

# Special Educational Needs & Disability Policy



Approved by:

[Name]

Date: [Date]

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## 1. Aims

Our SEN policy aims to:

- › Set out how Wentworth school will support and make provision for pupils with special educational needs (SEN)
- › Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
- › Provide key service information and contacts details

Where we refer to parents this includes carers and where we refer to the school this includes the children's centre.

## 2. Vision & Ethos

At Wentworth Nursery School and Children's Centre, we believe it is essential to provide each child with a safe, nurturing, well-balanced and challenging education within an inclusive environment. We are committed to ensuring that all pupils, including those with special educational needs and disabilities (SEN+D) receive their entitlement to an exciting, rich and accessible curriculum.

Our ethos promotes for all pupils to be provided with the best possible outcomes in preparation for life-learning. We believe it is important that all children feel safe enough to be curious, confident learners able to take risks in a challenging environment.

Each child's learning is integral to all that we do and we have appropriate high expectations of what all our children, with support can achieve.

## 3. How we do it

- › Wentworth uses guidance in accordance with national and local guidelines including [DFE Special Educational Needs and Disability Code of Practice 2015](#)
- › Enable children with SEND to have the choice to be educated in a mainstream school through partnership working with parents/carers.
- › Children have an active voice in their educational journey through observations and consultations.
- › Aspirations for all our children reflect high and ambitious targets in relation to each individual child.
- › Services are planned in a co-ordinated manner pulling together key agencies including: health and education.
- › The child's keyworker plans and reviews learning for all children including those with SEND (Special Educational Needs and Disabilities)

- Plan through a graduated fashion, but always recognising what is most important to the child.
- We all respect all children irrespective of their need as outlined in our Equality policy and statement 2022 and therefore recognize the value all children including those with SEND bring to our nursery school.
- Make reasonable adjustments in provision and practice to enable children with special educational needs and disabilities to access the curriculum alongside their peers.
- Enable all children to have the right to learn through play and are entitled to a broad and balanced curriculum in the Early Years Foundation Stage.
- Strive to overcome actual or potential barriers to learning faced by children to ensure every child is able to play and learn in a way that is appropriate for them.
- All children to feel a sense of 'belonging'. All children are valued individuals with unique interests and strengths. All children should be given opportunities to reach their full potential educationally, emotionally and physically.
- Parents have an active and key role in planning and supporting their child's education.
- All staff recognise the importance of teaching all children within our community irrespective of need.
- Utilise early intervention, observations and reviews as key strategies in addressing the needs of young children.
- Monitor and review individual needs of our children, so that we can effectively identify strategies that are flexible in response to the child's changing need and so ensuring the momentum for learning and progress.
- Work in partnership with families and key professionals to provide coherent assessments and plans for learning as outlined in the provision of Educational Health Care Plans.
- Provide a Local Offer, which reflects our strategies and key objectives in meeting the needs of children with special educational needs in partnership with our staff, parents/carers and the Local Authority. Hackney Education [Local Offer](#)

## 4. Legislation and Guidance

Wentworth SEND policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

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

## 5. Definitions

A child has special educational needs (SEN) if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## 6. Roles and responsibilities

### 6.1 The SENCO

The SENCO is **Farzana Chowdhury**

You can contact her at: [admin@wentworth.hackney.sch.uk](mailto:admin@wentworth.hackney.sch.uk) or telephone 0208 985 3491 option 1.

#### The SENCO will:

- Liaise with parent/carers sensitively with parents and families of pupils on the SEND register, keeping them informed of progress and listening to their views of progress.
- Liaise with other professionals
- Chair the half termly **Individual Need's** Meeting -
- Monitor and review Support plans delivered by Learning Support Assistants and Keyworkers
- Prepare and giving advice at Reviews (Annual and Interim) of Educational Health Care plans
- Write school advice to inform on the Statutory Assessment of Educational Health Care plans
- Maintain the SEND register
- Co-ordinate provision for children with SEND both internally and externally in concert with the Learning Support Co-ordinator (LSC)
- Deliver training in consultation with the specialist teachers for SEND, SALT and LSC.
- Observe children and monitor progress including through weekly Learning Support Assistant meetings, and support plan reviews
- carry out referral procedures to the Local Authority to request an EHCP when it is suspected, on strong evidence arising from previous intervention (additional SEND support from devolved budget), that a pupil may have a special educational need or disability which will require significant support.
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially Hackney Education and its support services
- Liaise with potential next school or providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date
- Work with the Headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Liaise with the school's SEND Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs or Disabilities (nationally, locally and within school).

## 6.2 The Learning Support Coordinator

The named Learning Support Coordinator (LSC) of Wentworth Nursery School is **Donna Davis**.

The LSC will:

- Ensure all children who have support from a Learning Support Assistance (LSA) are making substantive progress and or revising strategies in consultation with the SENCO, SALT and the child's keyworker.
- Coordinate the Learning Support Assistance (LSA) team
- Organise specialist interventions such as Complex group, and attention group.
- Observe and feed back on children under SEND register
- Support keyworkers in delivering strategies
- Facilitate records are kept of children's progress and such information is used to further develop children's learning.

## 6.3 The SEN governor

The named SEN governor of Wentworth Nursery School is **Sally Lindsay German**

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

## 6.4 The Headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability in line with all statutory requirements.

## 6.5 Wentworth Teachers

Teachers are responsible for:

- The progress and development of every pupil in their group/cohort
- Work closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to delivery of teaching
- Work with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Support all staff follow follow this SEN policy

## 6.6 Wentworth Keyworkers

Each keyworker is responsible for:

- The progress and development of their key child
- Working closely with SENCO and specialist staff to deliver planned interventions and assess the impact of support and interventions
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEN policy

## 7. SEN information report

### 7.1 The kinds of SEN that are provided for

Wentworth currently provides additional and/or different provision for a range of needs, including:

- **Communication and interaction**, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- **Cognition and learning**, for example, dyslexia, dyspraxia
- **Social, emotional and mental health difficulties**, for example, attention deficit hyperactivity disorder (ADHD)
- **Sensory and/or physical needs**, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

### 7.2 Identifying pupils with SEN and assessing their needs

Wentworth will assess each child's current skills and levels of attainment on entry, which will build on previous settings where appropriate. The SEND Team, including the child's keyworker will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Is not matching or improving the previous rate of progress
- Is not closing the attainment gap between the child and their peers

This may include progress in areas other than attainment, for example, social needs.

**Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.**

**If a parent has concerns that their child may have SEND needs, please speak to either your Keyworker or SENCO.**

Wentworth Nursery School will then do the following:

- The first tier of our support will be through our differentiated provision involving keyworkers, and the whole school staff.
- The second tier involves more focused intervention involving the formulating of a specific plan of priorities and strategies to support the child in partnership with parents/carers. This is likely to include an **educational support plan**: (strategies and targets).
- The third tier involves the Educational Psychologist and outside agencies in making provision to meet the child's needs in partnership with the family.

Should the child have persistent difficulties such that their needs cannot be met through the above levels of support, then the child will be referred to the Local Education Authority (LEA) for a statutory assessment; with the aim of achieving an Education Health Care Plan (EHCP). Hackney Education Local Offer which describes the EHCP process can be found here:

[Hackney Education EHCP](#)

In some cases, the involvement of external professionals may be necessary. This could include:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists
- Consultant Paediatricians (Hackney Ark)
- Specialist Teachers (Inclusion Team, Hackney Learning Trust)
- Clinical Psychologists (First Steps Homerton)
- Behaviour Outreach Team (Hackney Education)
- Children and Adults' Mental Health Services (CAMHS)

### **7.3 Children Known to Have SEND Before Admission**

We may be given information about a child who has SEND (special educational needs and disability) by parents or outside agencies prior to admission. If a child is known to have SEND we will link with their family/setting to ensure a smooth transition.

The voice of the parent/carer will be **paramount**. We will use the information to plan for a smooth transition, to maintain and further ensure rapid progress for the child.

The SENCO will do the following:

- Arrange for SENCO and keyworker to visit the child in the setting/at home
- Collate any significant information from parent/carer/setting
- Use key information provided by the parent in conjunction with other agencies, (where applicable) to plan for a smooth transition
- Arrange a pre-admission meeting with parents/carers and all professionals involved so that arrangements can be in place when the child starts nursery.

### **7.4 Identifying SEND After Admission**

For some children it is only apparent after they have started nursery that they may have some form of SEND. The school will be continuously assessing children through observations and interactions with the child. Should a child be determined to have a SEND, the school will ensure the following:

- Have undertaken observations of the child within a four-week period
- Discussed observations with the parent/carer to establish whether there are any similarities at home.
- Modify strategies to in partnership with parents/carer to further support the child.

Should the child continue to display SEND and the initial strategies have not been effective a more formal process of intervention will be implemented and reviewed again ensuring the parents/carers are active participants.

## **7.5 Referrals**

We understand that parents are the child's first educators and are experts about their child's interests and needs. Through the key worker system, we have informal daily contact with parents. As soon as we have any concerns about any aspect of a child's development, we will discuss this with parents to decide how the child can best be supported at school and at home. The school will seek permission from the parent/carer to complete the relevant form such as the Speech and Language Assessment Referral. If an Educational Psychologist or any other agency needs to be involved, parents need to give their permission for referrals to be made. The SENCO will then arrange a meeting called Support Plan Meeting

## **7.6 SUPPORT PLAN MEETINGS - Consulting and involving pupils and parents**

Support Plan Meetings involve setting /and reviewing specific priorities with parents/carers and relevant professionals such as the child's keyworker and speech and language therapist (SALT).

When conducting **Support Plan Meetings** with parents/carers, the conversation will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

**Wentworth actively encourages and promotes the following for parents:**

- Parents will actively contribute to children's learning priorities and contribute to such priorities at home.
- Parents will be involved at review meetings and consulted through all stages.
- Work together with the SEND team to help plan the next stages for their child.

## **7.7 Educational Health Care Plan (EHCP)**

Some children with SEND would benefit from an EHC plan. An EHC plan can be triggered by the parent or the parent can request that the nursery starts the process. If a request is made, the SENCO will:

- The keyworker, LSC and SaLT assessment and experience of the pupil
- Co-ordinate provision for the child based on specification written in the plan.
- Hold an initial planning meeting.
- Formulate a Support Plan, and set review dates, monitor Support Plans regularly.
- Support practitioners in delivering set learning priorities.
- Liaise with external support agencies as appropriate.
- Co-ordinate annual reviews by inviting the parents and all the professionals involved in child's education

## **7.8 Assessing and reviewing pupils' progress towards outcomes**



We will follow the graduated approach and the four-part cycle of **assess, plan, do, review** model as stated in the SEND Code of Practice (2014).

The SEND team including LSC and keyworker will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The keyworker, LSC and SaLT assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other practitioners' assessments, where relevant
- The individual's child's development in comparison to their peers
- The views and experience of parents
- The pupil's own views where appropriate
- Advice from external support services, if relevant

The assessment will be reviewed once a term.

All staff including support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

## 7.9 Supporting pupils moving between phases

When a child with SEND will be transferring to primary school, the SENCO and/or class teacher from the next setting will be invited to come to the last review and planning meeting in order to organise the transition programme; the parent/carer will be involved as will any relevant professionals. The child's next teacher will be invited to come and visit them at Wentworth Nursery School. The SENCO ensures that copies of all records are sent to the school before the end of the child's last term.

The records will include:

- Support plans
- minutes from meetings
- reports from professionals
- EHC plans
- Annual Reviews (where appropriate)
- and any practical information about the child themselves and
- how we have managed meeting their needs at Wentworth Nursery School.

They are put together in a very visual form so that they can be easily accessed. The information needs to be kept up to date and in a form that can be shared with the child and their parents.

## 7.10 Our approach to teaching pupils with SEN+D

Teachers and Keyworkers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

See below how we support children according to their needs:

## **Physical Needs:**

- Working with Occupational Therapy Service in implementing a personalised programmes in school.
- Information about the child or young person's difficulties is shared with relevant staff, in partnership with parents.
- Adapted/modified equipment and teaching materials e.g. using paediatric seating or using spring-loaded scissors.
- Provide a range of communication methods (digital camera, voice recorder, Makaton symbol visuals).
- Use of visual supports
- Learning Support Assistance to support access for specific tasks/settings

## **Speech, Language and Communication Needs:**

- Support/advice from SaLT who may suggest the following:
  - **Makaton** / Communication boards - uses signs and symbols to help people communicate alongside spoken word.
  - **PECS (picture exchange communication system)** a communication system which allows children to communicate a request, a thought, or anything that can reasonably be displayed or symbolised on a picture card.
  - **Lego Therapy** – using key roles to promote verbal and social interaction and attention group: to enhance children's attention through highly motivating experiences within a small group.
  - **Colourful Semantics** - a method of teaching children how to understand and build sentences by breaking the sentence down into sections and colour coding them.
  - Multi-sensory approaches to teach new vocabulary and pre-teaching of new vocabulary.
  - **Attention Bucket** - this involves a bucket full of motivating and exciting toys and gadgets which will be of high interest to the children
  - **Box Clever** - It aims to increase the way children access newly learned vocabulary in general
- LSAs or appropriately skilled practitioners used to support experiences in targeted in the wider environment.
- Access targeted small group work with class teacher or LSA
- Access to intervention group work with class teacher or LSA
- Access to speech language and communication support materials
- School staff access awareness, enhanced and specialist training including Local Authority training regarding meeting the needs of pupils
- Access to a quiet, distraction-free environment in which to deliver intervention groups
- Practitioners to liaise with SALT as appropriate
- Access to specific SALT sessions
- Allocated time for professional meetings

## **Hearing, Visual or Multi-Sensory Impairment:**

- SENCo to liaise / enlist support and implement individualised programmes from specialist teachers or relevant professionals.
- Sharing of advice on successful strategies and set targets e.g. use of visual supports, developing organisational skills.
- LSAs to support for pupils to access specific tasks/settings
- Manage group dynamics enabling the pupil to have access to other pupils verbal/visual contributions

- Provide a wide range of reading materials around a subject to facilitate inclusion
- Provide opportunities for reading aloud
- Use of Braille
- ICT used to support with adapting/ accessing specific content or materials

### **Social, Emotional and Mental Health Difficulties:**

Wentworth consults with a wide range of agencies and partnerships to ensure the pastoral, medical and social needs of SEND children are met. The keyworker has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the keyworker will liaise with the SENCO for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team.

- Access to recommended interventions from professionals.
- Social stories - Social Stories are a type of prompt or script used to help individuals understand certain 'unwritten rules' or social conventions they may encounter and therefore plan the appropriate response or behaviour for the situation.
- personalised curriculum
- Staff have accessed Attachment Training delivered by Kate Cairns Associates
- Staff have accessed training in relation to Emotional Regulation and these are used consistently across school in conjunction with the [Behaviour Policy](#).
- Zones of Regulation - **an approach used to support the development of self-regulation in children**
- Access to Calm Time – a calm sensory environment to provide respite from constant sensory overload within the school day.

### **Medical Needs:**

The school has a policy regarding the administration and managing of medicines. Click on [Medical Policy](#) to access.

- Parents need to liaise with keyworker and Headteacher if medication is recommended by Health Professionals to be taken during the school day and appropriate forms must be completed by parents/carers and staff all following the medical policy. Parents may be called to administer medicine if needed.
- On a day-to-day basis, Headteacher or Deputy Headteacher generally oversee the administration of any medicines and ensure that they are recorded appropriately, following the medical policy.
- The SENCo has the following key areas of responsibility:
- Ensures that a sufficient number of staff are trained in the delivery of this policy including the implementation of individual health care plans ☑ Liaises with relevant professionals, staff and parents to ensure the safe and effective administering of all medications. ☑ To review medical needs and allergies on a termly basis in concert with the school office and all keyworkers.
- Staff have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations.
- Advice/liaison with the school nursing service to support school and parents.

## 7.11 Adaptations to The Curriculum and Learning Environment

The school is committed to removing barriers for access and positively promote the involvement and successful participation of pupils with disabilities.

Both building sites are based in a single level, accessible building, with disabled toilets and changing facilities.

Wentworth Nursery school and Children's Centre does the following:

- Use flexible groupings – including small group experiences or 1:1 practitioner support
- **Modify language** presented to children by using visual prompts so instructions can be easily understood.
- **visual timetables** daily routines can be understood.
- **Modify the curriculum/provision** to meet individual needs, for example using additional resources to support joining in with group activities or quiet spaces to support listening and attention.
- Ensure that teaching staff are aware of and sensitive to the needs of all pupils, through sharing good practice in staff meeting times such as **Individual Needs Meeting** - regular recall and review meetings
- Offer additional resources/facilities to develop children's interests and aptitudes and gain maximum access to the curriculum at an appropriate level.
- To make suitable provision for children with SEND to fully develop their abilities, interests and abilities and gain maximum access to the curriculum. Children with high needs can be provided with their own box of resources for example a sensory box to support sensory or emotional needs.
- Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
- Give every child the entitlement to a sense of achievement.

## 7.12 How Our Support is Differentiated

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the experience, using a multi-sensory approach etc.
- Adapting our resources and staffing
- Using Makaton visuals, visual timetables, larger font, object of reference, Makaton sign language etc.
- Differentiating our teaching, for example, giving longer processing times, adjusting and re-arranging activities for children to physically access experience, reading instructions aloud, etc.

## 7.13 Additional support for learning

We use our budget to employ a Speech and Language therapist to support the effective enhancement of children's communication and language development. Our Speech and Language Therapist is allocated 1 ½ days a week at Wentworth. Some of the work will include delivering Speech Therapy blocks which may take place at the child's home or school.

Wentworth also have three Learning Support Assistance who are trained to deliver interventions such as PECS, Lego Therapy, Attention Bucket.

## 7.14 Expertise and training of staff

Our SENCO has **two years** of experience in this role. They are allocated **one day a week** to manage SEN provision.

**One** Learning Support Coordinator, trained at level 3 NVQ.

**Three** Learning Support Assistance who have the relevant intervention to deliver intervention groups.

Wentworth endeavours to promote excellent inclusive practices and provides appropriate professional development for all staff. Staff receive specialist training appropriate to the needs of the children with whom they work. Professional development may be delivered by the SENCo and LSC or by outside agencies such as SaLT.

All staff have access to a range of courses offered by Hackney Education which is discussed and implemented in the individual's cyclical Performance Management. Staff are encouraged to attend courses on a regular basis.

In the last academic year, staff have been trained in Emotional Regulation, and Behaviour Management

## 7.15 Securing equipment and facilities

If additional equipment is required, the school will be liaising with professional to ensure the environment is most suitable to the child.

This may include the use of a:

- wheelchair chair
- walker
- pediatric seating
- harness

## 7.16 Evaluating the effectiveness of SEN provision

This policy will be reviewed as part of our rolling programme of policy review, or as and when LEA or national directives necessitate it.

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their learning priorities each term
- Reviewing the impact of interventions after 6-7 weeks through Multi Agency Professional Meeting
- Monitoring by the SENCO on effectiveness of the support given to the children on the SEND register by reviewing all Support plans, EHCP, and annual reviews.
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- The SENCo and SEND governor meet to discuss the provision for children with SEND.
- The SENCo writes a report for the headteacher's report which is then shared with the governing body so that they are kept well informed of how well the school is supporting those children with SEND.

## 7.17 Working with other agencies

We work with the following agencies to provide support for pupils with SEN:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists

- Physiotherapists
- Consultant Paediatricians (Hackney Ark)
- Specialist Teachers (Inclusion Team, Hackney Learning Trust)
- Clinical Psychologists (First Steps Homerton)
- Behaviour Outreach Team (Hackney Education)
- Children and Adults' Mental Health Services (CAMHS)

## 7.18 Complaints about SEN provision

We recognise, because of the possible emotional nature of SEND, any complaints from the parents need to be treated with care and sensitivity.

If the matter cannot be resolved through discussion with the Keyworker or SENCO, then the parents should be referred to the Head teacher.

If this is not satisfactory the parents of children with an Education and Health Care Plan can be referred to the appropriate person in the SEND Section at the Hackney Education. You can find further information on the procedure on the Local Offer Section under the heading [Complaints about Schools- advice and support](#)

## 7.19 Contact details of support services for parents of pupils with SEN

### Parent Coffee Morning

The school hosts Parent/Carer Coffee Mornings once a term, usually led by the LSC. The purpose of this session is to allow parent and carers to become familiar with the SEND team, build a network with other parents and address any concerns in a relaxed and inviting environment.

**SENDIAGS** (SEND Information, Advice and Guidance) is a Hackney is a statutory arm's length service providing impartial and confidential information, advice and support to parents and carers of children with special educational needs or disabilities (SEND) and children and young people (up to 25 years old) with SEND.

#### Address:

Ann Tayler Children's Centre,  
1-13 Triangle Road,  
off Westgate Street,  
Hackney,  
London,  
E8 3RP

E-mail: [sendiags@hackney.gov.uk](mailto:sendiags@hackney.gov.uk)

Telephone: 020 7275 6036 (Advice Line)

07500 066 513 (Service Coordinator)

Website: [www.hackneysendiags.co.uk](http://www.hackneysendiags.co.uk)

## 7.20 Contact details for raising concerns

Please contact the school's SENCo: Farzana Chowdhury:

[admin@wentworth.hackney.sch.uk](mailto:admin@wentworth.hackney.sch.uk)

## 7.21 The local authority local offer

Our contribution to the local offer is: [insert here]

Our local authority's local offer is published here: [insert here]

## 8. Monitoring arrangements

This policy and information report will be reviewed by SENCO, Headteacher and SEND Governor **every year**. It will also be updated if any changes to the information are made during the year. There is a yearly SEND report provided to the FGB (Full Governing Body).

It will be approved by the governing board.

## 9. Links with other policies and documents

This policy links to the following documents

- › [Accessibility Plan](#)
- › [Behaviour Policy](#)
- › [Equality Policy](#)
- › [Medical Policy](#)