

FLEET INFANT SCHOOL

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Policy: Special Educational Needs and Disabilities Policy

Ratified by the Governing Body: September 2025
Next Review: September 2026

Introduction and Aims:

This policy adheres to the Department for Education's Code of Practice (2014). The policy is in keeping with the school's aims, its Teaching and Learning policy and its policy on Equality of Opportunity. The school is committed to a policy of inclusion; one in which the teaching, learning, achievements, attitudes and wellbeing of all children matter - including those identified as having Special Educational Needs or Disabilities (SEND). Not all pupils with disabilities have special educational needs and not all pupils with SEND meet the definition of disability but this policy covers all of these pupils.

The culture, practice, management and deployment of the school's resources are designed to ensure all children's needs are met. We aim for a culture based on aspirations where every child achieves their highest potential in an inclusive and irresistible learning environment. We will provide a place of growth and change to develop resilient and confident children prepared and inspired for life in the modern world.

This policy recognises the entitlement of all pupils to a personalised curriculum with rich and relevant learning experiences. Our SEND policy underpins our belief that teaching should be fully inclusive providing equity of curriculum provision.

At Fleet Infant School we have adopted a whole school approach to SEND policy and practice. Pupils identified as having SEND are, as far as is practicable, fully integrated into classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

SEND aims of the school:

It is the Governing Body's aim that the policy and procedures set out in this document will enable all pupils with special educational needs:

- to have access to a personalised curriculum and draw on the expertise of relevant outside agencies to help us achieve this with children with SEND.
- we value all children equally, and have high expectations for all our pupils
- we value diversity at Fleet Infant School, we will view it positively and celebrate it
- to be the best they can possibly be
- to have good mental health
- to be included fully in the school community as far as possible
- we accept that the learning of children with SEND is a collective responsibility of all staff at Fleet Infant School
- to make a successful transfer to the next stage of education

What is SEND?

A child or young person has Special Educational Needs and/or a Disability (SEND) if they 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. **Or**
- 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.

Special educational provision will be matched to the child's identified Special Educational Need and/or Disability.

Children who have SEND are generally described in the following four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

Special educational provision means - educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the same age in school.

Children must not be regarded as having special educational needs solely because their language, or form of the home language, is different from that in which they are taught.

Children with special educational needs are admitted to Fleet Infant School in accordance with our published admissions criteria. This policy needs to be read in conjunction with the Single Equality Statement.

Fleet Infant School will have due regard for the Special Educational Needs and Disability (SEND) Code of Practice: 0 – 25 years 2014 when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEND provision is being made for their child.

Roles and Responsibilities

Role of the SENDCo

At Fleet Infant School the SENDCo is Monique Clark, the Headteacher.

The SENDCo plays a crucial role in the school's SEND provision. This involves working with the Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the policy
- Co-ordinating the provision for pupils with SEND
- Liaising with and giving advice to teachers and support staff
- Monitoring pupil records
- Liaising with parents
- Providing specialist training for staff in house or by requesting support from external agencies
- Liaising with external agencies, LEA support services, Health and Social Services, and voluntary bodies

Role of the Governing Body

To meet the aims of the policy the Governing Body will ensure:

- The identification of all pupils requiring SEND provision as early as possible in their school career

- That parents of pupils with SEND are kept fully informed of their child's progress and attainment
- The school's SEND policy is reviewed annually
- It is kept up to date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed
- The quality of SEND provision is continually monitored across the school

The Governing Body will evaluate the success of the school's SEND policy against its aims and responsibilities. At Fleet Infant School the member of the Governing Body with specific oversight of the school's arrangements for SEND and Disability is Frances O'Sullivan.

Role of the Deputy Headteacher

The Deputy Headteacher's responsibilities include:

- The day-to-day management of all aspects of the school including the SEND provision
- Keeping the Governing Body well informed about SEND within the school
- Working closely with the SENDCo
- Liaising with parents, external agencies, LEA support services, Health and Social Services, and voluntary bodies
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

Role of the Class Teacher and LSA's

The SEND Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEND pupils
- Collaborating with the SENDCo to decide the action required to assist the pupil to progress
- Working with the SENDCo to collect all available information on the pupil
- In collaboration with the SENDCo, developing Individual Education or Behaviour Plans for SEND pupils
- Working with pupils with SEND on a regular basis to deliver the IEP targets within differentiated planning
- Developing constructive relationships with parents
- The role of subject leaders to ensure equity of curriculum provision

Co-ordinating and managing provision

The strategic development of the SEND Policy and provision in the school in order to raise the achievement of children with SEND is co-ordinated and managed by the SENDCo/Headteacher.

Teaching staff share the responsibility for meeting an individual's special needs and are aware of the school's procedures for identifying, assessment and making provision for these pupils. All school staff work alongside teachers to meet a child's individual needs and the school also acknowledges their role in supporting children with SEND.

Admission arrangements

Fleet Infant School is a fully inclusive school. The Governing Body supports Hampshire County Council's Admissions Policy in admitting any pupil whose Education, Health and Care Plan (EHCP) names the school. Where possible such children will be admitted within the school's Published Admission Number (PAN).

Where children have complex needs there may be a requirement for phased admission. This is planned in agreement with the Headteacher/SENDCo and external agencies. All pupils are welcome, including those with special educational needs and disabilities, in accordance with the LEA Admissions Policy. According to the Education Act 1996 (Section 316), if a parent wishes to have their child with an EHCP educated in the mainstream the LEA must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

Allocation of Resources

Special educational needs and disabilities provision requires proper resourcing and at Fleet Infant School we are committed to providing an appropriate level of resource to meet childrens' needs. The SEND element of the school's delegated budget along with any specifically designated Standards Funding is dedicated to providing the support and resources necessary.

Resources are allocated according to need, and support and provision decided accordingly, in line with the graduated response for pupils. Details of how resources are allocated to and amongst pupils with SEND are included in the Headteacher's Report to the Governing Body.

Early Identification

Early identification of pupils with SEND is a priority. The school will use appropriate screening and assessment tools to ascertain pupil progress through:

- Evidence obtained by teacher observation/assessment
- Their attainment judged against National Curriculum level descriptions or the EYFS Development Matters
- Standardised screening or diagnostic tools e.g. DEST
- Reports or observations
- Records from feeder schools
- Information from parents
- Work sampling and pupil conferencing
- Termly tracking of pupils by SENDCo

Assessment is the process by which pupils with SEND can be identified. Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND.

All those who work with children will be alert to emerging difficulties and will respond accordingly.

SEND Provision

Early identification helps the school to design appropriate adapted learning programmes. For pupils with identified SEND the SENDCo/class teacher will use information to:

- Provide starting points for an appropriate curriculum
- Identify the need for support within the class
- Assess learning difficulties
- Ensure on-going observations/assessments provide regular feedback on achievements/experiences, for planning next steps in learning
- Involve parents in a joint home-school learning approach

English as an Additional Language

Particular care will be needed with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English and their home language, before planning any additional support that might be required.

Mentally Healthy

We recognise that a child with a SEND need could also require support with their mental health and well-being. Please refer to the Positive Mental Health and Well-Being policy.

Safeguarding

We recognise that children with special educational needs or disabilities (SEND) or certain physical or medical health conditions can face additional safeguarding challenges both online and offline. For example,

- Children with SEND may be disproportionately impacted by behaviours such as bullying, without outwardly showing any signs,
- Communication barriers and difficulties managing these challenges
- Cognitive understanding
- These children may be more prone to peer group isolation or bullying (including prejudice-based bullying than other children
- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration

Please refer to the school's safeguarding and child protection policies for further information.

Monitoring Pupil Progress

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour
- Increased independence when working in the classroom

If a child's class teacher, in consultation with parents, concludes that a child may need further support to help their progress, the teacher should seek the help of the SENDCo. The SENDCo and teacher will review the approaches adopted. Where support additional to that of normal class provision is required, it will be provided through SEND support. Where concerns remain despite sustained intervention, the school will consider requesting an EHCP. Parents will be fully consulted at each stage.

The school also recognises that parents have a right to request an EHCP.

Record Keeping

For children on the SEND register, the school will record the steps taken to meet pupils' individual needs. The SENDCo will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile will include:

- Information from parents
- Information on progress and behaviour
- Information from health/social services
- Information from other agencies

Teaching pupils with SEND is a whole-school responsibility. The core of the teachers' work involves a continuous cycle of planning, quality first teaching, and assessing, considering, the differences in pupils' abilities, aptitudes, and interests.

Some pupils need educational provision which is additional to or different from this. When they are identified as having SEND the school will identify them and intervene according to 'SEND Support Guidance for Early Years Providers, Mainstream Schools and Colleges 2014'. Where SEND support has been identified for a pupil, targets will be set and reviewed regularly to monitor progress and provision. This may also draw upon advice from external agencies and will take the form of an Individual Education Plan (IEP). Fleet Infant School will endeavour to make sure that children with SEND get the support they need.

Use of Teaching Assistants

At Fleet Infant School, Learning Support Assistants across the school are used to support the learning needs of SEND pupils according to the provision specified in the IEP and in consultation with the class teacher and SENDCo. Additional support staff are also deployed where a child requires individual support. In all classes the support is usually fully integrated into the class situation; pupils are withdrawn from the classroom only when appropriate and necessary for specific learning to take place.

Training and Staff Development

All staff are encouraged to attend courses that help them to acquire the skills needed to work with pupils with SEND. This includes school-based training which is used to develop awareness of resources and practical teaching procedures for use with these pupils. ECTs and staff new to the school will be given training on the school's SEND policy as part of their induction.

Teaching Assistants will receive training to develop individual areas of expertise relating to SEND. They become lead professionals within school and are responsible for disseminating information and advising/supporting colleagues.

Nature of Intervention

The SENDCo in collaboration with the Class Teacher will decide the action required to help the pupil progress. Based on the results of previous assessments and on-going observations, the actions might be:

- Deployment of extra staff to work with the pupil
- 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 LEA support services for advice on strategies, equipment, or staff training

Education Health and Care Plan

The school will request an EHCP from the LEA when, despite an individualised programme of sustained intervention, the SEND needs of the child remain a significant cause for concern. An EHCP might also be requested by a parent or outside agency.

An EHCP will normally be provided where the LEA considers the child requires provision beyond what the school can offer. However, the school recognises that a request for assessment does not inevitably lead to an EHCP.

EHCPs must be reviewed at least annually. The Headteacher/SENDCo will organise these reviews.

Evaluating success

The success of the school's SEND Policy and provision will be evaluated through:

- Monitoring of classroom practice by SENDCo, subject co-ordinators, Leadership Team, Governing Body
- Analysis of pupil tracking data and progress for individual pupils, cohorts, vulnerable groups
- Consideration of each pupil's success in meeting IEP targets
- Termly monitoring of procedures and practice by the SEND Governor
- School self-evaluation
- The Headteacher's report to Governors
- The SENDCo's termly report

Complaint's procedures

If parents of a pupil with special educational needs or disabilities have a complaint concerning the provision made for their child, that complaint will be dealt with according to staged response of the school complaints procedure. A copy of this procedure is available from the school office or the school website. The SEND Code of Practice outlines additional measures the LEA must set up for preventing and resolving disagreements. These will be explained to parents if required.

Partnership with parents

Fleet Infant School firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEND to achieve their very best. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

Parents are informed that the school has identified their child as having a special educational need. The nature of this need is discussed with the child's parents. The school and parents work in partnership to arrive at a shared understanding of the child's needs, of provision to be made by the school to address those needs, and how parents can help at home. Termly meetings are held with parents to discuss progress, any concerns and any current outside agency involvement. All IEPs are reviewed with parents each term.

Details of the parent partnership service that is available through the LEA is made available to parents if considered necessary.

The voice of the child

All children are involved in making decisions where possible right from the start of their education. The ways in which children are encouraged to participate should reflect the child's evolving maturity. Participation in education is a process that will necessitate all children being given the opportunity to make choices and to understand that their views matter. Confident young children, who know that their opinions will be valued and who can practise making choices, will be more secure and effective pupils during their school years.

At Fleet Infant School we encourage pupils with SEND to participate in their learning by sharing targets and next steps. All children with SEND have an IEP to which they contribute as part of the target setting and review process where appropriate.

Links with other schools and transfer arrangements

Before children with special educational needs transfer to another school, care must be taken to ensure:

- Receiving schools are fully aware of the special educational needs of transferring children. In some instances, it may be appropriate to devise an individual transfer plan (e.g. those with an EHCP, or children being educated outside their chronological year)
- SEND documentation including IEPs and reports from external agencies should be forwarded along with other transfer records.
- Whenever possible children have the opportunity to visit the receiving school.