



SEND POLICY - Trust

2025-26

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0. Document Control

The table below contains the changes made between the different final editions of this document set for approval. This is to help provide information to those reviewing and approving the document of the changes being made.

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1. Definitions

The "Trust" refers to the company known as the Canary Wharf College, and all Trustees and Staff who work within it.

A "School" refers to an individual academy within the Trust, as denoted by their Unique Reference Number. As such a 'school' may span one or several phases of education to the individual academies within the Trust. Depending on the context, the term "School" may refer to a singular school or to all schools within the Trust but as separate entities.

"Staff" refers to any individual who is employed by the Trust or who operates on the Trust's behalf, e.g. Trustees, and those working in a voluntary capacity.

A "Parent" includes the natural or adoptive parent of a pupil as well as any non-parent / carer who has parental responsibility including being involved in the day-to-day care of a pupil.

A "Pupil" includes any incoming or current pupil at any School within the Trust who is 16 and under. It also includes any individual who was previously a pupil at any School within the Trust and who has left within the appropriate timeframe for consideration as necessary, e.g. complaints. The term pupil is used as standard by CWC in its policy documents but can be replaced with the term "student" or "child" with no change of definition.

The "Principal" is defined as the individual who has ultimate responsibility for a school in line with CWC strategy, approach, ethos and values. Individual schools may have alternative titles for this position such as Executive Principal or Principal.

2. Scope of Policy

At Canary Wharf College, we deeply value the individuality of every child and are dedicated to ensuring that each one has every opportunity to achieve their full potential. We recognize the diverse life experiences and needs of our pupils and are committed to providing a learning environment that fosters inclusion and equality. By offering a broad and balanced curriculum, alongside setting high expectations, we strive for the highest standards for all pupils, regardless of background, diagnosis, or additional needs. This policy ensures that Canary Wharf College actively promotes the uniqueness of every child, irrespective of ethnicity, attainment, age, disability, gender, or socio-economic background.



3. Policy Aims and Ethos

Our aim is to create an inclusive school where all barriers to learning and participation are removed. This is reflected in our planning, teaching, and wider school approaches, ensuring that achievement and success are attainable for every child.

We are committed to fostering an inclusive community that includes:

- Girls and boys;
- Pupils from minority ethnic and faith groups;
- Looked-after children;
- Children eligible for Free School Meals or the Pupil Premium Grant;
- Pupils with English as an additional language;
- Pupils with special educational needs or disabilities (SEND);
- Higher-ability pupils;
- Children at risk of exclusion;
- Travellers and asylum seekers;
- Pupils with identified long-term or temporary medical needs.

4. SEND (Special Educational Needs and Disabilities)

Our inclusion policy aligns with the definition of SEND as set out in the SEN Code of Practice and adheres to the principles outlined in the **Children and Families Act 2014**. The school's Governing Body, along with the teaching staff, is dedicated to ensuring that the necessary provisions are in place for any pupil identified as having SEND. When the Headteacher or relevant governor is informed that a child has SEND, those needs will be communicated to all relevant staff members to ensure appropriate support is in place.

At Canary Wharf College, we understand the significance of early identification and intervention for children with SEND. All staff and governors are committed to recognizing and addressing these needs. Our goal is to ensure that children with SEND are fully included in the activities of the school alongside their peers, where it is practical and where it supports the child's educational and developmental needs, as well as the overall efficient use of resources.



5. Roles and Responsibilities

The Inclusion Department at Canary Wharf College plays a vital role in ensuring that all children, including those with special educational needs and disabilities (SEND), receive the support they need to thrive. The responsibilities of the Inclusion Department include:

- **Leadership and Coordination:** Taking overall responsibility for the development and implementation of the SEN policy and ensuring that the provision for pupils with SEND is effective and in line with statutory requirements.
- **Professional Guidance and Collaboration:** Providing expert advice and guidance to colleagues, fostering collaboration among staff, parents, and external agencies to ensure that pupils' needs are identified and met effectively.
- **Maintaining the SEN Register:** Keeping the school's SEN register up to date and ensuring that all necessary records, including individual learning plans, assessments, and progress reports, are maintained accurately.
- **Support for Teachers:** Regularly advising class teachers on the identification, assessment, and support of children with SEND. This includes the development of Provision Maps and the coordination of tailored interventions to support each child's individual needs.
- **Engagement with Parents:** Meeting regularly with the parents of children on the SEN register to review progress, discuss provisions, and agree on targets. Parents are valued as key partners in the process, and the views of children are sought and respected.
- **Management of Support Staff:** Leading and overseeing the work of Learning Support Assistants (LSAs) and Classroom Assistants who work with children with SEND, ensuring they have the appropriate training, resources, and ongoing support.
- **Liaison with External Agencies:** Collaborating with outside professionals, such as educational psychologists, therapists, and local authority SEND teams, to design appropriate programmes and strategies to support each child's development.
- **Staff Training and Development:** Providing relevant training and INSET (In-Service Training) sessions for teaching and support staff at both the whole-school and individual levels. This includes induction for new staff to ensure that everyone is equipped to meet the needs of SEND pupils effectively.



6. Leadership and Accountability

The overall responsibility for SEND and Inclusion rests with the Principals of the schools in the CWC Trust. They are supported by **Patricia Horsnell**, Director of SEND, who holds qualifications including the NASENCO (National Award for SEN Coordination) and the CCET (Certificate of Competence in Educational Testing).

- Crossharbour SENCo: **Patricia Horsnell**
phorsnell@canarywharfcollege.co.uk (or via the school office)
- Primary Schools SENCo: **Jacinta Meehan**
jmeehan@canarywharfcollege.co.uk (or via the school office)

The school's SEN Trustee, Margaret Raggett, can be contacted via the school email for any concerns related to SEND.

7. Monitoring and Review

The role and effectiveness of the Inclusion Department, as well as the implementation of this policy, are regularly reviewed as part of the school's self-evaluation and quality assurance processes. We ensure that our practices evolve in line with the latest research and legislation to provide the best possible support for our pupils.

8. Procedures for Effective SEND Provision

To ensure the most effective provision for children with SEND, the Inclusion Department has established the following procedures:

- **Regular Meetings with the Principal:** Regular meetings with the Principal to review SEND policy implementation, individual pupil progress, and resource allocation.
- **Trustee Oversight:** Regular meetings with the trustee responsible for SEN to ensure accountability and strategic oversight of SEND provision.
- **Termly Meetings with Teachers:** Regular termly meetings with class teachers to discuss children on the SEN register, their progress, and any adjustments needed. Additional meetings are held as required.
- **Meetings with Support Staff:** Ongoing meetings with Learning Support Assistants and Teaching Assistants to review their work with SEND pupils, provide guidance, and address any challenges they face.
- **Open-Door Policy:** An open-door policy for all staff members working with SEND students, ensuring they can access immediate support and advice whenever needed.



9. Admission and Inclusion

At Canary Wharf College, we adopt a **whole-school approach** to SEND. Every teacher is a teacher of children with SEND, and all staff are committed to creating an inclusive classroom environment where every child can succeed. Our commitment to inclusive education means:

- All children, regardless of SEND, have the same rights as their peers in terms of school admission and access to learning opportunities.
- We prioritize **quality-first teaching** to meet the diverse needs of all children, ensuring that SEND pupils receive appropriate support within a wholly inclusive environment.

10. Parent Participation

We believe that parental involvement is crucial to the success of children with SEND. At Canary Wharf College, we actively encourage parents to engage in their child's education and work collaboratively with the school. Our commitment to parent participation includes:

- **Ongoing Communication:** We maintain regular communication with parents, keeping them informed about their child's needs, progress, and any interventions or support provided.
- **Involvement in Decision-Making:** Parents are fully involved in discussions about their child's SEND provision. We seek parental input before involving external agencies, and we work to ensure that parents are partners in their child's educational journey.
- **Empowering Children:** We encourage children to be aware of their own needs and to take ownership of their targets and learning plans. From an early stage, we promote independence and aim to equip children with the skills they need to transition confidently to adulthood.

At Canary Wharf College, we believe in building strong partnerships with parents. We understand that parental support and engagement are key factors in a child's success, particularly for those with SEND. Parents will always be kept informed of their child's needs and the support being provided, in line with the recommendations of the SEN Code of Practice.

Communication between school and parents will be maintained consistently. Parents are encouraged to express their views and concerns, and we will always involve them before seeking support from external agencies. We also ensure that children are aware of their needs and that they understand and contribute to the targets outlined in their support plans.

11. The Graduated Response: Assess, Plan, Do, Review

At Canary Wharf College, we are committed to ensuring that all pupils, including those with special educational needs and disabilities (SEND), receive the support they need to thrive. When a pupil struggles to make expected progress and shows difficulties in areas such as acquiring literacy and numeracy skills, experiencing persistent behavioural, emotional, or social challenges, or displaying sensory, physical, communication, or interaction difficulties, we follow a systematic approach known as the **Graduated Response**.

This approach, outlined in the SEN Code of Practice, is structured around the **Assess, Plan, Do, Review** cycle.

- **Assess:** We begin by conducting a thorough assessment to understand the pupil's strengths and areas of need. This assessment helps to identify any learning difficulties and highlights what the child already knows, understands, and can do. It serves as the foundation for all further support.
- **Plan:** Based on the assessment results, we create an individualized plan, which may take the form of a **Provision Map** or an **Individual Support Plan (ISP)**. These plans are designed to address the specific needs of the pupil and detail appropriate interventions, such as:
 - Adjustments in classroom organization and management.
 - In-class support provided by the teacher.
 - Targeted small-group work.
 - Development of Behaviour Plans and additional support.
 - Use of specialized equipment.
 - Adoption of alternative teaching strategies.
 - Out-of-class interventions.
 - Involvement of external agencies where appropriate.
- **Do:** The planned interventions are implemented, with teachers, Learning Support Assistants, and other staff members working to ensure that the pupil receives tailored support within their daily learning environment.
- **Review:** The outcomes of the interventions are regularly evaluated during pupil progress meetings. For some pupils, additional reviews may take place more frequently. The effectiveness of the resources and strategies used to achieve the agreed-upon outcomes will be carefully monitored, and adjustments will be made where necessary to ensure continuous progress.



12. Continuous Support and Record Keeping

Identification, assessment, planning, intervention, and review are collaborative processes involving all staff members. Class teachers, supported by the SENCO, take responsibility for these steps. Continuous assessment methods, including standardised tests and Key Stage attainment data, are used to monitor progress. Where additional support is required, referrals to external agencies may be made to provide further guidance and specialized intervention.

For pupils with an **Education, Health, and Care Plan (EHCP)**, progress is reviewed annually to ensure that the provision remains appropriate and that resources are effectively deployed.

13. Removal from the SEN Register

If a pupil achieves the outcomes set in their support plan and demonstrates sustained progress, they may no longer require additional SEN support. At this point, the pupil's name will be removed from the SEN register. Parents and carers will be formally notified of this decision, and the pupil's progress will continue to be monitored through regular termly tracking alongside their peers.

14. Early Identification of SEND

We recognize the importance of early identification and are dedicated to putting robust measures in place to highlight pupils who may be falling behind or encountering difficulties in any aspect of their learning or social development. The earlier we can identify needs, the better the outcomes for the child.

If parents have concerns about their child's progress or well-being, they are encouraged to first speak with their child's class teacher. Alternatively, they may arrange a meeting with the SENCO or a member of the Senior Leadership Team (SLT).

In some cases, children may join Canary Wharf College with identified SEND. In such instances, the SENCO will liaise with the previous school, nursery, or special unit to ensure a smooth transition and continuity of support. For pupils identified as having SEND after starting at the school, teachers will reach out to parents to share their concerns and invite them to collaborate in the assessment and planning process.



15. Monitoring and Referral to SEND

When a child is identified as falling behind national expectations or facing other challenges, we engage in a period of **monitoring and review**, which includes analyzing the child's progress in comparison to national benchmarks. During this time, we will consult with class teachers, the SENCO, relevant external professionals, and the child's parents to determine whether additional SEND support is necessary. If so, the child will be placed on the SEN register, and a targeted intervention plan will be developed.

Many children remain on the SEN register for only a short period, receiving focused, time-limited interventions. Once they have progressed sufficiently to work at age-related expectations, they may no longer require additional support.

16. Promoting Independence and Progression

Our goal is to equip every child with the tools and skills needed to become independent learners. From an early stage, we encourage pupils to take ownership of their learning and aim for a positive progression to adulthood. We work closely with children, their families, and external professionals to ensure that each child is fully prepared for their next steps, both academically and socially.

17. Determining Special Educational Needs (SEND)

When considering whether a pupil may have SEND, Canary Wharf College utakes a holistic approach, recognising that a range of factors may impact a child's achievement. In addition to assessing learning difficulties, we also consider:

- **Attendance**
- **English as an additional language (EAL)**
- **Family circumstances**
- **Economic disadvantage**
- **Experiences related to Covid-19 closures**

We acknowledge that these factors are particularly significant when a child displays challenging behavior or becomes isolated and withdrawn. These behaviours may sometimes mask unmet needs unrelated to SEND. Therefore, further assessments are conducted to explore any underlying causes for these behaviors. This ensures that appropriate support is provided, whether the issue is related to SEND or other external factors.



18. Working with Outside Professionals

At Canary Wharf College, we recognize the value of collaboration with outside professionals and voluntary services. We actively promote links with specialist educational bodies and healthcare professionals who can offer guidance, support, and enhanced learning opportunities for all pupils, including those with SEND.

We work with a variety of services, including:

- **Educational Psychologists**
- **Speech and Language Therapists**
- **Children's Mental Health Services** (such as CAMHS, THEWS, Docklands Outreach, Barnardo's)
- **Family Support Workers**
- **Occupational Therapists**
- **Health Professionals** (including Paediatricians)
- **Early Years Inclusion Officers**
- **Behavior Specialist Teams**
- **Phoenix Outreach**
- **Tower Hamlets SEN Department**

These partnerships are invaluable in addressing the diverse needs of our pupils and ensuring a comprehensive approach to learning and development.

19. Education, Health, and Care Plans (EHCP)

For children with **lifelong or significant difficulties**, a **Statutory Assessment Process** may be initiated, potentially leading to an **Education, Health, and Care Plan (EHCP)**. An EHCP is designed for children whose complex needs require a coordinated, multi-agency approach to their education, health, and care.

While the school typically requests an EHCP, parents can also initiate this process. An EHCP is considered when the school, in consultation with external professionals, determines that the child's needs are not being met by existing provisions and that additional support or resources are required.

19.1. The EHCP Application Process

The application for an EHCP involves gathering detailed information from a variety of sources, including:

- **Parents and carers**
- **Class teachers**
- **The SENCO**
- **Social care professionals**
- **Health professionals**



This information includes details about the child's current provision, progress, targets, and the outcomes of interventions that have already been implemented. A **multi-agency panel** made up of professionals from education, health, and social care will review the evidence and decide whether the child qualifies for an EHCP.

If the application is successful, an EHCP will be developed to outline the child's needs, the support required, and the necessary resources. If the application is not successful, the school will continue to provide support within its available resources, and alternative avenues of support will be explored.

Further details on EHCPs can be found through the Tower Hamlets Local Offer:

<https://www.localoffertowerhamlets.co.uk/pages/local-offer/send/send>.

19.2. Parental Involvement in the EHCP Process

If you are considering applying for an EHCP, we encourage you to contact the school's SENCO. The SENCO will explain the process, guide you through the application, and direct you to relevant agencies that can assist with the parental contribution.

Parents wishing to apply directly for an EHCP can contact their local authority's SEND department for the necessary paperwork. More detailed guidance on making an EHCP request is available on the **IPSEA website**:

<https://www.ipsea.org.uk/making-a-request-for-an-ehc-needs-assessment>.

In some cases, the assessment process may conclude that a child's needs can be met through the school's existing provisions without requiring an EHCP. Alternatively, the process may identify that a **specialist setting** would better support the child's specific needs.

For additional support and advice, parents may wish to consult their borough's **SEND Information and Advice Support Service** (SENDIASS) or independent organizations such as **Core Assets**.

20. Transition Arrangements

Supporting pupils with SEND during transitions is a key priority at Canary Wharf College, whether they are moving into the school, advancing to a different year group, or transitioning to another school or specialist setting. For children with significant additional needs, we create an individualized transition plan tailored to ensure a smooth and supportive experience.

If a child with SEND is joining or leaving Canary Wharf College, a **transition plan** will be developed in consultation with parents, carers, and staff from the new or previous school.



The child may also participate in this meeting. The plan may include:

- **Additional visits** to the new school or setting
- **Visual aids**, such as images of the new school and classroom environment
- **Visits by staff** from the new school to meet the child in their current setting

For pupils transitioning to secondary school or post-16 education, the SENCO will liaise with the receiving institution during the summer term to discuss the child's needs. All relevant SEND documentation will be transferred to ensure continuity of support. Similarly, when a pupil moves to a new year group within the school, a transition meeting will be held between the current teacher, the next year's teacher, and where necessary, parents and carers. Some children may require more gradual transitions, including multiple visits to their new classroom and meeting their new teacher, to ensure they are fully prepared.

21. Monitoring and Evaluating SEND Provision

At Canary Wharf College, we are committed to the **continuous review and improvement** of our SEND provision. To evaluate the effectiveness of support for pupils with SEND, we use a range of evidence and indicators, including:

- **Pupil achievement data** comparing progress of SEND pupils with national benchmarks
- **Case studies** focusing on individual and group progress
- **Monitoring of interventions** and their impact
- **Feedback from pupils and parents**

The outcomes of this evaluation process are regularly shared with the **Trustees** to ensure transparency and accountability in improving SEND provision.

22. Funding and Resources

Each year, Canary Wharf College receives **additional funding** from the Local Authority to support pupils with SEND. The allocation of this funding is based on various indicators, including prior attainment and levels of deprivation.

Decisions on how this funding is used are made by the **school leadership team**, in consultation with the SENCO and the Governing Body. This funding supports the provision of resources, interventions, and staffing needed to address the range of needs across the school. Since the funding is finite and not adjusted throughout the year, it is managed carefully to ensure the most effective use of resources.



23. Training

The staff at Canary Wharf College are dedicated to ensuring they have the knowledge and skills to provide quality teaching for pupils with SEND. **Ongoing training** and development opportunities are in place to ensure teachers and support staff are equipped to differentiate instruction and meet the needs of a diverse range of learners.

- A team of staff with **specialist skills** delivers targeted interventions for pupils with more complex needs.
- **Induction training** ensures that new staff and newly qualified teachers are familiar with the school's SEND approach.
- The SENCO participates in **Tower Hamlets SENCO forum sessions** and is actively involved in both the local and Federation cluster networks, ensuring that the school remains aligned with current SEND policies and initiatives.

This commitment to staff development ensures that our teaching strategies remain relevant and effective in supporting all learners.

24. Dealing With Complaints

We encourage parents to share concerns about their child's education at the earliest possible opportunity. In the first instance, concerns should be raised with the **class teacher**. If further discussions are necessary, the SENCO or Principal may become involved in resolving the issue.

If these attempts to resolve the concern are unsuccessful, parents are encouraged to seek advice from the **Local Authority's SEND Information, Advice, and Support Service (SENDIAS)**, which offers independent and impartial guidance. Additional discussions with other professionals, such as educational psychologists or specialist support services, may also help resolve concerns.

For complaints related to decisions about **EHCP assessments** or provision, parents will be directed to the appropriate borough's SEND team. Parents will also receive information about **mediation services** available to help resolve any disputes.