Special Educational Needs and Disabilities (SEND) Policy

Approved	**Hujjat School Trust Board**
Date	**November 2026**
Owner	**Hujjat SLT**
Review By	**November 2027**

HUJJAT PRIMARY SCHOOL

VISION

Hujjat Primary School will be a happy and inclusive school inspired by Islamic values. A place where children can indulge their curiosity, develop a love for learning and build the foundation to become ethical, responsible and inspirational members of society.

MISSION

To nurture children within a safe and caring learning environment to realise their full potential academically, physically, spiritually, emotionally and socially. We believe that true education is not just about acquiring skills and achieving standards, but facilitating the well-being and growth of every child's mind, body and spirit in the best possible way.

VALUES

- Compassion
- Respect
- Gratitude
- Service
- Integrity
- Excellence

Aims and Objectives

Hujjat Primary School uses the LA Local Offer to meet the needs of SEN pupils as determined by school policy, and the provision that the school is able to meet for the children with SEND.

Special educational provision is provided for pupils who require additional support. Special Educational Needs is defined as pupils who need 'additional to and different from' the general provision available for all pupils at Hujjat Primary School.

- The school has policies in place which address issues to do with equality of access, SEND and behaviour.
- Special educational provision is provision that is different from, or additional to, that which is normally available to pupils of the same age.

At Hujjat Primary School, we believe that each pupil has individual and unique needs and that every child has the right to a full and rounded education that will enable them to achieve their full potential. We will provide all pupils with access to a broad and balanced curriculum. We work together with parents and external professionals to aspire to meet the needs of every child. We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential. We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied. We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

Legislation and Guidance

IJDS Special Educational Needs and Disability policy works within the guidelines and inclusion policies, based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCos) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The Governance Handbook, which sets our directors responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

Definitions

Special Educational Needs

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

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Disability

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities. The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The 4 Areas of Need

The Code of Practice (2014) identifies four main areas of SEN, although it is generally accepted that children may display behaviours that fit multiple categories and their needs may change over time. Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time

1. Communication and Interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
2. Cognition and Learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
3. Social, Emotional, Mental Health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences • These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated and anxiety

4. Sensory and Physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment • These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

Roles and Responsibilities

Who are the best people to talk to at Hujjat Primary School if you think your child has difficulty with Learning, Special Educational Needs or Disability (SEND)?

1. The Class Teacher:

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report Communicating with parents regularly to:
- Set clear outcomes and review progress towards them
- Discuss the activities and support that will help achieve the set outcomes Identify the responsibilities of the parent, the pupil and the school Listen to the parents' concerns and agree their aspirations for the pupil

2. The SENDCo/Inclusion Leader:

- Responsible for developing and reviewing the school's SEN policy and accessibility plan.
- Responsible for coordinating all the support for children with Special Educational Needs or disabilities
- Responsible for ensuring that you are:
    - involved in supporting your child's learning
    - kept informed about the support your child is getting either through the class teacher of provision meetings
    - involved in reviewing your child's progress at Parents Evening or provision meetings
- Liaising with all the professionals who may be coming into school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.
- Organise the assessment and interventions of pupils in the school. This includes advising the leadership team of what is necessary with regard to staff and resources.
- Assess, Plan, Do and Review the targets set for pupils and liaise with outside agencies where necessary.
- Organising staff training to enable teachers and TA's to support pupils with SEND.

- Overseeing and helping to design individual provision maps for SEND pupils.
- Meet with the SEND governor 3 times a year to keep them informed of what type of SEND and support are in the school.

3. The Headteacher and Deputy Headteacher:

- Work with the SENDCo and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENDCo and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENDCo has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register

4. The SEN Trustee:

- Responsible for making sure that the necessary support is given for any child with SEND who attends the school.
- The SEN Governors challenge the Headteacher on progress measures to ensure all SEN pupils are making progress.
- Responsible for feeding back to the governing body regarding SEN.
- Responsible for meeting with the SENDCo/ Inclusion Manager on a termly basis.

5. Parents

- Parents or carers should inform the school if they have any concerns about their child's progress or development.
- Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support
- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil

The school will take into account the views of the parent or carer in any decisions made about the pupil.

6. Pupils

- Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support.
- This might involve the pupil:
    - Explaining what their strengths and difficulties are
    - Contributing to setting targets or outcomes
    - Attending review meetings
    - Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

Our Approach to SEND Support

At Hujjat Primary School, we are committed to monitoring and supporting progress of all children. In line with the SEN Code of Practice (2014), Hujjat Primary School delivers a graduated response model for pupils identified as having SEN.

How will the school identify if your child has SEN?

- The progress of all pupils is monitored regularly by class teachers and the Senior Leadership Team through the use of both Summative (Formal) and Formative (informal) assessments.
- EYFS baseline assessments are used for younger pupils.
- Phonic assessment and screening is used in Year 1.
- The SLT and class teachers meet once a term for pupil progress meetings to report on progress and discuss achievement of all pupils.
- If a teacher can see that a child is falling significantly below the achievement of their class or is making very slow progress this will be a cause for concern.
- If a teacher has a concern regarding a child's wellbeing this too will be classed as a cause for concern.
- If a teacher has a concern regarding a child, they will inform the Inclusion Manager / SENDCo to discuss strategies to help your child through quality first teaching.
- Teachers alongside SENDCo and Parents will fill in an Identification of Needs Document
    - Teachers will inform parents if there is a cause for concern.
- Strategies will be put in place and monitored by the teachers who will keep the Inclusion Manager / SENDCo informed.
- If a pupil is not making the expected progress and is still a cause for concern, a meeting to discuss progress and next steps will be arranged for the parents and include the class teachers and Inclusion Manager / SENDCo.
- Additional Support that is appropriate to your child's needs will be put in place and documented along with targets and expected outcomes.
- The parents will be invited to attend a Provision Meeting chaired by the Inclusion Manager / SENDCo which is held during the school day termly.
- Your child's progress, provision, targets and next steps can be discussed at this meeting.
- If support from outside agencies is needed they will be discussed and arranged by the Inclusion Manager and Parents.
- If a parent is unable to attend this meeting, the meeting will still take place with the teaching team, a parent can then give feedback to the Inclusion Manager / SENDCo via e-mail or telephone.
- Parents can expect to receive their child's provision, targets and progress in writing after the meeting has taken place.
- Parents who cannot attend Provision Meetings can then attend a parents evening held for all pupils twice a year.
- If a pupil needs pastoral support it will either be identified by the school, parents or child.
- Support will be put in place by Teachers and the Inclusion Manager / SENDCo and discussed with the parents.
- If further support is needed from professionals, parents will be invited into a meeting to discuss next steps and give and the referral process.

How is the effectiveness of provision evaluated at Hujjat Primary School?

- Depending on the type of provision your child receives, depends on how we assess the impact of the provision.

- If your child has entered a provision to support their academic performance this will be assessed in line with regular summative and formative assessments.
- Your child will be assessed in this way before entering the provision, they will then be assessed by their class teachers on a regular basis to make sure they are achieving the expected outcomes at their level.
- Some of the provisions have assessment tools attached and they will monitor your child's progress as they move through the provision materials.
- This is all discussed at provision meetings termly and formative, summative and soft data are looked at to decide if the provision is working and if it is to continue or not.
- Your child will also be consulted on the provision and asked to evaluate its impact on their learning.
- If your child is receiving pastoral support the effectiveness will be assessed from discussions with your child, evaluation of behaviour and information from professionals and parents.
- If your child is receiving support from a professional such as a Speech and Language Therapist, Art Therapist, Occupational Therapist, Physio Therapist etc. the impact will be discussed with the therapist and class teacher to make sure that skills are being transferred. This will then be discussed at Provision meetings with the parents.

How will Hujjat Primary School staff support your child?

- All teachers plan and differentiate to support all pupils in their class monitored by the SLT.
- All teachers are present at Provision Meetings and feedback meetings from professionals, they will ensure that your child's needs are met.
- Trained support staff attend these meetings and work together with the class teacher to ensure your child's needs are met.
- All staff receive training in specific areas of Special Needs according to the pupils in their class.
- All pupils who need SEN Support will have an individual Provision Map documenting strategies and resources to be used for your child.
- Your child's views and opinions will be sought in all provisions and children are encouraged to comment on their own progress and what helps them to achieve.
- Your child's Provision Map is accessible to all teaching staff
- Targets are set for all pupils in the school and for pupils who need SEN Support this is recorded on the Pupil Provision Map and tracked by the Inclusion Manager / SENDCo.
- These targets are discussed with the pupils along with strategies being used to support them.
- Pupils are encouraged to recommend targets or next steps to the teaching team when reviewing and updating targets.
- Specific resources and strategies will be used by teaching staff to support your child.

How is the decision made about the type of and how much support your child will receive?

- We ensure that all children who have Special Educational Needs have their needs met to the best of the school's ability with the funds available.
- We have a team of specially trained and highly skilled Learning Support Assistants and Teaching Assistants who deliver programmes designed to meet the needs of individuals and groups of children.
- The budget is allocated on a needs basis. The children who have the most high-level and complex needs are given the most support often involving a Learning Support Assistant.
- The schools consistently assess who is getting what support and adjust the level of support working within a specific budget.
- The SEN Directors meet the Inclusion Manager / SENDCo termly to review support, policies and funding.

How will your child be included in activities outside the school classroom, including school trips?

- All pupils at Hujjat Primary School are included in school trips.

- Risk assessments are made for all outings and staffing is adapted to make sure that all pupils can access the outing.
- If a child has a physical need and the outing is not able to support this alternative outings and venues are sought when possible.
- For overnight and residential excursions, the school does extensive risk assessments. Hujjat Primary School work closely with the parents to provide the necessary support needed to enable a child with SEND to attend and fully take part in these types of activities.
- Where possible pupils are included in the extra-curricular activities run by the school and additional support staff will be used if necessary.
- The school also runs an extensive extra-curricular activity scheme run by the parent body. The parent body will discuss what the child needs with the parents and do what is possible to include your child.

What support will there be for your child's overall well-being?

- We offer a range of support for your child.
- There are designated trained Safeguarding Leads in school.
- All staff have training on Child Protection regularly given by the Designated Safeguarding Leads in school and where necessary, training from Barnet is given.

Levels of Support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

The Graduated Approach consists of:

Assess

- The pupil's class teacher and the SENDCO will carry out a clear analysis of the pupil's needs.
- The views of the pupil and their parents will be taken into account.
- The school may also seek advice from external support services.
- The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need.
- For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

Plan

- In consultation with the parents and the pupil, the teacher and the SENDCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.
- All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed.
- This information will be recorded on our APDR documents and will be made accessible to staff in an APDR document.
- Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

Do

- The pupil's class or subject teacher retains overall responsibility for their progress.
- Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil.
- They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- The SENDCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

Review

- The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.
- We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:
    - The views of the parents and pupils
    - The level of progress the pupil has made towards their outcomes ○ The views of teaching staff who work with the pupil
    - The teacher and the SENDCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.
- Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.
- The provision for these pupils is funded through the school's notional SEND budget. On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

- Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought. The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).
- On the census these pupils will be marked with the code E.

Medication

- Many of the staff at Hujjat Primary School are First Aid trained.
- Medication is administered by someone who is First Aid trained.
- All medication given in school must be labelled with your child's name along with clear instructions for administering.
- All medication given is recorded and carefully monitored in school.
- If your child needs long term or specific medication to support a SEND, you will be invited into school and a Health Care Plan will be put in place.
- This will be updated and monitored regularly.

Pastoral Needs

- Your child's social and emotional needs are very important to us as a school and we expect parents to inform the school of any changes in circumstances that may affect your child's well-being.
- The class teachers and support teachers take overall responsibility for your child's social and emotional needs, if you are concerned about your child emotionally this is your first point of call.

- If your child needs further help the teachers or parents will inform the Inclusion Manager / SENDCo who will offer additional advice and support. This may include working alongside outside agencies such as Health and Social care.
- All children are included in all activities and are encouraged to work together in a collaborative way.
- If your child is finding it difficult to understand social norms and to make friendships, social stories and other strategies will be used to teach understanding.
- New pupils and children finding it difficult to make friends will be given a buddy.
- Staff on the playground will monitor your child and encourage them to join in, they will highlight any concerns to the class teacher.
- If the problem persists the Inclusion team will be notified and circle time may be organised to encourage friendships and inclusion at playtime.
- Buddy systems may also be set up for lunch hall times, sports outings, after school clubs or a peer buddy system in the classroom.
- In addition, we have a few key staff members who can support your child with behaviour and social difficulties.
- We have a school behaviour policy that works on a warning system and encourages children to be responsible for their own behaviour.
- We refer to CAMHS when needed.

Training and External Professional Involvement

What specialist services and expertise are available at or accessed by the school?

Specialist external services are used when we think it is necessary.
The school has access to:

- The Inclusion Advisory Team of teachers from Harrow
- Educational Psychology
- CAMHS – Clinical Psychology
- Speech and Language Therapy
- Occupational Therapy
- Social Services
- Child and Adolescent Mental Health Services
- Physiotherapy
- Early Years Inclusion Team
- Specialist Teaching

What training have the staff supporting SEND had or what training are they having?

- The school has a School Development Plan which includes and identifies training needs for all staff including those with SEND. This may include whole school training on SEND issues or to support a specifically identified group of learners such as ADHD, ASD or Dyslexia.
- Whole staff training to disseminate knowledge, share experiences and to develop teaching and learning for all pupils with SEND happens on a regular basis.
- Individual teachers and support staff may attend training outside of the school to make sure they have the skills to support children with SEND.
- Training takes place weekly in a twilight session targeted at Teaching and Learning and SEND.
- All staff have training around SEND and support staff are trained in specific areas needed to support pupils with SEND.
- Specialists in fields needed within school are often invited in for whole day training so that many of the staff can access the training.

- Training for teachers or support staff may be part of their performance management with regard to professional development.

Access Arrangements

- Hujjat Primary School is built on two floors all accessible with a lift.
- The outdoor area can be accessed from the front gate at the top and via the school building at the bottom.
- There are disabled toilets in the school.
- Any further adjustments will be made according to the needs and subject to funding.
- Advice from specialists will be sought to make sure that the environment is suitable for all pupils with SEND.
- Children with needs will also have the chance to meet the threshold for scribe, laptop and extra time for assessments

Parental and Pupil Involvement

How are parents involved in the school?

- Parents are involved in all aspects of school life.
- Parents receive fortnightly communication from the school.
- Some pupils may have a home school communication link book or e-mail.
- In EYFS pupils will have a reading diary.
- Parent teacher meetings are arranged before your child starts Hujjat Primary School.
- Parents are invited to attend parents evening twice a year for all pupils or provision meetings three times a year.
- All parents whose children have an EHC Plan will have a Meeting Around the Child twice a year and an Annual Review once a year. All specialists are invited to all three meetings. Parents are invited to participate in regular Coffee Morning sessions.
- New parents are invited to come and see the school during the school day and talk to the Inclusion Leader / SENDCo and Head Teacher.
- Parents are invited in at least once a year to a school assembly.
- Parents are invited into school to celebrate festivals with their children
- Parents are encouraged to take part in outings and participate in the school's FOHPS.
- There are parent representatives.
- There are parent trustees who can be contacted by parents.
- Harrow Early Support Partnership can be accessed by our parents.
- Harrow Local offer is available to all parents

How will your child be able to contribute their views?

- At Hujjat Primary School we value our pupils' views. Our pupils often understand their learning best and we are open to suggestions from them.
- Our pupils are often consulted on the best way to solve a problem especially when it comes to social and behavioural difficulties.
- Your child will be consulted on how they think provision or strategies are working and if they feel it is benefiting.

- There is a pupil voice on the child's provision map / Support Plan
- Pupils at Hujjat Primary School are encouraged to self-assess and therefore are developing the ability to see what is working and what still needs to be worked on.
- Pupils are encouraged to be thoughtful and independent learners and are encouraged to participate in target setting.
- During discussions with children about their learning the teaching team will always consult pupils on what they think is best for them.
- Parents are encouraged to let teachers know what their children think and parents are often advised to encourage their children to speak to their teachers about homework, learning, social, emotional or behavioural difficulties and together with their teachers to formulate an action plan.
- The Faith Lead meets with the school council weekly, the class councillors consult the children and then feedback their views to the Faith Lead.

How will the school prepare and support my child to join the school or transfer to a new setting?

- Hujjat Primary School is warm and welcoming to all our pupils. Transition is regarded carefully in our school and we understand that transition for pupils can be year to year within the school or from and to another setting.
- We prepare all our children annually for transition when moving class.
- Some pupils may need more support and will then receive a personalised transition book. The transition book will have messages and information about the school and their teachers before they start. This helps familiarise pupils with routines and expectations as well as showing them a warm welcome.
- A buddy will be allocated to all new pupils who join after reception.
- If a pupil joins our school with an EHC plan the Inclusion Leader / SENDCo will attend the last annual review meeting at the previous setting, if possible, or meet and visit the pupil in their prior setting.
- A meeting will be held with the parents and the prior setting to make sure that all the information is passed on.
- A transition plan will be put in place to enable your child to experience different parts of the day before joining full time.
- Visual timetables will be prepared so that your child is able to know what to expect throughout their day.
- When children are preparing to leave our school for a new setting the class teacher and Inclusion Leader / SENDCo meet with the next school's Head of Year and will pass on all information about your child.
- If your child has an EHC Plan the next setting will be invited to the Annual Review or the final Meeting Around the Child.
- The provision map along with other relevant information will be sent to the next setting.
- The Inclusion Leader / SENDCo will meet with the other school where necessary and go through current and relevant information with them.

Complaints

- Parents have the following rights of redress, should the school, Trustees or LA fail in its duty to provide, or if the parent disagrees with a decision or feels that there is discriminatory practice:
- The school's complaints procedure.
- The disagreement resolution service (for disagreements between parents/pupil and the LA or parents/pupil and the educational provider).

- Complaints to OFSTED (about whole SEN provision rather than in relation to individual children and where the complaints procedure has not resolved the complaint).
- An appeal to the SEND First-Tier Tribunal about EHC assessments/plans and/or disability discrimination. This must follow mediation unless it is a complaint over the naming of a school placement.
- A complaint to the LA Ombudsman (for complaints against LAs if not resolved through the LA complaints procedure).
- Complaint to the Secretary of State (against schools or LAs).

Who can you contact for further information?

- The Class Teacher is the first person to contact.
- You can then contact The Inclusion Leader / SENDCo
- The Head Teacher can be contacted at – s.saad@hujjatprimary.org
- The SEN Trustee is Mrs S Panjwani

Monitoring and Evaluation

This policy and the SEN information report will be reviewed by the SENDCo annually. It will also be updated if any changes to the information are made during the year. It will be approved by the Trust Board. The SENDCo monitors the movement of children within the SENDCo system in school and provides staff and trustees with regular summaries of the impact of the policy on the practice of the school. The SENDCo and the head teacher hold regular meetings to review the work of the school in this area.

Links to other policies and documents

This policy links to the following documents:
- SEN information report
- The Local Offer
- Accessibility plan
- Behaviour policy
- Attendance policy
- Safeguarding and Child Protection policy
- Equal Opportunity Policy
- Anti Bullying Policy

What is the Local Offer?

- The Children and Families Bill will become enacted in 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.
- Barnet Local offer can be found at: https://harrowlocaloffer.co.uk/

This policy is reviewed annually