# All Saints' C. of E. Primary School

**Policy Subject: SEND and Inclusion Policy**

**Date: September 2026**




**The Deputy Designated Safeguarding Leads (D-DSLs)**

**Gemma Osafo – Deputy Head Teacher**

**Louisa Ball – Inclusion Manager**

**Janet Sharp – KS2 Phase Leader**

**Online Safety Lead (OSL)**

**Janet Sharp – KS2 Phase Leader**

**Designated Member of Staff for Looked After Children**

**Louisa Ball – Inclusion Manager**

**Governors with Responsibility for Safeguarding**

**Simon Oddie & Jacynth Bennett**

## Key Personnel

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|---|---|
| **Inclusion Manager/SENCo** | **Louisa Ball**<br>BA Hons, NPQ SENCO<br>0208 788 5196 |
| **SEND Governors** | **Simon Oddie & Jacynth Bennett** |
| **Policy Date** | **June 2026** |
| **Review Date** | **June 2027** |
| **Who was involved in creating this policy?** | **Louisa Ball and Joanne Ghosh in consultation with staff, parents and pupils** |


1. Compliance
2. Aims
3. Identifying Special Educational Needs
4. A Graduated Approach to SEN Support
5. Managing Pupils Needs on the SEN Register
6. Criteria for Exiting the SEN Register
7. Supporting Pupils and Families
8. Supporting Pupils at School with Medical Conditions
9. Monitoring and Evaluation of SEND
10. Training and Resources
11. Reviewing the Policy
12. Accessibility
13. Budget
14. Pupil Voice
15. Complaints
16. Further Information
17. Appendices

***Safeguarding Statement***

*The Governors and staff of All Saints' CE Primary School fully recognise and are committed to the responsibilities and duty placed upon them with regard to arrangements for safeguarding and promoting the welfare of all pupils. We expect all staff, including volunteers, to share this commitment, recognising that they have a full and active part to play in protecting pupils from harm.*

*Safeguarding and promoting the welfare of children is defined as:*

- *Protecting children from maltreatment*
- *Preventing impairment of children's mental and physical health or development*
- *Ensuring that children grow up in circumstances consistent with the provision of safe and effective care*
- *Taking action to enable all children to have the best outcomes*

*Parents and carers expect a secure and caring environment in which the children can flourish. We believe that our school should provide a caring, positive, safe and stimulating environment in which pupils can learn and which promotes the social, physical and emotional wellbeing of each individual pupil, and which takes a child-centred approach.*

*To meet this expectation, the school adheres to a wide range of national and local policies and guidance, including Working Together to Safeguard Children 2026, Keeping Children Safe in Education 2026 and this policy is in line with the London Child Protection Procedures 2017 (5th edition amended October 2017, amended in 2026), as well as the school's Safeguarding & Child Protection policy, Online Safety Policy, Anti-Bullying Policy and Health & Safety Policy. Parents and carers are welcome to read the policies on our website or on request from the School Office.*

*Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We will ensure that our concerns about our pupils are discussed with his/her parents/carers first unless we have reason to believe that such a move would be contrary to the child's welfare.*

*Part of our legal duty to safeguard children may also include the need to consult with and take advice from other agencies such as the Police or social services should the need arise.*

## Section One: Compliance

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability (SEND) Code of Practice 0 – 25 (September 2014 *updated January 2015*) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013 *(updated June 2018)*
- SEND Code of Practice 0 – 25 (Sep 2014 *updated January 2015*)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils with medical conditions at school *(updated August 2017)*
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- All Saints' Safeguarding and Child Protection Policy
- All Saints' Medical Conditions Policy
- All Saints' Accessibility Plan
- Teachers Standards 2012
- This policy was created by All Saints' Inclusion Manager and the SEN Governors, and in consultation with Governors, staff, parents and pupils.

## Overview

At All Saints' all pupils, regardless of their particular needs, are offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. All pupils are equally valued and we are committed to Inclusion; every teacher at All Saints' is a teacher of every child including those with special educational needs (SEN).
We may offer the following range of provision to support children with communication and interaction difficulties; cognition and learning difficulties; social, mental and emotional health difficulties; or with sensory and/or physical needs.

Provision aims to meet the needs of all pupils to allow full access to the curriculum in order to achieve their potential, develop confidence and independence as well as prepare them for transitioning to their next stage of development, including Secondary School.

At All Saints' we are committed to Quality First Teaching (please see Ordinarily Available Provision Guidance produced by Wandsworth Council for detailed advice for staff; a link to this can be found on p9 of this policy), where all teachers are responsible and accountable for the pupils with SEN in their class. Where pupils are supported by a Teaching Assistant (TA) or Learning Support Assistant (LSA), all work is overseen by the class teacher. A Teaching Assistant is based in a class to support **all** the children in the class; in addition to this they may run interventions outside of class with children from different classes. A Learning Support Assistant works one to one with an identified child who has an Education Health and Care Plan (EHCP); in addition to this they provide some general class support.

All Saints' offers a rich and engaging curriculum to meet the needs of all individual pupils. Our aim is to make this curriculum accessible to all. High quality provision is ensured through differentiated lessons and personalised teaching. Teachers set challenging but achievable outcomes for all pupils regardless of SEN. For pupils with SEN, parents and pupils are involved in setting outcomes. Expectations are set high and they are monitored regularly through tracking.

We acknowledge that some pupils with SEN require individual or additional provision. At All Saints' we endeavour to ensure that all pupils who require individual or additional provision receive it. Individual or additional provision is regularly reviewed to ensure it is tailored to meet the needs of individual pupils.

At All Saints' we believe early identification of needs is important and we involve parents in partnership from the beginning of the process of identification. Initially support strategies will be offered but, for some pupils, advice from additional specialist support will be sought from a range of external agencies. We recognise and highly respect the expertise of these agencies and the advice they provide the pupil and the school. At All Saints' the pupil's view on their learning is key and we involve pupils fully in the decision- making process.

## Section Two: Aims

All Saints' is an inclusive school and all pupils, including those with SEN, are full members of the school community. All pupils have full access to staff, resources, activities and the environment. Barriers to learning are carefully considered and appropriate provision and resources are provided. The school, when necessary, will provide extra support and resources to allow full access to the curriculum for individual pupils.

**Objectives:**

1. To identify and provide for pupils who have special educational needs and additional needs.

2. To work within the guidance provided in the SEND Code of Practice, 2014 (updated Jan 2015).
3. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs.
4. To provide a Special Educational Needs Co-ordinator (SENCo/Inclusion Manager) who will work with the SEND Inclusion Policy. At All Saints', our SENCo role is carried out by the Inclusion Manager (IM) and henceforth in this policy will be referred to as the IM.
5. To provide support and advice for all staff working with special educational needs pupils.

## Section Three: Identifying Special Educational Needs

At All Saints' we identify the needs of pupils by considering the needs of the whole child; not just the special educational needs of the child or young person. There are four broad categories of need which are specified below. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In some cases, pupils' needs may fit more than one category. The categories are:

Communication and Interaction

Children and young people with SEN may have difficulties in one or more of the areas of speech, language and communication (SLCN). Children with SLCN may have Autism Spectrum Disorder (ASD); these children often have difficulty with communication, social interaction and imagination.

Cognition and Learning

Children and young people with learning difficulties will learn at a slower pace than other children and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts, even with appropriate differentiation. This includes a wide range of needs including pupils with:

- moderate learning difficulties (MLD)
- severe learning difficulty (SLD),
- profound and multiple learning difficulties (PMLD)
- specific learning difficulty (SpLD) such as dyslexia, dyscalculia, dyspraxia or dysgraphia.

Social, Mental and Emotional Health

Difficulties are experienced by some children and young people in the area of their emotional or social development. Some children require help to acquire social skills and these difficulties can sometimes be displayed through the child becoming withdrawn or isolated and their actions disruptive, challenging or disturbing. This can result in children finding it hard to develop and maintain healthy relationships; some of these children may have other recognised conditions such as Attention Deficit Hyperactivity Disorder (ADHD), Attention Deficit Disorder (ADD) or Autism.

Sensory and/or Physical Difficulties

There is a wide range of sensory and physical difficulties that affect children and young people across the ability range including:

- Physical Disability (PD),
- Visual Impairment (VI),
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)

Under the Equality Act 2010 adaptations may be required as reasonable adjustments in order for children and young people to access the curriculum or the physical environment.

There are other categories that are **NOT SEN** but may impact on progress and attainment:

- Disability (the Code of Practice outlines the "reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant (PPG)
- Being a Looked After Child (LAC)
- Being a child of Serviceman/woman

## Section Four: A Graduated Approach to SEN support

**Our approach to Identification:**

### Quality First Teaching

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where individual pupils receive support from teaching assistants or specialist staff. All pupils at All Saints' receive quality first teaching; this ensures all work is differentiated to meet the needs of the pupils regardless of whether they have or do not have a special educational need. At All Saints' we recognise that additional intervention or support cannot compensate for a lack of high-quality teaching. The quality of teaching for all pupils at All Saints' is regularly monitored. The school provides regular continued professional development (CPD) for all staff to ensure teachers and support staff can develop strategies to both identify and support vulnerable pupils (please see Ordinarily Available Provision produced by Wandsworth Council for detailed advice for staff). This also ensures staff have knowledge of the most frequently encountered types of SEN.

Each class has either at least one named Teaching Assistant or Learning Support Assistant; deployment of support staff is based on both class and individual pupil need. All support staff at All Saints' offer excellent support to pupils and are kept up to date with changes in SEN provision via regular meetings. Support staff receive CPD as a support staff team and individually (please see the latest SEN Annual Report to Parents for a list of recent training). Alongside teaching staff, support staff contribute to the learning ethos of All Saints' and to improving children's outcomes which is central to the school's ethos.

Some individual pupils receive one-to-one support via a Learning Support Assistant if they have an Education, Health and Care Plan (EHCP). Referrals to outside agencies are usually made by the IM. All Saints' also annually purchases additional support for pupils with an identified need.

### Initial identification

When a child enters the school, they may already have an identified special educational need. Sometimes external agencies that work with the school, such as the Speech and Language Service, may notify the school of a special educational need.

If the school considers a pupil may have a special educational need, they will use the Local Authority guidance for implementing the identification process – see Appendices.

Pupil Progress Meetings (PPM's) are held termly; these are meetings between the teacher and a member of the Senior Leadership Team where all pupils in a class are discussed individually. A concern may be raised by staff about

a child having a possible special need during this meeting. Sometimes concerns are also raised by parents with staff that their child may have a special need. If a pupil is identified via the PPM, or through regular assessment and tracking, a meeting will be held with the parents. This is called an Initial Concern meeting and a discussion will take place about the child's strengths, difficulties and the parental concerns.

If it is considered that the child may have a special educational need, a cycle of support will be put in place led by the desired outcomes. Outcomes will be devised in relation to expected progress and attainment whilst also taking into account the parents' and the child's view. On some occasions advice or a referral will be made to a specialist working for an outside agency such as a Speech and Language Therapist.

**Our Graduated Approach to SEN support:**

At All Saints' we use the Graduated Approach to SEN Support.

**Assess:** as described above the class teacher in consultation with the IM will assess if a pupil requires additional support.

**Plan:** The teacher in consultation with the IM will meet with the parents to devise outcomes and plan provision with a set date, usually in the following term, to review progress against outcomes. Provision can be additional differentiated support in class and/or a targeted intervention.

**Do:** Class Teachers continue to be responsible for a child and their daily learning. Sometimes an intervention or one-to-one support may occur outside the classroom; this remains the responsibility of the class teacher with support from the IM. The class teacher will be involved in the planning and assessment of the impact of any intervention and link this to daily teaching in the classroom. Children are provided with child friendly outcomes cards which are kept in their Learning Logs (from Year 1 upwards) and displayed on the wall in Reception.

**Review:** After a round of support, outcomes will be reviewed and shared with parents at a review meeting. At this point if a child needs another cycle of support they may be monitored for one more cycle or placed on SEN Support and the SEN Register. The role of the IM is to carry out any further assessments that may be required to meet a child's needs.

Role of the Inclusion Manager:

- Responsible for managing Pupil Premium Grant
- Designated member of staff for Looked After Children and the associated funding
- Day-to-day coordination of provision for children with SEN
- Where a child is looked after and has SEN the IM will liaise with the class teacher
- Provide advice to Staff on the New Code of Practice including the Graduated Approach
- Manage the SEN budget
- Communicate with parents of children with SEN
- Liaise with schools where children are transitioning from or to, as well as with other outside agencies including educational psychologists, health and social care professionals and independent and voluntary bodies
- In line with duties under the Equality Act of 2010, work with the Head Teacher and school governors to make reasonable adjustments for children with sensory and/or physical disabilities to access the curriculum or physical environment

**Education, Health and Care Plan**

Occasionally where a child has received support at SEN Support level and the child continues to not make expected progress, the school or the parents can consider calling a Team Around the Child (TAC) meeting to consider requesting an Education, Health and Care Plan (EHCP). If it is agreed at the TAC meeting that an EHCP is needed, an application will be placed with the Special Needs Assessment Section (SNAS) at Wandsworth. If this application is agreed by the Wandsworth Panel, the EHCP will be in place within 20 weeks of this date. At least one more TAC will be held to agree the details of the EHCP. Parents and the child are involved in this process.

Small numbers of pupils at All Saints' attend with an EHCP; however sometimes it is necessary for an EHCP to be agreed in order to meet the individual needs of the pupil. When a pupil receives an EHCP, the school currently provides £6000 to meet this need and an additional sum of money is provided by the Local Authority which is called top-up funding. This top-up funding is used in a variety of ways to support the child. It often provides LSA support and may be used to pay for specialist teaching or equipment.

Children with an EHCP have a support plan; their provision is placed on the class provision map and individual provision maps may be issued. A Review is held annually, and bi-annually for children under five years of age, to discuss a child's progress towards outcomes, the level of provision and to set shorter- term outcomes for the next year. EHCP's are amended at the end of the Key Stage to specify new outcomes set.

## Section Five: Managing Pupils' Needs on the SEN Register

The school keeps an SEN register; the register comprises of children with an EHCP and children who are currently on SEN Support.

The school provides additional support for all pupils on the register and this support is listed using Edukey's Provision Map software. The Provision Map software is the responsibility of the class teacher and it is updated regularly in consultation with the Inclusion Manager (IM). The additional support pupils receive is identified here. This may be in-class support; an intervention held outside the classroom; or support for a pupil delivered in school by an outside agency such as a Speech and Language Therapist or a Specialist Teacher. These provisions aim to assist children to reach agreed outcomes and teachers are responsible for detailing evidence of progress. Outcomes are reviewed termly and meetings are held with parents to share the review and discuss new outcomes and/or next steps.

The outside agencies working with the school are listed in the Local Offer on Wandsworth's Family Information website and if a child needs support from an outside agency the school will request this help. The IM is responsible for making referrals working alongside the class teacher. A referral to an outside agency will be made with the consent of parents and the child and sometimes the referral will need to be completed with parents. Sometimes the school will request additional funding from the Local Authority in order to access a service for a pupil.

## Section Six: Criteria for Exiting the SEN Register

Sometimes a pupil at SEN Support will receive one or a number of, cycles of support and at the end of a cycle it may be decided that this pupil no longer requires additional support due to good evidenced progress. In such a case, following discussion and agreement with the parents, the child will exit the SEN register. This process may also take place when a pupil stops receiving additional support from an outside agency.

## Section Seven: Supporting Pupils and Families

- **Family Information Service online website** Welcome to Wandsworth's Family Information Service | Family Information Service
  (Helpline 9am to 5pm Mon-Fri: 0208 871 7899)
  This is for information on the Local Offer. It includes information on services and support for children and young people with SEN.

- **Wandsworth Information, Advice and Support Service (WIASS)** Wandsworth Information, Advice and Support Service - Wandsworth Information, Advice and Support Service
  Tel: 020 8871 8065 (24 hour)
  This is an information service for parents and carers who have children with SEN. It is an impartial and confidential service.

- **Wandsworth have a SEND Parent Carer Forum. To find out more information or join, please visit** SEND Parent Carers in Wandsworth | Family Information Service

- **Ordinarily Available Provision**
  Ordinarily Available Provision Guide | Family Information Service

- **SEN Information Report** is on the school website with information on the Local Offer.

**Admissions**

At All Saints' we welcome parents of children with SEN to visit the school and meet with the Inclusion Manager to discuss their child's needs in more detail. The admission of pupils with SEN is the same as for other pupils; where a child already has an EHCP, we will carefully decide whether we can meet the needs of the child.

**Transitions**

It is our endeavour at All Saints' to make all transitions smooth whether they are transitions for new children joining the school, children transitioning between year groups, or children leaving for Secondary School.

At All Saints' when a new child has an SEN, the parent and child are invited to the school prior to entry so any concerns can be discussed and to ensure a smooth transition. All Saints' will, with parent consent, share information with nurseries and other schools. When a new child starts at All Saints' a teacher or teaching assistant will welcome them and another pupil in the class will take care of them for the week.

Children are prepared for transition between Year Groups by spending a lesson with their new teacher at the end of the Summer Term. Teachers meet and pass on information about their current class to the receiving teacher and a SEND handover meeting takes place with the IM and new Class Teacher. In PSHE a unit of work discusses change and transition with pupils in the last half term of summer.

When children with SEN take assessments in school, they can sometimes be allocated extra time. They may also have a reader, scribe or write on a computer. The IM or Head Teacher will apply for extra time and coordinate these arrangements.

In the Summer Term of Year 5, all Year 5 Annual Reviews take place for pupils with an EHCP. The main focus for these reviews is to plan forward and to start to consider Secondary Transition. In the Autumn Term of Year 6, a meeting will be held for children transferring with an EHCP across the borough. The process of Secondary Transfer differs for pupils with an EHCP as this is co-ordinated via Wandsworth's Special Needs Assessment Section. Each child with an EHCP has a case manager and they will manage this transfer; details of case managers are available from the IM.

The Inclusion Manager and Head Teacher are available to discuss Secondary Transfer for children with SEN. At All Saints' we regularly liaise with Secondary Schools to ensure they are fully aware of the requirements to meet the needs of a child with SEN. Handover information is provided for Secondary Schools and, for SEN children transferring within Wandsworth, a transfer day is organised. At this transfer day Inclusion Managers and SENCo's from Secondary Schools meet with their Primary counterparts and discuss children transferring. Where a child is in

Year 6 and they have confirmed their Secondary School, the SENCo from the Secondary School is invited to any Annual Reviews taking place after this date.

## Section Eight: Supporting Pupils at School with Medical Conditions

The All Saints' Medical Conditions Policy on managing the medical conditions of pupils is available on the school website. We follow the Department for Education's guidance on, 'Supporting pupils with Medical Conditions at school'.

It is sometimes the case that children with medical conditions are disabled and, in this case, the school meets its duties under the Equality Act 2010. In order to have full access to the curriculum, some children with a medical condition will need support, for example to attend trips or participate in PE. Some children with an EHCP may have health and/or care needs as well as a special educational need; in this case provision follows the SEND Code of Practice. As a school, we work closely with any medical professionals working with a child such as the school nurse, occupational therapists, diabetes nurse and so forth. In some cases, it is necessary to write a health care plan and this is completed by the school nurse.

**Staff Responsible for meeting the medical needs of pupils:**

Overseeing medical needs: Louisa Ball – Inclusion Manager/SENCo

Day- to-day responsibility: Dena Gashirahamwe (First Aider)

**Safeguarding**

For information on Safeguarding for pupils with SEN/disabilities see All Saints' Safeguarding and Child Protection Policy, which is available on the school website. Please note at All Saints' we have a zero tolerance to bullying.

**The Designated Safeguarding Lead**: Mrs Joanne Ghosh – Head Teacher
**Deputy Designated Safeguarding Leads**: Mrs Louisa Ball – Inclusion Manager/SENCo
Mrs Gemma Osafo – Deputy Head Teacher
Mrs Rebecca Buchanan – EY/KS1 Phase Leader
Ms Janet Sharp – KS2 Phase Leader and Online Safety Lead

## Section Nine: Monitoring and Evaluation of SEND

The progress of SEN children is reviewed termly through the review process. In addition to this, termly Pupil Progress meetings with the Senior Leadership Team review progress towards outcomes for SEN children. Teachers and the Senior Leadership Team (SLT) look closely at data and check that pupils are reaching their outcomes. If any children are not reaching their outcomes, steps will be put in place to address this. Annually, a Self-Evaluation Form (SEF) is completed which evaluates all children's progress including children with SEN.

The SLT regularly monitors teaching, planning and work in books for all children, including children with SEN. This process enables the SLT to evaluate if these children's needs are being met.

The interventions children attend are reviewed termly for their effectiveness and progress over this time is measured. An interventions overview is prepared termly and this also includes pupils' views on interventions. Review meetings allow for discussion with parents about interventions their child will have received and parents are able to share their views on how effective they feel the interventions have been.

**Role of the SEND Governor**

The Governors responsible for a child with SEND usually makes a termly visit to monitor special educational needs provision.

## Section Ten: Training and Resources

**Training**

At All Saints' staff are encouraged and enabled to undertake training in order to maintain and develop the quality of teaching and provision for all pupils including those with SEN. When new staff start at All Saints' they receive induction and have a meeting with the Inclusion Manager (IM). The IM will outline how SEN provision works at All Saints'. The IM attends termly a SENCO Forum meeting which is held by Wandsworth at its Professional Development Centre.

Training needs for staff (including support staff) are identified in a variety of ways including in SLT meetings and through discussion with staff as part of their Performance Management. Wandsworth has training available for staff across the borough working with children with SEN. Sometimes individual staff members will attend training and at other times small groups of staff receive training in school. Staff meetings provide training for all teaching staff and training on INSET days is for all staff. Where opportunities arise to receive training with other schools in cluster meetings this takes place.

**Resources**

All Saints' is well resourced and there is a specific SEN budget (given annually) and this money is spent on a variety of resources to meet the needs of children with SEN. We endeavour to ensure that there are resources to meet a variety of needs including: communication, learning, social, mental and emotional, sensory or physical.

## Section Eleven: Reviewing the Policy

The Special Educational Needs and Inclusion Policy will be reviewed every year.

## Section Twelve: Accessibility

All Saints' has a ramp on the lower floor and a disabled toilet. It is a small two storey building and this limits the schools' ability to cater for pupils with significant impaired mobility. The Accessibility Plan, which can be found as an Appendix in the Equality and Diversity Policy, details how we make learning and school life accessible to all our pupils.

## Section Thirteen: Budget

The school budget provides funding for **all** pupils on the SEN register. The amount of funding the school receives is based on a formula. In addition to this the school does receive top-up funding for pupils with an EHCP (the first £6000 is funded out of the school budget).

## Section Fourteen: Pupil Voice

The pupils at All Saints' recognise that it is an inclusive school and this is what makes it special and different. In a school survey children in Reception stated, 'We have many things to do, we have lots of grown-ups to help us.' In Year 3 children stated that what makes All Saints' different and special is, 'Us, all of us'. In Year 4 children stated that 'We are kind and respect one another', children, 'Work and play well together' and that there is 'No bullying and if there was, it would be dealt with'. In Year 6 children stated, 'We are welcoming. All Saints' will get you back on track, no matter what. It is a kind, loving place,' and 'The best friendships you will make' will be made at All Saints'.

## Section Fifteen: Complaints

All parents at All Saints' are welcome to discuss, in the first instance by appointment, issues to do with their child's education with the class teacher. If the concern is about SEN provision parents are welcome to discuss this with the Inclusion Manager either by telephone or appointment; if the Inclusion Manager is unavailable the matter can be discussed with the Head or Deputy Head Teacher. The Complaints Policy and Procedure is on the school website.

If a parent would like to receive in-depth support or impartial advice the Parent Partnership Service is available to parents of children with SEN contact WIASS (see link above)

If this does not resolve the situation then the complaint can be passed to the Disagreement Resolution Service outlined in section 11 of the Code of Practice.

## Section Sixteen: Further Information

For further information please look on the school website at the SEN Information Report

**The Special Education Needs (SEN) and Inclusion Policy was reviewed by the Pupils Committee in June 2026**

**It was formally adopted and approved by Governors: July 2023**

**Signed:** P J Ashworth

**(Chair of Governors)**

**Date: June 2026**

**Date of Next review (Annually): June 2027**

## Section Seventeen: Appendices

## Appendix 1

### Jargon Buster

| Special Educational Needs and Disability Jargon Buster | |
|---|---|
| ADD | Attention Deficit Disorder |
| ADHD | Attention Deficit Hyperactivity Disorder |
| ASD | Autistic Spectrum Disorder including Asperger's |
| CAMHS | Child and Adolescent Mental Health Service |
| CI | Communication and Interaction |
| CL | Cognition and Learning |
| CLA | Child Looked After |
| Complex | More than one significant problem |
| CP | Child Protection |
| CSS | Children's Social Services |
| CT | Class Teacher |
| Diagnosis | Identification of a condition or disease by looking at the symptoms |
| DLA | Disability Living Allowance is a benefit you can claim if your child needs extra help or looking after because of their special needs |
| EP | Educational Psychologist |
| EYFS | Early Years Foundation Stage |
| GP | General Practitioner |
| GPAS | Garratt Park Advisor |
| HI | Hearing Impairment |
| HV | Health Visitor |
| LA | Local Authority |
| LSA | Learning Support Assistant |
| MLD | Moderate Learning Difficulty |
| MSI | Multi-sensory Impairment |
| PD | Physical Disability |
| OT | Occupational Therapist |
| PMLD | Profound and Multiple Learning Difficulty |
| QFT | Quality First Teaching |
| SALT | Speech and Language Therapist |
| SEND | Special Educational Needs and Disability |
| SENCO | Special Educational Needs Co-ordinator |
| SLCN | Speech, Language and Communication Needs |
| SLD | Severe Learning Difficulty |
| SN | Sensory Needs |
| SpLD | Specific Learning Difficulty |
| TA | Teaching Assistant |
| TAC | Team Around the Child |
| WLNSS | Wandsworth's Literacy and Numeracy Support Service |
| VI | Visual Impairment |

Appendix 2

# SEN Support Identification Process

