching and intended outcomes;
- help create inclusive environments and support participation in lessons, transitions, trips and unstructured times;
- attend relevant training and apply learning consistently;
- work professionally with staff, families and external professionals;



- maintain confidentiality and follow safeguarding procedures; and uphold the school's inclusive vision and support pupils to par

