

## William Tyndale School SEND Policy 2025 2026

### Aims and Objectives

*At William Tyndale we value all pupils equally. We welcome pupils with special educational needs and disability as part of our community and will ensure that all pupils have an equal opportunity to engage in the curriculum.*

**OUR VISION: *An Exceptional Education For All***

**OUR MISSION: *REACH for your Future***

***(Respect, Enterprise, Ambition, Confidence, Happiness)***

### William Tyndale SEND Leader details:

Olivia Ayers – SEND Leader and Assistant Headteacher

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### Identifying Special Educational Needs

We accept the principle that pupils' needs should be identified and met as early as possible and that the needs of the whole child should be considered – not just their special educational needs.

There are four areas of special educational need as stated in the SEND Code of Practice, 2014:

- Communication and Interaction (C and I)
- Cognition (Cog)
- Social Emotional and Mental Health difficulties (SEMH)
- Sensory and/or Physical. (S/P)

Whilst these four areas broadly identify the primary needs of an SEND pupil we also consider other needs, which may also impact on a pupil's progress:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium (PP)
- Being a Looked After Child (CLA)
- Being a child of a service woman/man.

The SEND leader works closely within the Senior Management 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 profiles at FS1 and 2 baseline and end of FS data, SATs, reading ages, termly and annual pupil assessments
- our local authority SEND criteria
- teacher concerns
- parental concerns
- tracking individual pupil progress over time
- information from previous schools on transfer
- information from other services

The SEND leader maintains a list of pupils identified through the procedures listed; this is called the SEND Register. This list is reviewed each term when a detailed analysis of all the children takes place with the SMT and teaching staff at Pupil Profile Meetings. For some pupils a more in depth individual assessment may be undertaken by the school or other educational or health professionals

### **A graduated approach to SEND support (Assess, Plan, Do, Review)**

At William Tyndale we accept that teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. We know that additional intervention and support does not compensate for a lack of good quality teaching.

Teachers follow a staged approach to record the identification of concerns about a pupil's learning and plan specific targets and strategies to support achievement in consultation with parents and SEND Lead. It is important that learning difficulties are highlighted, and concerns shared with parents, as soon as they arise. Early detection and intervention is crucial to encouraging the self-esteem and progress of pupils with learning difficulties.

Although it is vital to raise early concerns about learning difficulties, it is equally as important not to rush a child onto the SEND register. The Code of Practice suggests that pupils are only identified as SEND if they do not make adequate progress once they have had all the interventions or adjustments and good quality personalised teaching. Informal meetings between parents and teachers, involving simple target setting and sharing ideas are often used before the SEND support stage.

Children operating below the expected level for Year 1 in Year 2 and above are assessed using the pre key stage standards. This assessment is an addition to standard school assessments. Where progress against the national expectations of each year is slow these assessments demonstrate and track the progress that children are making.

| Stage                                   | Action   |
|---|--|
| <b>Identification of Early Concerns</b> | Individual teachers will address their concerns with the SEND leader and then inform the parents that a concern has been registered. The SEND leader will advise and support staff on how best to support the child and help meet their needs.   |
| <b>Provision mapping</b>                | Staff in every class plan and carry out interventions for children based on their needs. We aim for our interventions to be personalised for the specific child or children.<br>Teachers meet termly to fill in and update a provision map of all the interventions that go on in the school. The SEND leader and SMT then review and monitor the interventions and provision maps.  |
| <b>SEND support</b>                     | Despite receiving an individual programme and/or concentrated support through interventions, a pupil may require further assessment and advice from a specialist service such as Educational Psychology, Language and Communication or Occupational Therapy. The SEND leader will make a referral to the relevant agency and parents will have the opportunity to meet specialist professionals, together with the SEND leader and/or the class teacher. The SEND leader will then support staff in implementing any advice or specific support programmes for a pupil. Parents of these pupils will be invited to an SEND parent conference in Autumn and Spring. Parents will receive an updated SEND support plan termly. Finally, all children on SEND support will have a pupil passport created with the child that will be used to support their learning.  |
| <b>Statutory Assessment</b>             | In some circumstances, the school may feel it is appropriate to request a Statutory Assessment from the Local Authority. This would only happen when a child's need was exceptional. This entails the SEND leader completing an application form and providing as much information as possible on a child's needs, including costings, learning assessments, etc. The local authority also require an educational psychologist to assess the pupil. The school has to make a decision on prioritising pupils for Educational psychologist assessment based on their needs. If the Local Authority agrees to proceed with a Statutory Assessment additional forms are then filled in by parents and other professionals, discussed and agreed by the Head Teacher and then submitted to the Local Authority. The Local Authority will consult other professional bodies, who will also submit reports, before a decision is made as to whether it is appropriate to issue an Education Health and care plan.<br>Parents can also apply for an EHCP for their child . Please see the Islington local offer for more details. |
| <b>Educational Health and Care Plan</b> | If necessary, a child will be issued with an Education Health and Care Plan. The parents will be asked to work with their children to create a profile. After that a planning meeting is called with the parents and all appropriate agencies to set up the programme of support and the educational provision for that child.<br>The Education Health and Care Plan will be reviewed annually by parents and relevant professionals. The child will also be included in this process. A support plan will be created and reviewed and updated termly with the parents' involvement.   |

It is important to clarify that placing a pupil on the SEND register does not mean that he or she will automatically receive additional one to one adult support in school or that he or she is on the way to getting an Education Healthcare Plan. Using the SEND forms and procedures is fundamentally a tool used to help identify and match a pupil's special educational needs to the teaching and learning activities planned.

A child may be removed from the SEND register if, after close monitoring and consultation with parents and teachers, it is felt that the child is no longer experiencing a barrier to learning and that their educational needs are being met within the parameters of inclusive first wave teaching.

### **Supporting Pupils and Parents**

All Local Authorities now create a Local Offer, which gives information on all the services and support available for SEND children and adults. For Islington's Local Offer visit: [www.islington.gov.uk](http://www.islington.gov.uk)

All schools create a SEND information report which documents the support and resources each school has for SEND pupils. William Tyndale's information report can be found at

<https://www.williamtyndale-islington.co.uk/our-school/SENDd-report-and-accessibility-plan>

We see parents and carers as unique and valuable contributors to discussions concerning the needs of their children. Teachers consult parents immediately should some concern or difficulty arise, and advise them that a concern has been registered with the SEND leader. Parents' permission is always sought if the school wishes to involve outside agencies to help meet a child's needs, and they are informed of any additional support that their child may be receiving.

Parents have the opportunity to discuss their child's progress at SEND Parent Conferences. They are involved in creating their child's pupil passport and SEND record and also in reviewing it termly.

Parents are welcome to come into school not only to discuss their child's progress but also to help with learning activities such as individual reading, educational trips and sports days. The partnership between parents and teachers is crucial in nurturing the achievement of all pupils.

All teachers also meet termly with SEND children individually to discuss their learning and next steps at pupil conferencing meetings. Pupils take the lead on creating their pupil passports and reviewing them where appropriate. Children attend SEND meetings where appropriate.

### **Supporting pupils at school with medical conditions and disabilities**

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 children 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 may also have special educational needs (SEND) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

See our Managing Medical Conditions policy and Accessibility policy for further details.

### **Monitoring and evaluation of SEND**

The Head teacher, SEND leader and the SEND Governor will review the policy annually and evaluate the effectiveness of:

- systems for identifying and assessing pupils with special educational needs and disabilities;
- the provision made to meet pupils' special educational needs and disabilities;
- the record keeping for special educational needs and disabilities;
- the allocation of resources amongst pupils with special educational needs and disabilities;
- some aspects of the Policy against specific targets in the School Development Plan; and
- consideration given to parental and pupil feedback.

This policy is to be reviewed annually.

### **Roles and Responsibilities**

#### **SEND Leader's Role:**

- in collaboration with the Headteacher and Governing Body, plays a key role in determining the strategic development of the SEND policy and provision in the school in order to raise the achievement of children with SEND.
- The SEND leader takes day-to-day responsibility for the operation of the SEND policy and co-ordination of the provision made for individual children with SEND, working closely with staff parents and carers, and other agencies.
- The SEND leader also provides related professional guidance to colleagues with the aim of securing high quality teaching for children with SEND.
- The SEND leader, with the support of the Headteacher and colleagues, seeks to develop effective ways of overcoming barriers to learning and sustaining effective teaching. This will be through the analysis and assessment of children's needs, by monitoring the quality of teaching and standards of pupils' achievements, and by setting targets for improvement.
- The SEND leader should collaborate with curriculum coordinators so that the learning for all children is given equal priority, and available resources are used to maximum effect.
- The SEND leader will attend meetings in order to keep up to date with developments and examples of good inclusive practice as well as attending courses concerning appropriate inclusion issue
- The SEND leader keeps all documentation, reports, assessment and advice for children on the SEND register in individual pupil files.

#### **SEND Governor's Role:**

- To implement the Code of Practice;

- To provide an SEND leader who fulfils the role to an outstanding standard.
- To contribute to updating our identification procedure;
- To meet termly with the SEND leader to review progress against the SEND leader's action plan.

### **Class Teacher's Role:**

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- Careful assessment of the progress and development of every pupil in their class
- Working closely with any teaching assistants, specialist staff or outside professionals to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Accessing the child's electronic SEND file and having read relevant documents.

Communicating with parents/carers to:

- Set clear outcomes and review progress towards them
- Discuss the activities and support that will help achieve the set outcomes
- Identify the responsibilities of the parent, the pupil and the school
- Listen to the parents'/carers' concerns and agree their aspirations for the pupil

### **Parents or Carers role:**

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support.

They will be:

- Invited to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given a termly update on the pupil's progress.

### Members of staff responsible for Safeguarding

- Designated Safeguarding Lead and Pastoral Lead – Corinne Atsu-Valentine

- Head Teacher and Deputy Designated Safeguarding Lead – Sophie Gavalda
- Deputy Head Teacher and Deputy Designated Safeguarding lead – Claire Oliver
- Assistant Head Teacher and Deputy Designated Safeguarding Lead – Olivia Ayers
- Assistant Head Teacher and Deputy Designated Safeguarding Lead - Bea Mayer
- Assistant Head Teacher and Deputy Designated Safeguarding Lead - Michelle Georgeson

#### Members of staff overseeing LAC children funding

- Pastoral Lead and Designated Safeguarding Lead– Corinne Atsu-Valentine
- Head Teacher and Deputy Designated Safeguarding Lead– Sophie Gavalda

#### **Bullying**

At William Tyndale we will not tolerate bullying of any kind. We are also aware that children with a special need are often more at risk of bullying. Please see our behaviour policy for more details.

#### **Complaints**

If any parents of children identified as having SEND have any concerns regarding their child's provision they should arrange to meet with the class teacher or SEND leader. If the matter cannot be resolved at this level then the parent(s) should follow the School's Complaints Policy. Teachers aim to work with parents and pupils in a partnership approach where concerns are raised, discussed, shared and resolved together. Joint meetings between class teachers, parents, pupils and the SEND leader are held often in order to maintain this approach.

#### **Compliance**

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

- 📖 Equality Act 2010: advice for schools DfE Feb 2013
- 📖 SEND Code of Practice 0 – 25 (2014)
- 📖 Statutory Guidance on supporting pupils at school with medical conditions April 2014
- 📖 The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- 📖 William Tyndale School's Safeguarding Policy
- 📖 William Tyndale School's Accessibility Plan
- 📖 Teachers' Standards 2012

Policy reviewed:                      September 2025  
 Review Date:                          September 2026