

Greenford High School

Policy Document



SEN Policy and Information Report

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1. Aims

This policy sets out the principles and procedures for the education of students with special educational needs at Greenford High school. The aim is to ensure that all students have equal opportunities, social inclusion and the right of access to the curriculum, which is fundamental to our practice. This will allow all students derive maximum benefits from their education and be more confident achievers who are able to participate fully in the life of the school as well as in the wider community.

The policy for Special Educational Needs is in line with the values and principles outlined in the school's mission statement, which aims to establish an environment in which learning flourishes and the potential of the individual is realised. Students will be encouraged to succeed by the positive and supportive ethos

1.1. Objectives

Provision for students with Special Educational Needs is the responsibility of all staff. The Special Educational Needs Policy and Information Report is intended to exist as a practical working document which will inform and advise staff, and which sets out clearly procedures and practice related to pupils with SEN and their learning and development. This will ensure that all members of the school community understand their role in supporting students with additional needs.

2. Legislation and guidance

Accordingly, provision for students with special educational needs will be based on:

- The **SEND code of practice: 0 to 25 years January 2015**
- Part 3 of the Children and Families Act 2014
- The Special Educational Needs and Disabilities Regulations 2014

3. Definitions

3.1 Definition of SEND

We make our best efforts to ensure that all young people in our school are well prepared for adulthood. We support all areas of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory and/ or physical needs

The Code of Practice 2014 defines SEND as:

Having a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

Has a significantly greater difficulty in learning than the majority of others of the same age or

Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post- 16 institutions.

SEND Code of Practice: 0 to 25 years

3.2 Definition of Disability

A person has a disability if:

- *they have a physical or mental impairment*
- *the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities*

Where a disabled young person requires special educational provision, they will also be covered by the SEND definition. From Education Act 1996 section 312 'special educational provision' means:

Educational provision, which is additional to, or otherwise different from, the educational provision made generally, for children of their age in schools maintained by the LA.

Some students have a Special Educational Need and disability.

For the purposes of the Act, these words have the following meanings:

- *'substantial' means more than minor or trivial*
- *'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)*

3.3 Definition of an ARP

Ealing provides high quality local provision to meet local needs and has a good range of SEN provision. This includes additional resourced provisions (ARPs) in mainstream schools that cater for a range of needs. The decision for entry into the ARP is made closely with the LA and is designed for children and young people are expected to show some potential for being able to integrate into mainstream activities, which is likely to be on a phased basis, starting with small amounts of time and building up over the course of their education.

ARP Entry and Exit Criteria

4. Roles and Responsibilities

4.1 The SEND Governor

The Governing Body is responsible for keeping a general oversight of the school's SEN provision. The Governor with responsibility for special educational needs is Sunny Chana.

The Governing Body must:

- Work with the Head Teacher and SENCO to determine the strategic development and evaluation of the SEN and ARP provision
- Include in their Governors' annual report to parents, details on their policy for pupils with special needs;
- Offer advice and support to parents who wish to challenge LA decisions;
- Ensure that the management of the ARP is effective and that the needs of those students enrolled at the ARP are being met.
- Keep the governing body informed of SEND issues

The Governing Body will evaluate the success of SEN provision in the school:

- By processing end-of-year data provided by the SENCO on SEN students' attainment and setting a linked target of one step progression per student in line with the whole-school target, or, if more appropriate, a target which is challenging and appropriate to the individual;
- By setting a target of comparable attainment at KS3 and KS4 based on SEN students' Y7 CATs scores in line with the rest of the school;
- By comparing the above data to borough and national averages and setting a target of being in
 - line with these averages for students on the SEN register.

4.2 The Headteacher

The Headteacher has the responsibility to ensure that:

- Work with the SEND Governor and SENCO to determine the strategic development, and evaluation of, the SEN and ARP provision
- Have overall responsibility for the provision and progress of learners with SEND.

4.3 SENCO and SEN Leadership Team

The school's SENCO is Fay Hudson. The Deputy SENCOs are Monika Siek and Christie Tremain. The ARP manager is Baljit Jassal.

Responsibilities of the SENCO and SEN Leadership Team:

- Work with the SEND Governor and Headteacher to determine the strategic development, and evaluation of, the SEN and ARP provision. Ensuring the school meets its legal obligations under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Having operational oversight of the provisions in place to support students with SEND.
- Use the graduated approach to identify and evaluate individual student provision.
- Work alongside the Head of Teaching and Learning to ensure appropriate training for staff.
- Be the point of contact and liaise with professional agencies
- Keep an update register of all students with SEND.
- Working collaboratively with students, parents, staff, external agencies and other schools to ensure effectiveness of provision.

4.4 Teachers and Support Staff

Teachers are responsible for:

- Familiarising themselves with, and follow, the SEN Policy and Information Report
- Understanding the needs of all students and supporting them to make progress through the use of Universal High Quality teaching practices and targeted support.
- Working collaboratively with HOD's, SENCO, Year Teams and Subject leads to assess the suitability of interventions. Seeking appropriate support and professional development when needed.

4.5 The Head of Department and Subject Leaders

Have responsibility to:

- Familiarising themselves with, and follow, the SEN Policy and Information Report
- Support staff in using Universal High Quality Teaching Strategies and targeted strategies to support students both for classwork and homework activities. Seeking appropriate support and professional development when needed.
- Work collaboratively with SENCO and Year Teams to ensure the effectiveness of provision
- Allocate sufficient budget to support students needs.

4.6 The Teaching Assistant and HLTA

The Teaching Assistant and Higher should:

- Follow the timetable of support as directed by the SENCO or Deputy SENCO;
- Familiarise him/herself with the needs of these students they are going to support;
- Liaise with the teachers they are supporting in order to plan strategies and differentiate the curriculum for SEN students;
- Administer activities, homework and mentoring clubs and other designated support as directed by the SENCO;
- Attend meetings once a week for the purposes of training and information giving;
- Contribute 'admin time' in the department assisting with filing and other related duties as directed by the SENCO;
- Attend and contribute to meetings (departmental, pastoral, with parents and as appropriate) as directed by the SENCO.

4.7 Parents

Have a responsibility to:

- Keep the school and SEN department up to date of any change in circumstances or updates
- To attend regular meeting to monitor and review progress
- To carry out the appropriate strategies at home to support young people

4.8 Students

Have a responsibility to:

- Contribute to the decision making process, such as target setting, interventions and future choices, where appropriate.

SEN Information Report

5. The kinds of needs catered for

We make our best efforts to ensure that all young people in our school are well prepared for adulthood. We support all areas of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory and/ or physical needs

Staff are given strategies as per information provided by Ealing Learning Partnership

6. Adaptations for student with SEN

Specific resources and strategies will be used where appropriate to support your child individually and in groups. The school's curriculum considers a wide range of learners' needs. There is no scope to offer individualised provision for students unable to settle in our mainstream classrooms. Planning and teaching will be adapted daily if needed to meet your child's learning needs.

6.1 Support provided

GHS use the graduated approach to identify, plan and have ongoing evaluation of a students needs.

The Graduated Approach

Identification of need	<ul style="list-style-type: none"> • Primary school data and records • Online screeners: Reading tests, CATS data, LUCID screener, Speech and Language Screener. • In class assessments • Referrals from teachers through their desktop • Parental concerns • SENPLan Meetings • Parents evening • Round robins from all staff
Co-production	<ul style="list-style-type: none"> • Regular communication with parents eg. phone calls, emails, letters. • Feedback from students • Working with previous settings and future settings • Student passports • Parental workshops and options evenings • Coffee mornings • Annual reviews • Student voice panels
Transition support	<ul style="list-style-type: none"> • Meeting with Primary SENCO's to discuss students • Early invites into school • EHCP parent transition event • Early Connexions support • Support with transport, employment and independent living • Ensuring all paperwork and support plans are transferred to new school. • Common induction day • Inviting new settings to annual reviews • Transition visits • Preparation for Adulthood through Workskills curriculum, Work Experience, Careers events, mock interview session, trips to meet with external post 16 providers
Teaching, curriculum and school life	<ul style="list-style-type: none"> • All students with SEN have access to the mainstream classroom • All teachers are given regular and ongoing training on Universal and Targeted High Quality Teaching to meet student needs, before seeking advice from SENCO and specialist advice. • TA's are given additional training to deliver interventions • Outreach support for particular areas of need • Emotional Literacy Support • Small group teaching (where staffing and timetables allow) • Afterschool homework intervention • Phonics • Alternative GCSE Pathways • Higher adult to student ratio where available • Touch typing • Exams access arrangements
Evaluation	<ul style="list-style-type: none"> • In line with the SEND Code of Practice 2014, we utilise the graduated approach (assess, plan, do, review). • Regular communication with parents. • Annual Review Meetings

	<ul style="list-style-type: none"> • Raising Achievement Day • Progress monitored termly by learning support team.
Emotional and Social Development	<ul style="list-style-type: none"> • Use of social stories and image and action • Pastoral Support Mentoring • Bullying workshops • Emotional Literacy support • Therapeutic Thinking Approach • Key worker sessions • Form time • PSHCE • Counselling • Racism Workshops • Assemblies
Other bodies	<ul style="list-style-type: none"> • SENPlan/ MAP meetings • Speech and Language Therapy Service • Educational Psychology Service • Social services • SAFE team • Counselling services • CAMHS • Ealing Alternative Provision Extend • The police • Attendance support services • LION Project

7. Assess, Plan, Do Review

At Greenford High School, all teachers are responsible for ensuring that appropriate adaptations are made to planning, teaching and classroom environments to provide an inclusive classroom environment, within the schools resources. Teachers are therefore accountable for the progress and development of all of the students that they teach. High quality teaching is at the heart of Greenford High School and is the first step in responding to and supporting student needs. Teachers use a range of strategies outlined in [Ealing Ordinarily Available Provision](#), before seeking support from the SEN Team.

We believe that early identification is key to understanding student barriers and working with external agencies where necessary to ensure removal of these barriers before further intervention is required. Through our graduated approach, we continuously work with parents to ensure coproduction

Assess:

Students arrive at Greenford High School either with identified or unidentified needs. Where there are concerns, these can be initiated by class teachers, pastoral teams and/ or the students' parents/ carers.

Where concerns are identified, we gather information from class teachers, parents, pastoral teams, child protection teams. This provides a holistic view of each student. We are then able to use the shared knowledge and a range of screening tools to identify areas of need. For the majority of our students, the barriers for these students can be removed by appropriately adapted curriculums and teaching, which can be met through the school's resources. For a small number of students, the ability to understand their barriers may come from assessments from external agencies.

Plan:

After initial discussions have taken place, teachers are then encouraged to make use of already available strategies to identify how they are able to adapt their resources, curriculums or teaching styles to meet the needs of students and allow them to access the learning.

Where more targeted intervention is required, the SENCO works alongside school teams and external agencies, where appropriate, to identify appropriate next steps and required support.

Do:

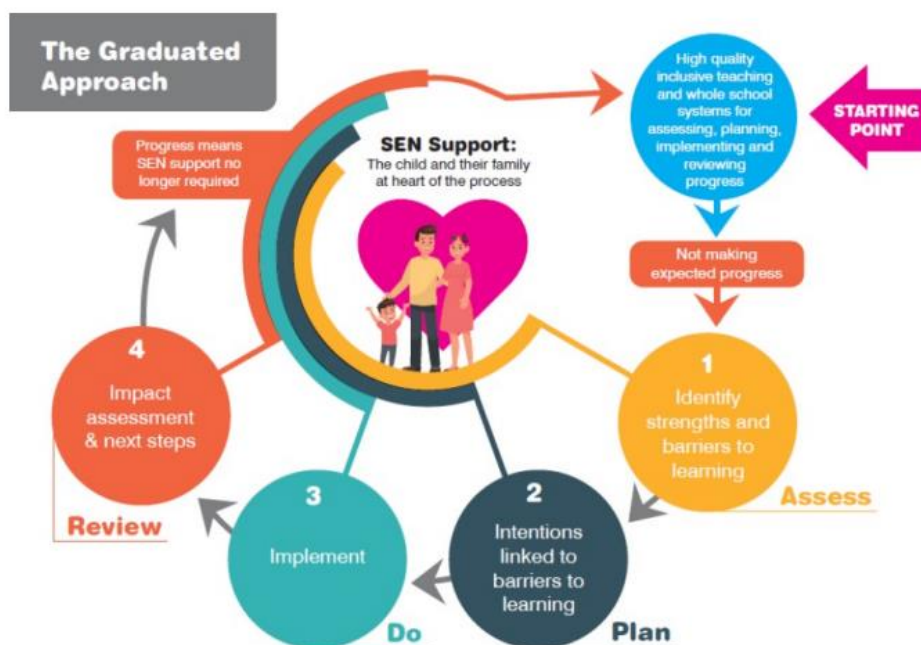
High quality teaching strategies that are adaptive to the needs of students, underpins our teaching and learning ethos. Teachers are provided with training that allows them to understand the fundamentals of an inclusive classroom and provide a curriculum that motivates and engages all students to make progress. Teaching assistants are utilised in classes to support groups of students, as directed by the Teacher/ SENCO, to support the progress of all learners.

Where targeted interventions are required, the SENCO and/ or Head of Inclusion will direct professionals overseeing these students, which may take the form of Speech and Language intervention, mentoring, Occupational Therapist etc. The purpose of this is to support students to overcome their barriers to learning.

Review:

Student academic progress is reviewed in line with the school's assessment and feedback policy. This informs teachers next steps for classroom differentiation and appropriate interventions. Many of our students make excellent progress and may require extra support for a fixed amount of time and benefit from the adaptive approach taken by teachers in the classroom. If a student does not respond to this personalised approach and there still appears to be a cause for concern, further school based actions may be necessary.

Some students are provided with an SEN passport, similar to an IEP, whereby the SEN team will provide a brief overview of the students barriers to learning and strategies to support. The success of interventions are reviewed during the schools SEN plan meetings. Where students are not making necessary progress, specialist advice is sought such as Educational Psychologists.



8. Inclusion

In line with the Ealing Statement on Inclusion Greenford High School believes that:

- Inclusion is a process whereby individuals are given the opportunities to achieve their personal potential and by which barriers to learning and participation are removed;
- The school should be structured and resourced so that it can meet the needs of all young people within its care;
- The school should work to develop inclusive practices to raise achievement and make school a successful experience for all its students;
- The contribution and identity of each student is valued and based on a relationship of mutual respect.

9. Applying for an Integrated Assessment of special educational needs and an Education Health and Care Plan.

Universal high quality teaching is paramount at GHS. All members of staff understand their role in adapting their teaching practices to suit a range of needs. For a small number of students where these are not sufficient to make adequate progress, the SENCO will discuss this with parents/ carers. It will then be decided together, whether school should apply to the Local Authority for an Integrated Assessment of special educational needs. Statutory assessments of education, health and care needs will be carried out, by the Local Authority, for those students who are deemed to have complex SEND.

This process involves a wide range of stakeholder input and collection of evidence to meet the Local Authority threshold for a needs assessment. Evidence should identify that students have had significant concern for a long period of time and that this is having substantial impact on their ability to make progress.

10. Staff training and expertise

All Staff	<ul style="list-style-type: none"> • The SEND Code of Practice • The Equality Act • PREVENT Training • Keeping Children Safe in Education • School policies on behaviour management and and teaching and learning (and the impact of these on pupils with SEN) • Whole School CPD on Inclusion in the Classroom and Adaptive practices • All CPD focused on evidence informed strategies for disadvantaged and pupils with SEND. • Ongoing safeguarding CPD • Opportunity to take part in ASD focused Action Research Project
SEN Team	<p>The team have training in the following areas:</p> <ul style="list-style-type: none"> • Emotional Literacy Support • Therapeutic Thinking • PACE • The Incredible 5 Point Scale • What is an effective key worker? • Purple Pen training (Supporting independence in the classroom) • Understanding ADHD • JCQ Exams Access Training • Trauma Developed Learning • Mental Health First Aid

	<ul style="list-style-type: none"> ● Fresh Start Phonics ● Speech and Language Training
SEN Leadership	<ul style="list-style-type: none"> ● NPQSENCO ● NASENCO Accreditation ● Safeguarding ● Exams Access Arrangements ● Therapeutic Thinking ● Mental Health Lead ● Springhallow outreach - Understanding Autism ● Fresh Start Phonics

10. Concerns about the effectiveness of support

All schools check the quality of the support for each child and report the effectiveness of provision to the governors. If you are concerned at any time, please contact the school in this order:

1. Form tutor
2. Key worker
3. Head of Year
4. SENCO
5. Assistant Headteacher in charge of Inclusion
6. Headteacher
7. Chair of Governors

8. Additional Support Services

In the first instance, your child's form tutor should always be the point of contact. They will then be able to liaise with other staff if they are unable to answer your concerns.

Additional support can be found at:

- Ealing I SAID Service, offering independent, free advice for parents of children with SEND
- Contact Ealing
- SAFE - Supportive Action for Families in Ealing
- Special Educational Needs and Educational Psychologist
- Ealing Speech and Language Communication Services
- CAMHS, Child and Adolescent Mental Health Service
- Ealing Parent Carer Forum
- Occupational Therapists
- All of these support services can be found on [Ealing's Local Offer](#)

8. Complaints

The complaints procedure is as follows:

- Any complaints concerning students with Special Educational Needs will be considered sympathetically and every effort will be made to ensure that any misunderstandings or disagreements are dealt with promptly and efficiently;
- Should an issue remain unresolved, the procedure developed by the London Borough of Ealing in relation to complaints about the curriculum and its delivery has been adopted by the school;
- Complaints procedures should follow the newly established hierarchy, i.e. (SEN Teacher - SEN Key

Stage Coordinator, in both cases, where complaint is deemed low level or specific) – SENCO (normally the first contact) – SEN-attached member of SLT – Headteacher – Governor;

- Complaint by parents will be dealt in a swift and constructive manner. Where the complaint is to the SENCO and all parties agree it can be resolved by the SENCO and needs be taken no further;
- The SENCO will communicate with the parents/carers (where possible via a meeting) within two working days of the complaint being received in the first instance to ascertain the complaint. The SENCO will suggest negotiated resolution strategies to the complaint at that meeting/ communication, with subsequent confirmation of the action/strategies within a further two days;
- The SENCO will confirm a start date and subsequent monitoring dates (which could include further parent/carer meetings or observations) for the action/strategies within a further two working days; In all other cases, where complaints are not initially resolvable by the SENCO in the first instance or are made/ referred up the chain, the school will communicate time scales and monitoring/ action dates with parents keeping them fully abreast of the process and outcomes;
- This may include further meetings with them, with Intuition Parent Partnership or other relevant agencies;
- In all cases the school will act as swiftly and transparently as possibly dependent on the individual case;
- In addition, the SENCO has an 'open door, open communication' policy, with parents welcome to visit school or call at any time. The SENCO will meet or speak to them there and then if available and if not, respond at the first opportunity. To complement this, a series of new SEN Open Afternoons is planned – see 9.2 'Links With Parents'.

9. Quality Assurance

GHS are committed to providing a high quality learning experience for all of our learners. Resultantly, we constantly revise our offering to ensure we are meeting student needs, in line with budgetary constraints. Provisions are reviewed each year, to ensure that they are suitable for our cohort of students.

We collaborate with the following stakeholders:

- The Ealing Local Authority
- Parents – through annual reviews, surveys, workshops and coffee mornings
- Student voice – student voice sessions, annual reviews and workshops
- Teachers

Adapting teaching for the needs of key cohorts, particularly students with SEN, is a whole school objective for all staff. This is then reviewed during the lesson observation and appraisal process where line managers and staff can seek help to support staff development.

10. Links to other school policies

Relevant information can also be found in the below policies:

[Accessibility Plan](#)

Appendices

Appendix 1: SEN Structure

