

Daffodil Grammar School for Girls

Special Educational Needs and Disabilities (SEND) Policy

School address: 163 Commercial Road, London, E1 2DA

Proprietor: ASM Anisuzzaman

Headteacher: Mr Stephen Montford

SENDCo: Mr Stephen Montford

Designated Safeguarding Lead: Eman Ahamed

Deputy Designated Safeguarding Lead: Mr Stephen Montford

1. Status, scope and purpose of this policy

This policy sets out the arrangements by which Daffodil Grammar School for Girls identifies, understands, supports and reviews the needs of pupils with special educational needs and disabilities. It explains how the school will respond where a pupil has a learning difficulty, disability or additional need that requires educational provision, adaptation, support or reasonable adjustment beyond the ordinary differentiation and pastoral attention that should form part of good classroom practice for all pupils.

The school recognises that SEND provision is not a marginal or specialist add-on to ordinary school life. It is part of the school's duty to provide a suitable education, to safeguard and promote pupil welfare, to make the curriculum accessible, to support participation in school life, and to ensure that pupils are not placed at a substantial disadvantage by policies, routines or practices that could reasonably be adjusted. The current Equality Act advice for schools states that where something a school does places a disabled pupil at a disadvantage compared with other pupils, the school must take reasonable steps to avoid that disadvantage, and schools are expected to provide auxiliary aids or services where reasonable to do so.

Daffodil Grammar School for Girls is a non-selective independent school for girls. It is not a specialist SEND school. It does not present itself as offering specialist therapeutic or highly resourced provision of the type available in a specialist setting. However, it does admit pupils with identified SEND and is committed to making suitable provision within the range of support, staffing, facilities and expertise that the school can reasonably provide. The school will therefore act honestly and carefully in determining what needs it can meet, what adjustments it can reasonably make, and what support it can put in place without misrepresenting its provision or exposing pupils to unsuitable placement.

This policy applies to all pupils on roll, to all members of staff, and to all areas of school life in which SEND may be relevant, including admissions, curriculum planning, teaching and learning, assessments, behaviour systems, attendance, medical support, educational visits, pastoral care, safeguarding, communication with parents and access to information.

2. Legal and regulatory framework

This policy is written having regard to Part 3 of the **Children and Families Act 2014**, the **Equality Act 2010**, Schedule 10 to the Equality Act concerning accessibility planning, the **Education (Independent School Standards) Regulations 2014**, the **SEND Code of Practice: 0 to 25 years**, the Department for Education's **Equality Act 2010: advice for schools**, and the **Independent school standards guidance** updated in April 2026. The SEND Code remains

statutory guidance in England and sets out the core national framework for SEND practice, even though the legal duty to “have regard” to it is imposed on the bodies listed in the Code rather than on ordinary independent schools in the same direct way.

The school also recognises its duties under the Equality Act in relation to disabled pupils. The current DfE advice confirms that schools must not unlawfully discriminate in admissions, education and access to benefits, facilities and services; that schools must take reasonable steps to avoid substantial disadvantage to disabled pupils; that schools must consider auxiliary aids and services where reasonable; and that schools are not under the reasonable adjustment duty to make physical alterations to buildings because that issue is addressed instead through accessibility planning duties.

In addition, the proprietor of an independent educational institution must prepare, keep under review and implement a written accessibility plan. That plan must address three matters over time: increasing the extent to which disabled pupils can participate in the curriculum, improving the physical environment for disabled pupils, and improving the delivery of information to disabled pupils. The legislation also provides that the proprietor of an independent educational institution must make a copy of the accessibility plan available for inspection if asked. ([Legislation.gov.uk](http://legislation.gov.uk))

The **Independent School Standards guidance** further states that independent schools should ensure that written policy, plans and schemes of work meet the needs of all individual pupils, including those with special educational needs, and that schools with pupils with special educational needs can meet the teaching standard if pupils make good progress taking account of the nature of those needs. (GOV.UK)

3. School context and SEND philosophy

Daffodil Grammar School for Girls is an Islamic school with a strong ethos of dignity, justice, responsibility and care. The school believes that every pupil is entitled to be taken seriously as a learner and as a member of the school community. A pupil with SEND is not to be viewed primarily through the lens of deficit, inconvenience or exception. Equally, the school will not adopt unrealistic or vague language about inclusion that is unsupported by actual provision. The school’s responsibility is to know its pupils, to identify barriers to learning and participation, to remove or reduce those barriers wherever reasonably possible, and to be transparent where a need exceeds the provision that the school can safely and appropriately deliver.

The school aims to secure a balanced approach. It will neither minimise need nor over-identify it. It will not label pupils casually, but neither will it delay action until difficulty becomes crisis. It will seek to identify needs early, work in partnership with parents, use assessment and professional judgment carefully, and review support regularly. Where adjustments or support are needed, the school will make them thoughtfully and proportionately, taking account of educational value, pupil dignity, staff capacity, school resources and the efficient education and welfare of others.

The school also recognises that SEND does not sit separately from safeguarding, attendance, behaviour, health, mental wellbeing or personal development. Pupils with SEND can face additional barriers in communication, self-advocacy, peer relationships, social interpretation and help-seeking. The school’s approach must therefore be holistic.

4. Definition of SEND and disability

For the purposes of this policy, a pupil has special educational needs if she has a learning difficulty or disability which calls for special educational provision to be made for her. A pupil has a learning difficulty or disability if she has significantly greater difficulty in learning than the majority of others of the same age, or if she has a disability which prevents or hinders her from making use of educational facilities generally provided for others of the same age in mainstream schools. This is the core statutory definition used in the SEND system.

The school recognises the four broad areas of need used in the SEND Code of Practice as a helpful framework for analysis and planning: communication and interaction; cognition and learning; social, emotional and mental health difficulties; and sensory and/or physical needs. These categories are not labels to be applied rigidly. They are working descriptions that help the school understand the broad nature of barriers a pupil may face and the kind of support or adjustment that may be required. The SEND Code continues to use these four broad areas as the main organisational framework for understanding SEND in schools.

The school also recognises the distinction between special educational needs and disability. Some disabled pupils will also have SEND; some will not. Some pupils may require reasonable adjustments under the Equality Act even where they do not meet the threshold for SEND provision. Some pupils may have additional needs arising from attendance difficulties, trauma, English as an additional language, social adversity or medical conditions, and while these factors are important, they do not in themselves amount to SEND unless the statutory definition is met.

5. Aims of the policy

The aims of this policy are to ensure that pupils with SEND are identified as early and accurately as possible, that barriers to learning and participation are addressed through high-quality teaching and targeted support, that staff understand their responsibilities, that parents are involved meaningfully in assessment and review, that records are clear and useful, that the curriculum remains accessible, that reasonable adjustments are considered conscientiously, and that the school's practice remains aligned with both legal duties and educational good sense.

The school also aims to ensure that no pupil with SEND is overlooked because she is quiet, compliant or academically able in some areas, and that no pupil is treated unfairly because her needs present through behaviour, anxiety, disorganisation, slowness of processing, sensory response, social misunderstanding or repeated difficulty in following routines.

6. Roles and responsibilities

6.1 The proprietor

ASM Anisuzzaman, as proprietor, has ultimate responsibility for ensuring that the school meets its legal and regulatory duties in relation to SEND, disability discrimination, reasonable adjustments, accessibility planning and the quality of education and welfare provision for pupils with additional needs. The proprietor must ensure that the school has effective policies and systems, that the accessibility plan is prepared and reviewed, and that leaders are equipped to meet the needs of pupils on roll. The Equality Act requires the responsible body of a school to prepare, review and implement an accessibility plan, and in the case of an independent school the proprietor must make that plan available if asked. ([Legislation.gov.uk](http://legislation.gov.uk))

The proprietor will receive oversight information from the headteacher and SENDCo concerning the number of pupils receiving SEND support, the broad types of need represented, staff

training, review outcomes, significant reasonable adjustments, patterns of concern, and any strategic issues in school capacity or provision.

6.2 The headteacher

Mr Stephen Montford, as headteacher, is responsible for ensuring that this policy is implemented in daily practice. He will ensure that teachers understand that they are responsible for the progress of all pupils in their classes, including pupils with SEND; that school systems do not operate in ways that create avoidable barriers; that concerns are investigated promptly; that parents are engaged; and that provision is resourced, monitored and reviewed. The SEND Code makes clear that class and subject teachers, supported by senior leadership, should make regular assessments of progress for all pupils and seek to identify those making less than expected progress given their age and individual circumstances.

6.3 The SENDCo

Mr Stephen Montford, as SENDCo, is responsible for coordinating the school's day-to-day SEND arrangements. He will oversee identification processes, ensure that relevant information is gathered and recorded, support teachers in planning and review, meet with parents where needed, advise on reasonable adjustments, maintain the SEND register, coordinate review meetings, liaise with external professionals where appropriate, and ensure that SEND information is connected properly with safeguarding, attendance and behaviour systems where relevant.

The SENDCo's role is not to replace the responsibility of classroom teachers. It is to coordinate, advise, monitor and help ensure that provision is coherent and responsive.

6.4 Teachers

Teachers are responsible for the learning, progress and participation of all pupils in their classes. They are expected to know the needs of their pupils, adapt teaching where appropriate, follow support plans and recommendations, monitor response to intervention, and raise concerns promptly where a pupil is not making expected progress or is facing barriers to participation. The SEND Code continues to state that teachers, supported by senior leaders, should make regular assessments of progress for all pupils and identify pupils making less than expected progress.

6.5 The DSL

Eman Ahamed, as DSL, will ensure that SEND and safeguarding are connected appropriately. The school recognises that pupils with SEND can be more vulnerable to bullying, peer abuse, communication barriers, social isolation, dependency on adults, and misinterpretation of abuse indicators. KCSIE 2025 continues to emphasise that children with SEND can face additional safeguarding challenges and that staff should not assume indicators of abuse are simply part of a child's disability or additional need. ([GOV.UK](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/92522/KCSIE_2025.pdf))

6.6 Parents

Parents are expected to work honestly and constructively with the school, to share relevant information at admission and thereafter, to attend review meetings where requested, and to support agreed strategies at home where appropriate. The school values parental insight but is

also entitled to exercise professional judgement about what support is appropriate and realistic in the school context.

7. Admission of pupils with SEND

Daffodil Grammar School for Girls is non-selective and will consider applications from pupils with SEND and from disabled pupils. The school will not refuse admission simply because an applicant has SEND or a disability. However, the school is entitled to consider whether it can in fact meet the pupil's needs appropriately within its mainstream provision, staffing and resources, and whether reasonable adjustments would enable admission without creating unsuitable provision or serious detriment to the education or welfare of others. The Equality Act advice for schools confirms both the reasonable adjustment duty and the fact that what is reasonable depends on the circumstances of the case, including the nature of the aid or adjustment and the resources available.

Where an applicant has SEND, disability, a significant medical condition or a history of substantial support needs, the school may require further information before making an admissions decision. This may include previous school reports, support plans, professional reports, details of interventions already tried, and discussion with parents and, where appropriate, the previous school. The school's aim is not to screen out need, but to make an informed judgment about suitability and provision.

If the school concludes that it cannot meet the pupil's needs appropriately, even with reasonable adjustment and mainstream support, it may refuse admission on that basis. Any such decision must be evidence-based, carefully reasoned and non-discriminatory.

8. Identification of need

The school will identify SEND through a combination of admissions information, baseline information, teacher observation, assessment data, review of work, parental information, previous school records and, where relevant, advice from external professionals. The school will not rely on a single test, a single lesson observation or an isolated data point. Identification must be based on a broader picture of learning, communication, participation, behaviour and response to teaching.

The school recognises that some pupils' needs are visible at admission and some emerge over time. Some pupils may have a prior diagnosis but need little school-based support. Others may have no formal diagnosis but demonstrate clear barriers to learning or participation that require provision. The school will therefore focus not only on labels but on actual educational impact.

The SEND Code indicates that less than expected progress may be characterised by progress that is significantly slower than that of peers starting from the same baseline, fails to match or better previous rates of progress, fails to close the attainment gap, or widens the gap. The school will use that principle carefully, while also recognising that progress must be interpreted in light of age, needs, aptitudes and circumstances.

The school will also distinguish between SEND and other factors that may affect progress, such as absence, interrupted education, language acquisition, family disruption, poor sleep, emotional distress or weak study habits. Such factors may coexist with SEND, but they do not automatically establish SEND.

9. The graduated approach

Where the school identifies that a pupil may have SEND, it will use a graduated approach based on the familiar cycle of assess, plan, do and review. This model remains a central feature of the SEND Code and reflects sound educational practice.

In the assess stage, the school will gather and analyse information about the pupil's needs, strengths, barriers, classroom functioning, progress history and context. This may include teacher feedback, parent views, pupil voice, assessment data, observations and professional reports.

In the plan stage, the school will decide what support or adjustment is needed, what outcomes are sought, what strategies teachers should adopt, whether any intervention is required, what resources may be needed, and when the plan will be reviewed.

In the do stage, the agreed support will be implemented. Teachers remain responsible for the pupil's learning and participation, even where intervention or specialist advice is involved.

In the review stage, the school will consider what difference the support has made, whether outcomes are being met, whether the pupil's needs are better understood, and what should happen next. Support may be continued, adapted, intensified, reduced or, in some cases, removed if it is no longer needed.

The graduated approach requires discipline and honesty. The school will not keep ineffective support going merely because it exists, and it will not record intervention as successful unless there is evidence of meaningful impact.

10. SEND support in practice

SEND support at Daffodil Grammar School for Girls will normally begin with high-quality classroom teaching that is appropriately adapted. The school recognises that many barriers can and should be addressed through ordinary good teaching: clear explanations, explicit modelling, appropriate pace, checking for understanding, opportunities for repetition, well-structured routines, visual support, scaffolded tasks, careful seating, retrieval practice, reduced cognitive overload and sensitive questioning.

Where high-quality teaching alone is not enough, the school may add further support. This may include targeted intervention, short-term programmes, differentiated resources, adapted presentation of work, reading or spelling support, processing-time adjustments, support with organisation, behaviour support, sensory adjustments, social or communication support, pastoral check-ins or the use of auxiliary aids where reasonable. The Equality Act advice confirms that schools may need to provide auxiliary aids or services to disabled pupils where this is a reasonable adjustment.

The school will ensure that support is proportionate, purposeful and reviewable. It will not treat every need as requiring withdrawal from class, nor will it assume that withdrawal is the best form of support. The school's objective is participation, progress and access, not mere activity.

11. The SEND register and documentation

The school will maintain a SEND register of pupils for whom the school is making additional or different educational provision because they meet the SEND definition. The register is an

operational document, not a label of identity. It exists to ensure that staff know which pupils require coordinated support and what broad type of need is being addressed.

For pupils receiving SEND support, the school will keep records sufficient to show the identified needs, the support in place, relevant professional advice, review notes, parental engagement, teacher strategies and any significant reasonable adjustments. Records should be clear enough to support continuity, review and accountability, but not so cumbersome that they become a bureaucratic exercise detached from actual provision.

12. Review of progress and support

SEND support will be reviewed regularly. Review frequency will depend on the nature and seriousness of the need, but the school will ensure that support is not left in place indefinitely without evaluation. Reviews will normally consider the pupil's academic progress, classroom engagement, wellbeing, participation, teacher observations, parental views and, where appropriate, the pupil's own views.

Where support is proving effective, the school may continue or refine it. Where support is not proving effective, the school will reconsider the analysis, seek further information, change the strategy or consider whether external advice is needed. The school will not assume that lack of progress means that more of the same support is the correct answer.

13. External professionals and specialist advice

Where the school considers that a pupil's needs require specialist assessment or advice beyond the school's internal expertise, it may seek input from external professionals. This may include educational psychology, speech and language therapy, occupational therapy, CAMHS or other appropriate services, subject to parental engagement, consent where needed, and the availability of such services.

The school recognises that an independent school cannot compel statutory services to provide the same level of routine support that might be available in all state-sector arrangements. However, the school will act proactively where external advice is needed to clarify need, support provision or inform parental decision-making.

14. Education, Health and Care plans

The school recognises that some pupils may have Education, Health and Care plans or may be undergoing assessment for one. Where a pupil with an EHC plan is admitted, the school will consider carefully what provision is specified, what support is practically required, and whether the school can deliver that provision appropriately. The SEND Code continues to explain the role of EHC plans as the main statutory vehicle for specifying and reviewing special educational provision for children and young people with more complex needs.

Because Daffodil Grammar School for Girls is not a specialist setting, the school will consider such cases individually and carefully. The school will not agree to provision it cannot deliver safely or appropriately.

15. Disability, reasonable adjustments and accessibility

The school accepts its duties toward disabled pupils under the Equality Act 2010. Where a policy, practice, rule, physical arrangement, communication method or educational approach places a disabled pupil at a substantial disadvantage compared with non-disabled pupils, the school will consider what reasonable steps can be taken to reduce or remove that disadvantage. The DfE's Equality Act advice states that schools must take reasonable steps to avoid disadvantage and may need to provide auxiliary aids or services where reasonable. It also states that schools are not subject to the reasonable adjustment duty to alter physical features because that issue is dealt with through accessibility planning duties.

The school will therefore consider both individual reasonable adjustments and wider accessibility planning. In relation to individual pupils, this may include adjustment to classroom practice, information presentation, timetable arrangements, routines, access to support, use of equipment, behaviour implementation, or arrangements for trips and activities. In relation to strategic planning, the school will maintain and review an accessibility plan addressing curriculum access, the physical environment and accessible information, as required by Schedule 10 to the Equality Act. ([Legislation.gov.uk](https://www.legislation.gov.uk))

16. Curriculum access and teaching

The school will ensure that the curriculum remains broad, balanced and accessible to pupils with SEND so far as is reasonably practicable. The April 2026 Independent School Standards guidance states that schools should ensure that policies, plans and schemes of work meet the needs of all individual pupils, including those with special educational needs, and that schools can meet the teaching standard if pupils with SEND make good progress taking account of their needs. ([GOV.UK](https://www.gov.uk))

Access does not always mean identical experience. It may involve adapted route, different support, modified pace, or auxiliary aid. The school will seek to ensure that pupils with SEND are able to participate in ordinary school life, including lessons, enrichment, assemblies, trips and wider opportunities, unless a specific risk-assessed reason requires a different arrangement in a particular case.

17. Behaviour, attendance and SEND

The school recognises that some SEND needs may affect behaviour, communication, organisation, emotional regulation, sensory response or attendance. This does not mean that expectations disappear. It does mean that staff must understand how need interacts with conduct and participation.

Where behaviour difficulties may be linked to SEND, the school will consider whether classroom practice, structure, communication, sensory demands or unrecognised need are contributing factors. Where attendance difficulties may be linked to SEND, anxiety, school-based barriers or disability-related issues, the school will consider supportive and reasonable adjustments as well as attendance expectations. The April 2026 Independent School Standards guidance specifically notes that schools should be particularly mindful of pupils absent due to mental or physical ill health or SEND and provide them with additional support. ([GOV.UK](https://www.gov.uk))

The school will avoid both extremes: excusing all conduct because a pupil has SEND, and disciplining without any regard to known need. Sound practice requires both accountability and understanding.

18. SEND and safeguarding

The school recognises that pupils with SEND may be at greater risk of bullying, abuse, isolation, coercion, misunderstanding and under-reporting. KCSIE 2025 continues to highlight that children with SEND can face additional safeguarding challenges, including communication barriers, assumptions that indicators of abuse are linked to disability, and increased vulnerability to peer abuse. ([GOV.UK](#))

Staff must therefore be especially vigilant where a pupil with SEND presents with changes in behaviour, attendance decline, unexplained injury, distress, withdrawal, fear of particular peers or adults, or communication that suggests discomfort or harm. The DSL and SENDCo will work together where necessary so that SEND support and safeguarding action are coordinated.

19. Working with parents and pupils

The school will work in partnership with parents. Parents will be informed where the school identifies a concern that may amount to SEND, where SEND support is proposed, and when support is reviewed. The school will listen to parental knowledge, but it will also bring professional judgment to bear. Partnership does not mean uncritical acceptance of every parental interpretation, nor does it mean exclusion of parents from decision-making.

The school will also seek the views of pupils in ways appropriate to their age, understanding and communication needs. The SEND Code is built on the principle that children, parents and young people should be supported and involved in decisions affecting them.

20. Complaints

If parents are dissatisfied with the school's SEND provision, they should raise the matter first with the SENDCo or headteacher so that concerns can be discussed and, where possible, resolved informally. If the matter is not resolved, parents may use the school's Complaints Policy. Where a complaint concerns disability discrimination, parents may also have rights outside the school's internal process under the Equality Act framework. Recent government guidance continues to recognise disability discrimination claims against schools and provides practical information about such complaints. ([GOV.UK](#))

21. Monitoring, review and policy oversight

This policy will be reviewed at least annually and sooner if there is a change in law, guidance, school context or identified need. The proprietor will ensure that review is substantive and informed by actual school practice, including the operation of the SEND register, support reviews, admissions experience, staff training, accessibility planning and any complaints or concerns arising.

The school will also keep its accessibility plan under review and revise it where necessary, in accordance with Schedule 10 to the Equality Act. ([Legislation.gov.uk](#))

22. Adoption

This policy is adopted as the formal SEND Policy of Daffodil Grammar School for Girls and takes effect immediately upon approval by the proprietor.