Wimbledon Chase Primary School

Empowering individuals to thrive and contribute positively in a diverse and ever-evolving world.

Special Educational Needs and Disabilities Policy

September 2026

At Wimbledon Chase Primary School, our policies ensure that the child remains at the absolute centre of all decision-making. We maintain effective whole-school and classroom systems that empower every pupil to share their views, choices, and concerns in a safe, confidential, and supportive environment. We are committed to ensuring that all children know their worries will be taken seriously, their voices will be heard, and every individual will be treated with unwavering respect by all staff.

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Chapter 1: Foundational Framework & Vision

1.1 Statutory Compliance and Guidance

This policy has been written in line with the statutory requirements outlined within the following national legislation and guidance frameworks:

- Part 3 of the Children and Families Act 2014 (Children and young people with special educational needs and disabilities)
- The Special Educational Needs and Disability Code of Practice: 0 to 25 years (DfE, January 2015)
- The Equality Act 2010
- The Special Educational Needs and Disability Regulations 2014
- The School Information (England) Regulations 2008
- The Teachers' Standards 2012 (affirming that every teacher is a teacher of pupils with SEND)
- Keeping Children Safe in Education (KCSIE) (current statutory safeguarding guidance)

1.2 Interlinked School Policies and Documents

To ensure a holistic approach to inclusion and pupil welfare, this policy must be read in conjunction with the following statutory school documents:

- **Inclusion & Equality Frameworks:**
    - *SEND Information Report* (Published annually on the school website)
    - *School Accessibility Plan*
    - *Equality Statement and Objectives*
- **Safeguarding & Pupil Welfare:**
    - *Safeguarding and Child Protection Policy*
    - *Supporting Pupils with Medical Conditions Policy*
    - *Looked After and Previously Looked After Children (LAC/PLAC) Policy*
- **Behaviour & Engagement:**
    - *School Behaviour Policy*
    - *Anti-Bullying Policy*

1.3 Equality, Accessibility, and Reasonable Adjustments

In line with our statutory duties under the Equality Act 2010, Wimbledon Chase Primary School is fully committed to eliminating disability discrimination and preventing substantial disadvantage for all disabled learners. Under the Act, a person is disabled if they have a physical or mental impairment that has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.

The school recognises that SEN and disability are distinct: not all disabled pupils have SEN, and not all pupils with SEN are disabled under the Equality Act 2010. Where a disabled pupil requires special educational provision, they will also be covered by the SEN definition.

We proactively implement reasonable adjustments to guarantee equal physical accessibility, full participation in school life, and unrestricted access to our rich curriculum and extracurricular activities for both mainstream and ARP pupils, considering these adjustments alongside any special educational provision required.

1.4 Aims, Objectives, and Strategic Delivery

Wimbledon Chase Primary School is committed to providing an inclusive education where all pupils are valued, supported, and enabled to achieve their potential. We proactively remove barriers to learning through high-quality teaching, robust reasonable adjustments, and targeted provision, fulfilling all statutory duties under the *SEND Code of Practice (2015)* and the *Equality Act 2010*.

We deliver our core vision and objectives through a comprehensive, whole-school approach focused on four areas of priority:

1: Identification and Assessment

- **Identify Needs Early:** We assess emerging barriers promptly by combining insights from pupils, parents, school staff, and external multi-agency services. This early action utilises baseline checks, EYFS/curriculum tracking and standardized screening to catch barriers before they widen.
- **Co-Produced Pupil Profiles:** We co-produce detailed Pupil Profiles alongside families to document individual strengths, interests, and preferred learning styles, ensuring a holistic understanding that looks beyond simple peer attainment data.

2: Provision and Support

- **The Graduated Response:** We target, track, and evaluate the impact of all SEN Support via the four-stage *Assess, Plan, Do, Review* cycle, updating Individual Education and Support Plans (IESPs) termly.
- **Statutory EHCP Delivery:** We provide tailored classroom provision strictly aligned with the outcomes in individual Education, Health and Care Plans (EHCPs).
- **SLCN ARP Integration:** Mainstream teachers partner closely with our specialised Speech, Language, and Communication Needs (SLCN) ARP team to guarantee fluid academic and social inclusion.
- **Targeted Wellbeing:** We support social, emotional, and mental health (SEMH) needs through evidence-based interventions.

3: Partnership and Access

- **Work in Co-Production:** We value parent expertise and work closely with families and pupils, ensuring their voices, wishes, and aspirations help shape all educational decisions.
- **Inclusion & Diversity:** We celebrate neurodiversity in our inclusive community where every pupil's unique strengths, progress, and contributions are recognized and valued.
- **Equal Opportunity & Access:** We make all reasonable adjustments and deploy resources efficiently - including targeted staffing, funding, and specialised equipment - so that pupils with SEND participate fully in clubs, trips, and all aspects of wider school life.

4: Evaluation and Development

- **Build Staff Expertise:** We continuously develop the skills and confidence of school staff by aligning Continuous Professional Development (CPD) and specialised ARP INSET programs with current pupil needs.
- **Drive Continuous Improvement:** We rigorously monitor and evaluate SEN data via learning walks, tracking, and teacher appraisals. These quality assurance findings directly shape the School Development Plan (SDP) and strategic resource allocation.

Chapter 2: School Context and Categories of Need

2.1 School Context: Mainstream and Specialised Provision

Wimbledon Chase Primary School is a three-form entry primary school with a nursery and an Additionally Resourced Provision (ARP) for pupils with Speech, Language and Communication Needs (SLCN), including Developmental Language Disorder (DLD). Further details of the ARP are available on the school website.

The school is organised into three phases: Nursery and Reception; Years 1, 2 and 3; and Years 4, 5 and 6. Each phase is led by a Deputy or Assistant Headteacher.

Additionally Resourced Provision (ARP)

Wimbledon Chase Primary School defines its specialist Speech, Language, and Communication Needs (SLCN) ARP using the following structural terms:

- **Additionally Resourced Provision (ARP):** A specialist, Local Authority funded ARP located within our mainstream primary school. It is specifically resourced with expert teachers, speech therapists, and specialised equipment to support children who hold an Education, Health and Care Plan (EHCP), identifying severe speech, language, and communication difficulties as their primary barrier to learning.
- **Mainstream Integration:** The fluid practice of transitioning ARP pupils into standard, age-appropriate mainstream classrooms for academic lessons, assemblies, social times, and extracurricular activities, supported by specialised ARP scaffolding.
- **The Ark:** The designated primary class of our ARP caters for Phase 1 and Phase 2 pupils. The specialised learning environment supports children from Reception through to Year 3.
- **The Study:** The designated secondary class of our ARP caters for Phase 3 pupils. The specialised learning environment supports older children in Years 4, 5, and 6. It focuses on language processing, building functional classroom independence, self-advocacy, and preparing pupils for secondary school transition.

2.2 Definition of Special Educational Needs and Disability (SEND)

The definition of Special Educational Needs (SEN) is set out in **Section 20 of the Children and Families Act 2014.**

A child or young person has special educational needs 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:

- 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 of a kind generally provided for other of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they are likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them.

A child or young person must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught**.**

2.3 Broad Areas of Need

The SEND Code of Practice identifies four broad areas of need. These provide a framework for understanding children's needs and planning appropriate support. They are not intended to place children into fixed categories, and a child may have needs across more than one area.

- **Communication and Interaction**
    - *Includes:* Speech, language and communication needs (SLCN), Developmental Language Disorder (DLD), and Autism.
    - *School Context:* While we support these needs across our mainstream classes, this area is also the specific focus of our specialist Additionally Resourced Provision (ARP).
- **Cognition and Learning**
    - *Includes:* Specific Learning Difficulties (SpLD) such as Dyslexia, Dyscalculia, and Developmental Coordination Disorder, as well as moderate, severe, and profound learning difficulties.
- **Social, Emotional and Mental Health (SEMH)**
    - *Includes:* Anxiety, depression, ADHD, and other difficulties affecting emotional wellbeing, behaviour, or engagement in learning.
- **Sensory and/or Physical Needs**
    - *Includes:* Visual impairment, hearing impairment, multi-sensory impairment, and physical disability affecting educational access.

In practice, children may have needs across more than one area, and their needs may change over time. Children may have interrelated needs that cut across these categories. These four broad areas provide a framework for planning support across the whole school.

The school recognises that every child is unique and that needs should not be considered in isolation.

We adopt a whole-child approach, taking account of individual strengths, circumstances, development, and wider wellbeing when identifying and responding to support needs, both in our mainstream classes and within our specialist ARP.

Chapter 3: Whole-School Roles and Responsibilities

Theodora Theodoratou, SEND Governor: Provides governance oversight of SEND provision and supports the governing body in meeting its statutory duties.
Charlotte Stewart, SENCO/Inclusion Manager: Has achieved the accredited status for the National Award of SEN Co-ordination (NASENCo) and is a member of the Senior Leadership Team. Provides strategic leadership of SEN provision and ensures the school meets its statutory responsibilities. Leads the day-to-day implementation and coordination of SEN provision across the school, including the SLCN ARP.
Louise Crane, Assistant SENCO and SEN Teacher: Has achieved the accredited status for the National Award of SEN Co-ordination (NASENCo). Supports staff with assessment, early intervention and individual pupil needs, with responsibility for SEN provision in Early Years.
Nathalie Byford-Guy, SEN Teacher: Leads SEN provision for Phase 3 pupils within the ARP.
Claire Nicolas, SEN Teacher: Leads SEN provision for Phase 1 and Phase 2 pupils within the SLCN ARP.
Nikki Adamson, Assistant Headteacher and Wellbeing and Mental Health Lead: Leads on pupil wellbeing and mental health and liaises with relevant external services.
Sian Dotchin, Parent Support Advisor and Medical Officer: Supports pupils and families and coordinates the school's medical provision.

Staff contact details are available on the school website.

3.1 The Governing Body and Designated SEND Governor

The Governing Body has strategic oversight of SEND and is responsible for ensuring that the school fulfils its statutory duties towards pupils with SEND. It will:

- Ensure compliance with the Children and Families Act 2014, SEND Code of Practice (2015) and Equality Act 2010.
- Ensure appropriate SEN provision, inclusion and access to the curriculum and wider school opportunities.
- Monitor the quality, effectiveness and impact of SEN provision and pupil outcomes, providing support and challenge to school leaders.
- Ensure appropriate resources and funding are allocated to SEN provision.
- Appoint a designated SEND Governor to oversee SEND provision and liaise with the SENCO and school leaders.
- Ensure statutory SEND information is published and reviewed annually.
- Support the school, where appropriate, with SEND complaints, appeals and tribunal matters.

3.2 The Headteacher and Senior Leadership Team
The Headteacher, Senior Leadership Team ensures the strategic, operational, and legal implementation of SEND provision across the entire school.

Core Responsibilities:

- **Statutory Compliance:** Oversee day-to-day adherence to the SEND Code of Practice (2015) and the Equality Act 2010.
- **Financial Oversight:** Manage and allocate the school's delegated SEND budget, ARP funding, and individual high-needs top-up funding in partnership with the SENCo.

- **Quality of Teaching:** Monitor curriculum plans, termly pupil progress, and classroom adaptations. This includes holding staff accountable for high-quality, inclusive teaching through the teacher appraisal process and Teachers' Standards.

3.3 Deputy and Assistant Headteachers (Phase Leaders)
Alongside the Inclusion Manager/SENCO and the Assistant SENCO, the Deputy and Assistant Heads provide operational leadership for SEND and vulnerable learners within their specific phase groups.

Core Responsibilities:
- **Staffing & Scheduling:** Partner with the SEND Team to plan phase timetables and deploy support staff efficiently.
- **Vulnerable Learner Tracking:** Monitor the progress, interventions, and Provision Maps of vulnerable learners not yet on the SEND Register to catch emerging needs early.
- **Pupil Progress:** Attend termly pupil progress tracking meetings and support teachers during parent/carer consultations when requested.
- **Access Arrangements:** Ensure statutory reasonable adjustments and access arrangements are firmly in place for pupils during Key Stage 1 and Key Stage 2 formal assessments.

3.4 SENDCo/Inclusion Manager
In accordance with the SEND Code of Practice (2015), the SENCo has strategic and day-to-day responsibility for coordinating the school's SEN provision and ensuring the effective implementation of this policy as part of the Senior Leadership Team (SLT).

Core Responsibilities:
- **Strategic Oversight:** Maintain the whole-school SEND Register, oversee secure records, and update the statutory SEND Information Report on the school website annually.
- **The Graduated Response:** Guide teachers through the Assess, Plan, Do, Review cycle, monitoring the impact of interventions, Provision Maps, and Individual Education Support Plans (IESPs).
- **Statutory Processes:** Coordinate EHCP Annual Reviews, manage requests for statutory EHC needs assessments, and secure Local Authority funding.
- **Transitions & Inclusion:** Oversee internal and external transitions). Collaborate with the Designated Teacher for Children Looked After (CLA) on PEPs, the EAL Coordinator, the Medical Officer, and the Wellbeing Lead.
- **External Liaison:** Act as the primary link for external agencies, the Local Authority, and the SEND Governor.
- **Staff Development:** Identify SEND training needs across the school and promote an inclusive culture with high expectations.
- **Governance Reporting:** Provide regular reports to the Governing Body regarding the effectiveness, resourcing, and impact of the school's SEND policy and provision.

3.5 Class Teacher Responsibilities
The Class Teacher is responsible and accountable for the progress, development, and inclusion of all pupils in their class, including those with SEND. This responsibility remains with the teacher even when a pupil receives support from Teaching Assistants (TAs), ARP staff, or external specialists.

Core Responsibilities:
- **Inclusive Teaching:** Deliver high-quality, adapted classroom teaching that removes barriers to learning and incorporate the ordinarily available provision.
- **Assessment & Monitoring:** Use regular assessment to track pupil progress and early signs of SEN, sharing concerns promptly with the SENCo/Inclusion Manager.
- **The Graduated Response:** Collaborate with the SENCo to initiate the Assess, Plan, Do,

Review cycle, establishing clear outcomes and required documentation.

- **Intervention Management:** Plan, deliver, or oversee targeted SEN support, providing clear direction and guidance to classroom support staff (TAs/LSAs).
- **ARP & External Collaboration:** Partner with the DLD ARP specialists to implement speech and language strategies in the mainstream classroom, and work with external agencies or the Designated Teacher for Children Looked After (CLA) for PEPs and contribute to EHCP Annual Reviews.
- **Co-Production:** Partner closely with parents and actively gather pupil views to inform all provision decisions.

3.6 Mainstream Support Staff *(TAs, LSAs, and Nursery Nurses)*
Support staff play an essential role in delivering inclusive provision under the direction of the Class Teacher, SENCo, and external specialists.

Core Responsibilities:

- **Deliver Support:** Run agreed interventions and implement targeted strategies to help pupils meet outcomes on their Individual Education Support Plans (IESPs) or EHCPs.
- **Observe & Track:** Monitor pupil engagement, behaviour, and progress through daily formal and informal observations.
- **Feedback:** Share immediate observations with the Class Teacher regarding changes in pupil needs or the impact of current interventions.
- **The Graduated Response:** Actively contribute observations and evidence to the Assess, Plan, Do, Review cycle, pupil progress reviews, and Annual Reviews.
- **Promote Independence:** Scaffold support to enable pupils to participate fully in school life while actively building their independent learning skills

3.7 Staff Deployment and Interventions
The SENCo/Inclusion Manager and Senior Leadership Team work collaboratively to deploy additional staffing and resources effectively. They plan and review timetables, coordinate directed workloads, and allocate both mainstream and ARP support staff. This ensures that interventions are purposeful, targeted, and directly responsive to the changing needs of pupils with SEND.

Chapter 4: The Mainstream Graduated Approach

4.1 Ordinarily Available Guidance *(Universal classroom provision)* and Merton Local Offer
Wimbledon Chase Primary School delivers universal provision in strict alignment with Merton Council's Ordinarily Available Guidance (OAG). This framework, which forms a vital part of the broader Merton SEND Local Offer, outlines the high-quality, inclusive teaching practices, environmental adaptations, and standard interventions that all mainstream schools in the borough are expected to provide from within their own core resources.

- **The Baseline of Support:** High-quality, inclusive teaching and universal adaptations are consistently implemented in accordance with this guidance across all four broad areas of need before any "additional to or different from" SEN Support is considered.
- **A Prerequisite for Escalation:** In line with local authority thresholds, the school must provide clear, evidence-based documentation proving that the strategies outlined in Merton's OAG have been fully implemented, sustained, and reviewed within mainstream classes before requesting external specialist funding or a statutory *Education, Health and Care Needs Assessment (EHCNA)*.
- **Transparency for Families:** The school signposts parents and carers directly to the co-produced *Merton OAG Parent Carers Guide* via the Merton Local Offer Portal to ensure complete transparency regarding the baseline of inclusive support families can expect.

4.2 Access to a Broad and Balanced Curriculum

In line with the National Curriculum Inclusion Statement and the Equality Act 2010, Wimbledon Chase Primary School sets high expectations for all pupils. We make robust reasonable adjustments to remove learning barriers, ensuring pupils with SEND fully access a rich, balanced curriculum.

We achieve this across both our mainstream classrooms and our integrated Additionally Resourced Provision (ARP) by:

- **Adaptive Teaching:** Adapting lesson plans, teaching approaches, and curriculum materials to suit individual needs, implementing multi-sensory support, scaffolding, and visual structures.
- **Classroom Independence:** Organising accessible resources and varied grouping arrangements (whole-class, paired, and individual) to build student confidence and autonomy.
- **Wider School Life:** Providing equal access to extra-curricular activities, including clubs, day trips, and residential visits.
- **Strategic Interventions:** Scheduling targeted out-of-class interventions carefully to minimize disruption and safeguard the pupil's core curriculum entitlement.
- **Celebrating Success:** Recognising and rewarding the diverse achievements, progress, and unique contributions of every learner.

The school recognises that a pupil may be protected by the Equality Act 2010 whether or not they are identified as having SEN, as the duty to make reasonable adjustments and SEN support are separate duties.

4.3 Identification, Early Assessment, and Response

Identifying Less Than Expected Progress

In line with the statutory SEND Code of Practice (2015), the school systematically tracks pupil progress against age-related milestones and individual baseline circumstances. Less than expected progress is formally identified if a pupil's development:

- Falls significantly below peers with similar starting points.
- Fails to match or build upon their own historical rate of progress.
- Fails to narrow, or actively widens, the attainment and developmental gap with peers.

Progress is not judged solely on academic attainment. We holistically assess wider developmental areas essential to primary growth, mapped directly against the four broad areas of need:

- **Communication and Interaction:** Including speech delays, comprehension barriers, and social communication difficulties.
- **Cognition and Learning:** Including specific learning patterns, processing speeds, and conceptual gaps.
- **Social, Emotional and Mental Health:** Including emotional regulation, peer relationships, and sudden changes in behaviour or engagement.
- **Sensory and/or Physical Needs:** Including gross/fine motor skills, physical access, sensory processing, and independent life skills (such as self-care).

4.4 The Graduated Approach: Assess, Plan, Do, Review

Where a pupil continues to make less than expected progress despite high-quality targeted teaching, the class teacher and SENCo will collaborate to initiate the Graduated Response. This holistic process relies on whole-school tracking, termly Pupil Progress Meetings, and deep insights into the child, the learning context, and the family.

- **Assess:** The class teacher and SENDCo analyse all formative and formal data (including phonics screening, reading ages, and National Curriculum tracking). We gather vital

perspectives from the child and their parents/carers to identify barriers at the earliest opportunity, looking beyond simple peer attainment comparisons.

- **Plan:** If formal SEN Support is required, the child is placed on the school's SEND register. The teacher, SENDCo, and parents co-produce a plan specifying adjustments, targeted interventions, and expected impact, which are formally recorded on the pupil's profile.
- **Do:** The primary class teacher remains strictly responsible for working with the child on a daily basis, maintaining pedagogical oversight even when interventions involve one-to-one or small-group work led by a Teaching Assistant or specialist ARP teacher.
- **Review:** The effectiveness of the support is formally reviewed on a termly basis (three times per academic year) with parents/carers and the pupil, measuring progress against agreed targets to determine successive cycles of support or transition planning.

4.5 Securing SEN Support and placement on the SEND Register

If a pupil requires special educational provision that is additional to or different from standard differentiated classroom teaching, they are formally placed on the SEN Support Register.

For pupils who do not make expected progress despite successive cycles of the Graduated Approach, the school will pursue further specialised pathways:

- **External Specialist Advice:** The SENCo will involve external professionals (such as Educational Psychologists, Speech and Language Therapists, or Occupational Therapists) to advise on deeper diagnostic assessments and highly targeted strategies.
- **Education, Health and Care Plans (EHCP):** Where sustainable progress requires funding beyond the school's core budget, the SENCo, in partnership with parents, will request a statutory EHC Needs Assessment from the Local Authority.
- **Additionally Resourced Provision (ARP) Placement:** Admission to our ARP for pupils with an EHCP is determined solely by the Local Authority consultation process. While pupils in the ARP benefit from specialist facilities and expert staff, they remain a core part of our inclusive school community, accessing mainstream classrooms and peer environments whenever it is educationally and socially appropriate.

Links with Support Services for SEND

Wimbledon Chase Primary School works collaboratively with a wide network of external specialists to ensure coordinated, multi-agency support. Parental consent is always secured before any external referral or specialist involvement is requested.

As part of our graduated approach, the school accesses and commissions services across four main categories:

- **Specialist Learning & Inclusion Support:**
  - *Educational Psychology Service*.
  - *Language Learning and Support Service*.
  - *Merton SEND Support and Inclusion Service*.
  - *Merton Autism Outreach Service.*
- **Therapy & Health Services:**
  - *NHS and Independent Speech & Language Therapy* (integrated directly for EHCP and SLCN ARP pupils).
  - *Occupational Therapy*.
  - *Physiotherapy Services*.
  - *Sensory Team* (Visual and Hearing impairment specialists).
  - *School Nursing Service* (for health and medical needs).
- **Early Years & Family Support:**

    - *Portage*.
    - *Early Years Inclusion Service*.
    - *Family Support Service* and specialist providers.
- **Safeguarding & Wellbeing Services:**
    - *Child and Adolescent Mental Health Services.*
    - *Merton Virtual School* (for Looked After Children).
    - *Young Carers Service*.
    - *Social Care Services*.
    - *Education Welfare Officer.*

The school maintains regular communication with these practitioners to ensure that external advice is seamlessly embedded into classroom practice and that pupil progress is regularly reviewed.

Supporting and Monitoring Pupils on the SEND Register
Effective partnerships with families and pupils are essential for securing positive outcomes. Wimbledon Chase Primary School maintains an open, welcoming approach, actively encouraging parents and carers to share insights regarding their child's education, development, and wellbeing.

Communication and Progress Reviews

- **Termly Reviews:** Parents and carers meet with school staff during the Autumn, Spring, and Summer terms (three times per academic year) to review progress, evaluate interventions, and co-produce updated Individual Education Support Plans (IESPs).
- **The Pupil Voice Framework:** Wherever appropriate, pupils are actively involved in setting targets and reviewing their own plans. Their views, wishes, and feelings are formally recorded through:
    - ***Pupil Voice Meetings:*** Dedicated, child-friendly conversations with staff regarding their school experiences.
    - ***Direct Input:*** Active contributions to their own IESPs and the overarching *Assess, Plan, Do, Review* cycle.
    - ***Learning & Support Feedback:*** Sharing their preferred ways of learning alongside their direct views on which interventions they find most useful.
    - ***Statutory Reviews:*** Expressing their feelings and long-term aspirations for active EHCP reviews.
- **Removal from the SEND Register:** Where a pupil has made sustained progress, met their targeted outcomes, and narrowed the attainment or developmental gap, they may be removed from the SEND register. This decision is always made in consultation with parents and carers during a termly review meeting. The child will return to standard whole-school tracking to ensure their continued progress within our ordinarily available mainstream curriculum.
- **SLCN ARP Flexibility:** For pupils within our Speech, Language, and Communication Needs (SLCN) ARP, progress meetings and target reviews may occur more frequently to match individual communication profiles.
- **Home Support & Day-to-Day Contact:** IESPs explicitly outline practical strategies to support home learning. Daily communication is maintained flexibly via home-school diaries, email, phone, or scheduled appointments. Written progress reports are distributed in line with standard whole-school reporting cycles.

Chapter 5: Specialist Provision — The SLCN ARP

5.1 Speech, Language, and Communication Needs (SLCN) ARP Profile
The arrangements in this policy apply fully to our specialised Additionally Resourced Provision (ARP),

which is fully integrated into the wider school community.

- **Capacity & Structure:** The ARP has capacity for up to 16 pupils. The pupils are allocated a place in both an ARP and mainstream class.
- **Admissions:** Placements are managed exclusively by the Merton Local Authority SEND Decision Making Group/Panel. Eligible pupils must hold an active EHCP, with SLCN identified as their primary need.
- **Integration & Timetables:** Every ARP pupil is assigned to a mainstream class. Individualised timetables and the fluid balance between specialist ARP teaching and mainstream immersion are determined dynamically by the child's EHCP outcomes and professional advice.
- **Curriculum & Wider School Life:** ARP pupils hold an equal entitlement to the full school curriculum, extra-curricular activities, clubs, and educational visits, supported by robust reasonable adjustments and risk assessments.
- **Resources & Tracking:** The ARP is equipped with specialist SLCN equipment and learning materials, which may be shared to support mainstream pupils where appropriate. Pupil progress is rigorously monitored using both standard school tracking systems and individual EHCP outcome measures.

5.2 Specialist ARP Integration, Fluid Timetabling, and Curriculum Access

Mainstream teachers partner closely with the Speech, Language, and Communication Needs (SLCN) ARP team to deliver a communication-rich, adapted curriculum that guarantees full inclusion.
As a school hosting a specialised provision for speech, language, and communication needs, the SENDCo/Inclusion Manager works in close partnership with the ARP Lead Teacher and NHS Speech and Language Therapists (SLTs). Together, they drive integration through three core areas:

- **Dual-Registration Management:** Overseeing the register, fluid timetabling, and tailored high-needs funding tracking for pupils split between mainstream classrooms and the specialist hubs (The Ark and The Study).
- **Unified Inclusive Provisions:** Ensuring specialised language strategies, visual communication frameworks, and adaptive resources from the ARP are systematically shared and embedded across all mainstream classrooms.
- **Expert In-House Consultation:** Advising mainstream staff on inclusive techniques, specifically supporting teachers to distinguish speech, language, and communication needs (SLCN) from English as an Additional Language (EAL) or general learning difficulties.

5.3 ARP Staff Roles: ARP SEN Teachers and ARP Lead

ARP SEN Teachers

ARP SEN Teachers hold direct operational responsibility for the daily education, progress tracking, and welfare of pupils within the provision. They:

- **Curriculum & Timetabling:** Plan and deliver an accessible, language-rich curriculum. They design individualized timetables and utilise small-step tracking frameworks to monitor pupil progress in both the ARP and integrated mainstream environments.
- **Collaboration & Therapy:** Partner closely with mainstream class teachers to coordinate fluid learning opportunities, and collaborate with Speech and Language Therapists to weave specialist communication targets directly into daily education.
- **Pupil & Family Engagement:** Formally gather and record pupil views to shape daily planning, manage robust, consistent communication with parents, and compile evidence-based reports for statutory Annual Reviews.
- **Resource & Transition Management:** Deploy ARP learning support staff efficiently to maximize impact, coordinate seamless transitions with previous or receiving educational

settings, and maintain up-to-date professional development in SLCN and developmental language needs.

ARP Lead (SENDCo/Inclusion Manager)
The SENDCo/Inclusion Manager holds strategic accountability and oversight for the entire provision. They:

- **Quality Assurance & Inclusion:** Oversee and evaluate the quality of teaching, learning, and curriculum adjustments within the ARP, ensuring that pupils are fully integrated into the wider life and social fabric of the school.
- **Local Authority Liaison:** Represent the school on Merton Local Authority SEN admission and decision-making panels, manage operational liaison with the LA SEN Team, and maintain robust records for statutory local authority monitoring.
- **Strategic Collaboration:** Partner with multi-agency health professionals to review speech and language progress, manage intake and transition arrangements, and utilise the ARP's specialist expertise to enhance inclusive, ordinarily available practices across the entire mainstream school.

Chapter 6: High-Needs Statutory Frameworks

6.1 Education, Health and Care Needs Assessment (EHCNA) Framework
Where a pupil continues to make less than expected progress despite a robust, evidence-backed Graduated Approach, the school or parents may request a statutory Education, Health and Care Needs Assessment (EHCNA) from the Local Authority.

- **Evidence Co-Production:** Wimbledon Chase Primary School collaborates closely with parents, the pupil, and external specialists to gather comprehensive evidence detailing the child's needs, current provisions, and the precise impact of interventions.
- **Funding Thresholds:** A statutory assessment request is not dependent on the school exhausting its standard SEND budget. The overriding legal consideration is whether the pupil requires specialised provision that can only be secured via an Education, Health and Care Plan.
- **Local Offer:** The final decision to assess or issue a plan rests solely with the Local Authority. Further guidance on this process can be accessed via the Merton SEND Local Offer.

6.2 Statutory Annual and Interim Reviews
For pupils with an active EHCP (including those placed within our specialist SLCN ARP), the school ensures all statutory duties and legal frameworks are met in full.

- **Statutory Timelines:** EHCPs are formally reviewed at least annually. For Early Years pupils under the age of five, the school works with the LA to consider interim reviews every six months to track rapid developmental changes.
- **The Review Process:** Annual Review meetings evaluate the pupil's progress toward their specified long-term outcomes, assess if the provision remains appropriate, and set new short-term targets.
- **Interim Reviews:** If a pupil experiences a significant change in need, health, or circumstances, the school will proactively arrange an interim or early review in consultation with parents and involved specialists.

Our execution of the Graduated Response and EHCP management strictly reflects the *Children and Families Act 2014*, the *SEND Code of Practice (2015)*, and the *Equality Act 2010*.

Chapter 7: Inclusion Across Key Phases

7.1 Early Years Identification and Multi-Agency Liaison
For our youngest learners entering **Phase 1 (Nursery and Reception)**, early identification begins

before their first day of term:

- **Pre-Inake Multi-Agency Liaison:** The school actively collaborates with parents, carers, and key early years practitioners - including the *Portage Service* and the *Merton Early Years Inclusion Team* - to flag emerging vulnerabilities well in advance.
- **Targeted Planning Meetings:** Enhanced, child-centred transition meetings are arranged at the school, at the child's pre-school/nursery setting, or via supportive home visits where appropriate.
- **Baseline Purpose:** These joint consultations securely map the child's developmental starting points, coordinate multi-agency intervention packages (such as NHS Speech and Language Therapy input), and ensure that adaptive learning environments are fully established before intake.

Ongoing Action and Operational Procedures

- **Early Tracking:** Beyond intake, we continue to track emerging needs using baseline checks, Early Years Foundation Stage (EYFS) profiling, national curriculum tracking, and standardised screening tools.
- **Co-Produced Pupil Profiles:** When an emerging need is confirmed, we create tailored Pupil Profiles alongside families to document individual strengths, interests, and preferred learning styles.
- **Operational Toolkits:** For the exact school-standard pathways regarding how staff flag, log, and respond to these needs, please consult the operational resources on our website:
    - *SEND Information Report:* Comprehensive details on how we identify, assess, and support pupils.
    - *SEND Identification Flow Chart:* Outlines the exact internal staff routes for responding to emerging special educational needs.

7.2 Transition Arrangements

Wimbledon Chase Primary School recognizes that changes in routines, classes, or settings can be challenging for pupils with SEND. We plan all transitions collaboratively with the pupil, parents, and receiving professionals sufficiently early to ensure continuity of care.

- **Early Years Transition:** Staff proactively share developmental data and successful strategies with previous settings and childminders, scheduling enhanced visits and adaptive planning meetings before the child starts Nursery or Reception.
- **Secondary School Transition:** The school maintains close partnerships with receiving secondary settings, participating actively in Merton LA transition and SENDCo networks. For pupils on SEN Support, with EHCPs, or within the SLCN ARP, we coordinate:
    - **Data & Strategy Transfer:** Secure sharing of pupil needs, past progress, successful adjustments, and intervention histories with the receiving school.
    - **Enhanced Transition Packages:** Arranging additional familiarisation visits, orientation activities, and opportunities to meet key secondary staff.
    - **Collaborative Reviews:** Inviting representatives from the receiving secondary school to the Year 6 Annual Review or summer term transition planning meetings to co-produce future targets.

Chapter 8: Partnerships, Resources, and Infrastructure

8.1 Partnership with Parents and Carers

Wimbledon Chase Primary School deeply values the skills, knowledge, and contributions that parents and carers bring to our community. We welcome and encourage families to actively support school life by volunteering on educational visits, assisting with school events, participating in social activities, and engaging in fundraising initiatives. This active collaboration strengthens the vital partnership between home, pupil, and school.

8.2 The Pupil Voice Framework

In line with the SEND Code of Practice, children and their families are at the center of our decision-making.

- **Co-Production & Collaboration:** Parents and carers have regular opportunities during the Assess, Plan, Do, Review cycle to shape both short and long-term outcomes. Their deep knowledge of their child is integrated with insights from school staff and external specialists.
- **Child-Centred Participation:** Pupils are supported to share their views, wishes, and feelings regarding their education, adapted to their age, development, and specific communication needs.
- **Phase 3 Academic Tutoring:** Pupils in Phase 3 (Years 4, 5, and 6) directly contribute to their own target-setting and progress reviews via individual meetings with their class teacher during Academic Tutoring Week.
- **Statutory Assessments & Reviews:** For both EHCNA requests and active EHCP Annual/Interim Reviews, the SENCo and school staff proactively support families and pupils - including those in the SLCN ARP - to capture and communicate their strengths, needs, and long-term aspirations.

8.3 Parent Support and Advice

- **Parent Support Advisor (PSA):** Wimbledon Chase Primary School provides a dedicated in-house PSA to support parents and carers with any school-related worries or concerns. The PSA can facilitate, attend, or help prepare for joint meetings between families and school staff.
- **Merton Information, Advice and Support Service**: For free, confidential, and impartial external guidance independent of the school and Local Authority, parents can contact MIASS directly via:
    - *Telephone:* 020 8543 8854
    - *Email:* miass@merton.gov.uk
- **Independent Advice:** Families may also access independent statutory guidance from national organisations such as the *Independent Provider of Special Education Advice (IPSEA)*.

8.4 Standard Mainstream Admission Arrangements

- **Mainstream Admissions:** Prospective pupils at the SEN Support stage (who do not hold an active EHCP) have the same rights of admission as all other children. Their applications are managed strictly under the school's standard admissions policy and the statutory *School Admissions Code*.
- **EHCP Admissions:** Where Wimbledon Chase Primary School is formally named in a child's EHCP during the Local Authority consultation process, the school coordinates directly with Merton Council or the responsible Local Authority and the family to establish the specified provisions and secure a successful transition prior to intake.

(Note: Placements for the specialised SLCN ARP remain strictly managed by the centralised Merton SEND Panel, as detailed in Section 9.)

8.5 Supporting Pupils with Medical Conditions and Physical Accessibility

High-Level Health & Medical Care

For full procedural details regarding physical and medical health support, please refer to the school's standalone Supporting Pupils with Medical Conditions Policy available on our website. Wimbledon Chase Primary School ensures that pupils with medical conditions or physical disabilities are fully supported to securely access all aspects of school life, including physical education (PE), school assemblies, day trips, and residential visits.

Physical Accessibility and Infrastructure Facilities
Our school site infrastructure is continually adapted to maximize inclusion as a statutory component of the school's active Accessibility Plan:

- **Mobility Access:** All ground floor learning spaces feature permanent wheelchair ramps. A designated passenger lift provides full access to the first floor. Disabled toilets are situated at both ends of both floors.
- **Intimate Care Provision:** Disabled toilets with intimate care facilities are fully operational.
- **Visual Aids:** All modern and existing staircases are fitted with secure, supportive handrails and high-visibility visual step markings to aid visually impaired pupils.

Specialist Learning Spaces and Adaptive Resources
To deliver specialised, high-impact intervention packages, the school maintains dedicated physical spaces and adaptive equipment:

- **Therapy Hubs:** The school features a bespoke, dedicated clinic office for visiting NHS Speech and Language Therapists, alongside a designated Phase 1/2 small-group support facility fully equipped with Occupational Therapy resources.
- **Wellbeing Spaces:** A dedicated Nurture Room is resourced to host interventions and structured, staff-led lunchtime play groups.
- **Specialist Equipment Funding:** Adaptive physical equipment recommended by external professionals (such as Occupational Therapists or Physiotherapists) is provided to meet the exact, individual needs of the pupil.

8.6 Training and Professional Development (CPD)
Staff training needs are systematically identified through professional appraisal reviews and the School Development Plan to ensure high-quality, up-to-date inclusive practice.

- **Professional Continued Development (CPD):** All staff are encouraged to undertake ongoing professional development. Regular training is provided to ensure the whole school remains fully compliant with the *SEND Code of Practice* and evolving statutory guidance.
- **Specialist ARP Training:** Targeted In-Service Training (INSET) and specialised professional development are provided continually to meet the complex needs of pupils within our SLCN ARP.
- **External Networks:** The school utilises Local Authority services, central INSET programmes, and Service Level Agreements to upskill Governors, leadership, teachers, and support staff.
- **SENDCo Expertise:** The SENDCo and Assistant SENDCo attend Merton Local Authority SENDCo network meetings and workshops each term to maintain and develop advanced expertise in local and national SEN provisions.

8.7 Funding and Allocation of Resources
Funding for SEND provision is monitored annually by the Local Authority and is secured via multiple streams, including SEND Formula Funding, Merton banding allocations for EHCPs, dedicated SLCN ARP allocations, Pupil Premium funding, and top-ups from the core school budget.
These resources are deployed strategically to fund:

- **Specialist Staffing:** Dedicated time for the Inclusion Manager/SENCO, SENCO Assistant, SEN Teachers, classroom Teaching Assistants, 1:1 Learning Support Assistants for EHCPs, specialist ARP Support Assistants, and targeted lunchtime supervision.
- **Specialist Commissioned Services:** Targeted support and assessments from the *Educational Psychology Service*, *Merton Language Learning and Support*, and the *Merton SEND Support & Inclusion Service*.
- **Training & Resources:** Internal and external staff training, alongside specialised books, computer programmes, and adaptive equipment recommended for individual pupils across

both mainstream classrooms and the ARP.

Chapter 9: Governance, Legalities, and Quality Assurance

9.1 Storing and Managing Information *(UK GDPR and Data Protection compliance)*
Information management at Wimbledon Chase Primary School strictly complies with the school's Privacy Notice, Merton Council policies, and statutory data protection regulations, including the UK GDPR and the Data Protection Act 2018.

- **Scope of SEN Records:** This policy covers all digital and physical special educational needs documentation, including Individual Education Support Plans (IESPs), Educational Psychologist reports, Speech and Language milestones, healthcare plans, and statutory EHCP files.
- **Access & Confidentiality:** Staff share data on a strict "need-to-know" basis. All staff are trained on their legal responsibilities regarding confidentiality. Class teachers maintain direct, secure access to active SEND profiles and planning documentation to inform daily inclusive teaching.
- **Secure Storage:** All digital SEN records are hosted on secure, password-protected school management systems accessible only to authorised personnel. Highly sensitive, confidential paper records are locked securely within the Inclusion Manager's or Parent Support Advisor's (PSA) offices.
- **Emergency Medical Care Plans:** Medical and allergy plans are kept immediately visible, secure, and accessible to staff within both the pupil's home classroom and the main school office to guarantee an immediate response in an emergency.
- **Information Sharing with Professionals:** To secure coordinated support, SEN records are shared with external health, education, and social care professionals (e.g., NHS Speech Therapists, CAMHS, Merton Early Years Teams). This is executed securely via encrypted channels and only with explicit parental consent, unless an overriding safeguarding duty applies.
- **Transfer of Records:** When a pupil transitions to another educational setting or secondary school, all physical and digital SEN records are securely transferred to the receiving school's SENDCo within statutory timelines. Confirmation of receipt is documented to ensure continuity of care and legal accountability.
- **Retention and Deletion:** SEN records are retained, archived, and securely destroyed in strict accordance with the school's Data Retention Schedule and Local Authority guidelines, ensuring data is never kept longer than legally required.

9.2 Complaints and Concerns Regarding SEND
For full procedural details, please refer to the school's standalone Complaints Policy on our website. Wimbledon Chase Primary School encourages parents and carers to raise concerns at the earliest opportunity so we can work together toward an early, constructive resolution.

School Escalation Routes
If a parent or carer has a concern about SEND or ARP provision, the escalation path is as follows:

1. **Initial Discussion:** Discuss the concern directly with the Class Teacher and/or the Deputy or Assistant Headteacher for the relevant phase.
2. **Specialist Review:** If unresolved, or if the matter relates specifically to specialist provision, contact the SENDCo/Inclusion Manager.
3. **Headteacher Referral:** If further resolution is required, the matter can be escalated to the Headteacher in line with the school's policy.
4. **Governing Body:** Formal complaints may be submitted in writing to the Governing Body.

9.3 Independent and Statutory Appeal Routes *(Tribunals)*

- **External Advice:** Parents can seek free, confidential, and independent advice at any stage of a dispute from the Merton Information, Advice and Support Service (MIASS) or IPSEA.
  External Advice: Parents can seek free, confidential, and independent advice at any stage of a dispute from the Merton Information, Advice and Support Service (MIASS).
- **Statutory Tribunals:** Decisions made by the Local Authority regarding EHC Needs Assessments (EHCNA) or EHCP provisions hold distinct legal appeal routes and are handled by the First-tier Tribunal (Special Educational Needs and Disability) rather than the school's complaints process.
- **Disability Discrimination:** Claims regarding disability discrimination are also considered by the First-tier Tribunal under statutory timescales.

9.4 Policy Review Cycle and Evaluation of Provision by the Governing Body

The Governing Body holds statutory accountability for monitoring the effectiveness of SEND and ARP provisions at Wimbledon Chase Primary School.

- **Governor Oversight:** The Headteacher and Inclusion Managers provide regular evaluative updates to Governors. This reporting tracks SEND register numbers, EHCP provisions, funding deployment, support staff utilisation, pupil progress data, and specialized **SLCN ARP** developments.

- **Committee Review:** SEND is a dedicated agenda item at full Governing Body meetings at least annually, with financial and resource allocations scrutinised by the Finance Sub-Committee.

- **The SEND Governor:** A designated SEND Governor undergoes specialised training and meets termly with the SENDCo to evaluate provisions, monitor School Improvement Plan (SIP) priorities, and review pupil progress.

- **Policy Review Cycle:** This policy is reviewed annually to reflect updating legislation, the *SEND Code of Practice*, and evolving school practices. The approved document is systematically shared with all staff and published on the school website.

School Development Area Leaders: Miss Charlotte Stewart and Mrs Louise Crane
Linked Governor: Ms Theodora Theodoratou

Signed: Miss Charlotte Stewart
Signed: Ms Theodora Theodoratou

Date agreed: September 2026
Review date: September 2027