

Elmgrove Primary School and Nursery

Special Educational Needs & Disability Policy

June 2026

Next Review June 2027

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1. Aims and Objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
 - Support and make provision for pupils with special educational needs and disabilities
 - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
 - Help pupils with SEND fulfil their aspirations and achieve their best
 - Help pupils with SEND become confident individuals living fulfilling lives
 - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and Values

Elmgrove Primary School and Nursery's vision is to inspire and nurture lifelong learners through high-quality teaching, meaningful experiences and a culture of inclusion where every child is valued and supported to succeed. We are committed to ensuring that all pupils, regardless of need, disability or background, have access to a broad, balanced and ambitious curriculum and are enabled to participate fully in every aspect of school life.

As a Rights Respecting School, we recognise every child's right to education, participation, protection and inclusion. We celebrate diversity and actively promote equality of opportunity, ensuring that barriers to learning and participation are identified and removed wherever possible. In line with Articles 23, 28 and 29 of the UNCRC, we are committed to supporting children with disabilities, ensuring equal access to education, and helping every child develop their abilities and talents to the fullest.

Our approach to SEND reflects our Golden Values:

Kindness: We create a nurturing environment where children feel safe, supported and understood.

Respect: We value diversity and recognise the unique strengths, experiences and contributions of every learner.

Responsibility: We work collaboratively with pupils, families, staff and external agencies to secure the best possible outcomes.

Commitment: We maintain high expectations for all pupils and are committed to continuous improvement in inclusive practice.

As an Additionally Resourced Mainstream School (ARMS) for pupils with physical disabilities, Elmgrove has a long-standing commitment to inclusive education. We believe that every child can achieve and flourish when appropriate support, adaptations and opportunities are provided.

Every teacher is a teacher of pupils with SEND.

3. Legislative Framework

This is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve school attendance](#).

This policy is also based on 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 (SENCOs) 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 guide for [maintained schools](#) which sets out governors' 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

4. Inclusion and Equal Opportunity

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

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.

5. Definitions

5.1 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.

5.2 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.

5.3 The 4 areas of need

In accordance with the SEND Code of Practice, the school identifies needs within four broad areas:

AREA OF NEED	
Communication and interaction	<p>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 not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • 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
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • 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 <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>

AREA OF NEED	
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

We recognise that many pupils may experience needs across more than one area.

6. Roles and Responsibilities

6.1 The SENCO

The SENCOs at our school are Mrs Long and Ms Poonja.

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development

- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

6.2 The Governing Body

The governing body is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents/carers when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents/carers on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in an SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

6.3 The SEND link governor

The SEND link governor is Ms Sneha Jain

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

6.4 The Headteacher

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO 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 SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Class teachers

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 SENCO 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/carers 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'/carers' concerns and agree their aspirations for the pupil

6.6 Parents or carers

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 provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to meetings as needed to review the provision that is in place for their child
- Invited 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
- Given an annual report on the pupil's progress

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

6.7 The pupil

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.

7. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 Ordinarily Available Inclusive Provision

At Elmgrove, high-quality inclusive teaching is the foundation of our approach to meeting pupils' needs.

The school follows Harrow's Ordinarily Available Inclusive Provision framework to ensure that all pupils have access to evidence-informed classroom strategies, reasonable adjustments and inclusive practices before SEND identification is considered.

Ordinarily Available Inclusive Provision includes:

Curriculum Adaptations

- Adaptive teaching
- Scaffolded learning
- Flexible grouping
- Vocabulary pre-teaching
- Retrieval and overlearning opportunities
- Chunked instructions
- Alternative methods of recording

Communication and Interaction Support

- Visual timetables
- Visual prompts
- Communication-friendly classrooms
- Structured language opportunities
- Explicit teaching of vocabulary
- Social communication supports

Sensory and Physical Adjustments

- Appropriate seating and positioning
- Movement breaks
- Sensory regulation strategies
- Access to specialist equipment
- Environmental adaptations

Social, Emotional and Mental Health Support

- Predictable routines
- Emotion coaching approaches
- Regulation strategies
- Safe spaces for regulation
- Restorative and relational practice
- Wellbeing support

Technology and Accessibility

- Assistive technology
- Adapted resources
- Enlarged print where appropriate
- Accessibility adjustments

The school recognises that not all pupils requiring additional support will have SEND. The school will always consider whether needs can be met through high-quality inclusive teaching and ordinarily available provision before SEND Support is implemented.

8.2 Identifying pupils with SEND and assessing their needs.

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment; for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with adapted, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO by completing an SEND Concern Form followed by an initial discussion

about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

8.3 Consulting and involving pupils and parents/carers

The school will put the pupil and their parents/carers at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents/carers. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents/carers have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to CPOMS.

We will formally notify parents/carers if it is decided that a pupil will receive special educational provision.

8.4 The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/carers 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.

2. Plan

In consultation with the parents/carers and the pupil, the teacher and the SENCO 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 management information system, Edukey/Insight, and will be made accessible to staff in a pupil passport and/or individual education plan.

Parents/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. 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 SENCO 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.

4. 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/carers 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 SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents/carers.

8.5 Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. 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.

8.6 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents/carers

9. Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our Attendance policy.

10. Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy.

11. Expertise and training of staff

Elmgrove is committed to ongoing professional development for all staff. Our approach is to build on and extend existing knowledge, supporting staff to deepen their understanding of inclusive learning processes and recognise that meeting special educational needs is an extension of their current skills and expertise.

Our Assistant Head for Inclusion has many years' experience in SEND Education, she is working towards the NASENCO qualification and works full time in this role. The school has an Assistant Inclusion Lead to support the Assistant Head for Inclusion. She is also working towards the NASENCO qualification.

At present, the school have a team of over 30 support staff who are trained to deliver a very wide range of SEND provision. Learning Assistants receive continuous training from the SENCOs on curriculum differentiation and from external therapists working with pupils. They are encouraged to attend Borough INSET sessions, and specific training is organised on INSET days, including input from Speech and Language Therapists, Physiotherapists, Occupational Therapists and local school Learning Hubs. Additional training is provided by external professionals throughout the year. Some Learning Assistants also receive regular first aid training, updates on individual health procedures, and annual manual handling refresher courses. All permanent Learning Assistants take part in an annual professional development meeting where performance targets are set.

The SENCO ensures that all staff are kept up to date with developments in SEND practice and local authority guidance.

12. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary, the school will work with external support services such as:

- Speech and Language Team-Therapists visit the school weekly to see their caseload. Referrals are made through school, Paediatrician or G.P.
- Sensory Team Advisory Teachers- Visits made according to need & on request
- Educational Psychologists- Referrals are made according to and in order of perceived need.
- Occupational therapists or physiotherapists- Therapists visits the school tri-weekly to see their caseload. Referrals are made through school, Paediatrician or G.P.
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)/Ash Tree Clinic (Suitable for children 8 years +)
- Harrow Horizons
- Social Care and Early Help
- School Counselling Project- The school has employed the services of a counsellor. She attends 2 days per week and offers support to staff, parents and children according to need.
- Educational Mental Health Worker- Referrals are made according to and in order of perceived need.
- The Helix and Thrive In (Primary Behaviour Service)

Referrals are made in partnership with parents and it is the role of the SENCO to liaise with all agencies and ensure that pupils receive the best service. The Inclusion Team meet with services to prioritise case load and organise meetings with parents and staff to ensure successful and cost-effective delivery of these services.

13. Admission and accessibility arrangements

13.1 Admission arrangements

We follow the LA Admission arrangements for pupils.

Those without an EHC plan follow the standard admission arrangements.

For those with an EHCP, the SEN assessment and review service consult with schools and children are admitted to schools based on SEN panel decisions following this process.

We are an additionally resourced mainstream school (ARMS) with specialist provision for children with a physical disability. Details of the admission criteria for our ARMS provision can be seen in Appendix 1.

13.2 Accessibility arrangements

Elmgrove Primary and Nursery School is an Additionally Resourced Mainstream School (ARMS) for pupils with physical disabilities.

We are committed to ensuring all pupils can access the curriculum, wider opportunities and school environment. As an additionally resourced mainstream school for children with physical disabilities, Elmgrove Primary School and Nursery has been adapted for physical access. There are seventeen wheelchair accessible toilets inclusive of two rooms with changing facilities and one therapy room. The integration of children with physical disabilities is a high priority and is facilitated by a team of Learning Support Assistants allocated to individual children who work in conjunction with physiotherapists, occupational therapists, and speech and language therapists.

Additional funding received from the borough is used to provide resources for the integration of up to 11 children with physical disabilities. Additional funding is negotiated when the number of children with physical disabilities rises.

This team is managed by the Assistant Head for Inclusion and provides the children with physical disabilities with support to access the curriculum, as well as physical support (see Access to Curriculum).

The Borough also provides transport to and from school for some of the children with a disability. Small items of equipment, as advised by therapists, to help children access the curriculum, e.g. adapted scissors, angle boards etc., are funded by the school from its ARMS allocation. Larger pieces of equipment, e.g. computers with adapted access, standing frames, tricycles etc., are purchased by the Borough according to their priority of needs.

In addition to our ARMS provision, as a mainstream school we also support access to the curriculum through the provision of a variety of adaptations, equipment and resources including technology to meet a variety of other needs including sensory and communication needs.

Our school's Accessibility Plan is available on our website.

14. Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher or SENCO.

If the issue is not resolved, formal complaints about SEND provision in our school should be made to the Headteacher. They will be handled in line with the school's complaints policy which can be found on the school website.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

To find out about disagreement resolution and mediation services in our local area, please see: [SEN mediation service – London Borough of Harrow](#)

Contact details of support services for parents of pupils with SEND

See the Local Offer found on the school website and <https://www.harrowlocaloffer.co.uk>

Contact details for raising concerns in school

Ms Neary– Headteacher – 020 8909 2992 – office@elmgrove.harrow.sch.uk FAO: Ms Neary

Mrs Long – SENCO – 020 8909 2992 – inclusion@elmgrove.harrow.sch.uk

15. Monitoring and evaluation arrangements

15.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents/carers

15.2 Monitoring the policy

This policy and information report will be reviewed by the Assistant Head for Inclusion and the Deputy Headteacher annually. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board annually.

16. Links with other policies and documents

This policy links to the following documents

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Child protection policy
- Complaints policy

Appendix 1: LA Admissions Guidance

Elmgrove Primary School



Additionally Resourced Mainstream School

Admissions Guidance

Specialist provision for pupils with Physical Disabilities

Elmgrove Primary School
Kenmore Avenue
Harrow, Middlesex, HA3 8LU

Telephone: 020 8909 2992
www.elmgrove.harrow.sch.uk

Headteacher – Miss S Neary
Assistant Head for Inclusion and SENCO – Mrs E Long
Assistant Inclusion Lead & SENCO – Ms S Poonja

Introduction

The vast majority of pupils with an Education Health and Care Plan (EHC Plan) or statement of Special Educational Need (SEN) will attend their local school. Some of those will require funding from the local authority in addition to the SEN funding already delegated to the school. For a small minority of pupils, a special school setting is required so that the pupil can be in a small group and specialist setting all of the time.

The specialist provision at Elmgrove is for pupils who do not require a place in a special school but would find it difficult to make adequate progress and close their attainment gap without additional support provided through the provision. The aim of the provision will be to promote a clear ethos throughout the whole school that promotes inclusion, high expectations and a commitment to improve outcomes for pupils with physical disabilities.

Description of resourced provision

Elmgrove Primary School has an additionally resourced provision funded by London Borough of Harrow for pupils with a physical disability who have an EHC Plan.

Elmgrove Primary School is a fully accessible school for pupils with physical disabilities. Special facilities include a therapy room, a lift to access upstairs classrooms, fully functional disabled toilets and showers and access to specialist equipment such as hoists as well as changing facilities.

The school provides adapted play equipment and adapted in-class resources. The school has well established teaching assistants who have specific training to support children with physical disabilities.

Staff working with a child with physical disabilities may have the following training as necessary:

- Lifting and handling
- Changing
- Training to support differentiation of the curriculum,
- Specific therapeutic training working with the OT/SALT/Physio
- Evac chair training
- Physical intervention training

A description of the school's provision for pupils with SEND will be outlined in the school's SEND Policy which is on the school's website: www.elmgrove.harrow.sch.uk

The purpose of the resourced provision

The aims of the provision will be to offer inclusion mainstream education and social opportunities, alongside access to specialist intervention from teaching staff and in class support. Pupils will be enabled to make good progress in their learning, communication and social skills.

Pupils attending the resourced provision will

- Receive special educational support they require from appropriately qualified staff.
- Be provided with any additional services from partner agencies, where required and agreed.

This is a partnership commissioning agreement between Elmgrove Primary School and the Local Authority SEN Service.

Admissions criteria

All pupils entering the provision will have;

- An EHC Plan which indicates physical impairment as a primary need.
- The pupil is likely to require specialist support and the availability of specialist resources (eg small group or therapy room) to enable them to be educated as much as possible inside the mainstream classroom.
- An ability to fully access learning in a mainstream classroom. They will also have the potential to manage the elements of an academic and social environment of a mainstream school with the support of skilled specialist support and consistent implementation of an individually tailored programme. This would include access to the wider curriculum and interaction with peers.

Admissions Process

- Refer to Appendix A – flowchart of admissions process
- Admission to the resource will be recommended by the local authority through the SEN Assessment and Review (SENARS) Panel based on assessments as part of the statutory process and the above description of needs.
- All pupils placed in the resource will be subject to an EHC Plan.
- All relevant information on the pupil's needs will then be forwarded to the school as part of the formal consultation on the placement of a pupil with an EHC Plan in line with the SEN Code of Practice 2015
- The local authority will seek the views of the school on suitability of placement and availability of places in the year group prior to making a final decision. In the consultation process, the local authority will have due regard to the number and profile/balance of needs within the resourced provision.
- The expectation is that a pupil will be admitted into the correct year group for his or her age.
- For out of borough pupils, other local authorities must consult with Harrow Council, Special Educational Needs Assessment and Review Service (email; senassessment.reviewservice@harrow.gov.uk) as the provision is a partnership agreement between the local authority and the school.
- The appropriateness of continuation of placement will be monitored through the statutory annual review process.

Financial Arrangements

For children who have an EHCP as part of the mainstream school, where individual pupils require additional support that costs more than £6,000, the excess is met by top-up funding associated with the individual pupil. In 2020-2021 a new High Needs Banding Matrix was introduced to provide top-up funding for pupils with EHCPs. Changes applied to new EHCPs issued from 1st April 2020. Current EHCPs will be transferred to the Matrix through the Annual Review process.

Funding for ARMs places is allocated by the LA slightly differently to those children who are funded for their EHCP as part of the mainstream school. The local authority and the school will review the number of commissioned places annually and make a decision regarding the number of places required for the forthcoming year.

For out of borough pupils, the funding will be recouped from the pupil's resident local authority based on actual start dates and end dates. If a pupil leaves a place midterm, the remaining days will not be funded unless another pupil fills the place.

Review, Monitoring and Evaluation

School

The Head Teacher of the school will have overall responsibility for the day to day management of the provision and for ensuring that the performance of staff is managed appropriately.

Pupil

Successful outcomes for pupils will include clear progress in their learning and development. Pupil progress will be measured through the statutory annual review process for pupils with an EHC Plan or statement of SEN.⁴

Guidance for transfer out of the provision to a different specialist provision

Recommendations to consider placement at a different specialist provision may be made following an annual review meeting. Where a recommendation is made the following would normally apply;

- Despite a high level of specialist intervention over time, the pupil has prolonged difficulties in accessing the mainstream curriculum and managing the social demands of the school environment.
- Limited progress has been made in meeting his/her outcomes and in developing the independence, social and behavioural skills required to move towards greater participation in mainstream activities.
- There is evidence that the pupil's social and emotional wellbeing is becoming adversely affected.
- The views of parents/carers, school staff, relevant professionals and the pupil will be taken into account.
- Following careful consideration of all information and evidence gathered the SENARS will make the final decision on whether or not transfer is appropriate
- SENARS to communicate the decision to parents/school and lead the discussion with parents/recommend an alternative placement.

Appendix A
ARMS REFERRAL PROCESS (QUICK GUIDE)

