



Special Educational Needs and Disabilities (SEND) Policy

Albemarle Primary School
Academic Year: 2025–2026
Last reviewed: January 2026
Next review: January 2027

Vision and Ethos

At Albemarle Primary School, we are committed to creating an inclusive ethos and a positive climate for learning in which all pupils, including those with special educational needs and disabilities (SEND), are supported to achieve their full potential.

We take a holistic view of every child, working in close partnership with families, colleagues, and external professionals. We hold high expectations and ambitious aspirations for all pupils and believe that inclusive practice benefits every learner.

To be a star, you must shine your own light, follow your own path, and don't worry about the darkness, for that is when stars shine brightest.

Legislative Context

This policy is written in line with:

- Children and Families Act 2014 (Part 3)
- SEND Code of Practice: 0–25 years (2015)
- Special Educational Needs and Disability Regulations 2014
- Equality Act 2010
- Supporting Pupils with Medical Conditions (DfE, 2014)

It should be read alongside:

- Albemarle SEND Information Report
- Accessibility Plan
- Equality and Disability Policy
- Safeguarding and Child Protection Policy
- Behaviour Policy

Definition of Special Educational Needs

A child has SEND if they have a learning difficulty or disability which requires special educational provision to be made for them.

A child is considered to have a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders them from making use of facilities generally provided for children of the same age in mainstream schools.

Areas of Need (SEND Code of Practice)

The four broad areas of need are:

1. Communication and Interaction (C&I)

- Children with speech, language, and communication needs (SLCN) may have difficulty expressing themselves or understanding others.
- Children with autism spectrum conditions may have particular difficulties with social interaction, understanding social cues, or imaginative play.
- *Examples:* difficulty following instructions, limited vocabulary, challenges maintaining conversations.

2. Cognition and Learning (C&L)

- Children who learn at a slower pace than peers, including moderate learning difficulties (MLD), severe learning difficulties (SLD), or specific learning difficulties (SpLD) such as dyslexia, dyscalculia, or dyspraxia.

- *Examples:* difficulty with reading comprehension, memorising multiplication tables, or organising written work.

3. Social, Emotional and Mental Health (SEMH)

- Children may experience anxiety, depression, attention deficit needs, attachment needs, or social isolation.
- *Examples:* frequent meltdowns, difficulty forming friendships, low self-esteem, or challenging behaviours.

4. Sensory and/or Physical Needs (S&P)

- Children with sensory processing differences or physical disabilities that affect learning and access to the curriculum.
- *Examples:* hearing or vision impairments, fine or gross motor difficulties, sensory sensitivities affecting participation in lessons.

Not Considered SEND

The following may impact progress but do not, in isolation, constitute SEND:

- English as an Additional Language (EAL)
- Attendance or punctuality issues
- Being in receipt of Pupil Premium
- Being a Looked After Child (CLA)
- Medical needs (unless they impact learning)

Graduated Approach to SEND Support

Albemarle follows a graduated response to identifying and supporting SEND, based on the Assess – Plan – Do – Review (APDR) cycle.

- High-quality teaching, adapted and personalised for individual needs, is the first step.
- Teachers are responsible and accountable for the progress and development of all pupils in their class.
- Additional support is planned, time-limited, and reviewed regularly.

Identifying SEND

Children's needs may be identified through:

- Teacher assessment and observation
- Progress tracking and pupil progress meetings
- Parental concerns
- Information from previous settings
- Advice from external professionals

To formalise initial concerns, teachers complete the Initial Concerns Form (Appendix 1), providing a clear overview of observed difficulties across the four areas of need. This form documents strategies already tried, the child's response, and identifies the next steps.

Slow progress or attainment alone does not automatically indicate SEND. Concerns are explored in collaboration with parents/carers before a child is identified as requiring SEND support.

SEND Support

When a child is identified as needing SEND support:

- Parents/carers are consulted
- The child is added to the SEND register
- A SEND Support Plan is created, following the structured format in Appendix 2
- Targets and provision are co-produced with the child and family
- Support is needs-led rather than diagnosis-led, aligned with Wandsworth Ordinarily Available Provision
- Outcomes focus on developing independence, resilience, and access to the full curriculum
- Support is delivered collaboratively in class or through targeted interventions and regularly reviewed through the APDR cycle

Involving Pupils and Parents

At Albemarle, children and families are central to all decision-making around SEND.

- Parents are actively involved at every stage of the graduated approach.
- Children participate in setting and reviewing their own targets in ways appropriate to their age and understanding.
- Regular review meetings are held to ensure provision remains responsive, effective, and aligned with each child's needs.
- Documentation, including the Initial Concerns Form (Appendix 1) and SEND Support Plan (Appendix 2), is shared with parents and children wherever appropriate.

External Agencies

Where appropriate, the school works with external professionals, including:

- Educational Psychology
- Speech and Language Therapy (SALT)
- Occupational Therapy (OT)
- Child and Adolescent Mental Health Services (CAMHS)
- Wandsworth Autism Advisory Service (WAAS)
- Early Years Inclusion Service

All referrals are made with parental consent. See Appendix 4 for the full list of agencies.

Education, Health and Care Plans (EHCPs)

- Most children's needs are met through SEND support.
- Where needs are severe, complex, and long-term, an Education, Health and Care Needs Assessment (EHCNA) may be requested.
- Requests are made in collaboration with parents and supported by evidence from APDR cycles and external professionals.
- Parents also have the right to request an assessment directly from the Local Authority.
- EHCPs are reviewed annually in partnership with families and professionals.
- Tracking of progress and provision is maintained in the EHCP Tracker (Appendix 3).

Safeguarding

Children with SEND may be more vulnerable to safeguarding concerns. All safeguarding procedures apply equally to pupils with SEND, and staff receive training to recognise and respond to potential risks.

Roles and Responsibilities

Inclusion Team

- **Deputy Headteacher for Inclusion:** Ms Jess Bunker
- **SENDCo:** Ms Hope Walters

Responsibilities include:

- Coordinating provision and ensuring compliance with statutory requirements
- Liaising with staff, parents, and external agencies
- Supporting staff with inclusive teaching and interventions
- Maintaining the SEND register and class SEND files
- Monitoring the impact of interventions
- Attending Wandsworth SENDCo Network meetings

Class Teachers

- Plan high-quality inclusive teaching
- Monitor progress of all pupils
- Liaise with parents
- Implement SEND strategies and interventions
- Contribute to SEND Support Plans and EHCPs

Governing Body

- The SEND Governor monitors provision and ensures statutory duties are met.

Transition

We support children at all transition points:

- Entry to Nursery and Reception
- In-school transitions
- Transition to secondary school
- Enhanced transition arrangements for pupils with SEND, including one-page profiles and personalised support

Complaints

Concerns should be raised in the first instance with the class teacher, followed by the SENDCo, Deputy Headteacher for Inclusion, and Headteacher if needed. Independent advice is available through Wandsworth Information, Advice and Support Service (WIASS).

Monitoring and Review

This policy is reviewed annually by the Inclusion Team and Governing Body.

- Last reviewed: January 2026
- Next review: January 2027

Appendices

- **Appendix 1:** Teacher Initial Concerns Form
- **Appendix 2:** SEND Support Plan
- **Appendix 3:** EHCP Tracker
- **Appendix 4:** List of External Agencies



Appendix 1

Teacher Initial Concerns Form Completed by:

Name		FSM / PP / EAL	
DoB		Home Language	
Year & Class		Medical Information	
Attendance %		Date Completed	

Reason for Concern (3-4 sentences):

Cognition and Learning

- Attention / Concentration
- Memory / Retention
- Literacy – Reading
- Literacy – Spelling
- Literacy – Comprehension
- Maths – Number / Calculation
- Maths – Using & Applying
- Organisation / Sequencing

Comments:

Sensory and Physical

- Fine Motor Skills (e.g., handwriting, using tools)
- Gross Motor Skills (e.g., running, ball skills)
- Coordination / Dyspraxia
- Sensory Sensitivities

Comments:

Communication and Interaction

- Expressive Language
- Receptive Language
- Speech Clarity
- Social Communication / Pragmatic Skills
- Making / Maintaining Friendships
- Turn-taking / Sharing
- Understanding Social Rules

Comments:

Social, Emotional and Mental Health (SEMH)

- Emotional Regulation
- Confidence / Self-esteem
- Anxiety / Worry
- Independence
- Engagement / Motivation

Comments:

Strategies Already Tried / Adaptations:

- Checked the ordinarily available provision document
- Spoken with phase leader
- Adapted classroom environment (seating, learning partner)
- Provided learning aids (pencil grips, ear defenders)
- Modified teaching approaches (task planners, stem sentences, word banks)

Impact (e.g. how has the child progressed with these and what difficulties are ongoing):

Parent Views:

Pupil Views:

What difference would you like to see as a result of this referral:

SENCo Actions

- Assessment:** Observations Screening Discussions with teacher
- Discussions with pupil Discussions with parents

Plan / Interventions:

Do: Who / What / When / How:

Review: Discuss impact, progress, next steps



SEN Support Plan: Term

Appendix 2

Pupil:	Class:	Class teacher:	
Pupil Strengths:			
Pupil Aspirations/Special Interests:			
Pupil Needs			
Cognition and Learning	Sensory and Physical Ability	Communication and Interaction	Social emotional and mental health
Outcomes to be achieved:	Provision		
	Interventions/strategies	Delivered by & staff/pupil ratio	How often
1.			
2.			
3.			

4.			
Home/parent support agreed: (to be completed during parents evening)			
Names:			
Signatures:			
Review Date:			
Outcome	Progress made	Pupil view on progress	
1.			
2.			
3.			
4.			
Review Decision: Pupil remains at SEN support YES/NO Further actions (eg referral to other professionals/TAC):			



Appendix 3

EHCP Tracker: Term

Pupil:	Class:		Class teacher:
Pupil Strengths:			
Pupil Aspirations/Special Interests:			
Summary of Pupil Needs			
Long Term Outcomes: (that have not yet been achieved)			
Cognition and Learning			
Communication and Interaction			
Sensory and Physical Ability			
Social Emotional and Mental Health			
Step Towards LT Outcome:			
	Provision	Delivered by & staff/pupil ratio	How often
1.			
2.			
3.			

4.			
Home/parent support agreed: (to be completed during parents evening)			
Names:			
Signatures:			
Review Date:			
Outcome	Progress made	Pupil view on progress	
1.			
2.			
3.			



Appendix 4

External Agencies List

- Child and Adolescent Mental Health Services (CAMHS)
- Community Paediatrics
- Educational Psychologist (EP)
- Garratt Park (Special School Colleagues)
- Health Visitors
- Occupational Therapists (OT)
- Linden Lodge (Special School Colleagues)
- School Nurse
- Speech and Language Therapists (SALT)
- Social Workers & Early Help (THRIVE)
- Early Years Inclusion Service
- Victoria Drive (PRU)
- Wandsworth Sensory Support Service
- Wandsworth Autism Advisory Service (WAAS)
- Emerging Needs Pathway
- Southfields Trailblazer Mental Health Support Team (MHST)
- Education Wellbeing Service (EWS)
- Early Years Inclusion Team