Wembley Multi-Academy Trust

ACHIEVEMENT FOR ALL

WEMBLEY HIGH TECHNOLOGY COLLEGE

SEND POLICY

Policy reference	WHTC- 04
Policy owner	Headteacher
Policy version	0.01
Date updated	September 2026
Approved by	Board of Trustees
Date approved	September 2026
Date of next review	September 2027

WEMBLEY HIGH TECHNOLOGY MISSION STATEMENT

Our mission is to deliver 'Achievement for All', one child at a time. We do this by creating a dynamic and inclusive learning environment where every student is empowered to achieve the grades that unlock the doors of opportunity. Driven by our core values of hard work, ambition, resilience, empowerment, diversity, and helping others, we believe that academic excellence is the golden ticket to success. We are committed to equipping our students with the skills, knowledge, and love of learning that they need to excel, ensuring they have the confidence and capability to shape a better world. Through perseverance and collaboration, our students will not only achieve their personal goals but also become compassionate leaders who inspire positive change.

Scope of the policy

This policy applies to all secondary schools in WMAT.

Aims

All Brent schools have a similar approach to meeting the needs of students with special educational needs and are supported by the Local Authority (LA) to ensure that all students, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of students with special educational needs being met in a mainstream setting wherever possible.

Schools in WMAT (WHTC, NBS and ELPS) aspire to be fully inclusive institutions and strive hard to ensure that all students achieve their potential: personally, socially, emotionally and academically in all areas of the curriculum.

This document is intended to provide information regarding the ways in which we ensure we support all of our students, including those with Special Educational Needs and/or Disabilities (SEND), in order that they can reach their full potential. It may not list every skill, resource and technique we employ in order to achieve this, as these are continually developed and used to modify our provision to meet the changing requirements for individual students.

Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND Co-ordinators (SENDCos) and the SEND information report.

This document should be read in conjunction with our SEND Information Report, Accessibility Plan, Anti-Bullying Policy and Behaviour Policy documents which are available on the school(s) website. If you would like further information about what we offer here at WMAT, then please do not hesitate to contact us directly.

SEND Accessibility information – para 3 of Schedule 10 of the Equality Act 2010:
Please see the Equality Policy and Accessibility Plan.

Definitions

A pupil has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Students identified as having SEND will have specific needs-based plans which help to support their development and accelerate progress.

Students at SEND Support (recorded on the school census with the code 'K') do not have an Education, Health and Care (EHC) plan but receive additional and different provision beyond quality first teaching; the progress and impact of this provision is tracked in the same way as for students with an EHC plan.

All teachers are teachers of students with special educational needs and disabilities. We work relentlessly to ensure our students experience an inclusive education and are committed to a whole school approach.

Definition of SEND provision/SEND support

Area of Need	Overview	Examples
Communication and Interaction	Children and young people with speech, language and communication needs (SLCN) may have difficulties in communicating with others. This may be because they struggle to express what they want to say, have difficulties understanding what is being said to them, or face challenges in understanding or using the social rules of communication.	Speech & Language and Communication Needs (SLCN), Developmental Language Disorder (DLD), Autism Spectrum Condition (ASC).
Cognition and Learning	Support for learning difficulties may be required when children and young people learn at a pace which is not in line with their peers, even with appropriate adaptation. Specific learning difficulties (SpLD), affect one or more specific aspects of learning.	Moderate Learning Difficulties (MLD) Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD) Dyslexia, Dyscalculia, Dyspraxia.
Social, Emotional and Mental Health Difficulties	Children and young people may experience a wide range of social, emotional and mental health difficulties. Other young people may have disorders such as Attention Deficit Disorder, Attention Deficit Hyperactive Disorder or Attachment Disorder.	Mental Health Difficulties (anxiety, depression, self-harming, substance misuse, eating disorders) Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD), Attachment Disorder (AD)
Sensory and/or physical needs	Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children and young people will require specialist support and/or equipment to access their learning.	Vision Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI), Physical Disability (PD)

Wembley Multi-Academy Trust supports students with a broad range of SEND including:

- Dyslexia
- Dyspraxia
- Specific numeracy difficulties
- Developmental Language Disorder
- Speech, Language and Communication Needs
- Autistic Spectrum Conditions
- Moderate Learning Difficulties
- Vision impairment
- Hearing Impairment
- Children with Physical Disabilities
- ADHD

Special educational provision may be triggered when students fail to make adequate progress despite having had access to an adapted offer. Parents/carers and staff will be informed that a child has special educational needs and appropriate provision identified to meet the student's individual need(s) will be made.

Failure to make adequate progress may be indicated by:

1. Little or no progress despite the use of targeted teaching approaches and adapted work.
2. Working at levels significantly below age expectations, particularly in Literacy or Numeracy.
3. Presenting persistent emotional and / or social difficulties, which have not been effectively managed by the deployment of appropriate strategies.
4. Sensory or physical impairments despite the provision of appropriate aids and / or equipment.
5. Delayed or dysregulated communication and / or interaction despite adaptations to access learning.

SEND Local Offer information:
Please click on the following link which will take you to Brent's Local Offer - www.brent.gov.uk/localoffer

For support services: Brent SENDIASS Brent Civic Centre, Engineers Way, Wembley HA9 0FJ;
Phone: 0208 937 3434; **Email:** sendias@brent.gov.uk

SENDCo: Ms R Oyewole

Our values and vision for SEND: Achievement for All

Inclusion
In WMAT, all students, irrespective of ability, race, gender or need, are respected and valued as individuals. This is reflected in the WMAT's organisational and curriculum structure, its assessment and rewards systems, the arrangements made for careers education and work experience. Students with SEND are integrated and included fully into the life of the school as a whole, including its social and cultural activities. WMAT believes that:

- The needs, rights and entitlements of individual students are the focus of the schools.
- Staff are entitled to consistent quality training and advice to enable them to fulfil their responsibility.
- Family and community should work together to a shared goal.

One of our key values is Achievement for All – we strive for all our students to excel. The aim of Inclusion is to consider the structure, teaching approaches, student grouping and use of support so that we respond to the needs of all students. Special educational provision is strengthened by quality first teaching.

High quality teaching that is adapted and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this.

Wembley Multi-Academy Trust is dedicated to providing outstanding learning experiences for all students where there are no limits to achievement.

All staff commitments:

- Be committed to maximising and promoting equality, inclusion and diversity.
- Work to develop appropriate environments for all students and adopt appropriate teaching methods and approaches.
- Take care to have appropriate pupil groupings.
- Support all students with identified needs.
- Delivering quality first teaching.
- Engage in continued professional development in areas of SEND to enhance practice.

Exemplary whole school provision is achieved by:

- Identifying and assessing individual students' needs.
- Reporting of students' needs to all members of schools' staff that are involved in supporting the child.
- Providing an appropriate curriculum, considering:
    - National Curriculum and examination specifications
    - Continuity and progression
    - Subject improvement plans
    - Students' strengths and aspirations

- Delivering an appropriate curriculum, considering:
    - Effective, adapted teaching strategies
    - Suitable teaching materials
    - A supportive learning environment

- Providing learning support through:
    - Quality First Teaching
    - Curriculum development
    - Intervention teaching
    - Training for teachers on specific areas of SEND
    - Staff INSET
    - Engagement with external agencies (as necessary and appropriate
- Monitoring and Reporting:
    - Monitoring individual progress and implementing amendments accordingly
    - Ensuring that parents / carers understand the Monitoring and Reporting process and are involved in the support of their child's learning
    - Encouraging students with SEND to be involved in meetings, decision making and Annual Reviews wherever possible
    - Making regular reports to Trustees regarding SEND issues to raise awareness and to aid implementation of processes and procedures
    - Collaboration between the SEND department and teachers

PART 2: Structural Arrangements

2. Roles and Responsibilities:
The roles and responsibilities of WMAT personnel with regard to special educational needs are given below. They are in accordance with the "Code of Practice" guidelines and job descriptions.

The 'responsible person' for SEND is the (Executive) Headteacher. The SENDCO co-ordinates the day to day provision of education for students with special educational needs.

2.1 Trustees:
In partnership with the (Executive) Headteacher, the Trustees have responsibility for:

- The strategic overview of and the implementation of the SEND Policy.
- Ensuring, through the appraisal process, that the objectives and priorities in the School Improvement Plan are met.
- Monitoring the SEND policy through the schools' self-review procedures.
- Reporting annually to parents on the schools' policy through the website.

All Trustees are informed of the schools' provision, including funding, equipment and staffing.

2.2 The (Executive) Headteacher has responsibility for:

- Setting objectives and priorities in the School's Development Plan, which include SEND.
- Line-managing day-to-day provision for students with SEND, including utilising a budget for supporting students within the school's overall financial resources.

2.3 The Role of the SENDCO is to:

- Determine the strategic development and deployment of the SEND Policy and provision at the schools.
- Manage the SEND team.
- Liaise with external agencies.
- Organise and maintain the records of SEND students.
- Liaise with and advise colleagues on all matters relating to SEND.
- Contribute to the continuing development and training of staff.
- Oversee the review and maintenance of each Education, Health and Care (EHC) plan.
- Liaise with parents / carers of SEND students as required.
- Liaise with schools and educational institutions.
- Be involved in preparing the SEND report, which the (Executive) Headteacher forwards to the Trustees.
- Develop Teaching Assistant practice to enhance in class provision.
- Monitor, track and respond to SEND Attendance and SEND Behaviour data.
- Maintain and oversee a whole-school provision map and intervention tracker for students on SEND Support (K), recording baseline, mid-point and exit data for literacy, numeracy and SEMH interventions each half term, and reporting on impact to the Headteacher and Trustees.

2.4 The Role of the SENDCO for students with complex needs is to:

- Contribute to the strategic development of the SEND Policy and provision as required.
- Manage and monitor Key Worker documentation for designated students.
- Oversee provision for students identified with social, emotional and mental health (SEMH) as their primary area of need on the Register.
- Liaise with external agencies.
- Advise on behaviour strategies in the classroom.
- Support Pastoral staff for Pre-PSP / PSP implementation and monitoring.
- Oversee the review and maintenance of each EHC plan for designated students.
- Teach the Nurture Group.
- Oversee the deployment and supervision of ELSA-trained Learning Support Assistants, Thrive-trained staff and HLTAs delivering SEMH, literacy and numeracy interventions, ensuring their impact is recorded on the intervention tracker.

2.5 In relation to SEND Subject Leaders/ Key Stage Leaders should:

- Ensure appropriate curriculum provision and delivery to be clearly stated in their schemes of work.
- Ensure appropriate teaching resources.
- Ensure teachers meet the needs of all students.
- Understand expectations of SEND Policy and SEND Information.
- Ensure staff within their team receive the necessary training and development within the field of SEND.
- Set high aspirations within their department that all students have the potential to excel.

2.6 All teachers are teachers of SEND.
Teachers should:

- Devise strategies and identify appropriate adaptive methods to access the curriculum, in conjunction with the SEND team.
- Ensure they keep up to date with the Inclusion register.
- Ensure student centred plan (such as Pupil Passports and Personalised Learning Plans) strategies are considered within lesson planning and delivery.
- Monitor progress of students with SEND against agreed targets and objectives.
- Raise individual concerns with the SENDCO or via Multi-Disciplinary Meeting referrals (MDM).
- Complete all paperwork requests in detail to support all students in fulfilling their all-round potential.

2.7 Teaching Assistants will:

- Support students with SEND in whole class lessons, in small group work and in one to one sessions depending on need.
- Provide individual or group programmes of work to meet the needs of students with SEND.
- Contribute to reviewing the targets set out in Pupil Passports.
- Contribute to the reports for Annual Reviews for students with EHC plans and attend annual review meetings when appropriate.
- Report regularly to the SENCO or Head of the Communication Centre on pupil progress or curriculum matters.
- Develop their practice by drawing upon research such as, ‘Making Best Use of Teaching Assistants’ Education Endowment Foundation, Spring 2015.

Admission and Inclusion

Admission Arrangements:

- Admission arrangements are outlined in the Admissions Policy.
- Applications received by the school from the local and neighbouring boroughs are considered on an individual basis and considered against the following criteria:
    - whether the school believes it can meet the identified requirements and needs of the child; and
    - whether admitting the child might be incompatible with the provision of efficient education or the efficient use of resources for all other children.
- Where the application is for a student with a recognised disability, the school’s capacity to provide specialised and adapted facilities and resources will also be considered.

PART 3: Identification, Assessment and Provision

3.1 Identification
WMAT uses the graduated response as outlined in the "Special educational needs and disability code of practice: 0 to 25 years" (January 2015).
To help with this process, a variety of screening procedures are used, which are then disseminated to teaching and Inclusion staff.

High quality teaching, adapted for individual students is the first step in responding to students who have or may have SEND. Our school uses a graduated approach to remove barriers to learning and put effective special educational provision in place. This is a four-part cycle of **Assess, Plan, Do, Review**.

1. **Assess**
   The schools will assess and monitor each student's levels of attainment on entry and throughout their education in order to ensure that they are making progress which:
   - Is similar to that of peers starting from the same baseline
   - Matches or betters the student's previous rate of progress
   - Closes the gap between the student and their peers
   - Prevents the attainment gap growing wide

   Where progress is found to be less than expected, the class teacher and SENDCO will assess whether the child has SEND by identifying barriers to learning. The views and concerns of the child, their parents/ carers and, where relevant, outside agencies, will be considered and additional teaching strategies or further interventions will be put in place and monitored regularly. The student's response to this will help to identify their particular needs.

2. **Plan**
   The SENDCO will consult with parents/carers and the student to determine the adjustments, interventions and support to be put in place. The expected impact on progress, and/or behaviour will be discussed, along with a date for review. Close home-school links are encouraged and parents/carers are given advice on how to help their child at home.

3. **Do**
   The student's class teacher and/ or the intervention teacher will remain responsible for working with the child on a daily basis and implementing their individualised programme. An agreed amount of time is suggested for additional provision to demonstrate impact before it is reviewed. Throughout this process, parents/carers will be consulted and kept informed.

4. **Review**
   The effectiveness of the support and interventions will be reviewed regularly with staff, the student and their parents. The class teacher, working with the SENDCO, will revise the support in light of the student's progress. Where a student has an Education, Health and Care (EHC) plan, the Local Authority must review that plan at least every twelve months. We co-operate with the Local Authority in the review progress and convene and hold the annual review meetings on their behalf.

New Intake in Year 7
The LA notifies WMAT about students who are transferring with EHC plans in the Autumn of Year 6. Feeder primary schools are visited / contacted throughout the year prior to transfer. Any student that has an EHC plan is discussed with the SENDCO. The SENDCO attends Annual Reviews for those students with an EHC plan to ensure a smooth transition is made. Relevant information is disseminated to the Inclusion Department before transfer.

Other students identified as having a "learning difficulty" and who are on SEND Support are initially identified by the SENDCO during the Primary Transfer process. These students are monitored over the course of their first months at the school and data is collected on them to inform a judgment by the SENDCO about their SEND level. This data includes Key Stage 2 SATS scores, Cognitive Ability Tests (CATS), assessment data from the first of the school's assessment periods and feedback from teachers and the Leadership Group.

Screening in Other Year Groups
A similar process to the one above is employed for students in Years 8 – 11, with the data from periodic assessments being used by the SENDCO to judge SEND level. Other screening tests are administered as and when required and parents/carers will be notified of the outcome.

Standardised diagnostic tools are used to identify and track needs across all four areas of need, including reading and spelling age assessments and numeracy screening for Cognition and Learning, and validated SEMH screening and assessment tools (such as the Boxall Profile, Strengths and Difficulties Questionnaire, or Thrive-Online assessment) for Social, Emotional and Mental Health needs. Outcomes from screening are used to inform entry and exit data for SEND Support (K) interventions.

Primary EYFS intake
Staff meet with students and liaise with the inclusion coordinators to access and make the appropriate provision for students as they join the primary school.

Individual Diagnostic Assessments
Individual diagnostic assessments are used as required.

Staff Observations

- Members of staff liaise with the SENDCO in relation to students who may need specialist help. Evidence to support concerns raised must be produced, prior to any testing and / or additional intervention being undertaken.

Referrals by Parents or Carers

- A parent may express concern and, once information is gathered, the process is the same as for staff referrals.
- All referrals are responded to.

3.2 Provision
Teaching students with SEND is a whole school response. Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. Students at WMAT learn and progress through this adapted provision.

A graduated response is adopted for students identified as having SEND. A variety of levels and types of support is provided to enable the student to make progress. Provision is identified and managed by the SENDCO and is planned and delivered by teaching staff. The schools will, in other than exceptional cases, make full use of classroom and WMAT resources before drawing on external support.

There is flexible grouping of students so that learning needs can be met (at specified times) in small group or whole class contexts. The curriculum will be adapted to meet the needs of individual students as required. Schemes of work for students, within classes and year groups, will reflect whole WMAT approaches to teaching and learning and will take account of special educational needs.

Additional support is provided for students needing emotional and social support. The school will put in place additional pastoral support and listen to the views of children and young people with SEND.

Graduated Response

a) At SEND Support: there may be involvement of outside agencies. Small group interventions are planned with the SENDCO and any relevant outside agencies. Targets are reviewed with parents/carers at any of the school meetings.
b) Students with an Education, Health and Care (EHC) plan: these students receive support as stipulated by the Local Authority. Targets and provision are reviewed and shared with parents/carers and the Local Authority at SEND review meetings.

a) Statutory Assessment / Statements
If a student fails to make adequate progress at SEND Support and has demonstrated a significant cause for concern, the school and / or a parent / carer may decide to request that the LA undertakes a statutory assessment. This may lead to the student being provided with an EHC plan.

b) Requesting an Emergency Annual Review
In the very exceptional circumstances that WMAT, despite every effort, has serious cause for concern about the extent to which they can meet the needs of a student with an EHC plan within a mainstream setting, WMAT recognises a professional and moral obligation to convene an Emergency Annual Review. The Review seeks to involve parents, professionals from the support services and the Local Authority in an effort to access the most appropriate educational provision in relation to current and long terms needs.

3.3 Pupil Passports and Reviews
Students with EHC plans have a Pupil Passport. Strategies are recorded in the Pupil Passport, reflecting provision that is additional to, or different from, the adapted provision.

The Pupil Passport is shared with all staff who support the student's learning, and to the parents / carers and the student. Pupil Passports are constantly reviewed and updated and form part of the formal Annual Review process following consultation with teaching staff. Prior to review, teaching staff return completed information sheets outlining:

- Steps they have taken to help students achieve their Targets
- Current assessment information
- Any observations they have made
- The extent to which the Targets have been achieved
- Future targets / concerns

3.3a Tracking the Impact of SEND Support (K) Interventions
In addition to the formal Annual Review cycle for students with an EHC plan, WMAT maintains detailed, evidenced tracking of the interventions provided to students at SEND Support (K). This ensures the impact of provision is as rigorously monitored for K-coded students as it is for those with an EHC plan, and provides the evidence base required for external review (including Ofsted's Inclusion evaluation area).
For each K-coded student receiving an intervention, the following is recorded on the SEND intervention tracker:

- Literacy interventions (e.g. structured literacy and phonics programmes, reading and spelling age assessments) with baseline, mid-point and exit data.
- Numeracy interventions (e.g. small-group and 1:1 numeracy support) with baseline, mid-point and exit data.
- SEMH interventions, including sessions delivered by ELSA-trained Learning Support Assistants and Thrive-trained staff, tracked using validated pre- and post-intervention measures.
- The member of staff delivering the intervention (LSA, ELSA-trained LSA, HLTA or Thrive practitioner), the group size, and the frequency and duration of sessions.
- A RAG (Red/Amber/Green) rating of progress towards the student's target, reviewed at least half-termly by the SENDCO.

This data is used by the SENDCO and Deputy Headteacher with oversight for Inclusion to evaluate the effectiveness of provision, identify students who require a different level of support, and to provide evidence of impact for parents/carers, Trustees and external reviewers.

3.4 Continuous monitoring of individual progress
Monitoring of individual progress is completed rigorously by the schools as described in the schools' Assessment Procedures. For students on SEND Support (K), this monitoring is underpinned by the intervention tracker described in section 3.3a, ensuring the same rigour applied to EHC plan reviews is applied to SEND Support provision.

3.5 Provision of an appropriate curriculum
Through their departmental development plans, the Self Evaluation Form (SEF) and in conjunction with SEND EHC plans, provision for students with SEND is regularly reviewed and revised.

It is the responsibility of individual departments within WMAT in partnership with the Inclusion Department to ensure that the requirements of the National Curriculum are met for those students with SEND. All students are entitled to a broad and balanced curriculum.

3.6 Allocation of Resources
The schools do not specialise in any provision and do not have a borough resourced unit(s). WMAT is funded through its core budget to meet the needs of all students but is additionally funded to support provision for SEND through:

- Deprivation and underachievement factors, based on the number of students receiving Free School Meals and those underachieving on entry.
- Funding for specific students to meet their assessed needs.
- Delegated and designated budgets.
- Also, in some part, the Pupil Premium.

Capitation:

- The SENDCO is allocated a departmental capitation each financial year.
- Individual departments are responsible, through their own capitation allowances, for identifying subject specific materials or resources for students with additional needs.

3.7 Preparing for External Review

WMAT maintains an evidence base for external review of its SEND provision, including for Ofsted's Inclusion evaluation area under the education inspection framework in place from November 2025. This includes:

- Up-to-date Pupil Passports for all students with an EHCP plan, co-produced with pupils and parents/carers.
- The SEND intervention tracker recording impact of literacy, numeracy and SEMH provision for SEND Support (K) students (see 3.3a).
- Records of staff expertise and training, including ELSA, Thrive and HLTA qualifications held by Inclusion team members.
- Learning walks and work scrutiny focused on adaptive teaching and the quality of provision for SEND students.
- Pupil and parent/carer voice evidence, gathered through Annual Reviews, SEND Support meetings and coffee mornings.

This evidence is reviewed by the SENDCO and Deputy Headteacher with oversight for Inclusion, and reported to the Headteacher and Trustees, so that WMAT can demonstrate the highest standard of inclusive practice.

PART 4: Consultations

4.1 In school

- The SENDCO liaises closely with individual members of the Leadership Group, Subject Leaders, Subject Teachers and Year Leaders. Information and concerns are always discussed with the appropriate member/s of staff.
- WMAT systems and procedures provide the mechanism through which SEND issues are discussed and disseminated.

4.2 Parents/Carers

WMAT actively seeks to work with parents / carers and values the contributions they make. WMAT will actively seek the involvement of parents/carers in the education of their children. It is recognised that the support and encouragement of parents/carers of students who have special educational needs is often a crucial factor in achieving success. Parents/carers are expected to fully engage with the school so that they can support the child and implement the strategies identified.

- Parents/carers are invited to engage with a consultation process on our local offer early in the Autumn Term with a view to naming a school for their child.
- Parents/carers are encouraged to attend Parents' Evenings to discuss their child's progress with subject teachers.
- Effective communication is achieved through regular contact with home through letters, telephone calls or the student's planner. Each parent / carer has personalised access to their child's online school record through Edulink.
- Year Leaders are available to discuss any concerns parents/carers may have about their child.
- Form tutors will meet with parent/carer and child at Parents' Evening to discuss progress and any concerns.
- The schools will make every effort to keep parents informed of any issues that arise.
- The SENDCO is available to meet with parents/carers to discuss a child's progress or any concerns.
- Information from external professionals will be shared with parents/carers.
- Pupil Passports will be reviewed with parents/carers for students with EHC plans.
- EHC plans will be reviewed annually.
- Parental/carer views are recorded as part of the Annual Review procedure for a student with an EHC plan.
- There will be several opportunities during each school year when parents/carers will be invited to attend school to discuss their child's progress.
- Parents/carers are encouraged to support shared goals at home.
- Year 6 parents can attend the Open Evening in the Autumn Term.

4.3 Student Voice and Co-Production
Students with SEND are active participants in shaping their learning journey. We promote co-production by:

- Involving students in setting and reviewing their own targets within pupil passports and EHC plans.
- Gathering feedback through student voice surveys and focus groups.
- Providing opportunities for students to present their views in Annual Review meetings.
- Encouraging self-advocacy through regular discussions with key staff and mentors.

We believe that listening to and acting on the views of young people with SEND leads to more personalised, effective support and strengthens their sense of ownership and agency.

WMAT acknowledges the student's role as a partner in their own learning.

- The SENDCO will liaise with the SENDCO of nurseries/primary schools to discuss the specific needs of students. Transition sessions may be arranged for students as appropriate.
- Students will do focused learning about aspects of transition to support their understanding of the changes ahead.
- Pre-Reception and Year 6 students and their parents/carers are invited to visit the schools.
- Social stories with students are written if transition may be potentially difficult.
- Students are actively encouraged to be involved in decision making and be involved with negotiating and evaluating their targets by attending all Reviews.
- Student views are recorded as part of the Review process and their views are valued and listened to.

4.4 External Support
The WMAT aims to work in partnership with other agencies in order to provide integrated support based on the needs of the student. The main external support agencies used by WMAT include *(this is not an exhaustive list)*:

- The Educational Psychologist
- The Child and Mental Health Service (CAMHS)
- Brent Outreach Autism Team (BOAT)
- The School Nurse
- The Educational Welfare Officer
- Speech and Language Service
- Occupational Therapy
- Physiotherapy
- Careers Advice
- Brent SEND Information Advice and Support Service (formerly known as Brent Parent Partnership)
- Brent Hearing Impairment Service
- Brent Visual Impairment Services
- Social Emotional & Behavioural Difficulty (SEBD) Support
- Wellbeing and Emotional Support Team (WEST)

4.5 Transfer Arrangements
All documentation about special needs included in a student's record is transferred between schools. This may be between primary to primary, primary to secondary or secondary to secondary. The SENDCO deals with specific enquiries. Additional induction days are arranged as required for all students with SEND and vulnerability factors. This arrangement is also in place for ELPS primary school children transferring to WHTC or NBS.

The records of students who leave at the end of Year 11 are kept and stored in school. Documentation relevant to the last review is forwarded to Post 16 placements. If a student has an EHC plan, an Annual Review will be planned as a transition meeting at which a careers advisor is also invited to attend. The careers advisor offers advice and support with Post 16 choices and assists in the completion of application forms for Post 16 / 18 provision.

This policy should be read alongside the Equality Objectives, Accessibility Policy, Anti-Bullying Policy and Behaviour Policy.

4.6 Complaints Procedures
Initially, all concerns from parents or carers about their child's provision are made to the SENDCO. If a parent or carer is not satisfied with the response given, the Complaints Procedure as outlined on the school's website may be followed.

4.7 Data Protection
SEND information is confidential. Access to EHC plans and Personalised Learning Plans is limited and disclosure is only allowed with parental/carer consent or other specific circumstances.

4.8 Monitoring and Evaluation of this Policy
WMAT policy will be kept under review. The effectiveness of the policy and its implementation will be evaluated by using the following indicators:

- Staff awareness of individual student need.
- Academic progress of students with special educational needs.
- Improved behaviour of students, where this is appropriate.
- Student attendance.
- Enrichment offer data.
- Behaviour data including achievement and behaviour points.
- Subject Leader reports and actions.
- Students' awareness of their targets and achievements.
- Recorded views of students and parents / carers.
- Recorded views by teachers on students' competence, confidence and social integration.
- Analysis of assessment data in terms of set targets.
- Feedback from departments and outside agencies.
- The SEND reviewing procedures in consultation with subject leaders, and outside agencies.

Information about SEND provision is available on our website, in the Statutory Information section.