

Stoke Park Infant School

Special Educational Needs & Disability (SEND) Policy 2026-2027



Approved by	FGB
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Responsible person	Inclusion Manager
Committee responsible	FGB
Regularity of review	Annual

Special Educational Needs & Disability (SEND) Policy 2026-2027

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting children at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Accessibility Plan
- Teachers Standards 2012

This policy was created in line with DfE and Hampshire County Council guidelines by the school's SENDCO in discussion with the SEND Governor, in liaison with the Senior Leadership Team, all staff and parents of children with SEND. Also any feedback received will be taken into consideration when reviewing this policy.

1. INTRODUCTION AND CONTEXT

The Inclusion Manager is Mrs Jane Brennan and she is responsible for managing the school's provision which is made for children and young people with SEND. The school also has a Resource Provision for children with identified Speech, Communication and Language Needs (SCLN) which is managed by Mrs Liz Wilson.

The SEND Governor : Tracey Morgan

The contact details for the Inclusion Manager and the SEND Governor are:

Stoke Park Infant School
Abbotsbury Road,
Bishopstoke
Eastleigh
Southampton
SO50 8NZ

adminoffice@stokepark-inf.hants.sch.uk

Phone 02380 601773

The Inclusion manager holds the National Accreditation Award for Inclusion Manager's and is a member of the Senior Leadership Team and provides professional guidance and support to colleagues and works closely with staff, parents and other agencies (Ref: Role of the Inclusion Manager in Schools SEND Code of Practice, 6.89). Stoke Park Infant School is a mainstream nine class infant school with approximately 270 children between the ages of 4 and 7 years old.

The school also has a Resourced Provision for children with speech and language difficulties, which is managed by a full time Resource Provision Manager. The Local Authority SEND team from the Local Authority make the decision as to which children will be best suited to a place within our school.

We will endeavour to offer equal opportunity of access for all children regardless of gender, race, religion, disability and ability. All children should be valued equally and have the right to learn, achieve and participate fully in education regardless of their abilities, race, gender and behaviour.

All children are entitled to have access to a broad, balanced and relevant curriculum that is differentiated to meet individual learning styles, recognising personal strengths and needs.

Teachers have responsibility for:

- setting suitable learning challenges
- responding to children's diverse learning needs
- overcoming potential barriers to learning
- assessment for individuals and groups of children

Schools must:

- use their best endeavours to make sure that a child with SEND gets the support they need
- ensure that children with SEND engage in the activities of the school alongside children who do not have SEND
- inform parents when they are making SEND provision for a child

2. OUR AIMS

- to ensure effective liaison within school, with parents and outside agencies in order to fully meet the individual needs of each child
- to provide structured differentiated programmes of work to facilitate every child's access to the school's broad and balanced curriculum
- to create a fully inclusive school society in which all members see themselves valued for the contribution they make
- to raise the aspirations of and expectations for all children with SEND

3. OUR OBJECTIVES

- to identify children with Special Educational Needs and Disabilities (SEND) as early as possible to enable appropriate provision is made so full access the curriculum can be made
- to work within the guidance, provide in the SEND Code of Practice, 2014
- to operate an "inclusive quality first teaching" approach to the management and provision of support for special educational needs
- to provide support and advice for all staff working with children with SEND

4. IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The identification of SEND should be built into the overall approach to monitoring the progress and development of all children.

The Code of Practice suggests that children are only identified as SEND if they do not make adequate progress as a result of intervention, adjustments and high-quality personalised teaching put in place by the teacher. (CoP 2014 6.36 onwards).

Teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants or specialist staff.

High quality inclusive teaching, differentiated for individual children, is the first step in responding to children who have or may have SEND. Additional intervention and support cannot compensate for a lack of high-quality inclusive teaching.

We regularly and carefully review the quality of teaching for all children, including those at risk of underachievement. This includes observation of lessons, reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable children and their knowledge of the SEND most frequently encountered.

We recognise that early identification on entry to the school is a priority if we are to meet the individual needs of children with special educational needs.

We know if a child needs extra help through:

- looking at records and profiles from pre-schools or previous schools
- our own tracking of each child's progress
- talking to parents about their concerns
- reference to Hampshire's criteria for SEND
- teacher assessment and observations
- medical records
- whole school screening procedures such as the GL Dyslexia Profile)
- Language Link receptive screening

For some children, SEND can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. All those who work with children and young people should be alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that all professionals listen and understand when parents' express concerns about their child's development.

5. A GRADUATED RESPONSE TO SEND

Section 1.24 of the Code of Practice clearly states 'High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges must use their best endeavours to ensure that such provision

is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less’.

Any children who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored. Once a child has been identified as possibly having SEND, they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

The child’s class teacher will take steps to provide differentiated/personalised learning opportunities that will aid the child’s academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

The Inclusion Manager will be consulted as needed for support and advice and may wish to observe the child in class. Parents will be informed fully at every stage of their child’s development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school. The child is recorded by the school as being monitored due to concern by parent or teacher, but this does not automatically place the child on the school’s SEND register. Any concerns will be discussed with parents informally, during parents’ evenings or other meetings as necessary.

The SEND Code of Practice 2014 describes the 4 broad categories of need:

- **communication and interaction**
- **cognition and learning**
- **social, emotional and mental health**
- **Sensory and/or physical needs**

Any concerns relating to a child’s behaviour should be described as an underlying response to a need which we will endeavour to recognise. Behaviour as a category of need is no longer an acceptable way of describing SEND.

The aim of formally identifying a child with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an **ongoing cycle** to enable the provision to be refined and revised as the understanding of the needs of the child grows. This cycle enables the identification of those interventions which are the most effective in supporting the child to achieve good progress and outcomes.

Assess

In identifying a child as needing SEND support the class teacher working with the Inclusion Manager and the child’s parents, will carry out an analysis of the child’s needs. This initial

assessment should be reviewed regularly to ensure that support is matched to need. As a result of this assessment interventions and support will be planned.

If the child does not respond to the intervention and support and if after further assessment there is still cause for concern and their needs fit the Hampshire SEND criteria the child is placed on the SEND Register as SEND support and will have a Pupil Profile and personalised targets. It is the responsibility of the class teacher to carry out the support and intervention set down in the Pupil Profile. They will for the most part, be carried out by the school, in the classroom, using additional adult support and resources. If after an agreed time scale there are still concerns over progress and attainment, then outside agency involvement will be sought after discussion and agreement from parents.

Plan

Where it is decided to provide SEND support, the teacher and Inclusion Manager should agree, in consultation with the parent the outcomes they are seeking; the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. All teachers and staff who work with the child should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies and approaches that are required. The support and intervention provided should be selected to meet the outcomes identified for the child and provided by teachers and assistants with relevant skills and knowledge. Any related staff development needs should be identified and addressed.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the child's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the Inclusion Manager.

Review

The effectiveness of the support and interventions and their impact on the child's progress should be reviewed in line with the agreed date. The impact and quality of the support and interventions should be evaluated, along with the views of the parents. This should feed back into the analysis of the child's needs. The class teacher, working with the Inclusion Manager, will revise the support in light of the child's progress and development, deciding on any changes to the support and outcomes in consultation with the parent.

Referral for an Education, Health and Care Plan

If the strategies employed at this level do not result in an improvement in the child's learning, then a statutory assessment might be requested.

If a child has persistent or significant difficulties, they may undergo a Statutory Assessment process which is usually requested by the school but this can be requested by a parent. This

will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

6. MANAGING CHILDREN'S NEEDS ON THE SEND REGISTER

SEND Support

Where it is determined that a child does have SEND parents will be formally advised of this and the child will be added to the SEND register. Where a child appears to be working below expected levels or where a child's progress gives cause for concern the school considers the information about the child's learning and development from within and beyond the school to allow consideration to be given to the needs of the whole child.

This may include:

- what educational and non-educational needs have been identified
- key barriers to learning
- the clear outcomes to be achieved within an agreed time frame
- reviewing impact of interventions
- how the level of provision is decided
- the process for engaging additional support/engaging specialist services

7. CRITERIA FOR EXITING THE SEND REGISTER

Once a child has made good or accelerated progress and children whose identified needs are no longer cause for concern they will be removed from the SEND register.

Children who make progress which means they are no longer on the SEND register will continue to be monitored and their progress tracked.

8. SUPPORTING CHILDREN AND FAMILIES

We encourage an open dialogue with parents and will use informal as well as formal opportunities to provide you with information, strategies and resources that may support a child's development.

During parents' evenings and at other times during the school year the class teacher will be able to share with parents' information about their child's progress, next steps in learning and what parents can do to help the child at home.

- A home/school communication book could be used to share information and successful strategies
- The Inclusion Manager may meet with parents to discuss strategies to use if there are difficulties with behaviour or learning to ensure consistency and share what is working well
- Outside agency reports often include suggestions and activities for home

All parents are welcomed into school at any time during the school year to discuss the progress and well-being of their child. We welcome working in partnership with our parents in order to provide the best care and education for all our children.

The child's teacher will initially discuss with parents concerns that they may have. They may then:

- discuss the concerns with the Inclusion Manager
- plan additional support the child may require
- set targets for the child, arrange meetings with parents to discuss on-going concerns and progress being made towards meeting targets
- discuss with parents any referrals to outside agencies and professionals

There are two Parent Evenings throughout the year, and we encourage all our parents to attend. The Inclusion Manager will be able to signpost you to different professionals, including support groups should this information be relevant.

9. SUPPORTING CHILDREN AT SCHOOL WITH MEDICAL CONDITIONS

The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have SEND, their provision should be planned and delivered in a co-ordinated way with the healthcare plan. Schools are required to have regard to statutory guidance.

(Refer to 'Supporting pupils at school with medical conditions (2014)': statutory guidance from the Department for Education).

10. MONITORING AND EVALUATION OF SEND

Parents are welcome to come into school to discuss their child's learning at any point during the school year at a mutually convenient time. This discussion could be with the class teacher, the Inclusion Manager or both. A child with SEND may have their own Pupil Profile with their own individual targets outlining the support that is provided and the interventions or programmes which may be used. The targets are achieved or modified regularly by the class teacher and the Learning Support Assistant.

A child's targets may be discussed with parents at the Parent Interviews in the Autumn and Spring Term. A parent can request additional parent interviews at any time during the school year. Parents may be invited in at other times during the year to discuss progress and new targets. The Inclusion Manager is available to attend Parent Interviews if a parent or teacher would like her to be there.

The impact of support and interventions is closely monitored by the Inclusion Manager, and the progress of the children is monitored carefully.

The Inclusion Manager will meet termly with the SEND Governor to discuss the provision of SEND.

11. TRAINING AND RESOURCES

Training and expertise include:

- speech and language
- autistic spectrum condition
- Makaton
- dyslexia
- Occupational Therapy
- ELSA
- emotional and mental health needs
- behaviour

Professional development is valued and staff regularly attend training courses, and any new information and skills are fed back to staff at Learning Support Assistant meetings. The Inclusion Manager leads Inset training for Learning Support Assistants and regular CPD is provided to train staff when appropriate.

When preparing for a child who may have special educational needs coming to our school, we will endeavour to train relevant staff in order to meet individual needs.

All staff have access to specialised help and the support of the with SEND children in the classroom. This help may include training and support by the Inclusion Manager, Teacher Advisors for SEND, Hampshire Educational Psychology Service and Primary Behaviour Support Team.

12. ROLES AND RESPONSIBILITIES

The Inclusion Manager and Resource Provision Manager, in collaboration with the Head Teacher, and governing body, play a key role in determining the strategic development of the SEND policy and provision in the school in order to raise the achievement of children with SEND. The Inclusion and Resource Provision Managers take day-to-day responsibility for the provision made for individual children with SEND, working closely with staff, parents, carers and other agencies.

Responsibilities include:

- overseeing the day-to-day operation of the school's SEND Policy
- advising and supporting colleagues
- coordinating provision for children with SEND
- ensuring that appropriate Individual Outcome Plans are in place
- overseeing the records of all pupils with SEND
- ensuring liaison with parents of children with SEND
- liaising with external agencies including Hampshire Educational Psychology Service and other support agencies, the Health and Social Services and voluntary bodies
- monitoring the progress of SEND children

- meeting at least termly with all LSAs to co-ordinate SEND provision and to provide training
- liaising with the relevant Designated Teacher where a looked after child has SEND
- advising on the graduated approach to providing SEND support
- arranging other consultations with individual LSAs as the need arises
- overseeing the records on all pupils with special educational needs
- contributing to the in-service training of staff
- being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a child and their parents are informed about options and a smooth transition is planned
- Working with the Headteacher and school governors to ensure the school meets its responsibilities and the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEND up to date

Role of the Governors

All Governors are aware of their role and responsibilities with regard to the SEND Code of Practice.

The governing body has a collective responsibility and corporate statutory duties for children with special educational needs.

Governors are responsible for:

- ensuring that teachers are aware of the importance of early identification and provision for children with special education needs
- ensuring that children with special educational needs have the opportunity to participate in all school activities, as far as reasonably possible and practical

The SEND Governor duties include:

- meet regularly with the Inclusion Manager to discuss the implementation of the school's SEND Policy and to discuss progress of children
- observe in school regularly in order that she is aware of the structure of SEND provision, the work of class teachers in support of children with special educational needs and the external agencies who advise and support the school in meeting individual needs

13. STORING AND MANAGING INFORMATION

Stoke Park Infant School collects and uses personal information (referred to in the Data Protection Act as personal data) about staff, pupils, parents and other individuals who come into contact with the school. This information is gathered in order to enable the provision of education and other associated functions. In addition, the school may be required by law to collect, use and share certain information.

The school is committed to always maintaining the principles of the Data Protection Act 1998 and strives to:

- Ensure that only authorised personnel have access to personal information whatever medium (paper or electronic) it is stored in.
- Ensure that clear and robust safeguards are in place to ensure personal information is kept securely and to protect personal information from loss, theft and unauthorised disclosure, irrespective of the format in which it is recorded.
- Ensure that personal information is not retained longer than it is needed (refer to Hampshire retention schedule).
- Ensure that when information is destroyed that it is done so appropriately and securely.
- Seek permission for sharing personal information.
- Share personal information with others only when it is legally appropriate to do so.
- Comply with the duty to respond to requests for access to personal information, known as Subject Access Requests.

14. ACCESSIBILITY

We are happy to discuss any individual access requirements.

- Stoke Park Infant school is a circular building built on three levels. These levels are all accessed internally via staircases. Reasonable adjustments have been made to improve accessibility.
- Additional resources and physical supports are available and may be used to support individual children as required.
- We have a wheelchair accessible alternative entrance. We have an accessible toilet to facilitate manoeuvrability for wheelchair users.

15. DEALING WITH COMPLAINTS

We will try to address any concerns you have immediately they are raised with us so please approach school to enable us to do this at the earliest opportunity. Concerns will always be listened to and we will work with you to agree the best way to support your child and work together to provide the best we can.

If you wish to discuss the provision being made for your child we would advise you to speak to the class teacher, the Inclusion Leader and the Head Teacher in this order. The school always welcomes collaboration with parents. If you have concerns after this discussion you should refer to the school complaints policy.

16. BULLYING

We work with the children to understand the impact of the words they use and deal seriously with derogatory name-calling related to 'special educational needs' or disability under our

Anti-Bullying Policy. We aim to make optimum use of C philosophy for children and Social, Moral, Spiritual and Cultural teaching time for raising issues of bullying.

17. REVIEWING THE POLICY

The Policy is reviewed every year by the Inclusion Manager

18. APPENDICES – Refer to:

- SEND Information Report available on the school website
- Anti-Bullying Policy
- Complaints Policy
- Equality Policy
- Behaviour & Regulation Policy
- Hampshire SEND Policy (2005)
- Equality Act 2010 Advice for Schools
- Support for Pupils with Medical Conditions Policy
- SEND Code of Practice 2014

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