Phoenix Arch School

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SEND Policy

2026–2027

Policy owner	Headteacher / SENCO
Headteacher	Falu Mehta
SENCO	Luana Oancea
Approved by	Governing Body
Review	Annual review, or earlier following significant statutory or school changes

1. Purpose and scope

Phoenix Arch School is a maintained specialist primary school for pupils aged 4–11. All pupils have an Education, Health and Care Plan (EHCP), with autism as their primary identified need, alongside a wide range of communication, learning, sensory, physical, social, emotional and health needs.

This policy sets out the school's strategic approach to special educational needs and disabilities (SEND), including leadership responsibilities, provision, assessment, partnership with families, review and evaluation. It should be read alongside the annual SEND Information Report, which explains our current SEND offer to families in accessible and practical terms.

2. Legal and statutory framework

This policy has regard to the current statutory framework and guidance, including:

- Children and Families Act 2014, including Part 3 relating to children and young people with SEND.
- Special Educational Needs and Disability Regulations 2014.
- SEND Code of Practice: 0 to 25 years.
- Equality Act 2010, including the duty to make reasonable adjustments for disabled pupils and the Public Sector Equality Duty.
- Education Act 1996 and the school's duties in relation to pupils with SEND.
- Statutory guidance on supporting pupils at school with medical conditions.
- Keeping Children Safe in Education 2026, where SEND, safeguarding and vulnerability intersect.
- Current DfE guidance for governing boards on SEN and disability duties.

The Governing Body will ensure that the school's SEND Information Report, equality information and objectives, and Accessibility Plan are maintained and reviewed in accordance with statutory requirements. The SEND Policy itself is reviewed regularly so that it reflects the needs of the school community.

3. Our vision and principles

Our starting point is the individual child. We are ambitious for every pupil while recognising that progress, communication and participation may look different for different children. We seek to remove barriers to learning and wellbeing so pupils can belong, communicate, participate, develop independence and experience success.

- Every pupil is entitled to the provision specified in their EHCP.
- High expectations are maintained alongside timely and appropriate reasonable adjustments.
- Communication is fundamental to learning, wellbeing, behaviour and pupil voice.
- Provision is personalised and reviewed for impact; support is adapted when a pupil's needs or circumstances change.
- Parents and carers are partners in planning, target setting and review.
- Pupil voice is sought in a way that is meaningful and accessible to each child.
- Personal development, creativity, community participation and independence are integral to our SEND provision.

4. Leadership, governance and responsibilities

Governing Body

- Sets the values, culture and strategic direction for SEND and holds leaders to account for the quality and impact of provision.
- Ensures that statutory duties under the Children and Families Act 2014 and Equality Act 2010 are fulfilled.
- Ensures resources, staffing and professional development support the school's specialist provision.
- Receives regular information about pupil outcomes, provision, accessibility, attendance, safeguarding and priorities for improvement.
- Ensures the SEND Policy is reviewed regularly with regard to the views of pupils and parents/carers.

Headteacher

The Headteacher, Falu Mehta, has overall responsibility for the day-to-day leadership of the school, including SEND provision, and ensures that the Governing Body is kept informed about the quality, capacity and development of the school's specialist offer.

SENCO

The SENCO Luana Oancea, coordinates SEND provision across the school and works with the Headteacher, Deputy Headteacher, class teams, therapists, families, the Local Authority and external professionals.

- Coordinates and quality assures Annual Reviews and EHCP-linked provision.
- Supports teachers to translate EHCP outcomes into meaningful targets, teaching approaches and provision.
- Monitors the quality and impact of provision and identifies where support needs to change.
- Liaises with parents/carers and relevant education, health and social care professionals.
- Contributes to staff development and whole-school improvement in SEND practice.

Teachers and wider staff

All teachers are responsible for the progress and development of the pupils they teach. Class teams implement EHCP provision, use agreed communication and regulation approaches consistently, assess progress, contribute to reviews and work with therapists and families. Specialist advice does not replace the teacher's responsibility for high-quality, appropriately adapted teaching.

5. Understanding each pupil's needs

Every pupil joins Phoenix Arch with an EHCP. The EHCP is the statutory foundation for provision, but our understanding of the pupil is continually developed through family knowledge, pupil voice, observation, assessment, therapy advice, safeguarding information and evidence of engagement and progress.

- Review of the EHCP, previous reports and relevant education, health and care information.
- Baseline and ongoing assessment appropriate to the pupil's curriculum pathway and developmental profile.
- Assessment of communication, sensory regulation, functional independence and learning needs.
- Observation of engagement, relationships, behaviour as communication and access to the environment.
- Regular review of whether provision is enabling the pupil to make progress towards EHCP outcomes.

6. Curriculum, teaching and reasonable adjustments

Phoenix Arch provides a broad and ambitious curriculum through three needs-led pathways: Orchard, Hedgerows and Woodlands. Movement between pathways is based on the pupil's current learning profile and needs rather than a fixed label. Teaching is adapted so pupils can access learning meaningfully and make progress from their individual starting points.

Pathway	Broad approach	Examples of provision
Orchard	National Curriculum pathway	Subject-based learning with appropriate adaptation, communication support and individual EHCP provision.
Hedgerows	Adapted National Curriculum pathway	Highly adapted subject learning, functional application, structured communication and personalised support.
Woodlands	Engagement-focused pathway	Personalised learning through engagement, communication, sensory experience, interaction and small-step developmental progress.

Reasonable adjustments and adaptations may include:

- Visual timetables, symbols, Widgit resources, Makaton, gesture, objects and other accessible communication.
- AAC, including the Proloquo communication app where identified as appropriate for an individual pupil.
- Individual work systems, structured routines, adapted task presentation and additional processing time.

- Sensory regulation opportunities, environmental adaptations, specialist equipment and access to quieter spaces.
- Adapted assessment, recording methods and alternatives to written responses.
- Individualised support for transitions, community access, personal care and participation in enrichment.

7. Communication and interaction

Phoenix Arch uses a Total Communication approach. Speech is supported by the communication method that is most meaningful for the individual pupil, including Makaton, symbols, photographs, visual supports, AAC, gesture and technology. Proloquo may be used as an AAC communication app to help identified pupils express choices, needs, ideas and feelings and participate more independently.

Speech and Language Therapy (SALT) is integrated into classroom practice. Provision may include direct therapy, small-group work, whole-class approaches, language circles, Attention Autism, AAC support and programmes delivered by trained staff under therapist guidance.

8. Sensory, physical and occupational therapy provision

Occupational Therapy (OT) supports pupils' sensory regulation, motor development, functional independence and access to learning. Advice is embedded within daily practice and may include sensory circuits, fine and gross motor programmes, handwriting support, environmental adaptations, specialist equipment and individual programmes.

Outdoor learning, physical education, movement and appropriate enrichment are used to support regulation, physical development, confidence and independence. The school considers individual medical and physical needs alongside SEND provision and makes reasonable adjustments to support safe participation.

9. Social, emotional development and behaviour as communication

We understand that behaviour may communicate a need, emotion, sensory experience, difficulty with communication or barrier to learning and wellbeing. Staff seek to understand the underlying cause and respond consistently, while maintaining clear boundaries and safeguarding expectations.

- Zones of Regulation and other developmentally appropriate regulation approaches.
- ELSA and targeted social/emotional support for identified pupils.
- Thrive-informed approaches and Thrive Online to support understanding of social and emotional development.
- PACE-informed relational practice where appropriate.
- Individual regulation plans and reasonable adjustments.
- Multi-agency involvement where a pupil's needs require additional assessment or support.

10. Personal development, enrichment and cultural entitlement

Personal development is an integral part of our SEND offer. Carefully planned experiences enable pupils to generalise communication, develop independence, manage sensory demands, build confidence, form relationships and participate in their community.

Phoenix Arch provides access to educational visits, museums, local community experiences, residential opportunities, outdoor learning, music, art, dance and sport. Music is a particular strength: choir is open to all pupils, with participation adapted so every child can contribute meaningfully. End-of-term shows and performances provide opportunities for communication, creativity and belonging while strengthening parental engagement.

Sports Day is planned so all pupils can participate through suitable adaptations and support. Our Artsmark journey, visiting artists and dance provision further develop creativity, movement, confidence and cultural participation.

11. Assessment, target setting and review

Assessment is used to understand progress and inform next steps, not simply to generate data. Teachers and leaders consider progress from individual starting points, EHCP outcomes, curriculum learning, communication, engagement, independence and personal development.

- EHCP outcomes are translated into meaningful, measurable small-step targets.
- Target Setting Days provide structured opportunities for families and class teams to review priorities and agree next steps.
- Progress and provision are reviewed throughout the year; support can be changed without waiting for the Annual Review.
- Annual Reviews consider progress, current needs, outcomes and whether the EHCP remains accurate and sufficiently specific.
- Where needs or circumstances change significantly, the school may seek an early review of the EHCP with the Local Authority.

12. Working with parents and carers

Parents and carers know their children best and are central to effective SEND provision. Phoenix Arch aims for open, respectful and solution-focused partnership with families.

- Regular communication between home and school, adapted where necessary to family need.
- Termly Target Setting Days and at least annual EHCP review.
- Opportunities to discuss emerging concerns or changing needs at any point in the year.
- Practical strategies that can be shared between home and school where this supports consistency.
- Increased parental engagement through performances, end-of-term shows, Sports Day, celebrations and other school events.
- Consent for referrals to outside agencies where required, except where safeguarding duties require information sharing or action without consent.

13. Pupil voice

Pupil voice is a right and is not dependent on spoken language. We seek pupils' views in ways that are accessible to them, which may include speech, AAC, Proloquo, Makaton, symbols, photographs, choices, supported discussion, observation, pupil passports, work samples and evidence of preference or engagement. Pupils contribute to targets and Annual Reviews at a level that is meaningful for them.

14. External agencies and multidisciplinary working

Phoenix Arch works collaboratively with relevant education, health and social care professionals. Depending on individual need this may include SALT, OT, Educational Psychology, school nursing, sensory services, CAMHS, social care and other specialist services. The school seeks to ensure that professional recommendations are translated into practical classroom provision and reviewed for impact.

15. Staff expertise and professional development

Specialist provision depends on skilled and reflective staff. Professional development is informed by pupil need, school priorities and evaluation of practice. Current areas include the NEN framework and inclusive-practice development, Makaton and Total Communication, Attention Autism, Zones of Regulation, PACE, Thrive, safeguarding and pupil-specific training.

The NEN framework supports staff and leaders to reflect on inclusive practice, identify barriers and strengthen consistent responses to pupils' learning, communication, sensory and regulation needs.

16. Attendance, safeguarding and access to education

Pupils with SEND can experience additional barriers to attendance. Phoenix Arch considers attendance alongside the pupil's EHCP, health, communication, sensory regulation, transport, safeguarding and family circumstances. Leaders seek to understand the barrier, provide support or reasonable adjustments, review impact and adapt the plan.

Safeguarding remains paramount. The DSL is Falu Mehta; DDSLs are Lennie Sarkis and Luana Oancea. Concerns are managed in accordance with the school's Child Protection and Safeguarding Policy and current statutory guidance.

17. Transition and preparation for the next stage

Transitions are planned carefully and individually. This includes entry to Phoenix Arch, movement between classes or pathways, changes in staffing or routine, and transition to secondary provision. The school works with families, receiving settings and relevant professionals to share effective strategies, communication systems, provision and safeguarding information. Visits and transition materials are adapted to the needs of the pupil.

18. Evaluating the effectiveness of SEND provision

Leaders and governors evaluate whether provision is enabling pupils to learn, communicate, participate, regulate, develop independence and make progress towards EHCP outcomes. Evaluation draws on a range of evidence rather than a single measure.

- Pupil progress from individual starting points and progress towards EHCP outcomes.
- Quality of teaching, adaptations and implementation of agreed provision.
- Impact of SALT, OT and other targeted interventions.
- Pupil engagement, attendance, wellbeing, behaviour and participation.
- Pupil voice and parent/carer feedback.
- Learning walks, work/evidence scrutiny, assessment information and professional advice.
- Transition outcomes and preparation for pupils' next stage.

Where provision is not having the intended impact, leaders will review the underlying barrier and adapt, intensify or seek additional support rather than continuing an ineffective approach.

19. Accessibility, equality and inclusion

Phoenix Arch will not discriminate against disabled pupils and will make reasonable adjustments to avoid substantial disadvantage. The school's Accessibility Plan sets out how access to the curriculum, physical environment and information will be improved over time. Equality duties are considered in decision-making, curriculum access, enrichment, behaviour, attendance and participation.

20. Complaints and further information

Concerns about SEND provision should normally be raised first with the class teacher, SENCO or Headteacher so that they can be understood and addressed promptly. Formal complaints are managed through the school's Complaints Policy. Parents and carers may also seek impartial advice from Brent SENDIASS and information through Brent's SEND Local Offer.

The school's annual SEND Information Report provides a parent-facing description of the current SEND offer and should be read alongside this policy, the Accessibility Plan and other relevant school policies.