



The Flourishing Schools FEDERATION



Northside Primary School



Queenswell Infant and Nursery School

Queenswell Junior School

Special Educational Needs/Disabilities Policy

Last reviewed: July 2025

Ratified:

Review: June 2026

Rational

The Flourishing Schools Federation strives for all pupils to maximise their life chances and participate as active citizens in society by experiencing a positive learning environment that has high expectations of everyone, values the differences of individuals, and offers respect and dignity to all.

All areas of school life are inclusive, indeed it is one of our core values. Teaching is tailored to provide both challenge and support, encouraging everyone to achieve to their potential through a broad and balanced curriculum. We aim to achieve this by helping pupils overcome barriers to learning by matching tasks to pupils' needs, adjusting the curriculum so they are able to fully participate in their learning.

Northside Values

RESPECT – We respect our needs, beliefs and each other.

PRIDE – We have confidence in our abilities and celebrate success.

INCLUSION – We work together with families and our diverse community to become life-long learners.

CHALLENGE – We have high expectations of ourselves so we achieve our best.

CREATIVITY – We creatively express our feelings and ideas.

RESILIENCE – We develop life skills so we fulfil our potential.

Queenswell Values

RESPECT - We use kind words and actions; respect each other and our property as we learn and grow

RESPONSIBILITY - We are positive role models, we take responsibility for our environment and our learning so that we can all succeed together

EQUALITY - We treat each other fairly, celebrating our differences together so we succeed in our own unique way

COMPASSION - We are compassionate, we show kindness and empathy to create a happy, caring environment where everyone is listened to

HUMOUR - Through fun and laughter, we enjoy our learning together. A smile costs nothing!

	DETERMINATION - We are determined! Through our developing growth mindset, we show resilience and challenge ourselves.
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Aims for SEND

The federation's aims and objectives are to:

- Enable all pupils to have full access to all elements of the school curriculum
- Ensure every pupil realises their full potential and optimises their self-esteem
- Identify, assess and provide for a pupil's needs as early as possible
- Ensure that curriculum planning and assessment takes account of the type and extent of individual's difficulties
- Create an environment that meets the SEND of each child
- Attain high levels of participation from pupils, parents and carers
- Work in partnership with other agencies and schools
- Involve parents in supporting their child's education
- Ensure that our pupils have a voice in this process
- Identify the roles and responsibilities of staff in providing for pupils SEND

This policy is based on documents published by the Department for Education (DfE):

- The Special Educational Needs and Disability (SEND) code of practice (2015)
- [Part 3 of the Pupils 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 coordinators (SENCOs) and the SEN information report
- The Equality Act 2010
- 'Mental health and wellbeing provision in schools'
- Supporting pupils with medical conditions at school
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their SEND Information Report and policy online
- The UK General Data Protection Regulation (GDPR)
- Keeping Children Safe in Education 2025

Definition of Special Educational Needs (SEND)

Some pupils have barriers to learning which result in SEND that require particular action by the school.

Pupils have 'special educational needs' if they have a learning difficulty that calls for special educational provision to be made for them. Pupils have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of pupils the same age;
- have a disability that prevents or hinders them from making use of educational facilities generally provided for pupils of the same age (in schools within the area of the local educational authority);
- are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them.

Pupils may have a SEND either throughout or at any time during their school career.

Roles and Responsibilities

The Role of the Executive Headteacher

Focus: Strategic leadership across The Flourishing Schools Federation.

SEND Responsibilities:

- **Strategic Oversight:** Ensures that all schools in the federation meet statutory requirements under the SEND Code of Practice.
- **Resource Allocation:** Makes high-level decisions on funding, staffing, and resourcing for SEND provision.
- **Accountability:** Holds all staff to account for the quality and impact of SEND provision.
- **Policy Development:** Oversees the creation and review of SEND policies to ensure consistency across schools.

The Role of the Heads of School

Focus: Day-to-day leadership of a single school within The Flourishing Schools Federation.

SEND Responsibilities:

- **Implementation of Policy:** Ensures the SEND policy is effectively implemented and monitored in their school.
- **Staffing:** Works with the Inclusion Leader/SENCo to ensure the right staff are in place and supported.
- **Culture and Ethos:** Promotes an inclusive culture where all pupils, including those with SEND, can thrive.
- **Monitoring and Evaluation:** Evaluates the effectiveness of SEND provision and supports interventions where necessary.

The Role of the Inclusion Leader

Focus: Wider inclusion remit including SEND, EAL (English as an Additional Language), pupil premium and high attainers.

SEND Responsibilities:

- **Overarching Inclusion Strategy:** Oversees how different groups (including SEND) are supported across the school and ensures that the schools' SEND policy and SEND report meet statutory requirements under the SEND Code of Practice.
- **Support for SENCo:** Works closely with the school's SENCo to support and advise.
- **Whole-School Training and Awareness:** Leads CPD on inclusion, differentiation, and inclusive classroom strategies.
- **Data and Outcomes:** Tracks progress of all vulnerable groups, including SEND pupils, and intervenes when needed.

SENCo (Special Educational Needs Coordinator)

Focus: Operational lead for SEND provision in the school.

Statutory Role (as defined by the SEND Code of Practice):

- Implementation of Policy: Ensures the SEND policy is written, reviewed and effectively implemented and monitored in their school.
- Identifying Needs: Oversees the identification and assessment of pupils with SEND.
- Provision Planning: Coordinates provision to meet pupils' needs, including support plans, interventions, and EHCPs.
- Liaison: Works with parents, teachers, support staff, external agencies, and local authorities.
- Staff Support: Trains and supports staff to implement inclusive practices in the classroom.
- Monitoring Progress: Tracks and evaluates outcomes for pupils with SEND and adjusts provision as necessary.
- Compliance: Ensures the school complies with the legal duties outlined in the [SEND Code of Practice \(2015\)](#).

If you have a question about SEND at Northside, please contact Mrs. Schmitz at gschmitz@northsidesch.org

If you have a question about SEND at Queenswell, please contact Ms. Evans at senco@queenswellsch.org

Additionally Resourced Provision (ARP) Leader

Focus: Strategic and operational lead for the ARP, ensuring that children in the provision receive high-quality education, care, and integration opportunities within the wider school.

SEND Responsibilities:

- Provision Leadership: Oversees the vision, ethos, and development of the ARP to ensure it provides high-quality, inclusive education aligned with the school's values and the SEND Code of Practice. Line-manages ARP teachers and support staff, ensuring high-quality teaching, staff development, and consistency of approaches.
- Integration Strategy: Develops and manages opportunities for ARP pupils to access mainstream lessons, enrichment activities, and wider school life where appropriate.
- Policy and Compliance: Ensures ARP provision aligns with statutory SEND requirements, the school's SEND policy, and local authority agreements for resourced provision.
- Collaboration with Inclusion Leader: Works closely with the Inclusion Leader and SENCo to ensure ARP provision contributes to the school-wide inclusion strategy.
- Assessment and Identification: Oversees assessment of pupils within the ARP, ensuring their needs are accurately identified and addressed.
- Individualised Provision Planning: Designs and coordinates personalised learning programmes, interventions, and therapies tailored to each child's EHCP ensuring both academic and social/emotional development.
- Therapeutic and Specialist Input: Coordinates input from speech and language therapists, occupational therapists, and other outside agencies working with ARP pupils.

The Role of the Class Teachers

Each class teacher is responsible for delivering quality first teaching to ensure:

- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENCo.
- 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 how they can be linked to classroom teaching.
- Planning and reviewing support for pupils with SEND is using a graduated basis, in collaboration with parents, the SENCo and, where appropriate, the pupils themselves.
- Working with the SENCo to review each pupil's progress and development and decide on any changes to provision.

- High expectations for every pupil and aiming to teach every child the full curriculum, whatever their prior attainment.
- They follow this SEN policy.

Assessment, Monitoring and Support

At The Flourishing Schools Federation we plan, manage and review SEND provision across the following four broad areas of need:

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

Early identification is vital either from the school assessment process or parental concerns. The class teacher will discuss any concerns with the parents/carers at the earliest opportunity and seek their opinions and enlist their help. The class teacher will also liaise with the Inclusion leader and SEND team. Assessment data, observations and discussions in Pupil Progress Meetings will be considered. Termly targets, shared with parents, carers and the individual pupils, will be set and their progress monitored.

The Inclusion Leader and SENCo works within the senior leadership team, using whole school tracking data as an early identification indicator.

We use a number of additional indicators of special educational needs:

- The analysis of data, including entry baseline and end of EYFS data, SATs, annual and termly pupil assessments
- The use of our local authority SEND criteria (Early Identification Toolkit)
- The following up of teacher concerns
- Following up parental concerns
- Tracking individual pupil progress over time
- Information from previous schools on transfer
- Information from other services

The SENCo maintains a list of pupils identified through the procedures listed; this is called the Special Needs Register. This list is reviewed each term when a detailed analysis of the list takes place.

Where concerns continue and parents/carers agree, external specialist advisory services will be sought, such as:

Educational Psychologist (EP); Speech & Language Therapists (SALT); Child & Adolescent Mental Health Services (CAMHs), Child Development Clinic (CDC), Barnet Integrated Clinical Services (BICS), Inclusion Advisory Team (IAT), Occupational Therapists (OT), The Barnet Virtual School and the Autism Advisory Team (AAT). Where specialist advice has been given, SEND support plans will be drawn up and reviewed at the end of each term.

SEND Support

Pupils will be offered additional SEND support when it is clear that their needs require adaptations which are "additional to" or "different from" the curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEND Code of Practice 2015.

In keeping with all vulnerable learners, intervention for pupils on the SEND list will be identified and tracked using the whole-school provision tracking. If the school have a concern they will discuss this with the parent/carer and the class teacher will in the first instance record this on out initial concern and monitoring record.

On rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.

If the child does have Special Educational Needs or Disability or we suspect this may be the case then the class teacher with the SENCo and the Inclusion Lead will meet with the parent/carer to discuss this and plan next steps and identify outcomes and provision.

For more detailed information on provision and procedures for pupils with Special Educational Needs or Disability please see Northside's [SEND Information Report](#) and Queenswell's [SEND Information Report](#) on the federation website.

Targets and Support Plans

Pupils on the Special Needs Register who require targeted support or interventions will have SEN Support Plans setting out outcomes and any provision made that is additional to and different from the usual classroom provision.

For pupils with an EHCP, provision will meet the recommendations on the plan.

Strategies for pupils' progress will be recorded in a SEN Support Plan which will contain information on:

- Short-term targets
- Teaching strategies
- Provision made
- Date for review
- Scaled score to indicate achievement
- The outcomes recorded at review

The SEN Support Plan will record only that which is 'different from' or 'additional to' the normal adapted curriculum and will concentrate on two or three individual targets that closely match the pupil's needs. The SEN Support Plan will be created through discussion with both the pupil and the parent or carer. The plan will be reviewed each term with the inclusion of parents, carers and pupils' views.

Access to the Curriculum

All pupils have an entitlement to a broad and balanced curriculum that is adapted to enable them to access the learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

The National Curriculum, Early Years Framework and, where necessary, the engagement model, are our starting points for adapted planning that meets the specific needs of individuals and groups of pupils. When planning, teachers set suitable learning challenges and respond to pupils diverse learning needs.

Generally, all pupils with SEND will join in all activities of the school with their peers. In exceptional cases, in which part of the curriculum is deemed inappropriate, the Senior Leadership Team may give special direction for either modifying or not applying the National Curriculum for the child for a period of up to six months (section 19 of the 1988 Educational Reform Act).

Pupils may also receive help from support staff and/or have learning aids. Where necessary, to maximise learning, pupils may occasionally work in small groups or in a one-to-one situation outside the classroom.

The range of provision may include:

- In class support for small groups with an additional teacher or Learning Support Assistants (LSA)
- Small group work in breakout spaces with LSA or teachers
- Individual learning support
- Further adaption of resources
- Interventions
- Provision of alternative learning materials/ special equipment
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies

- Access to Specialist Teaching and Educational Psychology Service Steps or other support services for advice on strategies, equipment, or staff training
- Access to our breakout spaces for regulation and learning

Monitoring Pupil Progress

Progress is the crucial factor in determining the need for additional support. There are different measures of progress but those used at The Flourishing Schools Federation include:

- Narrowing of the attainment gap between pupil and peers
- Preventing the attainment gap widening
- Showing progress within lessons
- Showing an improvement in self-help and social or personal skills
- Showing improvements in the pupil's emotional regulation
- Pupil's independence increase

Education Health and Care Plan

Request for Assessment

The school will request a Statutory Assessment from the Local Authority (LA) when, despite an individualised programme of sustained intervention within SEN Support, the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency.

Education Health Care Plans

An Education Health Care Plans (EHCP) will normally be provided where, after a Statutory Assessment, the Local Authority (Barnet) considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

Reviews of an EHCP

Pupils with an Education Health and Care Plan will have an Annual Review of their plan. (Biannually if under 5)

Our school will comply with all local arrangements and procedures when applying for

- SEN contingency funding
- An Education Health and Care Plan
- Referrals to external agencies

Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice (2015) and with Barnet's guidance - particularly with regard to the timescales set out within the process.

We invite parents to the reviews and will always try to involve the child in the review and will do this by discussion prior to the meeting.

Safeguarding

The Flourishing Schools Federation recognises that evidence shows pupils with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying and emotional abuse.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of all four areas of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.

The Executive Headteacher, Heads of School and Governing Body will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using physical intervention and reasonable force in response to risks presented by incidents involving pupils with SEND, staff will have due regard for the procedures outlined in the school's Positive Handling Policy.

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the Designated Safeguarding Lead (DSL) in collaboration with the Inclusion Leader.

Specialist Provision

At Northside, the main building, halls and nursery have wheelchair access and there are toilet facilities for disabled pupils and staff. There is currently no wheelchair access to upper floors.

The two sites at Queenswell have wheelchair access to all areas of the school and nursery via ramps.

At Queenswell we have an Additionally Resourced Provision (ARP) for cognition and learning needs. The ARP is divided into three classrooms with space for 10 children in each room. The provision has highly skilled and experienced staff who are passionate about creating a safe and nurturing environment where all children are enabled to achieve their next steps at their own pace. For more information, please see the federation website.

Supporting Successful Preparation for Adulthood

The Flourishing Schools Federation is aware that being supported towards greater independence and employability can be life-transforming for pupils with SEND. It recognises the importance of starting early, centring on pupil aspirations, interests and needs, and will ensure that pupils are supported at developmentally appropriate levels to make a smooth transition to what they will be doing next, e.g. moving on to higher education.

The school will:

- Seek to understand the interests, strengths and motivations of pupils and use this as a basis for planning support around them.
- Support pupils so that they are included in social groups and develop friendships.
- Ensure that pupils with SEND engage in the activities of the school together with those who do not have SEND, and are encouraged to participate fully in the life of the school and in any wider community activity.
- Engage with secondary schools, as necessary, to help plan for any transitions.

