William Patten Special Educational Needs and Disabilities (SEND) Policy

2026-27

Contents

1. **Statement**
2. **Definitions**
3. **Identification**
4. **SEN support**
5. **External agencies and Specialist support**
6. **Education, Health and Care needs assessments and plans**
7. **Training**
8. **The allocation of resources**
9. **Access**
10. **Inclusion and access to trips and clubs**
11. **Transition**
12. **Help with transport**
13. **Support and training for parents**
14. **Social emotional and mental health needs**
15. **Equal opportunities**
16. **Governors**

1. Statement

Key Contacts in William Patten for SEND (Special Educational Needs and Disabilities) and medical needs:

SENDCo Caitlin Shaw

sendco@williampatten.hackney.sch.uk

Tel: 020 7254 4014

Inclusion Manager Sian Davies

sdavies@williampatten.hackney.sch.uk

Tel: 020 7254 4014

1. Statement

At William Patten School, we are committed to providing an inclusive, ambitious, and equitable education where every child is welcomed, valued, and supported to achieve their full potential. We believe that all children have the right to participate fully in school life, to experience a sense of belonging, and to access high-quality teaching that recognises and responds to their individual strengths, interests, and needs.

In line with the national vision for improving the SEND system, we are committed to identifying and responding to additional needs as early as possible, ensuring that support is timely, evidence-informed, and focused on improving outcomes for every learner. We recognise that high-quality, inclusive teaching is the foundation of successful learning for all pupils, with additional provision carefully tailored where needed to remove barriers to learning, promote independence, and enable every child to thrive.

We value strong partnerships with children, families, and external professionals, recognising that collaborative working is essential to securing the best possible outcomes. We are committed to providing clear, accessible communication, involving families in decision-making, and ensuring that the voices of children and young people are central to planning and reviewing support.

This policy reflects the current statutory guidance set out in the Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years (2015), issued under the Children and Families Act 2014, and our duties under the Equality Act 2010. It also acknowledges the government's ongoing programme of SEND reform and our commitment to continually reviewing and developing our practice in line with emerging national guidance, with the shared aim of strengthening inclusive mainstream education and improving outcomes for children and young people with SEND.

2. Intent

- To foster a culture of inclusion where every pupil feels valued, respected, and has a strong sense of belonging within the school community.
- To identify, at the earliest possible opportunity, barriers to social development and /or communication, learning, participation, and wellbeing, ensuring that needs are recognised promptly and responded to effectively.
- To ensure that high-quality, inclusive teaching is at the heart of our provision, with appropriate adaptations and targeted support to enable all pupils to access a broad, balanced, and ambitious curriculum.
- To provide staff with high-quality professional development, guidance, and support to strengthen inclusive practice and meet the diverse needs of all learners.
- To enable every pupil to achieve their best, develop independence and resilience, and make progress from their individual starting points.
- To ensure that all pupils are able to participate fully in the academic, social, and wider life of the school.
- To recognise, value, and celebrate the strengths, views, and contributions of all pupils, ensuring that their voices are heard and considered in decisions that affect them.
- To work in partnership with parents and carers, building positive relationships based on openness, trust, and shared decision-making.
- To work collaboratively with governors to support effective strategic oversight, monitoring, and continual improvement of inclusive SEND provision.
- To work in partnership with external agencies and professionals, where appropriate, to ensure timely, coordinated, and effective support that improves outcomes for individual pupils.

3. Definitions

Definition of Special Educational Needs

According to the **Special Educational Needs and Disability (SEND) Code of Practice: 0–25 years (2015)**, a child or young person has Special Educational Needs (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 has SEN if they have a significantly greater difficulty in learning than the majority of others of the same age, or have a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age in mainstream schools.

The current SEND Code of Practice identifies four broad areas of need:

1. **Communication and Interaction**
2. **Cognition and Learning**
3. **Social, Emotional and Mental Health (SEMH)**
4. **Sensory and/or Physical Needs**

These broad areas are intended to help schools identify and plan appropriate provision. Individual pupils may have needs that span more than one area, and their strengths and needs will always be considered holistically rather than within a single category.

Looking Ahead

The Government has announced its intention to introduce a revised SEND framework as part of wider national SEND reforms. This is expected to place greater emphasis on identifying a child's primary barriers to learning and participation, with updated categories of need designed to better reflect how children experience SEND and the support they require. Until a revised SEND Code of Practice is formally published and becomes statutory, the School will continue to identify and support pupils in accordance with the four broad areas of need set out in the 2015 SEND Code of Practice, while adopting inclusive, needs-led approaches that reflect emerging national best practice.

4.**Identification of Special Educational Needs**

At William Patten, all pupils access a broad, balanced, and ambitious curriculum through high-quality, inclusive teaching that is adapted to meet the diverse strengths, needs, and abilities of all learners. We recognise that every child develops and learns differently, and we are committed to identifying and responding to additional needs at the earliest possible opportunity.

The identification of Special Educational Needs is an ongoing, graduated process based on careful assessment, observation, and collaboration. Class teachers have the primary responsibility for monitoring the progress, participation, and wellbeing of every pupil and work closely with the Senior Leadership Team, SENDCo, and Inclusion Team to identify any barriers to learning or participation as early as possible.

Concerns may be identified through a range of sources, including:

- regular teacher assessment and professional observation;
- progress and attainment information;
- screening and assessment tools;
- information from parents and carers;
- the views of the child or young person;
- information from previous educational settings;
- medical or developmental information; and
- advice from external professionals where appropriate.

We recognise parents and carers as partners in their child's education and value the knowledge and insights they bring. If concerns arise regarding a pupil's learning, development, or wellbeing, these will be discussed with parents at the earliest opportunity. Meetings may involve the class teacher, SENDCo, Inclusion Manager, or other relevant staff to ensure that support is planned collaboratively. Parents and carers are encouraged to contact the school at any time if they have concerns about their child's progress or wellbeing and do not need to wait for a scheduled parents' evening.

Where a pupil is identified as requiring additional support, the first response will be to review and adapt classroom practice through high-quality, inclusive teaching. Where appropriate, targeted interventions or additional provision may be introduced to address identified barriers to learning while promoting independence and full participation in school life.

If, despite appropriate adaptations, targeted support, and careful monitoring through the graduated approach, a pupil continues to experience significant and persistent difficulties in learning, communication, social, emotional or mental health, sensory or physical development, they may be identified as requiring SEND Support. Decisions will be made in partnership with parents, the pupil (where appropriate), and relevant professionals, ensuring that provision is tailored to the individual's strengths, needs, and desired outcomes.

5. SEN Support: The Graduated Approach

At William Patten School, we follow the graduated approach outlined in the **SEND Code of Practice: 0 to 25 years (2015)** to identify, assess, plan for, and review the support provided for pupils with Special Educational Needs. This approach ensures that support is responsive, evidence-informed, and focused on removing barriers to learning, participation, and wellbeing.

The graduated approach follows four stages:

Assess

High-quality, inclusive teaching is the starting point for meeting the needs of all pupils. Class teachers regularly assess pupils' progress, participation, and wellbeing and identify any emerging barriers to learning.

Parents and carers are encouraged to raise any concerns about their child's learning, development, or wellbeing with the class teacher in the first instance. The class teacher will discuss the concern, consider the child's current progress and provision, and may seek advice from the SENDCo or other colleagues to help identify appropriate next steps.

Where appropriate, the class teacher will work with the SENDCo to consider adjustments, targeted strategies, or additional support that may help the pupil overcome identified barriers. The views of the pupil and their parents or carers will be considered as part of this process. Where relevant, advice from external professionals may also be sought.

Plan

Following discussion and assessment, the class teacher, with support from the SENDCo where appropriate, will agree a plan of support. This may include adaptations to classroom practice, targeted interventions, or additional strategies to support access, progress, and participation.

The plan will identify:

- the pupil's strengths, interests, and aspirations;
- areas where they may experience barriers;
- the intended outcomes;
- the support and strategies to be implemented;
- who is responsible for delivering the support; and
- when the impact of the support will be reviewed.

Where appropriate, an SEN Support Plan will be developed to provide guidance for all staff working with the pupil. This will capture what is important to the pupil, what they find challenging, and the approaches that help them to be successful.

If the agreed support plan does not have the intended impact, or if a pupil's needs become more complex, the class teacher will consult with the SENDCo. At this stage, the SENDCo will coordinate further assessment, planning, and review in partnership with the pupil, parents/carers, school staff, and external professionals where appropriate.

Do

The class teacher remains responsible and accountable for the learning, progress, and inclusion of every pupil in their class. Where additional interventions or specialist support are provided, the class teacher continues to work closely with support staff and the SENDCo to ensure that provision complements classroom learning and supports the pupil's wider development.

Provision may include:

- adaptations to teaching and learning approaches;
- targeted intervention programmes;
- support from teaching assistants or other trained staff;
- advice and support from specialist teachers or external professionals;
- individualised learning approaches or timetables where appropriate;
- specialist resources, equipment, or technology.

All support should be designed to increase access, participation, independence, and achievement, while maintaining high aspirations for the pupil.

Review

The impact of SEN support is reviewed regularly to ensure that provision continues to meet the pupil's needs and is making a positive difference. Reviews will consider progress towards agreed outcomes, the effectiveness of strategies used, and any changes that may be required.

SEN Support Plans will be reviewed at least termly, with progress and next steps shared with parents and carers. Class teachers will provide updates as part of the school's usual communication arrangements, including parents' evenings. Parents will also be invited to a termly review meeting with the SENDCo to discuss provision, progress, and future planning in more detail.

The graduated approach is a continuous cycle of **Assess, Plan, Do, Review**, ensuring that support remains responsive and focused on achieving the best possible outcomes for each pupil.

5. External agencies and specialist support

If we think a child needs further assessment or specialist support, we will discuss this with parents. Parental permission may be requested for the school to refer a child for assessment or support. Examples of such services include:

- An Educational Psychologist (EP) - William Patten works with a link Educational psychologist from Hackney Education.
- A Speech and Language Therapist (SALT) – we have a SALT working in the school one and a half days per week
- A Specialist Teacher - we use Hackney Learning Trust Specialist Teachers to work with children and train staff – this could be for children with a profile and/or diagnosis of ASC, ADHD, Visual Impairment, Hearing Impairment, dyslexia, or other areas of special need
- Place2Be, the in-school child counselling service
- Child and Adolescent Mental Health services (CAMHS)

6. Education, Health and Care Needs Assessment and Plans

At William Patten, we recognise that most children and young people with Special Educational Needs will have their needs met through high-quality inclusive teaching, reasonable adjustments, and appropriate support provided through the graduated approach. Where a pupil's needs are more complex, significant, or require provision that cannot reasonably be delivered through SEN Support, the school, in partnership with parents/carers and the pupil where appropriate, may consider requesting an Education, Health and Care (EHC) needs assessment from the Local Authority.

An EHC needs assessment may be requested where there is evidence that, despite a sustained period of appropriate support, adaptations, and targeted provision, the pupil continues to experience significant barriers to learning, participation, or development, and requires additional support beyond that which is ordinarily available in school. Decisions to request an assessment will be based on a thorough understanding of the child's strengths, needs, progress, outcomes, and the effectiveness of previous support provided through the graduated approach.

Parents and carers are encouraged to be actively involved in discussions about their child's support and may request an EHC needs assessment directly from the Local Authority. The views, experiences, and aspirations of the child or young person and their family are central to the process.

If the Local Authority agrees to undertake an EHC needs assessment, information will be gathered from the child, family, school, and relevant education, health, and social care professionals. This process will identify the child's strengths, aspirations, needs, and the barriers they experience, as well as the provision required to support positive outcomes.

Where an EHC Plan is issued, it will set out the child's or young person's needs, desired outcomes, and the special educational provision required to support their education and development. The plan will be reviewed through an Annual Review meeting, involving the child or young person, parents/carers, school staff, and relevant professionals, to evaluate progress, consider changes in need, and ensure that provision continues to be appropriate and effective.

7.Training

Training in Special Educational Needs and Disability (SEND)

The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND.

Examples of recent training that teachers and support staff have received include:

- Supporting children with Executive Functioning Difficulties
- Supporting children with sensory processing needs
- Use of 'Zones of Regulation' as a whole school approach to supporting emotional regulation
- Developing a 'Compassionate Classroom'-use of relational approaches
- Developing a trauma informed approach
- Making effective use of Teaching Assistants and developing pupil independence
- Managing the care of children with Type One Diabetes
- Adaptations for children with visual and hearing impairments

In addition, teachers and support staff have on-going support and training from the SENDCo, Senior Leadership, the Speech and Language Therapist, and specialist teachers.

8. The Allocation of Resources

Resources are allocated strategically to ensure that all pupils, including those with Special Educational Needs and Disabilities, have access to high-quality, inclusive education and the support they need to make progress and participate fully in school life.

The school's delegated budget includes funding to support the provision of pupils with SEND. Decisions about the allocation of resources are based on identified needs, the effectiveness of provision, and the outcomes we aim to achieve for individual pupils. Resources are reviewed regularly to ensure that support is appropriate, evidence-informed, and making a positive impact.

The Headteacher, SENDCo, and Inclusion Team work collaboratively to monitor, evaluate, and develop SEND provision across the school. This includes reviewing the effectiveness of interventions, staff expertise, specialist resources, and wider approaches to removing barriers to learning and participation.

Parents and carers are valued partners in decisions about their child's support. Where a pupil receives additional SEND provision, discussions about strategies, interventions, progress, and next steps will take place through regular communication and SEND review

meetings involving parents/carers, the pupil where appropriate, class teachers, the SENDCo, and relevant professionals.

Where a pupil has an Education, Health and Care (EHC) Plan, the school will ensure that the provision specified within the plan is delivered and regularly reviewed. Where additional funding is allocated by the Local Authority to support the delivery of an EHC Plan, this will be used appropriately to meet the identified needs and outcomes set out in the plan. Provision will be reviewed through the Annual Review process, involving the pupil, parents/carers, school staff, and external professionals where appropriate, to ensure that support remains effective and responsive to changing needs.

9.Accessibility

At William Patten, we are committed to creating an inclusive environment where all pupils can access the curriculum, facilities, activities, and wider life of the school. We recognise that the school building was constructed in the nineteenth century and that some aspects of the physical environment may present accessibility challenges. We will continue to make reasonable adjustments and take appropriate steps to remove barriers for pupils, staff, and visitors with disabilities.

The school reviews accessibility arrangements regularly and works with pupils, families, and relevant professionals to identify and address individual needs. Adjustments may include changes to the physical environment, adaptations to routines, access arrangements, specialist equipment, or additional support where appropriate.

Current accessibility features include:

- step-free access to the ground floor via a ramp suitable for wheelchair and pushchair access;
- a disabled-access toilet located on the ground floor.

Where a pupil has specific accessibility needs, the school will work in partnership with the pupil, parents/carers, and relevant professionals to develop appropriate arrangements that support their full participation in school life.

10. Inclusion and Access to Trips, Clubs and Wider School Activities

At William Patten School, we believe that every child and their family should feel valued, included, and a strong sense of belonging within the school community. Pupils with SEND have the same entitlement as all pupils to access lessons, enrichment opportunities, clubs, trips, visits, and wider school experiences.

Staff plan learning and activities with the needs of all pupils in mind, using inclusive teaching approaches and reasonable adjustments to ensure that barriers to participation are identified and reduced. This may include adapting resources, environments, routines, communication approaches, or levels of support.

All pupils are encouraged and supported to participate in school trips and activities wherever possible. The safety, wellbeing, and dignity of every child remain central to planning. For pupils with SEND, the school will work collaboratively with parents/carers and, where

appropriate, external professionals, to plan in advance and identify any adjustments, additional resources, or support required

11.Transition

We recognise that transitions can present challenges for some pupils with SEND. We are committed to ensuring that all transitions are carefully planned, inclusive, and responsive to the individual needs of each child. Effective transition planning aims to reduce anxiety, maintain continuity of support, promote independence, and ensure that pupils feel confident and prepared for the next stage of their education.

Transition planning considers the individual needs, strengths, views, and aspirations of the pupil, alongside information shared by parents/carers, staff, and relevant professionals.

Transition to another school

When a pupil with SEND is moving to another school, we will work collaboratively with the receiving setting to ensure that relevant information is shared and appropriate support is in place. This may include:

- contacting the SENDCo and relevant staff at the new school;
- sharing SEND records, support plans, assessments, and information about successful strategies;
- providing opportunities for staff-to-staff discussions where appropriate;
- arranging additional transition activities or visits where a pupil may require further support.

Where appropriate, individualised transition programmes may be developed. These may include additional visits, familiarisation activities, visual supports, transition books, or opportunities to meet key adults in the new setting.

For pupils with an Education, Health and Care (EHC) Plan, transition arrangements will be considered as part of the annual review process. Where appropriate, the SENDCo will facilitate communication between families, the current school, and the receiving setting to support a successful transition.

Transition between classes within school

When pupils move to a new class or year group, staff will ensure that there is effective communication and continuity of support. Information about a pupil's strengths, needs, successful strategies, and current provision will be shared through transition meetings between staff.

The SENDCo will support the transfer of information and ensure that the new class teacher and any adults working with the pupil understand their needs and the approaches that enable them to succeed.

Where a pupil may find transition particularly challenging, additional support will be planned. This may include additional visits to the new classroom, meeting new staff, transition booklets, social stories, or targeted preparation activities.

12. Help with transport

Applications for help with transport are agreed by Hackney Education. If a child needs special transport, we will help parents apply for this.

transport@hackney.gov.uk

13. Support and Training for Parents and Carers

We recognise parents and carers as key partners in supporting children's learning, development, and wellbeing. We value the knowledge, experience, and insight that families bring and are committed to working collaboratively to ensure that children and young people with SEND receive appropriate support at the earliest opportunity.

Class teachers are the first point of contact for discussing a child's learning, progress, wellbeing, or any concerns that parents or carers may have. Teachers will work in partnership with families to share information about what is working well at home and at school, helping to develop consistent approaches and strategies to support the child.

The SENDCo and members of the Senior Leadership Team are also available to meet with parents and carers to discuss concerns, provide advice, and work collaboratively to identify appropriate next steps. Information about how to request a meeting or arrange a phone call is available through the school website.

Where a child requires additional support, the school will work closely with families and relevant professionals to ensure that advice and recommendations are understood and incorporated into appropriate provision. Information from external professionals will be shared and discussed with parents and carers, either through direct conversations with the professional involved, meetings with school staff, or through written reports.

As part of our commitment to supporting children's wider wellbeing and emotional development, we provide access to support through our **Wellbeing and Mental Health in Schools (WAMHS) offer**. This may include:

- individual consultations to support children and families;
- advice and guidance for parents and carers;
- workshops focused on children's emotional wellbeing, mental health, and strategies to support at home.

We can also signpost and support parents to access services provided through the Hackney Local Offer. For example;

- **Educational Psychologist (EP) drop-in sessions**, providing opportunities for parents and carers to seek advice and discuss concerns relating to learning, development, and wellbeing;
- **Occupational Therapist (OT) drop-in sessions**, offering guidance around children's functional needs, independence, sensory processing, and participation.

13. Social, Emotional and Mental health needs

If parents and the school have reason to think that a child needs professional support regarding their social, emotional and mental health needs, a referral can be made for 1:1

play therapy support within school from Place2Be, or a referral can be made to CAMHS (Child and Adolescent Mental Health Services) for support for the child and/or the family.

The emotional health and wellbeing of all our pupils is very important to us. The senior leadership team, the SENDCo and all the teachers and support staff continually monitor the emotional social and emotional wellbeing of all our pupils. We have a comprehensive PHSE (Personal, Social, Health and Economic wellbeing) learning programme in the school and where necessary we run small nurture groups. Children can also self-refer to Place2Talk for a confidential lunchtime chat with the Place2Be manager about any friendship or other concerns they may have.

Parents are always welcome to request a meeting with the class teacher, a member of senior leadership, the SENDCo or the P2Be manager about their child's social, emotional and mental health needs. William Patten is also part of the WAMHS project, which supports our aims to improve wellbeing and mental health support by giving us access to a mental health practitioner, known as a CAMHS Worker in School (CWIS). Our CWIS can offer advice to parents and/or staff with concerns about any pupil.

https://www.williampatten.hackney.sch.uk/wellbeing/wamhs/

14. Equal opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non- judgmental attitude throughout the school.

15. Governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2015. Should a parent wish to discuss a concern or make a complaint regarding how the school is managing the support of their child, they can request a meeting with the SENDCo, the Inclusion Manager, or the Head teacher. If they wish to take the complaint further, they can write to the SEND link Governor or the Chair of Governors.

SEND Link Governor: Samantha Lewis

Sam.Lewis@williampatten.hackney.sch.uk

Chair of Governors: Evan Williams

ewilliams@williampatten.hackney.sch.uk

This policy is reviewed annually by the governing body

Policy Agreed: **September 2026**
Policy Review Date: **September 2027**