

Inclusion, Equality, SEND and Wellbeing Policy

Version	3.0
Effective	August 2026
Approved by	Governing Body
Review	August 2027 or sooner if required

Daffodil standard

Every Daffodil document is written to be understood, applied, evidenced and reviewed.

- Know the non-negotiable requirements, the responsible lead and the point for escalation.
- Put pupils' welfare, dignity, equality and access at the centre of each decision.
- Act promptly where safety or safeguarding may be at risk; do not wait for certainty.
- Make reasonable adjustments and listen to the pupil's voice in an accessible way.
- Keep factual, dated and secure records; review whether action made the intended difference.

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Policy summary

This operating table converts the policy into minimum actions and evidence. It supports implementation but does not replace the detailed modules.

Decision point	Minimum action	Required evidence	Review point
Emerging need	Gather teacher evidence, pupil and parent voice, assessment and specialist advice; begin support without waiting for diagnosis.	Assess-plan-do-review record	Dated cycle, normally at least termly
Barrier or disadvantage	Identify the policy, environment or communication barrier and implement a reasonable adjustment with a named owner.	Adjustment record and impact evidence	Promptly and after implementation
Wellbeing concern	Assess immediate safety, escalate self-harm/suicide/abuse concerns to the DSL and agree proportionate pastoral or clinical support.	Risk/support plan and referral record	Frequency matched to risk
Provision effectiveness	Test whether support improves access, participation, learning and wellbeing, not merely whether activity was delivered.	Outcome evidence and pupil/parent feedback	Each review cycle

Part 1 Equality, diversity and inclusion

This policy is available to all parents and carers:

- On the school website:
- In printed form upon request from the school office

Introduction

At Daffodil Preparatory School, we value, respect, and promote the individuality of all members of our community, regardless of ethnicity, religion, disability, attainment, or background. We are committed to fostering a fully inclusive environment where every individual is welcomed, supported, and able to thrive.

We are dedicated to ensuring equality of opportunity for pupils, staff, parents, and visitors with disabilities. Our approach is to identify and address individual needs, remove barriers to participation, and ensure that no one is treated less favourably because of disability in any aspect of school life, including procedures, practices, or service delivery.

The school is equally committed to safeguarding against harassment or discrimination of any kind. This includes protection for disabled pupils, staff, and parents, as well as pupils who care for disabled family members.

This policy is guided by the **Equality Act 2010**, the **Disability Discrimination Act (DDA)**, the **Independent School Standards Regulations (ISSRs)**, and the expectations of **Ofsted**, ensuring that our provision is legally compliant and fully aligned with our ethos. In doing so, we actively promote **British Values** of respect, tolerance, and equality, creating a safe and supportive environment for all.

Aims

Our school is committed to embracing every individual and every group with the same equality and respect and respond to the expectations and the needs of everyone in the same way.

As an inclusive school we aim to:

- Promote equality of opportunity between disabled persons and other persons.
- Eliminate discrimination that is unlawful under the Act.
- Promote positive attitudes towards disabled people.
- Eliminate harassment related to disability.
- Assess and monitor the impact of our activities on disabled people.
- Encourage participation by disabled people in public life.
- Make reasonable adjustments to ensure disabled children are not disadvantaged.
- Improve outcomes for disabled people.
- As outlined in the Disability Discrimination Act 2005 (now incorporated into the Single Equality Act 2010.)
- The DDA also requires the governing body to plan to increase access to education for disabled pupils in three ways.
- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the environment of the school.

Improve the delivery of information.

This scheme and the accompanying action plans set out how the governing body will promote equal opportunity for disabled people.

Definition of disability

A disabled person is someone who has a physical or mental impairment that has a substantial or long-term adverse effect on his or her ability to carry out normal day to day activities.

A physical or mental impairment includes sensory impairments, impairment relating to mental functioning including learning disabilities, long term health conditions.

Long Term means an impairment that has lasted at least 12 months or is expected to last at least 12 months.

Normal day to day activities cover the following categories: mobility, manual dexterity, physical coordination, continence, ability to lift, carry or move objects, speech, hearing or eyesight, memory or ability to concentrate, learn or understand perception or the risk of physical danger.

The General Duty

How we will meet the General Duty & Specific Duty

The disability equality scheme provides us with a framework for integrating disability equality into all aspects of school life and demonstrates how we will be seeking to meet the specific duty.

Our Accessibility Plan details the changes required to our buildings and to other aspects of our school, so that we fulfil our legal requirements, and remove barriers to inclusion for all pupils and staff with disabilities.

The main actions to be taken in the next three years to promote disability equality are described in the school's Accessibility Plan. This plan will be subject to revision and amendment at the end of the three-year period.

Reasonable Adjustments

The DDA requires schools to make reasonable adjustments to ensure that disabled pupils and users of the school are not put at a substantial disadvantage and are able to access the same opportunities as non - disabled peers.

Specifically, the school intends that disabled pupils and users will have the same access to the curriculum, to information and access to the school environment and facilities as non – disabled pupils and users. In planning developments to deliver this intention the school considers the needs of current and future pupils and users of the school.

The main strategies to bring about reasonable adjustments in the next three years are described in the Accessibility Plan; however reasonable adjustments will be made on an individual basis according to need, by working collaboratively with disabled persons and/or their parents.

In deciding whether an adjustment is reasonable the following factors need to be taken into consideration:

- The extent to which the adjustment would prevent the disadvantage suffered by the disabled person
- The practicality of the adjustment
- The availability of financial assistance
- The financial burden of making the adjustment
- The current pupil number of the school
- The school will be successful in making reasonable adjustments when disabled persons can, wherever possible, participate fully:
 - In the classroom
 - In the school curriculum
 - At all times and in all parts of the building and when
 - Disabled persons feel part of the life of the school
 - Disabled persons are included by their peers in all parts of school life
 - Parents of disabled pupils feel their child is part of the life of the school

Staff feel confident in working with disabled pupils

The Scheme: The Specific Duty

The Governors' will review progress on an annual basis or as premises change or alter. There will be a more formal evaluation at the end of the 3-year cycle.

General Duty Main Actions	Action
Promote equality of opportunity	Reference school accessibility plan. As an equal opportunity employer, we would ensure that reasonable steps were taken to enable a member of staff with a disability to be able to participate fully in school life. Actively seek views of pupils, staff and users of the school. Utilise Local Authority support services.
Eliminating Discrimination	Ensure staff training includes consideration/implications towards any disability. Ensure health and safety considerations are met and relevant training provided e.g. manual handling. Lesson planning considers full involvement of pupils with disabilities
Eliminating Harassment	Reference anti-bullying policy

General Duty Main Actions		Action		
Promoting positive attitudes		Staff actively encourage understanding by pupils of the impact of disabilities on accessing the curriculum. Sourcing material so there are positive images in school books and other materials		
Encouraging participation in Public Life		Ensure opportunities are taken to provide positive role models of disabled people where possible by inviting such visitors in to the school		
Taking steps in the future to meet disabled peoples' needs, even if this requires more favourable treatment.		For visitors to the school – practical steps taken to ensure visitors' needs are met, e.g. disabled toilet facility, disabled access etc preferential seating when required, assigning a person to support where necessary. Pupils – Ensuring that their needs and wishes were considered when making decisions regarding participation in school life. E.g. inaccessible location of computer suite- enables pupils to use laptops with choice of peers if necessary, being sensitive to pupils' feelings regarding participation in some events such as sports day. Staff – training where necessary Refer to first-aid/medicine policy.		
Development Plan	Targets	Strategies	Outcome	Goal looking to achieve
Curriculum Delivery	Classroom(s) are organised for disabled pupils	Guidance from specialists taken in arrangement for maximum benefit to disabled pupils.	Pre / post pupil admission monitoring indicates disability considered in organising the environment for learning.	Disabled pupils are able to access the learning environment more effectively
Curriculum delivery /Delivery of materials in other formats.	IEP targets used by classroom staff and understanding of additional requirements in practical work	Information concerning disabilities available to all staff and further training on implementation and differentiation of curriculum if required.	Well Informed about disability requirements - enabling delivery of lesson	Disabled pupils are able to access the curriculum more effectively.
School design for disabled pupils.	Whole school is accessible for disabled pupils.	Make necessary adjustments to current school premises to allow access for potential disabled pupils - wider doors / ramps.	Plan for disabled access.	Disabled pupils are able to access all physical areas without difficulty

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Commitment

- Eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity and foster good relations.

- Apply the policy to pupils, parents, staff, applicants, visitors and contractors across admissions, education, discipline, employment and services.
- Respect the school's Islamic ethos while meeting all legal duties and teaching respect for people with protected characteristics.

Practice

- Make reasonable adjustments for disability and avoid policies that cause unjustified indirect discrimination.
- Record and analyse prejudice-related incidents; take corrective action and report anonymised trends to governors.
- Use objective, evidence-based decisions and provide accessible routes to raise concerns.

Equality, SEND and accessibility

The school applies the Equality Act 2010, anticipates reasonable adjustments and avoids blanket decisions. Staff distinguish deliberate misconduct from behaviour or difficulty arising from disability, SEND, communication need, trauma or medical condition. Information and processes are made accessible, and the pupil's voice is sought in a way they can understand.

Records, confidentiality and information sharing

Records are factual, dated, attributable, access-controlled and retained under the Data Retention Policy. Information is shared on a need-to-know basis when lawful and necessary. Safeguarding information is shared promptly to protect a child; data protection law is not used as a reason to withhold necessary safeguarding information.

Part 2 Accessibility planning and reasonable adjustments

Policy at a glance

Purpose and scope

This policy sets out Daffodil Preparatory School's arrangements for accessibility plan. It applies to the proprietor/governing body, leaders, employees, agency staff, contractors, volunteers, pupils and visitors where relevant, including school-organised activity off site and online conduct connected with the school.

The school is an independent primary school in Tower Hamlets with an Islamic ethos. The welfare and best interests of children are central. Faith ethos is implemented consistently with safeguarding, equality, human-rights, employment, health and safety and education law.

Policy commitments

- Act lawfully, promptly, proportionately and in the child's best interests.
- Listen to children and take account of age, development, communication, disability, SEND, EAL, culture and vulnerability.
- Keep clear, factual, secure records of decisions, actions, rationale and review.
- Escalate concerns and seek competent advice rather than allowing uncertainty to cause delay.
- Monitor implementation and learn from incidents, complaints, near misses, pupil voice and external guidance.

Responsibilities

- The proprietor/governing body retains strategic oversight, approves the policy, assures resources and receives evidence of effectiveness.
- The Headteacher implements the policy, assigns competent leads, ensures training and reports material risk or non-compliance.
- The DSL leads safeguarding aspects and is consulted whenever a child may be at risk of harm.
- The SENCO advises on SEND, disability, communication and reasonable adjustments.
- All staff follow procedures, maintain professional curiosity, record accurately and report concerns immediately.
- Pupils and parents are expected to follow school rules and are given accessible ways to ask questions, seek help and raise concerns.

Three-year accessibility duty

- Maintain a rolling three-year plan covering curriculum participation, the physical environment and accessible information.
- Consult disabled pupils and parents and record barriers, actions, owners, resources, measures and completion dates.
- Publish the plan and review progress at least annually and whenever premises or pupil needs change.

Reasonable adjustments

- Anticipate needs rather than waiting for disadvantage to occur.
- Provide auxiliary aids and services where reasonable; document decisions and reasons.
- Ensure emergency evacuation arrangements include individual personal emergency evacuation plans where required.

Action priorities 2026-2029

- Audit website, parent communications and learning resources for accessibility.
- Complete an annual premises access walk with the SENCO and health and safety lead.
- Review curriculum access, assistive technology, sensory needs and staff training each term.

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Training, monitoring and assurance

- Induction and refresher training are proportionate to role and risk.
- The policy lead monitors incidents, timeliness, outcomes, equality impact, recurring themes and overdue actions.

- Material breaches are reported promptly to the Headteacher and governing body/proprietor and, where required, regulators or authorities.
- This policy is reviewed at least annually and sooner after significant incidents, legal change, updated statutory guidance or evidence that arrangements are ineffective.

Related school policies

- Part 3 — SEND support and EHC plans
- Curriculum Policy
- Admissions Policy
- Part 1 — Equality, diversity and inclusion

Legal and guidance framework

- Equality Act 2010
- Children and Families Act 2014
- SEND Code of Practice: 0 to 25 years
- KCSIE 2026
- Independent School Standards guidance (April 2026)
- Independent school inspection toolkit (August 2026)
- Children's Wellbeing and Schools Act 2026

Legal status note: KCSIE 2025 applies through 31 August 2026. This August review is written for implementation from 1 September 2026 and therefore adopts KCSIE 2026, the statutory mobile-phone guidance and the revised Relationships, Sex and Health Education guidance where relevant. Proposed SEND reforms are not treated as enacted duties unless commenced.

Part 3 SEND support and EHC plans

This policy is available to all parents and carers:

- On the school website:
- In printed form upon request from the school office

Introduction

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability (SEND) Code of Practice 0-25 years (DfES 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (updated June 2014).
- SEND Code of Practice 0-25 (January 2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (Dec 2015)
- The National Curriculum in England Key Stage 1 - 4 framework document (Dec 2014)
- Safeguarding policy
- Part 2 — Accessibility planning and reasonable adjustments
- Teachers' Standards (2012)

Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision. The SEND Code of Practice (DfES 2015) says children have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Identifying and assessing SEND for children or young people whose first language is not English requires particular care. Difficulties related solely to limitations in English as an additional language are not SEN.

Definition of special educational provision

For children aged two or more, 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 schools or nursery schools.

Mission Statement

- We at Daffodil Preparatory School believe that each pupil has individual and unique needs.
- However, some pupils require more support than others to achieve the five outcomes of Every Child Matters.
- We acknowledge that a significant proportion of pupils will have special educational needs (SEND) at some time in their school career.
- Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs.
- If these pupils are to achieve their full potential, we must recognise this and plan accordingly.
- The School aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum.
- In particular, we aim to:

enable every pupil to experience success

promote individual confidence and a positive attitude

ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning

give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate

ensure that children with SEND have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them

identify, assess, record and regularly review pupils' progress and needs

involve parents/carers in planning and supporting at all stages of their children's development

work collaboratively with parents, other professionals and support services

ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

Main outcomes:

To ensure that we make every effort to carry out our mission statement successfully, we need to make sure that children who are identified as SEND make effective progress throughout their school life. Effective progress can be measured by:

- Shows an improvement in self-help and social or personal skills
- Narrowing the attainment gap between pupil and peers
- Preventing the attainment gap widening version 5
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Ensures full access to the National Curriculum
- Shows improvements in the pupil's behaviour
- Equals or improves upon the pupil's previous rate of progress

Relationship to other policies

This policy should be read in conjunction with the policies on teaching and learning, the school curriculum, equality and assessment, recording and reporting. The accessibility plan is an integral part of this policy.

Admission Arrangements

We will work closely with all parents to determine the level of support needed for their child and the provisions that we provide. We will endeavour to do our best NOT to refuse any child who has Special Educational Needs and Disability.

- However due to limited specialist staff and resources we may on occasions have to advise parents to seek help elsewhere depending on the needs of their child/children.
- If the child/children are identified as being SEND during their time at Daffodil Preparatory School, the school will do its best to ensure that the necessary provisions and preparations are made prior (where possible) to the start of the child's school year.
- The child will be closely monitored from the start of the new school year to ensure that all the appropriate provisions are in place.

However, in line with the SEND and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

- Roles and responsibilities of Headteacher, other staff, governors Provision for children with special educational needs is a matter for the school as a whole.
- It is each teacher's responsibility to provide for pupils with SEND in their class, and to be aware that these needs may be present in different learning situations.
- All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The governing body, in co-operation with the headteacher, has a legal responsibility for determining the policy and provision for pupils with SEND.

We aim to have in place training for relevant members of staff to be SENCO and SEN Teachers.

The Legislation requires that:

The SENCO must be a teacher working at the school

Any newly appointed SENCO must be a teacher and, where they have not previously been the SENCO at that or any other relevant school for a total period of more than twelve months, they must undergo sufficient training.

The school should satisfy themselves that the chosen course will meet these outcomes and equip the SENCO to fulfil the duties outlined in this Code.

The headteacher has responsibility for:

the management of all aspects of the school's work, including provision for pupils with SEND

keeping the governing body informed about SEND issues

working closely with the SEND co-ordinator and SEND Teachers

ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

The governing body will ensure that:

SEND provision is an integral part of the school improvement / development plan

the necessary provision is made for any pupil with SEND

ensure that a responsible person – the Headteacher or SENCO – is told by the LA when a child has special educational needs and that those needs are made known to all who are likely to teach that child

all staff are aware of the importance of the need to identify and provide for pupils with SEND

Pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils

they report to parents on the implementation of the school's SEND policy version 6

they have regard to the requirements of the SEND Code of Practice (2015) when carrying out their duties towards all pupils with special educational needs.

parents are notified if the school decides to make special educational provision for their child

they are fully informed about SEND issues, so that they can play a major part in school self-review

they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEND

the quality of SEND provision is regularly monitored

they, and the school as a whole, are involved in the development and monitoring of this policy.

The special educational needs co-ordinator (SENCO) is responsible for:

overseeing the day-to-day operation of this policy

ensuring that an agreed, consistent approach is adopted

liaising with and advising other staff

helping staff to identify pupils with SEND

carrying out detailed assessments and observations of pupils with specific learning problems

co-ordinating the provision for pupils with SEND

supporting class teacher in devising strategies, drawing up Individual Education Plans (IEPs), setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEND and on the effective use of materials and personnel in the classroom

hold regular meetings with teachers of children with special educational needs to assess the progression of pupils with SEND

liaising closely with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process

liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents

maintaining the school's SEND register and records

assisting in the monitoring and evaluation of progress of pupils with SEND through the use of school assessment information, e.g. class-based assessments/records, end of year test, external assessments where applicable

contributing to the in-service training of staff

managing learning support staff

taking part in LA SEND moderation.

Ensuring that the range of provision for pupils is tailored to their needs. This range includes:

in class support for small groups with an additional teacher or Teaching Assistant (TA)

Small group withdrawal with support staff/SEND teacher.

individual class support

further differentiation of resources

study buddies

IEP target tutorials

Interventions

Provision of alternative learning materials/ special equipment

Group support

Provision of additional adult time in devising interventions and monitoring their effectiveness

Staff development/training to undertake more effective strategies

Access to support services for advice on strategies, equipment, or staff training

Individual Education Plans (IEPs)

All pupils on our SEN Register will have Individual Education Plans setting out targets and any provision made that is additional to and different from usual classroom provision.

For pupils with an EHCP, provision will meet the recommendations on the plan.

In subjects where all children have curriculum targets these are used to inform the IEP. Curriculum targets are recorded in exercise books, homework diaries, target cards etc.

Strategies for pupils' progress will be recorded in IEPs containing information on:

Short-term and long-term targets

Teaching strategies

Provision made

Date for review

Success and/or exit criteria version 7

The outcomes recorded at review

- The IEPs will record only that which is different from or additional to the normal differentiated curriculum and will concentrate on three or four individual targets that closely match the pupil's needs.
- The Action Plan will be created through discussion with both the pupil and the parent or carer.
- IEPs will be reviewed at regular intervals by the SENCO with the inclusion of views from parent's, carers and pupils.

Class teachers are responsible for:

including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum. Teachers must ensure that they differentiate work to meet individual learning needs and mark work and plan homework effectively. They can draw on the SENCO for advice on assessment and strategies to support inclusion

making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEND (teachers to follow the pack provided by SENCO)

- Once a child has been identified as needing SEND support, the SENCO will provide the class teacher with a Record of Concern Form to be filled in (teachers to follow sample given).
- Once this is completed, the SENCO/SEND Teacher will observe the child, and parents will be informed at a meeting arranged with the class teacher and SENCO.
- With parent's consent, School Action will be put in place and the SEND support teachers will provide appropriate support as required, e.g. one to one, small group sessions, giving feedback to parents of pupils with SEND.

SEND Children (who are able to) are responsible for and will need to:

fill in their IEPs and be encouraged to see the IEP as a positive procedure

may have to accept some responsibility if their IEP targets are not achieved

set their targets and record their achievements

have the benefit of extra teaching support from support staff, when available. It may also be appropriate to involve other pupils, e.g. for paired reading, precision teaching

Learning support staff/SEND Teachers should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies and hold regular meetings with class teachers.

Identification and Assessment of SEND Pupils

It is important that pupils' needs are identified and met as early as possible. There are four areas of need as stated in the SEND Code of Practice, 2015

Communication and Interaction

Mental Cognition

Social Emotional and Mental Health difficulties

Sensory and/or Physical

Whilst these four areas broadly identify the essential needs of a pupil, we also consider the needs of the whole child, which may also impact on a pupil's progress such as:

- Disability
- Health and welfare
- English as an additional language (EAL)
- Being a Looked After Child (LAC)
- Attendance and punctuality
- The SENCO works closely with other staff using whole school tracking data as an early identification indicator.
- We use a number of additional indicators of special educational needs
- In the analysis of data, including entry profiles at KS1 and KS2 baseline levels, SATs, reading ages, annual and termly pupil assessments and reports
- the use of our local authority SEND criteria
- Identifying teacher concerns and following the necessary procedure of identification and assessment
- Identifying parental concerns and having the relevant conversations and gathering evidence
- tracking individual pupil progress over time

Information from previous school's reports and speaking with other SENCOs

Information from other services

The SENCO maintains a list of pupils identified through the procedures listed; this is called the SEND Register. This list is reviewed each term when a detailed analysis of the list takes place. For some pupils a more in-depth individual assessment may be undertaken by the school or other educational or health professionals.

Request for Statutory Assessment

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within SEN Support, the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- Records from past interventions
- Current and past Action Plans
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- National Curriculum levels.
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the pupil
- Social Care/Educational Welfare Service reports
- Any other involvement by professionals

Education, Care and Health Plans (EHCP)

An EHCP will normally be provided where, after a Statutory Assessment, the Local Authority (LA) considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to short-term or long-term objectives set in the EHCP
- Established through parental/pupil consultation
- Set out in an Action Plan

- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

Reviews of an EHCP

EHCPs must be reviewed annually. The LA will inform the head teacher at the beginning of each school term of the pupils requiring reviews. The SENCO will organise these reviews and invite:

- The pupil's parent/s
- The pupil if appropriate
- The relevant teacher/s
- A representative of the SEN Inclusion and Assessment Team
- The Educational Psychologist
- Any other person the SENCO or parent/carer considers appropriate
- The aim of the review will be to:
 - Assess the pupil's progress in relation to the objectives on the EHCP
 - Review the provision made to meet the pupil's need as identified in the EHCP
 - Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
 - If appropriate to set new objectives for the coming year
- At Key Stage Phase Transitions Reviews, receiving schools should be invited to attend in order to plan appropriately for the new school year.
- It also gives parents the opportunity to liaise with teachers from the receiving school.
- Within the time limits set out in the Code, the SENCO will complete the annual review forms and send it, with any supporting documentation to the LA.
- The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP of SEN.

Arrangements for complaints

- Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class/form teacher in the first instance.
- Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCO.
- For a problem that might need time to be explored fully, parents/carers should make an appointment rather than rushing the discussion before or after school.

In the event of a formal complaint, parents are advised to contact the headteacher, or a governor if they prefer, please read in conjunction with our complaints policy. The LA Parent Partnership Service is available to offer advice.

Arrangements for monitoring and evaluation

The success of the school's SEND policy and provision is evaluated through school self-evaluation and reporting activities such as: monitoring of classroom practice by the SENCO and subject co-ordinators termly monitoring of procedures and practice by the headteacher the annual Governor's report, which contains the required information about the implementation and success of the SEND policy the school's annual SEND policy review, which evaluates the success of the policy and sets new targets for development the school improvement plan, which is used for planning and monitoring provision in the school visits from LA personnel and Ofsted inspection arrangements feedback from parents and staff; both formal and informal, following meetings to produce IEPs and targets, revise provision and celebrate success.

Contact Information

London Borough of Barking and Dagenham Local Offer

<https://www.lbdd.gov.uk/local-offer>

SEND Local Authority Details

SEN assessment and commissioning Team

020 8277 3811

Email:

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Identification and graduated approach

- Identify emerging needs early using assessment, teacher evidence, pupil voice, parent information and specialist advice.
- Use assess-plan-do-review cycles with clear outcomes, provision, owner, review date and evidence of impact.
- Do not delay support while awaiting diagnosis or EHC assessment.

EHC plans and partnership

- Co-operate with the local authority and parents, implement named provision where the school is responsible, and contribute accurate evidence to reviews.
- Explain clearly where the school considers it cannot meet need and evidence reasonable adjustments and alternatives considered.
- Support transition and transfer records securely and promptly.

Inclusion

- Maintain high expectations, accessible teaching and participation in trips, enrichment and school life.
- Make reasonable adjustments to behaviour, attendance and assessment processes where required.

Equality, SEND and accessibility

The school applies the Equality Act 2010, anticipates reasonable adjustments and avoids blanket decisions. Staff distinguish deliberate misconduct from behaviour or difficulty arising from disability, SEND, communication need, trauma or medical condition. Information and processes are made accessible, and the pupil's voice is sought in a way they can understand.

Part 4 English as an additional language

This policy is available to all parents and carers:

- On the school website:
- In printed form upon request from the school office

Introduction

At Daffodil Preparatory School, we celebrate the diversity of ethnicity, culture, and language within our community, recognising it as a strength that enriches the education of all pupils. The teaching, learning,

achievements, attitudes, and wellbeing of every pupil are central to our values, and we are committed to ensuring that those learning English as an Additional Language (EAL) are supported to reach their full potential.

We encourage all pupils to achieve the highest possible standards by taking account of their individual life experiences, prior learning, and specific needs. We recognise that some pupils may have particular learning and assessment requirements linked to their progress in acquiring English.

Pupils learning English as an Additional Language bring valuable skills, knowledge, and cultural perspectives to our school community. While their ability to access the full curriculum may sometimes be ahead of their communicative skills in English, we are committed to ensuring they are fully included, supported, and valued in every aspect of school life.

This policy aligns with the **Independent School Standards Regulations (ISSRs)** and the expectations of **Ofsted**, ensuring equality of access, the promotion of **British Values**, and the development of a safe and inclusive environment where every pupil can thrive academically and socially.

Aims and Objectives

We promote the principles of fairness and justice for all through the education we provide, and also aim to ensure that EAL pupils are able to:

- Use English confidently and competently
- Use English as a means of learning across the curriculum
- Where appropriate, make use of their knowledge of other languages.
- In our school, we value each pupil as a unique individual.
- We will strive to meet the needs of all and to ensure that we meet all statutory requirements related to inclusion.
- All pupils in our school follow the requirements of the National Curriculum.
- Pupils with English as an additional language do not produce separate work.
- We provide learning opportunities that enable all pupils to make good progress.
- We strive hard to meet the needs of all pupils learning English as an additional language, and we take all reasonable steps to achieve this.

Teaching and learning style

In our school, teachers take action to help pupil who are learning English as an additional language by various means:

- Developing their spoken & written English by:
- Ensuring that vocabulary work covers the technical as well as the everyday meaning of key words
- Explaining how speaking and writing in English are structured for different purposes across a range of subjects
- Providing a range of reading materials that highlight the different ways that English is used
- Ensuring that there are effective opportunities for talking, and that talking is used to support writing
- Encouraging pupils to transfer their knowledge, skills and understanding of one language to another
- Building on pupils' experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another
- Encouraging pupils to communicate in English from their first day in school, whilst appreciating that a pupil may not be able to do this in all contexts
- We encourage all teachers and helpers to speak in English to pupils and each other as role-models.
- Ensuring access to the curriculum and to assessment by:
- Using accessible texts and materials that suit pupil's ages and levels of learning

- Providing support through ICT, audio materials, dictionaries, rich visual support, translators and readers

Curriculum access

All pupils in our school follow the curricular requirements of the National Curriculum which gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens. Pupils with English as an additional language do not produce separate work.

Assessment

We carry out ongoing recording of attainment and progress in line with agreed school procedures.

The statutory assessment arrangements of the National Curriculum allow us to make special arrangements for any pupils who are learning English as an additional language.

Additional Support

We can provide reading friends/ volunteers to work with targeted pupils encouraging reading and improving literacy skills.

Accelerated reader programmes can be used to enhance reading, track progression and record accurate assessment of reading levels and reading age of pupils.

A strategy for weekly literacy focus is firmly embedded so that pupils establish strong foundation literacy skills.

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Identification and provision

- Assess proficiency in English separately from subject knowledge and cognitive ability.
- Use accessible language, visuals, modelling, structured talk, vocabulary teaching and appropriate first-language resources.
- Do not assume EAL is SEND; investigate persistent difficulties carefully and collaboratively.

Partnership

- Use qualified interpreters where decisions are significant and avoid relying on children to interpret sensitive information.
- Track attainment and progress and review support with pupils and parents.

Equality, SEND and accessibility

The school applies the Equality Act 2010, anticipates reasonable adjustments and avoids blanket decisions. Staff distinguish deliberate misconduct from behaviour or difficulty arising from disability, SEND, communication need, trauma or medical condition. Information and processes are made accessible, and the pupil's voice is sought in a way they can understand.

Records, confidentiality and information sharing

Records are factual, dated, attributable, access-controlled and retained under the Data Retention Policy. Information is shared on a need-to-know basis when lawful and necessary. Safeguarding information is shared promptly to protect a child; data protection law is not used as a reason to withhold necessary safeguarding information.

Part 5 Mental health and wellbeing

This policy is available to all parents and carers:

- On the school website:
- In printed form upon request from the school office

Introduction

At Daffodil Preparatory School, we are committed to promoting positive mental health and wellbeing for all members of our school community, including pupils, staff, and parents. We recognise that good mental health is essential for learning, personal development, and resilience, and we strive to create an environment where individuals feel valued, supported, and able to flourish.

This policy sets out the school's approach to supporting mental health, including the promotion of wellbeing, the identification of concerns, and the provision of appropriate support and intervention. It also outlines the roles and responsibilities of staff in safeguarding and promoting positive mental health.

Our approach is aligned with the **Independent School Standards Regulations (ISSRs)**, statutory safeguarding guidance such as **Keeping Children Safe in Education (KCSIE)**, and the expectations of **Ofsted**, which highlight the importance of personal development, welfare, and safeguarding. In doing so, we also uphold the principles of **British Values**, ensuring that our school fosters respect, compassion, and inclusion.

Through early identification, supportive interventions, and collaborative partnerships with families and external agencies where necessary, we aim to reduce stigma, build resilience, and ensure that every member of our school community feels safe, respected, and supported.

Policy Statement

Daffodil Preparatory School is committed to promoting positive mental health and emotional wellbeing for all pupils, staff, and stakeholders. We recognise that mental health is as important as physical health and strive to create an environment where everyone feels safe, valued, supported, and respected.

Aims of the Policy

- Promote a whole-school approach to mental wellbeing.
- Provide clear procedures for identifying and supporting mental health needs.
- Raise awareness and reduce stigma around mental health issues.
- Equip staff with tools to support pupils' emotional development.
- Provide early intervention for those experiencing mental health challenges.

Leadership and Responsibility

Deputy Mental Health Lead: Neya Chowdhury

DSL & Safeguarding Link: Stephen Montford

All staff are responsible for promoting wellbeing and signposting support where necessary.

Promoting Positive Mental Health in the Curriculum

Mental health education is embedded in:

- **PSHE lessons** (personal, social, health, and economic education)
- **Circle time and assemblies**
- **Classroom discussions** promoting empathy, resilience, and mindfulness
- **Enrichment activities** such as art, outdoor learning, and team games

Support for Pupils

Early identification through staff observations, academic tracking, and wellbeing surveys.

Pastoral support through key adults (form teachers, TAs, DSL).

One-to-one wellbeing check-ins where needed.

Access to external referrals (e.g. CAMHS, speech and language therapy, SENCo).

Individual support plans for pupils experiencing significant emotional challenges.

Support for Staff

Open-door policy with senior leaders for staff to raise concerns.

Reasonable adjustments for staff experiencing mental health issues.

Regular CPD on managing stress and supporting pupils' emotional needs.

Encouragement of a healthy work-life balance.

Access to confidential advice services or signposting.

Working with Families

Encourage strong home-school partnerships.

Offer guidance and signposting to parents regarding mental health services.

Support families in accessing help for their children when needed.

Training

All staff will receive annual training on:

- Understanding children's mental health
- Recognising signs of emotional distress
- Responding to disclosures or concerns
- Self-care and staff wellbeing strategies
- Designated leads will access further specialist training as needed.

Monitoring and Evaluation

Regular review of incidents and interventions.

Pupil and staff voice collected through surveys and feedback forms.

Annual policy review to ensure relevance and effectiveness.

Policy Links

This policy is linked to:

- Safeguarding and Child Protection Policy
- Behaviour and Anti-Bullying Policy

- SENDPolicy
- StaffCodeofConduct
- LeadershipandOversight
 - The Senior Mental Health Lead for Daffodil Preparatory School is the Stephen Montford.
 - They are responsible for overseeing the school's whole-school approach to mental health and wellbeing, ensuring staff are trained to identify concerns early and that pupils receive appropriate support.
 - They are supported by the Deputy Mental Health Lead, Neya Chowdhury, who assists in coordinating mental health initiatives and liaising with external agencies.

External Support

Daffodil Preparatory School works in collaboration with **Children and Young People's Mental Health Services**

(**CYPMHS**), previously known as CAMHS, to support students who require specialist mental health interventions. Referrals are made in partnership with parents/carers and, where appropriate, with the consent of the pupil.

Recognising Mental Health Concerns

Staff at Daffodil Preparatory School are trained to be alert to a range of mental health difficulties that may present in children and young people. These include, but are not limited to:

- **Anxiety and panic disorders**
- **Depression and low mood**
- **Self-harm**
- **Suicidal ideation**
- **Eating disorders (e.g. anorexia nervosa, bulimia)**
- **Obsessive-compulsive behaviours**
- **Body image concerns**
- **Post-traumatic stress or emotional dysregulation**
- Signs and behaviours that may indicate mental health concerns include:
- Withdrawal from friends or activities
- Noticeable changes in mood or behaviour
- Unexplained physical complaints (e.g. headaches, stomach aches)

Sudden academic decline

Refusal to attend school

Expressions of hopelessness or worthlessness

Evidence of self-injury

Disordered eating patterns

Inappropriate risk-taking behaviour

Working with Parents and Carers

Effective communication with parents is key to supporting pupils with mental health challenges. The school will:

- Arrange regular meetings with parents to discuss concerns and progress
- Involve parents in the development of any pastoral or support plans
- Provide guidance on how to support their child at home

- Signpost parents to appropriate external support services and resources
- Maintain confidentiality while ensuring the best interests of the pupil is prioritised
- Offer early help where appropriate through the school's pastoral team

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Whole-school approach

- Promote belonging, emotional literacy, predictable routines, trusted adults, healthy relationships and staff wellbeing.
- Teach mental wellbeing through the curriculum from 1 September 2026 guidance and avoid stigmatising language.

Identification and support

- Use observation, pupil voice, attendance, behaviour and attainment patterns to identify need early.
- Escalate immediately to the DSL where self-harm, suicide risk, abuse, exploitation or significant harm may be involved.
- Agree proportionate support, reasonable adjustments, referral and review with the child and parents, subject to safeguarding considerations.

Equality, SEND and accessibility

The school applies the Equality Act 2010, anticipates reasonable adjustments and avoids blanket decisions. Staff distinguish deliberate misconduct from behaviour or difficulty arising from disability, SEND, communication need, trauma or medical condition. Information and processes are made accessible, and the pupil's voice is sought in a way they can understand.

Records, confidentiality and information sharing

Records are factual, dated, attributable, access-controlled and retained under the Data Retention Policy. Information is shared on a need-to-know basis when lawful and necessary. Safeguarding information is shared promptly to protect a child; data protection law is not used as a reason to withhold necessary safeguarding information.

Part 6 Monitoring, accountability and review

Equality, SEND and accessibility

Decisions must be fair, evidence-based and free from unlawful discrimination. Staff identify and record reasonable adjustments, accessible communication and support required by disability, SEND, medical need, language, religion or belief and other protected characteristics.

Safeguarding priority

Any concern that may indicate abuse, neglect, exploitation, peer-on-peer harm, self-harm, significant vulnerability or risk of serious harm is referred immediately to the DSL. Policy processes must not delay emergency or safeguarding action.

Records and confidentiality

The responsible lead records the decision, evidence, action, communication, support, adjustment, owner and review date in the appropriate secure system. Information is shared on a lawful, necessary and proportionate basis and retained under the school's information-governance requirements.

Training and implementation

The policy owner identifies role-specific induction, refresher training, drills or competency checks. Leaders sample implementation and records, address inconsistency promptly and report material themes and risks to governors.

Review and continuous improvement

The policy is reviewed at least annually, and sooner after a serious incident, complaint, audit finding, statutory or guidance change, recurring pattern or evidence that controls are ineffective. Pupil, parent and staff voice is considered where relevant.

Inclusion, Equality, SEND and Wellbeing Policy, version 3.0, effective August 2026. This document supersedes the corresponding earlier policy drafts included within it. Previous files remain version-history records and must not be used as concurrent instructions.

Part 7 Putting the policy into practice

Graduated response and reasonable adjustment standard

- Use assess-plan-do-review with clear evidence, intended outcomes, provision, owner and review date; involve the pupil and parents and seek specialist advice when progress is insufficient.
- Consider reasonable adjustments in anticipation of common barriers and individually when a pupil is disadvantaged; record the barrier, options considered, decision, implementation and review.
- Do not treat behaviour, attendance, attainment or distress in isolation where SEND, disability, trauma, language, medical need or safeguarding may contribute.
- High expectations remain, but equality means adapting access, communication, environment, teaching and response rather than applying identical provision regardless of need.

Wellbeing, safeguarding and pupil voice

- Escalate self-harm, suicidal ideation, eating disorder, exploitation, abuse or significant deterioration to the DSL immediately; pastoral support does not replace safeguarding or clinical referral.
- Create a safe, accessible way for pupils to express needs and evaluate support, including non-verbal or communication-assisted approaches.
- Agree information-sharing boundaries with pupils and parents but never promise confidentiality where safety may require sharing.
- Plan transitions between classes, phases, schools and services, identifying the information, equipment, training and familiarisation required before the change.

Impact and accountability

- Monitor access, participation, attendance, exclusions, bullying, progress and wellbeing by relevant groups, using small-number data carefully and acting on disproportionality.
- The accessibility plan identifies measurable improvements to curriculum access, physical access and accessible information, with owners, resources, dates and published review.

- Principal framework: Equality Act 2010, Children and Families Act 2014, SEND Code of Practice, KCSIE 2026 and Independent School Standards guidance April 2026.

English as an additional language

- Assess language proficiency and curriculum access separately from cognitive ability or SEND; limited English must not be treated as evidence of lower potential.
- Gather information about prior education, literacy in other languages, family communication, strengths and interrupted schooling, using interpretation where reasonably required.
- Teach subject vocabulary, model language and scaffold access while maintaining ambitious curriculum content; review and reduce scaffolds as independence grows.
- Monitor attainment, participation, attendance and wellbeing and investigate slow progress through teaching, language, SEND, safeguarding and contextual lenses rather than assuming a single cause.
- Provide parents with accessible information and meaningful participation in decisions; pupils must not routinely be used to interpret sensitive or high-stakes communication.

Mental health and safeguarding interface

- Promote wellbeing through belonging, relationships, predictable routines, curriculum and early support while recognising that school staff do not diagnose or replace clinical services.
- Use a clear pathway for emerging concern, targeted support, external referral and urgent response; record consent, risk, communication, actions and review.
- Self-harm, suicidal ideation, eating disorder, abuse, exploitation or serious deterioration may be safeguarding concerns and require immediate DSL consideration and emergency action where necessary.
- Plan return and reintegration after mental-health absence with the pupil, family and relevant professionals, including workload, attendance, safety and review adjustments.

Accessibility plan delivery

- Maintain a published, resourced accessibility plan with measurable actions to increase curriculum participation, improve the physical environment and provide accessible information.
- Consult disabled pupils and parents and use audits, complaints, incidents and participation data to identify barriers that may not be visible to staff.
- Assign an owner, timescale, resource and evidence of completion to each action; governors review progress and explain any delay or replacement action.
- Accessibility planning complements—not replaces—the duty to make individual reasonable adjustments without waiting for the next plan review.

References and statutory guidance

Linked titles open the current published source. Check the source page for later updates when this policy is reviewed.

1. [Independent School Standards guidance](#) - Department for Education, April 2026.
2. [Keeping children safe in education 2026](#) - Department for Education; in force from 1 September 2026.
3. [Working together to safeguard children 2026](#) - HM Government, updated March 2026.
4. [Education inspection toolkits and supporting evidence](#) - Ofsted; September 2026 inspection materials.