



TALENT EDUCATION TRUST

# SEND Policy and information report

Approved by:	Board of Trustees	Date:
		21/07/2025
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Date	Amendment
26/1/2026	Update Chair of Trustees contact details. Named Governor for SEND: Kelly Ranford Remove diagram explaining tiered support for EHCPs as this is provided on the EHCP document itself personalised to each child.

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### 1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

APSoL is committed to working collaboratively to create ambitious and successful school where every child thrives, and with teaching and learning at the heart of everything we do. We are committed to ensuring our school develops a curriculum that has breadth and depth, is challenging, engaging and enriching for all pupils, whatever their starting points. We seek to significantly improve the quality of learning and life experiences of pupils at APSoL, particularly those who have SEND. We are committed to providing an inclusive curriculum that ensures the best possible progress and outcomes for all pupils so that they are well prepared for the next stage in their life.

### 2. Legislation and guidance



*As the government prepares an autumn 2025 SEND reform package—likely including a new white paper aimed at shifting resources to mainstream schools while reviewing the scope and eligibility of EHCPs—we will remain committed to safeguarding the legal rights of children with SEND, maintaining statutory protections throughout any transition.*

This policy and information report is 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 SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This applies to Anglo Portuguese School of London (APSoL) and any Talent Education Trust Schools and sets out our vision and principles for children and young people with special educational needs and disability (SEND). It complies with all statutory requirements, including those relating to the legislation contained in the Equality Act 2010, the Children and Families Act 2014 and the Special Educational Needs and Disabilities Regulations 2014. APSoL also follows statutory guidance within the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014 revised 2015).

### **3. Definitions**

#### **Special Educational Needs and Disability (SEND)**

As defined by the Children's and Families Bill 2013 and SEND Code of Practice 2015: A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age;
- (b) or (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

### **4. Roles and responsibilities**

Supporting Children with special educational needs and disability is everyone's responsibility. However, key roles are noted below:

#### **4.1 The SENCO**

SENCO: Perdita (Perdie) Hatton-Brown



Will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN 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 work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

#### **4.2 The SEN governor - Kelly Ranford**

The SEN governor will:

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

#### **4.3 The headteacher**

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- Ensure that the current SEN report and policy are available on the school's website.

#### **4.4 Class teachers**

Each class teacher is responsible for:

- Be accountable for the progress and development of all the pupils in their class, including where pupils access additional support.
- Have positive attitudes towards the inclusion of children with SEND



- • Focus on learning more about the individual profiles of the pupils they teach and maximise the effectiveness of their teaching
- • Plan effective lessons that meet the needs of all children
- • Take responsibility to plan and assess the impact of any additional support and interventions and how they can be linked to classroom teaching, revising the support in light of the pupil's progress and development
- Use pupil progress meetings effectively to identify strategies to best to meet pupils' needs
- Liaise and consult with the parents of children with SEND
- Liaise and consult with the SENDCO

## **5. SEN Categories, Identification and Provision:**

A child with SEND may have one or more categories of need. The primary need is identified, and where possible the secondary needs identified and recorded.

- Communication and Interaction Need (CIN) – Includes Speech, Language and Communication (SLCN) and Autistic Spectrum Disorder (ASD)
- Cognition and Learning (C&L) – Includes Literacy, Numeracy and general learning difficulties, Specific Learning Difficulties (SpLD) such as Dyslexia, Moderate Learning Difficulties (MLD) and Profound and Multiple Learning Difficulties (PMLD).
- Social, Emotional Mental Health (SEMH) Includes all social, mental and emotional needs including behavioural needs with a social, mental or emotional cause.
- Sensory and Physical (S&P) - Includes Physical difficulty (PD), Visual Impairment (VI), Hearing Impairment (HI) and Multi-Sensory Impairment (MSI) (including ADHD).

### **5.1- Early Identification**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

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

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. And needs may not always be academic. Any concerns are noted by the



class teacher/Parents/carers or External Agencies and an early meeting arranged to discuss concerns with parents.

### **5.2 Consulting and involving pupils and parents**

Parents and pupils will be consulted on all matters relating to the child's SEND needs and provision. Parents are also encouraged to participate fully as possible in their child's learning needs. The class teacher, in consultation with parents/carers, SEND personnel and/or External Agencies agree strategies to support the child.

These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider parents' concerns and observations
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEN support and when consent is required to access external agencies.

### **5.3 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment as well as learning behaviours observed.
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and National data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant or historic involvement.

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress from starting points.

### **5.4 Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class. At APSOL we have an inclusive approach to teaching of all



children including those with SEND. High-quality teaching is our first step in responding to pupils who have SEN and most pupil's needs will be met through this.

## **5.5 Planned adaptations to the curriculum and learning environment- High Quality Teaching**

Pupils needs are met through:

- Teaching teams planning from Ordinarily Available Provision supplied by Wandsworth
- Adaptive teaching strategies, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, flexible groupings etc.
- TAs supporting class teachers in adapting resources and providing concrete resources and scaffolds to support the children, while developing independence.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants being trained to deliver interventions provided by the school, as recommended by the SENCO.
- TAs being deployed to support pupils in small groups when the children need additional support in class to make good progress.
- Teaching assistants supporting high need pupils on a 1:1 basis when stated on the child's EHCP or based on professional advice.

However, if after assessment progress is still slow targeted interventions will be introduced and Support Plans. Targeted interventions include but are not limited to:

- Curriculum based boosters
- Attention Autism and ASD strategies and activities suggested by advisory services.
- Zones of Regulation
- Fresh Start
- Pre-teaching
- NELI
- Lego therapy
- Communication and language development using Colourful Semantics
- Social development skills with small groups
- SALT activities and recommendations
- OT activities and recommendations
- Personalised curriculum for children with high needs/ EHCP.



## 5.6 Working with other agencies

The school will seek support from external agencies and professionals once the SENCO determines that the child needs a formal assessment or further support. The child's parents/carers are involved in all discussions and planning stages in order to ensure that the child has the best possible outcomes and provision.

We seek professional guidance from the following agencies:

- St George's Speech and Language therapists
- Occupational Therapists – St Georges Healthcare Team
- Wandsworth Thrive and Local offer including ASD, ADHD support and strategies
- Commissioned services through London Children's Practice for SALT and Psychology services.

## 5.7 Evaluating the effectiveness of SEN provision

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

- Reviewing pupils' individual progress towards their goals each term, through pupil progress meetings with the Principal and SENCO
- Reviewing the impact of interventions in termly cycles, in combination with whole school assessment points.
- Support Plans follow the Assess, Plan and Do and Review cycle to track progress in individualized targets.
- Using pupil questionnaires, looking at children's work over a specific period
- Monitoring completed by the SENCO in termly Trustee Reports.
- Holding annual reviews for pupils with EHC plans

## 5.8 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

- All extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs and all pupils are encouraged to participate when reasonable adjustments can be made.
- All pupils are encouraged to go on our residential trip(s)

➤ Arrangements for the admission of disabled pupils, i.e.

- All pupils whose education, health and care (EHC) plans name the school will be admitted before any other places are allocated
- The LA will communicate with the school and inform the school if any child being admitted by the PAN London offer has an EHCP or formal diagnosis so that the school can implement support and provision, planning for the child's needs in advance.
- A meeting with the Principal and SENCO will be arranged to ensure that the child's learning needs are prepared for before they start school



- The school's accessibility plan can be found on our school website in the policies section. The accessibility plan covers:
  - Improving the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
- Improving the availability of accessible information to disabled pupils

## **5.9 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council and other roles of responsibility within the school.
- Zones of Regulation is used as a whole school approach to emotional regulation.
- Pupils with SEN are also encouraged to be part of all clubs to promote teamwork/building friendships
- The SENCO and Principal will oversee club lists and ensure that SEND children taking part are fully involved and that club leaders are aware of their needs and can be inclusive in their approach.

## **5.10 Supporting pupils moving between phases and preparing for adulthood.**

Pupils are prepared for phase transition within the school through, "Meet the Teacher" events and transition activities as well as home/ nursery visits for new starters in Reception. When leaving APSoL, information will be shared with the new school or setting that the pupil is moving to. There will be a meeting between APSoL SENCO and the SENCO at the child's future school to ensure that their needs are supported and transition is smooth.

## **5.11 Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the Principal or SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services



➤ Making reasonable adjustments, including the provision of auxiliary aids and services

## **6. Contact details/ Local Offer Support Services**

### **6.1 Contact details of support services for parents of pupils with SEN**

Principal: Marta Correia email: [marta.correia@angloportugueseschool.org](mailto:marta.correia@angloportugueseschool.org)

Senco: Perdita (Perdie) Hatton-Brown email: [senco@angloportugueseschool.org](mailto:senco@angloportugueseschool.org)

Tel: 0203 417 0905

Wandsworth SEND support services for parents: Local Offer

<https://fis.wandsworth.gov.uk/kb5/wandsworth/fsd/localoffer.page?familychannel=2>

If parents and children reside in other local authorities, the Principal and SENCO will commit to supporting them to find SEND support via their local authority.

### **6.2 Contact details for raising concerns**

Marta Correia, Principal [marta.correia@angloportugueseschool.org](mailto:marta.correia@angloportugueseschool.org)

Chris Toye, Chair of Governors [charlotte.kennedy@judicium.com](mailto:charlotte.kennedy@judicium.com)

### **6.3 The local authority local offer**

Our contribution to the local offer is:

The **Local Offer** is an information directory where individuals with SEND aged 0-25, as well as their parents or carers, can go to find out what support or provision they can expect to be available in their local area.

It covers a range of local agencies, including education, health, and social care services – such as childcare, independent schools or colleges, care placements, apprenticeships, transport arrangements between home and education settings, specialist teachers, therapy services, and other specialist support. It should also include relevant regional and national specialist provision, such as provision for children and young people with rare and more complex SEND.

The Offer should detail support for both those with Education, Health, and Care (EHC) plans **and** those without. It must include arrangements for:

- Identifying and assessing individuals' SEND, including in the early years.
- Requesting an EHC assessment.
- Consulting parents.
- Securing services, provision, and equipment required.
- Funding and allocation of budgets, including top-up high-needs funding.
- Supporting transitions between phases of education, plus preparations for adulthood and independent living.
- Appealing decisions, making complaints, and resolving disagreements with regards to provision.



Under the Children and Families Act 2014, each Local Authority has a **legal responsibility** to publish their particular Local Offer. It needs to be published online, as well as in an alternative format for those without internet access. Our SENCO and staff are therefore committed to support children with SEND and their families, accessing resources that are available to them.

Our local authority's local offer is published here:  
<https://fis.wandsworth.gov.uk/kb5/wandsworth/fsd/localoffer.page?familychannel=2>

## **7. Monitoring arrangements**

This policy and information report will be reviewed by the SENCO and Marta Correia, Principal **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## **8. Links with other policies and documents**

This policy links to the following documents:

- Accessibility plan
- Behaviour policy
- Child Protection and Safeguarding Policy
- Equality information and objectives
- Administration of Medicines Policy
- Whole-school equality policy

## **SEN Glossary**

SEN(D)	Special educational needs (and disabilities)
SENCo	Special educational needs co-ordinator
SALT	Speech and language therapist
EHCP	Education and health care plan. Replaced old statements (Statutory assessment of a child's special educational needs) and involves 3 agencies schools, health and social care.



Support Plan	SEND support plan is a document created by the school to address concerns that a child is making less than expected progress, in relation to their educational progress (attainment), wider development or social needs.
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