



Special Educational Needs and Disability (SEND)

Date approved by the Full Governing Body: - November 2024

Date of review: - November 2025

Introduction.

At Alton Infant School, we believe that each pupil has individual and unique needs. However, some pupils may require more support than others. We acknowledge that a significant proportion of pupils will have special educational needs and/ or disabilities (SEND) at some point in their school career. If these pupils are to achieve their full potential, we must recognise this and plan accordingly.

Alton Infant 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 and Early Years Curriculum where appropriate. 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
- 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 express an opinion and have that opinion taken into account in matters affecting them
- identify, assess, record and regularly review pupils' progress and needs
- work collaboratively with pupils, parents/carers, other professionals and support services in a person-centred approach
- ensure that the responsibility held by all staff and governors for SEND is implemented.

Roles and Responsibilities of the Headteacher, SENDCO, other staff/governors

Provision for pupils 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 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 marking 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 the pupils with SEND. The appointed link governor (Amy Rowlands) maintains a general overview of the SEND provision within our school.

The Headteacher has responsibility for:

- the management of all aspects of the school's work, including the provision for pupils with SEND
- keeping the governing body informed about SEND issues in conjunction with the SENDCO
- ensuring that staff are aware of the need to identify and provide for pupils with SEND
- ensuring 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
- notifying parents if the school decided to make special education provision for their child in conjunction with the SENDCO and class teachers.

The governing body will ensure that:

- the necessary provision is made for any pupil with SEND
- they have regard to the requirements of the SEND Code of Practice (2015)
- the progress and attainment of children with special educational needs and/or looked after children are monitored and evaluated when reviewing the effectiveness of the school's support for children with SEND
- they are fully informed about SEND issues
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEND.

The special educational needs and disabilities co-ordinator (SENDCO) 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
- facilitating detailed assessments and observations of pupils with specific learning needs
- co-ordinating the provision for the pupils with SEND

- supporting class teachers in devising strategies, drawing up Personal Plans (PP), setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEND and the effective use of materials and personnel in the classroom
- liaising with parents of children with SEND
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- maintain the school's SEND register and records
- assisting in the monitoring and evaluation of progress of pupils with SEND
- contributing to the in-service training of staff
- managing learning support staff/teaching assistants
- liaising with SENDCOs in receiving schools to help ensure a smooth transition from one school to another
- take part in local authority SEND updates.

Class teachers are responsible for:

- including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum
- allocating time to work with pupils with SEND
- allocating time for TAs to work with pupils with SEND
- regular liaison with the SENDCO
- ensuring that they access all available information and support to enable them to make appropriate educational provision for all pupils, including looked after children and pupils with SEND
- working closely with parents, carers and specialist agencies to ensure a coherent approach to the education of pupils with SEND.

Teaching Assistants are responsible for:

- working under the direction of their class teacher or SENDCO
- involvement in the delivery and review of Personal Plans
- regular liaison with the SENDCO
- discussion with outside agencies on administration of specific programmes
- attending training to deliver specific interventions and support for specific needs

A Graduated Response - raising a concern

Alton Infant School is committed to early identification of Special Needs and adopts a graduated response to meeting special educational needs in line with Hampshire County Council's guidelines and the Code of Practice 2015. Our approach is:

1. Assessment procedures are in place to ensure that all pupils are progressing and to quickly note any difficulties a child may experience. If there are concerns about a pupil's learning please contact the SENDCO, Mrs Lily Hill-Venning.
2. The class teacher identifies a pupil's special educational needs, seeks advice from the SENDCO and tries alternative classroom strategies.
3. The teacher will discuss with the SENDCO the strategies used and assess the progress that ought to have been made. Together the decision for extra provision will be made. At this point the learner and parents/carers are included in the process.
4. If the staff agree that interventions that are additional to or different from the school's differentiated curriculum and strategies are needed, these trigger SEND support and your child will have a Personal Plan outlining their targets and support.

SEND Support

5. Information now needs to be collected from the class teacher, the SENDCO, any outside agency involved and the parents.
6. The SENDCO can then arrange for further assessment, plan future support and monitor and review any action taken
7. The class teacher and teaching assistants can plan and deliver individualised learning curriculum
8. The SENDCO and class teacher can consult with parents/carers and the child about their plan and inform parents about progress.
9. The school action may include different learning materials, special equipment, individual or group support, staff development, training in alternative strategies and adult time to plan interventions and monitor progress.

A Personal Plan detailing individual targets that are additional to and different from the differentiated plan for the class will be created for the child. The targets will be regularly reviewed and shared with pupils and parents/carers.

If the pupil continues to make little or no progress in learning or behaviour, then the school will seek support from outside agencies.

10. Along with outside agencies, the SENDCO will review interventions already implemented. Those involved in this review could be the learner, class teacher, health representative, social services representative, English or Maths managers or behaviour support team. They will then consider tried strategies, targets and progress.
11. After which new targets and strategies will be added to the Personal Plan of which parents/carers will be advised.

The SENDCO will record what further advice is being sought and what will happen in the meantime in terms of intervention. It is the class teacher's responsibility to carry out interventions. If the strategies do not result in an improvement in the child's learning then an Education, Health and Care Plan may be applied for.

Education, Health and Care Plan (EHCP)

12. The SENDCO or parent may request an EHCP from the Local Authority. The SENDCO, Headteacher, Class teacher and parents will work closely together with external agencies that should support the request.
13. During the assessment period the child will continue to be supported using the procedures described in SEND Support.
14. In exceptional circumstances a child may be referred for an EHCP as soon as diagnostic or medical assessment is carried out. This can be done if the school considers that the child's needs cannot be met and immediate specialist intervention is required.
15. The Local Authority may give an EHCP to the child which will contain advice and allocate individual support procedures for the child. The governors are legally responsible for ensuring the funds provided from the Local Authority are used for the named pupil.
16. Once the plan is created and accepted the SENDCO will monitor that the pupil's records are maintained, the class teacher monitors and reviews progress on a regular basis, that the school's usual pastoral and curriculum monitoring processes are used and that provision and assessment for EHCP outcomes is in place.

Transfer Arrangements

17. If a pupil has received any sort of special needs support the SENDCO will transfer all relevant documents with the pupil to the receiving school. A transition meeting may be used. If a pupil has an EHCP the new school will have to be named in an amended plan before the transfer takes place. The SENDCO will arrange for an annual review to take place in the proceeding school year to allow time for the transfer process to be completed.

Children with Medical Needs

18. Pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.
19. Facilities and staff training will be adapted to meet any new/ emerging medical needs or disabilities. These adaptations will be managed by the Headteacher and SENDCO.
20. If a medical condition causes significant absence from school, the Class teacher and SENDCO will liaise with parents to determine whether the child is well enough to complete remote learning and which aspects of learning they should engage in. A phased re-entry to school can be negotiated between home and school to support the child's well-being.

21. Further information on supporting children with medical needs can be found in our policy on 'Supporting children with Medical Needs'.

Complaints Procedure

Should parents/carers be unhappy with any aspect of provision they should discuss this with their class teacher in the first instance. Anyone who feels unable to talk to their class teacher can request at the school office to see the SENDCO, Mrs Lily Hill-Venning. In the event of formal complaint parents/carers should follow the school's normal complaint procedure by contacting the Headteacher or Governors. The Local Authority Parent Partnership Service (SENDIASS) is available to offer advice.

Arrangements for Monitoring and Evaluation

The success of the school's SEND policy and provision is evaluated through self-evaluation and reporting activities such as:

- monitoring of classroom practice by the Senior Leadership Team, SENDCO and Subject leaders
- analysis of pupil tracking data, Personal Plan/ EHCP outcomes and end of Key Stage results
- analysis of exclusions data
- monitoring of procedures and practice by the SEND governor
- the school's development plan which is used for planning and monitoring provision in the school
- visits from the Local Authority personnel and OFSTED inspection arrangements
- feedback from pupils, parents/carers and staff following meetings to evaluate impact and celebrate success.