Old Basing Infant School
Policy for SEN and Disability (SEND)

Inclusion Manager: Kate Thompson

'All children and young people have a right to a primary education...'
(Article 28, The Convention on the Rights of the Child,1991.)

The policy for SEND takes into account The Education (SEN) Information Regulations 2014 and the Code of Practice (2014) on the Identification, Assessment and Provision for SEND. This policy should be read in conjunction with the Marking and Behaviour policies.

The school has policies which encompass all areas of the curriculum and a cycle of 'assess, plan, do, review.' These general arrangements take in a wide range of abilities, attitudes and interests. The majority of children will learn and progress within these arrangements. Those who have difficulties and require provision that is **additional to and different from** typical classroom practice may have SEN or Disability (SEND).

A child with SEND has:

- significantly greater difficulty in learning than the majority of the children of the same age.
- a disability which prevents or hinders them from making use of the educational facilities provided for other children of the same age.

Special educational provision is made **in addition to and is different from** the educational provision generally made for the other children in school of the same age.

Objectives
Pupils with SEND share with all pupils' entitlement to the greatest possible access to a broad, balanced and relevant curriculum which includes the Foundation Stage and the National Curriculum.

Staff with the support of the Inclusion Manager will:

- Identify at the earliest opportunity those children with a Special Educational Need or Disability.
- Provide a suitably differentiated curriculum to meet individual and diverse needs which enables all children to reach their full potential.
- Ensure that all children with SEND are encouraged, valued and accepted equally, regardless of their ability or behaviour.
- Recognise the importance of parental involvement in the identification, planning for, support and review of their child's needs. Pupils will, wherever possible, be involved in the review and setting of their new targets.
- Follow the SEN Code of Practice.

- Provide a (child friendly) Individual Education Plan (IEP) for any child requiring learning support which is **additional to or different from** the differentiated curriculum.
- Review IEPs and progress with parents and children each term. These reviews should be separate to a routine parents' evening.
- Seek the advice from outside agencies to support a child with a particular need.
- Request an EHCP when a child demonstrates significant cause for concern.

Identification
Children are identified as having special educational needs or a disability when the parent, class teacher, Learning support Assistant, Inclusion Manager or other professional adult in the school observes that:

- They have significantly greater difficulties in learning than the majority of children of the same age.
- They have a physical problem or disability which hinders them from making the same academic progress as their peers
- They have emotional needs which may relate to out of school circumstances.
- They have social needs which impact on academic progress.

Pupils' needs should be identified at the earliest possible stage. Staff monitor the progress of individual pupils through:

- Teacher observation and marking of daily work.
- Assessment records in reading, phonics, writing, maths and science.
- Year R assessments
- COPs screening at the end of Year R and start of Year 1
- End of Key Stage 1 Assessment in Year 2.

Any concerns arising from this information will be shared between the class teacher, Inclusion Manager and parents.

Advice and assessment may be sought from outside professionals. These include:

The Educational Psychologist
Speech and Language Therapist
Specialist Teacher Advisors
Occupational Therapist
Physiotherapist
Behaviour Support Team
Outreach Teachers from other schools and resourced units
Child Health Services – school nurse and family services
Social Services

Provision
We aim to teach children with SEND in the classroom alongside their peers by adapting their learning or the classroom environment where necessary. Pupils who require additional help and support may be withdrawn for individual or small group tuition by the LSA or SNA.

Resources, particularly those relating to staffing, are allocated according to:

- The child's needs.
- Provision associated with the funding linked to the special needs audit.
- A child's EHCP (if they have one).

Pupils' individual needs will be provided for through graduated stages of SEN. These are:

Early Intervention
Initial Assessment: Pupils may experience difficulties in accessing the curriculum, although may not require additional support. Work will be adapted to meet the child's needs. Children will be monitored and after a term will be reviewed to consider if they need to move to a higher level of support.

SEN Support
When a pupil requires interventions which are **additional to or different from** the differentiated curriculum they will be added to the SEND register and will be identified as having 'SEN Support'.
The class teacher remains responsible for working with the child on a daily basis. The child's needs are discussed with the school's Inclusion Manager and with the child's parents.
Provision is made through the implementation of an **Individual Education Plan** (IEP). The targets on these IEPs will be small, measurable targets that typically take 3 to 4 weeks for the child to achieve and will be updated as and when they are completed. Teachers will inform parents verbally that their child is on the Special Needs Register and also provide them with a copy of their child's IEP – a copy of which should be signed/dated by the parent and kept in the class SEND folder.
If the needs of the child are such that they cannot be met through current school support and staff need further assessments and advice from professionals the Inclusion Manager and the class teacher, in consultation with parents, will ask for help from **external agencies**. The advice and support will be detailed in an IEP.
Parents will be informed of the move to SEN Support by the class teacher

EHCP (Education, Health and Care Plan)
Where a child is unable to access the National Curriculum after internal and external help, the school, in consultation with the parents, will request a statutory assessment. If an EHCP is issued it provides a statutory framework which sets out the needs and provision for the child which must be reviewed annually. The EHCP is allocated a funding band allocation. The school will provide the provision required to meet individual targets. This provision may incorporate one-to-one work with the teacher or LSA, small group work and general class support.

Wave 3 programmes
These are intervention programmes used to support children identified at the SEN Support stage. Intervention programmes are chosen to suit the child's individual needs. The child's gain in progress on this intervention is monitored. A ratio gain of double the rate of progress is used as a bench mark and set by county. This is determined through reading ages assessed using the WRaPS (Word Reading and Phonic Skills) assessment tool. However success overall is also monitored, e.g. gains in confidence, increase in book band levels and small steps in progress in being able to blend sounds in words etc.
Wave 3 programmes new to the school are trialled and monitored using rigorous criteria e.g. results, teacher and LSA feedback and pupil interviews.
Children at any stage of the SEND register may participate in these programmes depending on individual needs and following assessment and observation but as the needs of the child increase so does the time allocated to these provisions.

Social and Emotional Difficulties
The school seeks to address social and emotional difficulties early on. Children who need support in this area will participate in social skills groups, friendship groups and/or self esteem groups. Children with persistent and long term problems may also have regular timetabled 1:1 sessions with the ELSA. Regular review for these interventions forms part of our strategy to ensure intervention is appropriate to the individual.

Responsibilities of the Inclusion Manager:
The Inclusion Manager is responsible for:

- The day-to-day operation of this policy.
- Overseeing and maintaining the SEND register.
- Monitoring teaching and learning related to SEND
- Overseeing the work of SNAs across the school.
- Monitoring children at stages, SEN Support and EHCP
- Ensuring that teachers are aware of the importance of identifying and providing for those pupils who have SEND.
- Liaising with and advising teachers and other members of staff.
- In partnership with other staff, liaising with parents.
- Contributing to the in-service training of all staff.
- Liaising with external agencies in order to meet the needs of children with SEND.
- Keeping abreast of current legislation and thinking regarding SEND and disseminating this to staff.
- Liaising with the junior school.
- Supporting LSAs and SNAs through termly meetings.

Governors
The Governing Body will discharge its statutory duty towards pupils with SEND by:

- Doing its best to provide the necessary provision for any pupil who has SEND.
- Evaluating the effectiveness of its policy and the provision it makes for pupils with SEND by receiving reports about the work of SEND in the school and encouraging the SEND governor to visit school to monitor provision. The governor will also receive reports from moderation and monitoring activities carried out by the LEA and other educational bodies.
- Ensuring the teachers are aware of the importance of identifying and providing for those pupils who have SEND.
- Consulting with the LEA and the governing bodies of other schools when it seems necessary or desirable in the interests of co-ordinating special educational provision as a whole.
- Reporting annually to parents on the school policy and provision for pupils with SEND.
- Having regard for the Code of Practice when carrying out their duties towards all pupils with SEND.
- Hearing complaints from parents of a child with SEND regarding the provision made for their child.

The governors, in consultation with the Headteacher, determine staffing and funding arrangements to provide for children with SEND.

One Governor is appointed to take particular interest in children with SEND. The Headteacher is responsible for the management and provision for children with SEND working closely with the Inclusion Manager, school staff and other agencies.

Admission Arrangements
Pupils with SEND who have already been identified are admitted to school provided the Headteacher, in consultation with the Governors, is satisfied that there is a suitable placement and the child's needs can be appropriately met within the funding available. Adequate support must be available both to provide an effective education for the pupil with SEND and to maintain the efficient education of the other children in the school. Requests from parents to visit the school are welcomed and considered essential before any placement is finalised.

Partnership with parents
We believe that parents should have knowledge of their child's entitlement within the SEND framework. Parents are kept well informed about the SEND of their child through:

- Parent/teacher consultations where they have access to information, assessments, current interventions, advice and support concerning their child's progress and any related decision making process about SEND provision once every term.
- Explanation of the stages of SEND.
- Sharing the targets on their child's IEP, ensuring the parent are given a copy once a term.
- Annual reviews for children with an EHCP.

The parent/teacher partnership is important. There is an expectation that parents will support staff by working with their child at home.

Complaints procedure
Occasionally there may be a difference of opinion about the provision that is being made for a child and the views of the parents of that child. Parents of children with SEND and the school should work together to try and resolve these difficulties. If this does not solve the problem then the parent is welcome to discuss their views with a member of the Governing Body. Parents should ask for the school's complaint policy which describes the correct procedures and the next action to take.

Reviewed: September 2026

Next Review Date: September 2027