

Dollis Primary School



SEND and Inclusion Policy 2026 - 2027

SEND and Inclusion Policy			
Policy Author	Anouska Sehmi	Review Date	Summer 2027
Review Frequency	Every year	Website	Yes

School Vision

Our vision is: Excellence in All we do! Shaping attitudes, efforts and ambitions. It is our firm belief that every child should leave Dollis Primary with:

- the knowledge, skills and education that prepares them for secondary school, adult life and the world of work,
- a sense of responsibility as a future global citizen;
- ambition and an awareness of their limitless potential and
- a thirst to be a motivated learner for life.

SEND and Inclusion Policy

1. Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) 3.65 – Update May 2024 and has been written with reference to the following legislation, guidance and documents:

- Equality Policy
- SEND Code of Practice 0-25 September 2014
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Child Protection and Safeguarding policy
- Confidentiality Policy
- Accessibility Policy
- Equality Act 2010
- Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014

This policy was created by the school's SENDCO in conjunction with the Head Teacher and Deputy Head. Governors were consulted and the new policy was shared and discussed with all teachers and made available to parents.

2. Rationale

Inclusion in education is concerned with the development of equal opportunities for all pupils and their families whatever their age, gender, ethnicity, physical disabilities, abilities, religion, home or cultural background. This policy is concerned with encouraging and increasing the participation of all groups of children (those with special educational needs, those with disabilities, sick children, those children 'looked after' by the Local Authority and those children who are recognised as being 'children in need', those learning EAL (English Additional Language), those children of differing ethnic backgrounds including travellers, refugees and asylum seekers and those children identified as more able or with developing special talents in this policy known as children with additional learning needs) in all aspects of school by overcoming barriers to access of provision and learning, ensuring that all pupils progress and achieve the very best they can.

Successful inclusion should result in every pupil feeling safe, confident and happy at school. It should see every pupil making the best progress of which they are able and enjoying their time at school - be that in lessons, during their play or lunchtimes or when involved in any of our school activities. Successful inclusion should promote every pupil's belief in themselves as a learner and valued member of our school community. Inclusive provision at Dollis is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our pupils.

3. Equal Opportunities

We believe that it is the right of all children regardless of their gender identity, sexuality, ethnicity, physical ability, linguistic, cultural or home background or beliefs to have access to quality learning experiences in a safe, secure and supportive environment. We recognise that children learn in different ways and understand that it is our responsibility to provide a multi-sensory approach to teaching in order to meet the differing learning styles favoured by the children. The curriculum is differentiated to meet the needs of the children with appropriate resources available to meet individual requirements. When identifying special educational need support we take care not to assume that children who speak English as an additional language will have special educational needs. Children are encouraged to be fully involved in their learning, and to be proud of their progress and achievements. They are also encouraged to respect and celebrate the achievements of others. Adaptations will continue to be made to the physical environment of the school in order to ensure access for all with varying physical needs.

4. Intent

- To develop an inclusive school community where everyone is valued and where children develop respect for themselves and others and develop positive attitudes towards learning;
- To minimise barriers to learning and discriminatory practices;
- To ensure that all pupils take as full a part as possible in all school activities;
- To develop and maintain partnerships between parents/carers and staff in meeting the needs of children, ensuring that parents of all pupils are kept fully informed of their children's progress and attainment;
- To develop the knowledge, understanding and skills of all children to enable them to participate fully in Britain's multi-cultural society and make their contribution as global citizens;
- To raise the aspirations of, and expectations for, all pupils with SEND, providing a focus on desirable outcomes relating to progress.
- To ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEN provision.

5. Objectives

- To ensure that the school has effective procedures for the early identification of children that require additional support.
- To ensure all children make good progress by providing a high quality learning environment where challenging and supportive learning programmes are adapted to meet the needs of individual children.
- To ensure that staff develop and extend their understanding and knowledge of additional learning needs and the most effective strategies to support children.
- To ensure there are effective links with outside agencies, and that these are used to support children.
- To ensure children experience smooth transitions between each stage of their education by maintaining good communication of information and records between year groups and any other schools to which children may transfer, or have transferred from, e.g. pre-school settings.
- To ensure that best value is gained from the effective use of additional resources, including teaching assistants, outside agencies and teaching materials.

6. Partnership with Parents and Carers

It is our fundamental belief that partnership with parents and carers is vital if we are to achieve the aims of our policy.

There will be frequent and ongoing consultations for parents and carers when arranging provision and setting or reviewing targets for their child.

The school considers parents of SEND, and EAL pupils as valued partners in the process. Depending on age and appropriateness, SEND pupils will also be encouraged to participate in the decision making processes affecting them. The school will make available, to all parents of pupils with SEND, details of the parent partnership service available through the Local Authority of Barnet.

We show sensitivity, honesty and mutual respect in encouraging children to share concerns, discuss strategies and see themselves as partners in the school. All children are involved in making decisions, where possible, as soon as they start at the school. The ways in which we encourage them to participate reflects their emerging maturity. Confident young children, who know that their opinions will be valued and who can practice making choices, will be more secure and effective learners during their school years. In this school we encourage children to participate in their learning in a variety of ways. We encourage them to have a voice. We encourage them to take ownership of their learning targets by discussing them and thinking about what they can do to improve. For children with SEND this includes discussing the strategies for success in their SEN Support Plan and we encourage them to take part in reviewing their progress, in setting new goals and challenges.

7. Meeting Diverse Needs

At Dollis we recognise that in order to achieve the School Aims we must actively seek to recognise and meet the very diverse needs of our pupils by:

- Monitoring the achievement and well-being of all our pupils and the quality/nature of the learning opportunities they are offered.
- Tracking each pupil's academic, social and emotional progress and using the resulting knowledge to plan provision for the individual or groups of pupils.
- Correctly identifying and then seeking to overcome potential barriers to pupils' learning or their full participation in school life.
- Developing and deploying our resources to best reflect the various levels of need experienced by pupils.
- Taking care to ensure that vulnerable pupils are appropriately supported.
- Sharing any concerns, we may have regarding a pupil with their parents or carers and then seeking to work together with them, for the good of the pupil.
- Liaising closely with professionals from other Children's Services or Health agencies involved in the care and support of pupils.
- Providing teaching and non-teaching staff with the support and training they need in order that their work promotes the best outcomes for each pupil.

8. Roles and Responsibilities

8.1 The Governing Body

- To develop the SEND and Inclusion policy and ensure the policy is maintained and reviewed – this is delegated to the curriculum committee.
- To have up to date knowledge about the school's SEND provision, including funding.
- To know how equipment and personnel resources are deployed.
- To ensure that SEND and Inclusion are an integral part of the School Development Plan.
- To ensure that financial resources are available to carry out the SEND and Inclusion policy.
- To liaise with the Head teacher, SENDco and staff.
- To nominate an SEND and Inclusion governor who will take a special interest in the development of SEND and inclusion and who will maintain a high profile for the discussion and strategic development of inclusive practices within the school and with the governing body.

8.2 The Head Teacher and Deputy Headteacher overseeing pastoral care

- To ensure that the school complies with the requirements of the Code of Practice for Special Educational Needs.
- Working with the SENDco to ensure that additional learning needs provision operates within all school policies.
- Responsible for the day-to-day management of all aspects of the school including the SEN provision.
- Keeping the Governing Body well informed about SEND within the school.
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.

8.3 The SENDco (reports to the Headteacher)

- To oversee the day-to-day operation of the SEND and Inclusion Policy.
- To co-ordinate the provision for children with EHCPs, SENDs, EAL and any other vulnerable groups who may experience a barrier to learning.
- To liaise and convene meetings with parents and carers as necessary.
- To manage the additional learning needs support assistants.
- To monitor the progress of children with additional learning needs.
- To liaise with outside agencies and convene meetings as necessary.
- To support staff in providing appropriate learning plans/programmes for children with additional learning needs and identify any additional resources needed.

- To contribute to staff development.
- To evaluate and plan for the development of inclusive practice and provision across the school.

8.4 Class Teachers

- To have overall responsibility for the target setting, planning, preparing and delivering of lessons and programmes of work to meet both group and individual learning needs.
- To seek to provide pupils with learning opportunities which will allow all the pupils to access the subject taught, encounter appropriate challenges and promote progress.
- To ensure that all children are valued and are fully integrated into the life of the school.
- To liaise with and direct teaching assistants to effectively support vulnerable groups of children.
- Being aware of the school's procedures for the identification and assessment of and subsequent provision for, SEND pupils.
- Collaborating with the SENDco to decide the action required to assist the pupil to make progress.
- Positively promote issues of race, gender, disability and diversity to pupils and the wider community.
- Develop constructive and informative relationships with parents.
- Be involved in the development of the school's Inclusion policy.

8.5 Teaching Assistants

- To provide support for groups and individuals in class as planned by the teacher, including specific learning plans/programmes and helping children manage their behaviour.
- To provide additional support plans/programmes as planned by the SENDco, Subject Leader, or outside professional (SALT/OT/PT/EP/Autism Team).
- To address very specific needs, pupils may be withdrawn for short periods during class times to work individually. Alternatively, some work may occur alongside others within a small group, when the need is common to all.
- To make observations of children and maintain appropriate records.
- To strive to enable independent learning for all children with SEND through effective questioning and support strategies
- To have suitably high expectations of pupils with SEND & EAL
- To attend INSET and courses where appropriate.
- To be fully aware of the school's SEND and Inclusion Policy.

9. Special Educational Needs

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEN as:

“A child or young person has SEN 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: 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 or mainstream post-16 institutions.”***

If a learner is identified as having SEN, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning.

10. Identification/Implementation

Identification of SEND may have occurred prior to a pupil's enrolment at school. If this is the case, school will seek appropriate advice and support from the relevant school and external agencies. This then informs the provision that is put in place for the pupil at Dollis.

When a concern is evident or raised via parental concerns, observation or rates of progress the class teacher can refer to the SEND handbook which highlights strategies and approaches to use for children who may be facing barriers to their learning. If the suggested strategies seem to be having little impact the class teacher will then complete an Internal Referral form for the SENDco or EYFS SENDCo. They will then meet with the class teacher to further discuss the child and plan the best ways forward together. This will include an observation of the child and some one to one work to gather a baseline.

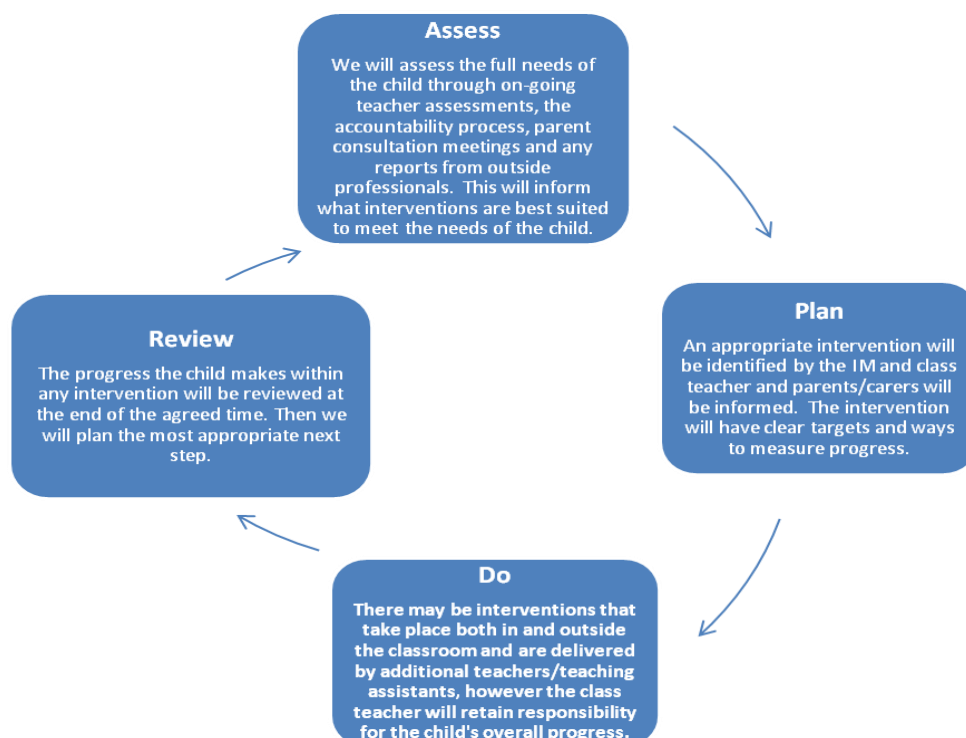
Upon identification that the child is not making sufficient progress, the school will plan a programme of intervention and targets (that are usually undertaken within a group setting). This may be long or short-term or involve multiple interventions dependent upon the nature of the need and the progress made by the pupil. Should the child still not be making sufficient progress, the SENDco will carry out, or arrange outside agencies to carry out, more detailed assessments of the child's needs.

Should standard provision not suffice to overcome the concern and a significant and/or persistent difficulty remains apparent, the pupil will be deemed as having Special Education Needs.

There are four broad areas that give an overview of the difficulties a pupil may have. However, it is important to note that a pupil's needs may cross one or more of the following:

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

The SEN Code of Practice (2014) describes a 'graduated response' to identifying and removing barriers to learning in order to put effective special education provision in place (see below)



Children that are identified as having special educational needs support will have a SEN Support plan that is reviewed and updated with the school team and parent/carer every term. Children with an Education, Health and Care Plan will have an Annual Review in order to discuss whether the Plan remains relevant and the provision adequate to the needs of the child. This will involve any professionals who may be working with the child, parents and where appropriate the child. These children will have their own individual support plan and targets which are regularly reviewed and updated.

10.1 The kinds of interventions within this 'graduated response' are as follows:

a) Universal – All pupils will benefit from:

- First quality learning through the provision of high quality teaching; both formal and informal.
- Formal learning and teaching that is adapted to need and enables the vast majority of pupils to make good or better progress.
- On-going and timely assessments which inform any further provision needed.

b) Targeted Support – Some pupils may benefit from:

- Small-group intervention for pupils who may be expected to 'keep up' with their peers as a result of the intervention.
- Interventions where progress is closely monitored. If a pupil has not made the required progress, then the appropriate referral may be made to outside professional support (see below) or the child may participate in an alternative intervention.

c) Specialist Support – A few pupils may benefit:

- Specific targeted intervention for individuals. These pupils may have specific and/or exceptional needs that require the support from outside professionals. We will then incorporate appropriate advice and recommendations into any provisions for the pupil.

11. Outside Agencies who help us achieve inclusive practice and meet specific needs

In achieving provision which will meet the wide range of pupils' differing needs, we are supported by a number of specialised health or educational bodies.

Those agencies most commonly involved in supporting pupils are:

- Autism Advisory Team
- Health
- The Speech and Language Therapy Service (SALTs)
- The Occupational Health Therapy Service (OTs)
- The Physiotherapy Service
- The Child Development Clinic (CDC)
- The School Nursing Service
- The Educational Psychology Service (EPS)
- The Inclusion Advisory Team (IAT)
- Services for the Hearing or Visually Impaired
- Specialist Advisory Team
- Social Services
- Play and Art Therapists
- Child, Adolescent, Mental Health Service (CAMHS)

12. Before making a referral

Before making a referral to a specialised service the school consults with parents or carers. An exception to this practice occurs when the school has information which indicates that a pupil may be at risk of harm. In such circumstances we undertake our statutory duty by making a referral to the Children and Young People's Services.

13. Education, Health and Care Plan

In some cases, when a pupil presents with exceptional needs which necessitate a very high level of additional support, the school will ask the Local Authority to conduct an Education, Health and Care (EHC) needs assessment. If it is felt that this is necessary, the LA will follow the statutory guidelines and produce an EHC Plan.

The school will have the following information available:

- The action followed by the school since the child has been identified as having a special need.
- The pupil's SEN Support Plan(s)
- Records and outcomes of regular reviews undertaken
- Views of parents and where possible from the child
- Information on the pupil's health and relevant medical history
- Previous National Curriculum levels and new assessment levels
- Other relevant assessments from specialists such as support teachers and Educational Psychologists, OT
- Social Services / Educational Welfare service reports, where relevant
- Any other involvement by professionals

An Educational Health Care Plan will normally be provided where, after considering a request for an EHCP the LA considers the child requires provision beyond what the school can offer, as the child's needs cannot be met by the current support arrangements in school. Dollis Primary school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

An EHCP will include details of learning outcomes for the child. These are used to develop targets that are:

- Established through parental / pupil consultation
- Matched to the longer-term outcomes set out in the EHCP
- Shorter term outcomes set out in an SEN Support Plan
- Implemented in the classroom through quality first adapted teaching

14. Children 'Looked After' and Children 'In Need'

A child who is 'looked after' or who is identified as 'in need' will be identified to the SENDco (who is also the Designated Teacher), the Child Protection Officers and the class teacher. The senior member of staff assigned to the child will be responsible for tracking the child's progress and attendance, for pastoral care and for attendance at professionals' meetings. The member of staff will ensure the targets on the PEP are met.

15. Children with medical conditions and supporting children with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some pupils with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some pupils may also have SEND and may have an EHCP which brings together health and social care needs, as well as their special educational provision. School will always work with the professionals and parents involved with the child, hold Team around the Child (TAC) meetings to establish the most appropriate way forward for that child. This may result in, adapting the school day for a duration of time, or liaising with external professionals, for example, a hospital teacher.

16. Children Learning English as an Additional Language

16.1 Definition and Rationale

The term EAL (English as an Additional Language) is used to refer to pupils whose main language at home is other than English. EAL pupils, from complete beginners to those with considerable fluency, will have varying degrees of difficulty in accessing the full curriculum and in achieving their full potential. Research has shown that those new to English will acquire conversational fluency in two years, but will need a minimum of five years to achieve competence in academic English. Such pupils will need language support if they are to reach their full potential. Therefore, our main aim is for all EAL pupils to become confident in speaking, listening, reading and writing to enable them to access the curriculum and communicate effectively with their peers and other adults.

Children who are learning EAL are supported by the school and class ethos of welcoming and valuing cultural differences, building self-esteem, and maintaining high expectations.

16.2 Identification and Assessment

Pupils who are EAL are identified upon starting the school. Children are assessed using the Language Proficiency scales and their progress carefully tracked. Progress is monitored by the SENDco and discussed during pupil progress meetings.

16.3 Provision

- Classrooms are highly visualised environments – dual-language texts are available, labels and visual support within lessons.
- EAL pupils on lower stages of English acquisition can be partnered with a more confident pupil who speaks the same language or with an English speaking pupil as appropriate.
- Teachers and other adults are aware of good EAL practices within a lesson and throughout school life.
- Speaking frames are used within lessons to help English acquisition.
- Groups of EAL children are targeted during lessons to ensure that they understand and can contribute fully to the learning.
- Suitable resources are created (or modified and enhanced) with additional visual aids.
- Staff are advised on cultural and religious aspects.
- Liaison with parents/carers, interpreting and translating where possible.
- The school reviews the timetable of the support regularly to ensure children new to the school are receiving support.

17. Staff Development

There will be regular school based training and meetings for all staff at school to enable them to support the needs of children with SEND more effectively. All staff have access to courses and individuals will be encouraged to attend courses relevant to the needs of their class or the children they support. The SENDco has regular meetings with support staff to enable them to share good practice and strategies. The Barnet termly universal training menu is shared with staff as and when it is shared with schools on a termly basis.

18. Facilities/Resources Available for Children

- Curriculum resources for effective differentiation.
- Multi-sensory approach to teaching in order to meet the needs of different learning styles.
- Trained teaching assistants who are able to implement programmes with targeted groups or individuals.
- Social programmes to support children with emotional and behavioural difficulties.
- Nurture Groups.
- Fine and Gross Motor skills programmes to support children with co-ordination and motor difficulties.
- Literacy Intervention Programmes.

- Numeracy Intervention Programmes.
- Parent support programmes.
- Sensory Room and Percy's Place SEND space
- Opportunities for intervention by outside agencies.

19. Accessibility

The whole school Access Plan is monitored regularly and contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); which covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

20. Admissions

The Governing Body believes that admissions criteria should not discriminate against pupils with SEND, and has due regard for the general presumption in law of mainstream education for children with SEND, secured by the Children and Families Act 2014 and referred to within the new SEND Code of Practice, in that:

“Where a child Has SEN but does not have an EHC Plan they must be educated in a mainstream setting except under specific circumstances” CoP 1:27

Where a child has a particular need, e.g. wheelchair access, the governors will make every effort to ensure the child's needs are fully met. The school provides access for physically disabled pupils, staff and parents, by means of special toilet facilities and ramps. Some classrooms are inaccessible for wheelchair access and this will be taken into account in class room allocation should the need arise. If a child is transferring into the school with an Educational Health Care Plan (EHCP), the continuation of this support will be negotiated with the Local Authority to ensure their needs can be met (See Accessibility Plan).

As pupils on the SEND Register progress to secondary school, the SENDco will liaise with the various receiving schools. This will include inviting the SENDco from the Secondary schools to Year 6 Annual Reviews and arrange visits for pupils and parents to look at prospective schools. This will include specialist provision in the case of some pupils with EHCPs.

21. Monitoring and Evaluation

The SENDco regularly monitors and evaluates the effectiveness of the provision by:

- Making assessments of children's progress.

- Analysing intervention data.
- Regular meetings with teachers and teaching assistants.
- Attending pupil progress meetings with class teachers.
- Annual review of the policy at SLT meetings.
- Regular meetings with parent/carers.

The SENDco and Headteacher meet regularly to discuss issues raised during monitoring. The SENDco and Governor with responsibility for SEND and Inclusion meet each term to discuss monitoring and general issues. The Headteacher gives termly reports to the Governing Body via the Headteacher's report and general issues are discussed at curriculum committee meetings.

22. Related policies

Equalities Policy

Child Protection and Safeguarding Policy

Confidentiality Policy

23. Roles

Governor with Responsibility for Inclusion – Joshua Kane

Deputy Headteacher & SENDco – Anouska Sehmi

Additional Annex:

Major [SEND reforms](#) were announced on **23 February 2026** as part of the Schools White Paper, *Every Child Achieving and Thriving*. These "decade-long" changes aim to make mainstream schools more inclusive and reduce the reliance on costly, delayed assessments.

Key Changes in the Reform

- **Tiered Support Model:** A new four-tier system replaces the current binary "SEN Support vs. EHCP" structure: **Universal, Targeted, Targeted Plus**, and **Specialist**.
- **Individual Support Plans (ISPs):** Every child with SEND will have a digital, legally-binding ISP. This document will be the primary record for day-to-day support in schools.
- **EHCP Thresholds:** By 2035, Education, Health and Care Plans (EHCPs) will be reserved only for children with the most severe and complex needs.
- **Experts at Hand:** A new service will provide schools direct access to specialists like speech therapists and educational psychologists, reducing the need for an EHCP to get therapy.
- **Inclusion Bases:** All secondary schools will be expected to establish "Inclusion Bases" (specialist units) to support pupils within a mainstream setting.

Impact on your SEND Policy

- **Statutory Duty for ISPs:** Policies must now reflect the new legal requirement for schools to create and maintain digital plans for all children with SEND.
- **Inclusion Strategy:** Schools will have a new duty to produce a formal Inclusion strategy that Ofsted will inspect.
- **Updated Tier Definitions:** The policy must move away from "SEN Support" terminology and adopt the **Targeted/Targeted Plus** framework.
- **Staff Training Requirements:** The policy should outline how all staff (not just specialists) will receive the newly funded training on inclusion.

As a result of these changes, this policy is likely to be amended more frequently.