SEND POLICY:

HOW WE SUPPORT CHILDREN & YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES

Policy Date: February 2026

We believe every child has the right to outstanding education, to be nurtured and known as an individual, to experience joy in learning and leave Cayley Primary School with the skills and attributes to become an excellent citizen. We have high aspirations for every child and know that alongside academic progress it is vital to inspire curiosity, creativity and essential interpersonal skills.

SEND staff at Cayley

Head – Tom Foster
SENDCo – Alice Winter
Deputy SENCo – Lisa Richman
Speech and Language Therapist – Shereen Tabet

Definition of Special Educational Needs

- 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.

- A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Clause 20 Children and Families Bill).
- This is a broad definition covering children and young people from 0- 25 years of age. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition.

At Cayley, we ensure that we provide for SEND through a consistent, whole-school approach by:

1) Valuing every child's individuality; irrespective of ability, disability, race, gender or background.
2) Ensuring integration into all activities of school (where reasonably possible), enabling them to:

- be happy, feel safe and cared for;
- feel valued;
- be listened to and be involved in decisions surrounding their education by having a school council and student voice questionnaires
- be active learners in order to develop independent skills and take responsibility for their work
- Achieve the best they can

3) Ensuring that high expectations are set for all children alongside consistent Quality First teaching, through delivering a broad, balanced and differentiated curriculum that satisfies pupils' individual learning needs.
4) Identifying and continually assessing children's specific needs.
5) Making provision for individual children's SEND, employing realistic and achievable methods; and specific individual target setting.
6) Monitoring and evaluating children's progress, providing the appropriate information and records as part of this process.
7) To refer children and promote effective partnership with external agencies when appropriate.
8) Supporting all staff and adults employed by the school in their work with children with SEND.
9) Ensuring Parents/Carers involvement in a partnership of support and SEND provision.

4 Broad Areas of SEND

Cognition and Learning	Communication and Interaction	Social, Emotional and Mental health	Sensory and/or physical
• **Moderate Learning Difficulties (MLD)** • **Severe Learning Difficulties (SLD)** • **Profound & Multiple Learning Difficulties (PMLD)** • **Specific Developmental Disorder (SpLD)** – Dyslexia – Dyspraxia – Dyscalculia	• **Speech, Language & Communication (SLCN)** • **Autistic Spectrum Condition (ASC)**	• **Social & Emotional** – Withdrawn – Isolated – Challenging, disruptive or disturbing behaviour • **ADD** • **ADHD** • **Attachment disorder** • **Mental Health** – Anxiety – Depression – Self-harming – Substance misuse – Eating disorders	• **Sensory impaired** • **Multi-Sensory Impaired (MSI)** • **Physical** – Visual Impaired (VI) – Hearing Impaired (HI) – Physical disabled (PD) – Disfigurement

Additional Information:

English as an Additional Language (EAL)	• It should ***not be assumed*** that children with EAL have SEND. • Difficulties related solely to limitations in EAL **are not SEN**.
Behaviour	• Behaviour is **not** classified as SEND. 'Difficult' or withdrawn behaviour **does not necessarily mean** that a child has SEND. • Consistent disruptive or withdrawn behaviours **can be an indication** of unmet SEN, and where there are concerns about behaviour, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. • There needs to be a focus on the underlying reasons for behaviour, e.g. emotional concerns affecting behaviour. • If Parents/Carers and school are concerned that a child may have mental health needs, we encourage Parents/Carers to ask their GP for a referral to ***CAMHS*** or the school may do this on their behalf. • Please see Cayley Behaviour Policy for more information
Other areas of impact on progress and attainment which are NOT SEN	• Attendance and punctuality. • Health and Welfare. • Being in receipt of Pupil Premium Grant. • Being a Looked After Child. • Being a child of a Serviceperson.

Disability

- Many children and young people who have SEN may have a **disability** under the ***Equality Act 2010*** – that is ***'…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.***

  This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Admissions

Cayley Primary School complies with the Tower Hamlets admissions criteria, which do not discriminate against children with SEND, and has due regard for the guidance in the Code of Practice. In line with The Equality Act (2010), the school adheres to its legal obligations:

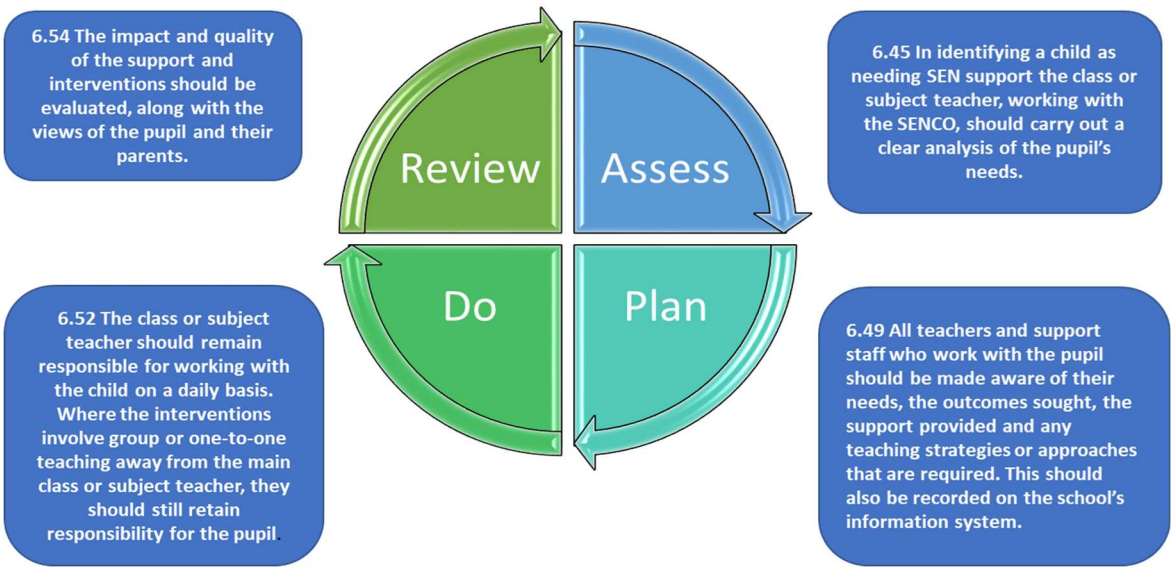
- We do not directly or indirectly discriminate against, harass or victimise disabled children
- We will make ***reasonable adjustments*** (e.g. physical alterations where appropriate) and access arrangements, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- We promote equality of opportunity and foster good relations between disabled and non- disabled children.

Children with **Education, Health and Care Plans,** need to apply for placement through the Local Authority's SEN Team, as the school needs to be consulted first.

Parents/Carers seeking the admission of a child with mobility difficulties are advised to approach the school well in advance, so that reasonable steps can be taken.

The Graduated Approach

The SEN code of conducts states that schools should adopt the Graduated Approach when identifying and supporting children with SEN.



This approach allows needs to be identified and assessments carried out, then plans and interventions are put in place. These are then reviewed, and it can be assessed if the support is correct, or more/ different approaches or increasing specialist expertise should be brought in. This continuous cycle means that monitoring and progress is regularly happening and support will always be personalized to an individual child's needs.

The SEND code of conduct states:

> *6:37 High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.*

Provision for SEND pupils can be ***different from*** or ***additional to*** that normally available to pupils of the same age. Additional intervention and support cannot compensate for a lack of good quality teaching.

In the first instance, the children in each class at Cayley have Quality First Teaching, which is differentiated to meet the varied needs of the class. However, if a child does not make good progress in response to this, the Graduated Approach will be used to see what extra support may be needed, and the child may be placed on the SEND register.

Stages of Support

Wave 1 – Quality First Teaching:

- All children receive Quality First Teaching
- Children not on the SEN register
- Some children highlighted as 'Cause For Concern', which indicates that their progress is being monitored and assessments for SEN will be carried out to identify any needs.
- Learner progress meetings used to assess progress ad identify any children with potential SEN
- Parents kept informed of concerns and next steps are discussed

Wave 2:

- Child has received additional assessments to identify any SEN
- Child will receive additional, time-limited, tailored intervention support programs that have an evidence base of impact on support.
- Child is put on the SEN register
- Individual targets are set during the Graduated Approach process, to ensure monitoring of progress.
- Child seen by additional agencies (e.g. Speech and Language Therapist/ Educational Psychologist)

Wave 3:

- Children with significant learning needs identified
- High level of adult support given to enable progress to be made
- An EHCP may be applied for to the Local Authority
- Highly specific provision tailored to individual needs and targets.

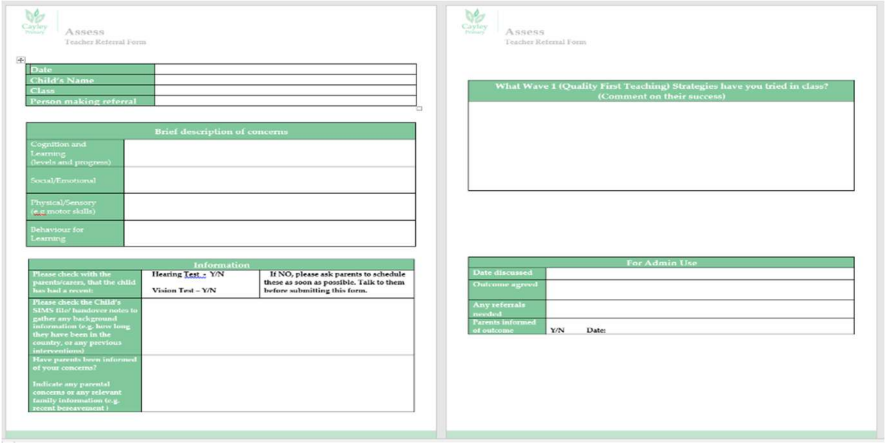
The identification of SEND and decision on Wave of support is built into the overall approach of monitoring the progress and development of all pupils. Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEN.
In deciding whether to make special educational provision, teacher and SENCO should consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. The information gathered should be discussed with the pupil and their parents.

We recognise that a child's SEND may

- change over time
- be short lived or longer term
- relate to a single area of difficulty
- pertain to a range of difficulties that interact
- be fairly minor
- be profound and complex.

Documents used to Assess SEN in school

If a teacher or parent raises a concern regarding a child having SEN, they fill out an 'Assess' form:



Assess
Teacher Referral Form

Date	
Child's Name	
Class	
Person making referral	

Brief description of concerns	
Cognition and Learning (levels and progress)	
Social/Emotional	
Physical/Sensory (e.g. motor skills)	
Behaviour for Learning	

Information		
Please check with the parents/carers, that the child has had a recent:	Hearing Test - Y/N Vision Test – Y/N	If NO, please ask parents to schedule these as soon as possible. Talk to them before submitting this form.
Please check the Child's SIMS file/ handover notes to gather any background information (e.g. how long they have been in the country, or any previous interventions)		
Have parents been informed of your concerns? Indicate any parental concerns or any relevant family information (e.g. recent bereavement.)		

Assess
Teacher Referral Form

What Wave 1 (Quality First Teaching) Strategies have you tried in class? (Comment on their success)

For Admin Use	
Date discussed	
Outcome agreed	
Any referrals needed	
Parents informed of outcome	Y/N Date:

This is given to the SENCO and next steps are agreed with teacher and parents.

If a child is assessed and given targets, it is done on a APDR (Assess, Plan, Do, Review) template:

Cayley Primary School – Assess, Plan, Do Review

's Plan Learning and Support

Assess	Plan (what we want to happen)	Do			Review
		Who will provide this help?	When and how often?	Resources	

SEND provision - intervention

At Cayley Primary School, intervention is an over-arching term to describe a range of learning strategies, techniques, resources and programmes that are used to enable children with SEND to support progress and maintain progress. We will endeavour to ensure that our interventions are time-limited and evidence based (i.e. there is some academic consensus that the intervention has the required effect). Interventions may take place in-class or may take place outside of class and may involve staff other than the class teacher, and may be for groups of students, pairs or individuals.

Where interventions involve withdrawal from the class we are careful to minimise disruption to a broad and balanced education.

The Inclusion Lead / SENDCo, will monitor and review the range of interventions used to support children, in order that interventions are effective, efficient and a good use of school resources.

Intervention record sheets and intervention team meetings outline the aims of the intervention, the entry and exit data and the impact of on learning both within and outside of the classroom (through co-ordination with the class teacher). These processes enable the Inclusion Lead / SENDCo to monitor the efficacy of interventions and maintain an overview of the support being given.

Cayley Primary School Support by Area of Need

Cayley Primary School Provision Mapping	Universal	Targeted	Specialised
Area of Need – Brief Description	Wave 1 Quality First Teaching	Wave 2 Short term interventions	Wave 3 Long term interventions
Cognition and Learning **Support for learning difficulties may be required when pupils learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs including moderate learning difficulties (MLD), severe learning difficulties (SLD), and Specific learning difficulties (SpLD); which encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia**	Qualified teachers within every class Different teaching strategies e.g. visual, auditory and kinaesthetic. Adapted curriculum planning, activities, delivery and outcome Stimulating learning environment Structured school and classroom routines e.g. increased visual aids / timetables Resources: word mats, mathematical equipment, use of writing frames Individualised targets shared with children Individual contact / home school book High expectations of children Talk partners T/P/S Cayley Primary Curriculum (CPC) offers a stimulating and enriched curriculum In class targeted teacher/TA support Early identification of pupils using Triggers for Learning Support and Cause for Concern Proformas	1:1 additional reading Precision Teaching Colourful Semantics Pre teaching of concepts Pupil Outcome Profile Individual Child Profile Page Small curriculum based intervention groups - phonics, handwriting, writing, number, memory In class Teaching Assistant support to facilitate learning Turnabout Programme	Highly specific targeted provision according to individual pupil need. Input from outside agencies such as Educational Psychologist and Speech and Language Therapist.
Communication and Interaction **This describes pupils who have speech, language and communication needs, often displaying difficulties communicating with others, receptive and expressive difficulties. Pupils with Autistic Spectrum Disorders (ASD) are likely to have difficulty with social interaction, communication and imagination**	Qualified teachers within every class Differentiated curriculum planning, activities, delivery and outcome, e.g. simplified language, key words Increased visual aids/ class/individual timetables, task boards Modelling of effective communication Structured school and class routines, environmental clues e.g. classroom labels Talk partners T/P/S Key words displayed/Working walls Early identification of pupils using Triggers for Learning Support and Cause for Concern proformas	In class support from class teacher/teaching assistant Circle of Friends (social skills group when need arises) Speech and Language activities with teaching assistant Pre-teaching topic vocabulary Individual structured work station Lego Therapy	Highly specific targeted provision according to individual pupil need. Input from outside agencies such as Educational Psychologist and Speech and Language Therapist. Input from Blossom Tree Therapist, Phoenix Outreach, Stephen Hawking Outreach support
Social, Emotional, Mental Health **There is a wide range of social and emotional difficulties, which may lead to children becoming withdrawn or isolated, as well as displaying disruptive of disturbing behaviour. These behaviours may reflect underlying health difficulties such as anxiety/depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactivity (ADHD) or attachment disorder**	Whole school behaviour for learning policy High expectations for behaviour Whole school / class rules Positive behaviour management (graduated response system) Buddy system Social Stories Planned transition across year groups and key stages Personal, Social and Health Education time Wellbeing lessons	In class support from teaching assistant Lego Therapy Social Stories Individual reward / consequence system Lunch time alternative provision Resources to support specific needs e.g. fiddle tools, worry box Access to Learning Mentor Support Small intervention groups focusing on social and emotional needs e.g. social groups	Access to learning mentor support Individual behaviour plan CAMHS referral Educational Psychologist referral
Sensory and/or Physical **Some pupils require special educational provision because they have a disability, which prevents them or hinders them from making use of the educational facilities generally provided. Children who require specialist support and/or equipment to access their learning will also include those with a vision impairment (VI), hearing impairment (Hi) or a multisensory impairment (MSI).**	Flexible teaching arrangements Staff aware of implications of physical impairment Resources e.g. writing slopes, fidget tools to aid concentration, pencil grips Large pens/pencils Triangular pens/pencils Sensory Circuits Movement/learning breaks Seat cushions, Thera-putty Ramps Sensory aids Access to lift	OT exercises Write from the Start Programme Clever Hands Sensory Circuits	Advise from OT Individual support in class for physical activities OT exercises

Roles and Responsibilities:

Head of School is responsible for:

The overall management of the SEND provision.

The Inclusion Lead (Deputy Head) is responsible for:

Overseeing day-to-day operation of the school's SEND policy and staffing allocation.

The SENDCo is responsible for

Coordinating all the support for students with special educational needs and/or disabilities (SEND) and developing the school's SEND Policy to make sure all students get a consistent, high-quality response to meeting their needs in school,

Keeping parents informed about the support the child is getting, reviewing how they are doing and planning ahead for them.

Liaising with all the other people who may be coming into school to help.

Updating the school's SEND register (a system for ensuring all the SEND needs of students in this school are known) and making sure that there are excellent records of each child's progress and needs.

Providing specialist support for teachers and support staff in the school so they can help the child (and other students with SEND in the school) achieve the best possible progress in school.

Advising class teachers and pastoral staff of recommended strategies to support individual students with SEND.

The Class Teacher has responsibility for:

Checking on the progress of the child and identifying, planning and delivering any additional help the child may need (this could be things like targeted work, or additional support) and letting the SENCO know as necessary.

Communicating specific targets and sharing and reviewing these with parents at Parent's Meetings once a term.

Providing specific feedback to your child on what they have achieved and how they can progress through regular marking of your child's work

Knowing the needs of the students and planning their lessons accordingly to meet these needs

Parents/Carers are responsible for

Ensuring they are involved in their child's learning through home-learning, educational visits, school based projects, open evening, visits to the school and homework etc.

The SEND Governors are responsible for:

Making sure that the necessary support is made for any child who attends the school who has SEND.

Allocation of resources

Cayley Primary school has a specialist classroom for children with high level of need and a diagnosis of Autism. Places in this classroom are limited and children's inclusion in it depend on school's assessment of needs level and support needed. Not all children with an Autism

diagnosis will be placed into the classroom.

The Inclusion Lead/SENDCo is responsible for the operational management of SEND provision throughout the school, inclusive of provision mapping.

The specified and agreed SEND budget will be used for the purchasing of SEND resources (on request from staff where specific SEND resources are identified as being needed). The SEND budget can be used to employ human resources i.e. Teaching Assistants, either by the school or from supply agencies.

Provision for EHCP SEND children will be in line with their allocated level of SEND funding. Parents/Carers need to be advised that additional support is not always possible due to specific SEND budgets which are allocated to all SEND children throughout the school in line with equal opportunities. One-to-one provision can thus not be expected as a given.

External Agencies

Cayley Primary School will liaise with and refer to specialist external agencies when necessary. These might include:

- Educational Psychology Service
- Speech and Language Therapy – the school uses Blossom Tree speech and language service.
- Occupational therapy
- Physiotherapy
- Sensory impairment teams
- CAMHS
- Behavioural Outreach team (BASS team)
- Phoenix outreach team (ASD)
- Support for Learning service
- Physical disabilities specialist team (Steven Hawking Outreach)
- School nursing, specialist medical needs team

Continuous Professional Development (CPD)

The school considers the training needs of all staff, which will empower and enable them to feel confident and skilled to work with children with SEND most effectively.

Local Offer

Local Authorities **must** publish a **Local Offer**, setting out in one place information about provision they expect to be available across Education, Health and Social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they 'expect to be available', local authorities should include provision which they believe will be available. The LA's Local Offer is available at: https://www.localoffertowerhamlets.co.uk/

This includes information about:

- Available support and provision; targeted services; and specialist services offered by the LA for or be used by SEN children and young people
- The LA's arrangements for providing top-up funding for children and young people.
- Information about how to request an EHC assessment for an EHCP.

Complaints

Refer to the school's Complaints Policy available on the school website. Class teachers will work closely with parents/carers at all stages regarding children's SEND education and should be the first port of call in case of any queries and/or difficulties. If matters are unresolved and/or a request is made by the parent/carer, a meeting will be arranged with the SENDCo. However, if the issue is complex or the parent/carer is not satisfied with the outcome, the headteacher and /or governing body will be involved. As a last resort, the school's Local Authority SEND Inclusion Officer or SEND Standards and Service Manager can be involved.

Review

The SEND policy is to be reviewed and published annually *(6.79 of the Code of Practice (2014))*.
Part of this procedure will be the gathering of views from all parties involved on its effectiveness.

This policy was drafted with reference to:

- 'NASEN' guidance documents via the SEND gateway (National Association for Special Educational Needs)
- The Special Educational Needs and Disability (SEND) Code of Practice 2014 (DFE) How we know if a child/young person has special educational needs and complies with the statutory requirement laid out in the SEND code of Practice 0-25 (May 2015) updated from September 2016 and has been written with regard to:
    - *Children and Families (Act 2014)*
    - *SEND Code of Practice (2014, including updates as of May 2015)*
    - *Equality Act (2010)*
    - *Statutory guidance e on Supporting Pupils with Medical Conditions (April 2014)*
    - *Teacher Standards (2012)*
    - *Safeguarding Policy*

FAQs

1. What should I do if I am concerned that my child may have a Special Educational Need?
   Talk to the class teacher in the first instance to raise concerns. The class teacher can share concerns with SENDCo and the SENCO will contact you to make an appointment.

2. Where can I give any information regarding my child's special educational needs or reports I have?
   Please give all documents to the school office, who will put them on the system and transfer them to the SENDCo. Alternatively, email them to the school at office@cayley.towerhamlets.sch.uk and they will be forwarded to the SENDCo.

3. What provisions will be made for my child with SEN?
   All children's needs are different, and at Cayley, we strive to ensure that all children's needs are met with support that is tailored to them. The SENDCo can discuss appropriate support and intervention for your child with you.

4. Where can I access additional support?
   Access the Tower Hamlets Local Offer on their website, and the Tower Hamlets and City SEND Information, Advice and Support Service - https://www.towerhamletsandcitysendiass.com/ is an impartial parents advice service that anyone can contact for support.