

Locks Heath Infant and Nursery School

Special Educational Needs and/ or Disabilities Policy



Reviewed Annually	Reviewed Spring 1 2026	Next review Spring 1 2027
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This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 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 (Sept 2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy should be read in conjunction with the following school policies:

- Equality Statement (Website), Single Equality Policy & the School's Equality Objectives for 2022-2026
- Relational Behaviour Policy
- Safeguarding Policy
- Complaints Policy

This policy was created by the schools Special Educational Needs and/or Disabilities Co-ordinator (SENDCo) with the SEND Governor, in liaison with the SLT, all staff and parents of pupils with cognitive and/or physical differences. This policy has been produced in the spirit of latest reforms and reflects the DD Code of Practice, 0-25 guidance.

Policy Statement – Section 1:

At Locks Heath Infant and Nursery School we are committed to understanding and embracing the diversity of all of our pupils. We recognise the neurodiversity of our school community and meet the needs of children who may have a physical, hearing or visual difference. We comply with statutory requirements laid out in the Special Educational Needs and Disability (SEND) Code of Practice 0-25, September 2014.

Locks Heath Infant and Nursery School provides a caring, secure and engaging environment in which each child can be successful, to give them the best chance in their future lives. In order to do this, children are supported throughout their learning journey. Social, Moral, Spiritual and Cultural principles are at the very heart of the children's learning.

We aim to raise the aspirations and expectations for all children with cognitive and/or physical differences. We continually focus on the outcomes for each child and constantly evaluate provision and support for each individual.

At the core of our school is the nurture, care, support and encouragement given to children of all abilities, to allow them to achieve their very best and reach their full potential. We are committed to providing an inclusive curriculum, adapted to the needs of individuals, to allow them full access to all areas of learning. We ensure the best possible progress from all our pupils, whatever their individual needs and capabilities.

All children with cognitive and/or physical differences are valued, respected and equal members of our school.

We are seeking to shift the language that we use to describe children to become more inclusive. We are moving away from more dated models of language where individuals may be described as having a 'deficit' or 'disorder'. We embrace and celebrate the uniqueness of each child and only use labels as a means of understanding how we can best support each individual.

The term 'with SEND' has been replaced with cognitive and/or physical differences.

Every teacher is a teacher of every child or young person including those with cognitive and/ or physical differences.

- Locks Heath Infant and Nursery School is a mainstream setting for children. The school caters for children within the Nursery Year, Reception Year, Year One and Year Two.
- The Special Educational Needs Co-Ordinator (SENDCo) is Miss Jenny Wilkinson, she received accreditation for the National Award for SEN (NASENCO award) in July 2016.
- The SENDCo is a member of the Senior Leadership Team and is contactable via the School Office on 01489584180.
- The Special Educational Needs Governor is Mrs Zoe Cunningham

Definition of Special Education Needs - Section 2:

At Locks Heath Infant and Nursery School we define SEND as having cognitive and/or physical differences that require adaptations to provision to be made.

A definition of Special Educational Needs (SEN) taken from section 20 of the Children and Families Act 2014 is as follows:

Children have a learning difficulty if:

- (a) They have significantly greater difficulty in learning than the majority of children of the same age;
- (b) They have a disability that prevents or hinders them from making full use of the educational facilities that were provided for children of the same age;
- (c) They are achieving under expectations for the age and fall within the definitions above or would do so if special educational provision was not made for them.

Our Aims:

In supporting children with cognitive and/ or physical differences we strive to:

- operate a whole pupil, whole school approach to the management and provision of support for the inclusion of children.
- identify pupils with cognitive and/ or physical differences, provide for and review their needs.
- ensure access for ALL pupils to high quality teaching within a broad, balanced, relevant and differentiated curriculum.
- enable, through monitored target setting, every child to reach their potential.
- ensure that all pupils feel valued and have a positive self-image.
- encourage pupil and parental involvement in assessment and support for individual differences.
- foster close co-operation between all agencies concerned for a multi-disciplinary approach.
- provide consultation between pre-schools and any other schools regarding transition arrangements.
- be an inclusive school that respects and welcomes diversity.

Objectives:

- to identify and provide for children who have cognitive and/ or physical differences
- to work within the guidance provided in the SEND Code of Practice 2014
- to provide a SENDCo who will work within Hampshire Inclusion ideals
- to provide support and advice for all staff working with children with cognitive and/ or physical differences
- to work with parents and signpost them to relevant agencies

Identifying Individual Differences – Section 3:

Areas of Need:

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, children may have needs which involve more than one area.

At Locks Heath Infant and Nursery School we identify the requirements for pupils by considering the needs of the **whole** child.

We strive to understand pupils in accordance with the 4 broad areas of need identified in the Code of Practice, 2014

- Communication and Interaction
- Cognition and Learning
- Social Mental and Emotional Health
- Sensory and or Physical needs

There may be additional issues that impact, if not addressed, on progress and attainment, such as:

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation

We recognise that identifying behaviour as a need is no longer an acceptable way of describing differences. Any concerns relating to a child’s behaviour will be described as an underlying response to a need; which will be recognised and identified by the professionals working closely with the child. The school will liaise diligently with all professionals during times of transition to ensure that the longer term provision for children is the best it can be.

Admission Arrangements:

Pupils with cognitive and/ or physical differences will be admitted to the school in accordance with the requirements of the Code of Practice 2014, the Equality Act 2010: advice for schools DfE May 2014 and the LEA admission policy.

A Graduated Approach to Support – Section 4:

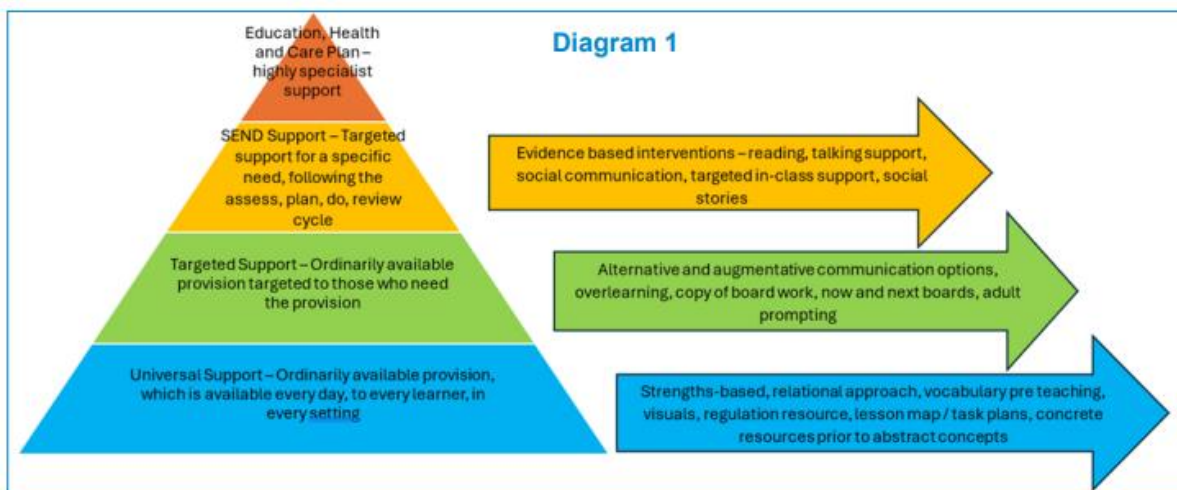
The Code of Practice suggests that pupils are only identified as SEND if they do not make adequate progress once they have had all the interventions, adjustments and good quality personalised teaching (pg. 88 Section 6.37 onwards in the Code of Practice).

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have cognitive and/ or physical differences in order to overcome all barriers to learning. Additional intervention and support cannot compensate for a lack of good quality teaching.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including when pupils access support from learning support assistants or specialist staff.

Ordinarily Available Provision (OAP) is the provision made available in every part of an educational establishment for every person, every day. OAP is the underpinning principle that enables an inclusive learning environment to be established, so that every member can succeed. We know that what benefits those with additional needs, ultimately benefits everyone; the OAP guidance aims to provide practical strategies to support proportionate universalism. OAP is fundamental to establishing an environment where all can succeed.

A graduated approach to ordinarily available provision is put into practice, as outlined in the diagram below. It is expected that this provision would be implemented prior to the more targeted, adapted provision actioned through SEND support.



The school regularly reviews the quality of teaching for all children, including those at risk of underachievement. This is through; observation of lessons, monitoring of pupil data, work scrutiny, pupil progress meetings and pupil conferencing by SENDCo, team leaders and subject managers.

This also includes reviewing and, where necessary, improving teachers' understanding and knowledge of strategies to identify and support vulnerable pupils and their knowledge of the cognitive or physical difference most frequently encountered.

Decisions on whether to make adapted provisions are made following discussions between the teacher and SENDCo. This involves the teacher and SENDCo considering all the information gathered about the pupil; taken from high quality and accurate formative assessment about the pupil's progress, alongside national data and expectations of progress.

Pupil progress meetings and cohort action plans to monitor achievement and progress including those at risk of under achievement take place at least termly.

For higher levels of need, we will draw on specialised assessments from external agencies and professionals such as educational psychologists, therapists (including speech and language therapists, occupational therapists and physiotherapists), specialist or support services and Child and Adolescent Mental Health Services (CAMHS).



Decisions are made to place children on the SEND register using the Assess – Plan – Do – Review cycle. This four-part cycle allows earlier decisions and actions to be revisited, refined and revised with a growing understanding of the pupil's needs.

This is known as the Graduated approach.

Children and parents are encouraged to be involved in this process with open communication between school and home.

Nature of Intervention

Regular discussions are held with the SENDCo and class teacher to review children's learning, assess interventions, plan targets and talk about strategies to implement them.

We foster an atmosphere where children are encouraged to contribute to their own learning. Pupils are encouraged to express their feelings and opinions about their specific needs. We provide a safe environment to do this.

Managing pupils on the SEND register – Section 5:

Once the Assess-Plan-Do-Review cycle has been carried out and a cognitive and/ or physical difference has been identified, the parents are informed of the decision of putting the child on the SEND register. A child centered plan is drawn up to address the specific needs of the child.

This plan details;

- The exact needs that have been identified
- How to remove key barriers to learning effectively
- The clear outcomes to be achieved within an agreed time frame

The class teacher holds the responsibility for evidencing progress according to the outcomes described in the plan and will update the plan on a termly basis or as required. The child centered plans are monitored regularly by the SENDCo and are discussed with the SLT.

The information on the plan is shared with the parents, with parents being consulted at least termly through a meeting to discuss their child's progress.

The level of provision and support for each child with a cognitive and/ or physical difference is decided through consultations between the class teacher, SENDCo and the SLT. The provisions made are monitored on a regular basis by the SENDCo with changes being made as necessary.

There may be times when the level of support and provision for a child goes beyond that of the class teacher and learning support assistants. In this instance, a statutory request for an Education Health Care Plan (EHCP) will be made to Hampshire County Council. Evidence from the class teacher, SENDCo, parents and any other agencies involved will support this application.

If the level of adaptation goes beyond the normal provision made at school, the SENDCo will seek the involvement of external agencies, such as Specialist Advisory Teachers, Outreach Services or Educational Psychologists. Parents are involved in this process before any referrals are made and the views of the child are gained when appropriate.

Children are placed on the SEND register under the following categories – SEN support or EHCP.

SEN support:

A child placed on SEN support will require interventions additional to, or different from those provided as part of the school's usual differentiated curriculum. They may have one or more of the following;

- Makes little or no progress even when teaching approaches are targeted particularly at the child's identified area of weakness.
- Shows signs of difficulty in developing English or mathematical skills that result in poor attainment in some curriculum areas.
- Has an emotional or behavioural difficulty that is not relieved by the behaviour management techniques usually employed in the school and will require a positive support plan.
- Has sensory or physical difficulties that require the provision of specialist equipment and support.
- Has communication and/or social interaction difficulties that impact on their learning and hinder their progress.

Statutory Assessment/EHCP:

A request for Statutory Assessment will generally be made by the school to the LEA. Occasionally parents refer their children directly for Statutory Assessment. Children with a EHCP will have an annual review. Parents and all other relevant professionals are invited along to this meeting. The views of the child are also sought through the best possible means for each individual.

Statutory Assessment may be considered if the child has one or more of the following:

- Continually making little or no progress in learning even when teaching approaches are targeted particularly at the child's identified area of weakness.
- Sustained difficulty in developing English or mathematical skills that result in poor attainment in some curriculum areas.
- Continues working at levels substantially below that of their peers and expected of children at a similar age.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group despite having a positive support plan.
- Has sensory or physical difficulties that require specialist equipment, regular advice or regular visits by a specialist service.
- Has an on-going communication and/or social interaction difficulty that impacts the development of social relationships and causes substantial barriers to learning.

Exiting the SEND register:

A decision may be made to take a child off the SEND register if:

- The child makes good progress and is no longer working at a level substantially below that of their peers
or
- The needs of the child change significantly

The class teacher, supported by the SENDCo will discuss with the parents and the child the reason for reaching this decision.

Supporting pupils and families – Section 6:

We have an open door policy for all parents; welcoming them to come in or phone regarding any concerns. We will endeavour to speak to parents as soon as possible, teaching commitments permitting.

Further information regarding how the school supports children and their families, including contacting external agencies that can provide advice and support, can be found in the SEND Information Report on the school website.

There is a direct link to the Local Authority ‘Local Offer’ on the Inclusion Information Report.

Children with cognitive and/ or physical differences may need arrangements to access tests and assessments. After consulting the guidelines for individual tests or assessments we may be able to provide arrangements such as more frequent breaks, a quiet room, a scribe, a reader etc. as required. The class teacher / team leader is responsible for these arrangements.

Our admissions policy takes account of all relevant legislation including that on disability, together with all relevant regulations and the School Admissions Code (published by DfE in 2012). For the normal admissions round, all on time preferences will be considered in accordance with the admissions criteria. If the school is oversubscribed places will be offered in priority according to the admissions criteria. Looked after children or children who were previously looked after will rank first in priority. Children or families who have a serious medical, physical or psychological condition which makes it essential that the child attends our school are ranked second in priority.

The school will admit any child whose final EHCP names the school.

The Admissions Policy is available in the school policies section of the school website.

The Early Years Class teachers and the SENDCo liaise with pre-schools, nurseries and child-minders regarding individual children and their provision for starting school. Details concerning any children with Education Health and Care Plans (EHCP’s) or Transition Partnership Agreements (TPA’s) will be passed to relevant staff or the whole school as required.

For children who are moving in or out of the school ‘in-year’ and have an identified SEN, or where parents are concerned that their child may have a SEN, the SENDCO will liaise with the appropriate staff members at those schools in order to plan a careful transition and induction for the child and their family.

With the majority of our children transferring to Locks Heath Junior School, the SENDCo and class teachers also liaise with the Junior School Year 3 staff upon transition from the Infant to the Junior School. The SENDCo of the Junior School is invited to any meetings pertaining to the needs of children with cognitive and/ or physical differences; these may be annual reviews or TPA meetings. A comprehensive transition programme is put in place to support the child’s transition to the next stage in their education, which includes additional visits to the Junior School. The SENDCO and school staff will create a bespoke transition package for any children entering Year 3 in an alternative school or setting.

Supporting pupils at school with medical conditions – Section 7:

We recognise that it is vital that children with medical conditions are adequately supported in school so that they have full access to the curriculum, including school trips and physical education.

Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some children may also have cognitive and/ or physical differences and may have an EHCP which brings together the health and social care needs as well as their adapted educational provision. In these instances, the guidance from the SEND Code of Practice 2014 is followed.

Children with medical conditions in school have Individual Healthcare Plans (IHP's) describing their condition, daily care needs and action to take in an emergency. IHP's are created in consultation with the School Nursing Team and are shared and checked with the parents. Where daily medication is required by a child, the parents will also complete and sign a form detailing information on dosage and regularity of medication.

The School Nursing Team and other agencies provide training about medication and first aid when required.

An Administrative Assistant is responsible for checking that medicines and medical equipment is labelled and up to date. For further information refer to the Supporting Pupils with Medical Conditions Policy which is available in the 'School Policies' section of the school website.

Monitoring and evaluation of SEND – Section 8:

As a school the SLT regularly and carefully monitor and evaluate the quality of provision we offer to all children. We take into account the views of the parents, children and staff.

We look at the needs of the individual children, their progress made and access to the curriculum. This is done through scrutiny of pupil data and the interventions that have been put into place. The SENDCo has regular conversations with teachers and support staff and carries out regular monitoring of provision and work sampling. Regular meetings also take place between the SENDCo and the school Governor responsible for SEND.

The SENDCo monitors the movement of children within the SEND system in the school and reports any concerns to the Head Teacher.

The SENDCo is responsible for maintaining and updating records for children with cognitive and/ or physical differences and ensures that these records are available when needed.

The governing body reviews the policy and considers any amendments.

The school is committed to an active process of continual review and improvement of provision for all pupils, including those with cognitive and/ or physical differences.

Training and resources – Section 9:

SEND is funded mainly from the school budget. However, some children with more significant needs receive additional funding after acquiring an EHCP.

The training needs of staff are reviewed according to their experience and the profile of the children in the school or due to attend.

In the occasion of a child having a particular cognitive and/or physical difference in which the school has limited experience of, we will seek training, support and advice prior to and during their time at school. We will also contact outside agencies for training needs as and when required.

All teachers and support staff undertake induction prior to starting their employment in the school. This includes information on the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual children.

As a school we consider it important that everyone; the Governors, teaching and non-teaching staff are provided with adequate in-service training, pertinent to individuals and cohorts. School development is an on going process and the current focus will be identified in the School Development Plan.

The SENDCo keeps informed with local and national updates through Hampshire's SENDCo network.

Roles and responsibilities – Section 10:

The SENDCo's key responsibilities include:

- overseeing the day to day operation of the school's SEND policy
- co-ordinating provision for children with cognitive and/ or physical differences
- liaising with the relevant designated teacher where a looked after pupil has cognitive and/ or physical differences
- advising on a graduated approach to providing adapted provision
- liaising with parents
- liaising with early years providers, other schools and external agencies
- 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 Head Teacher and school governor to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to its reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all children with cognitive and/ or physical differences up to date
- providing professional guidance to colleagues
- the SENDCo working alongside and supporting the Class Teacher

The Class Teachers responsibilities include:

- high quality teaching, differentiated for individual pupils, as the first step to responding to cognitive and/ or physical differences
- analysing the child's needs and taking responsibility for working with a child with cognitive and/or physical differences daily; taking the overall responsibility even when the child is following group or one-to-one interventions away from the classroom
- working closely with any support or specialist staff to plan and assess the impact of interventions and how they link to classroom teaching
- revising the support in light of the child's progress and development, deciding on any changes to support and outcomes in consultation with the parent and child
- leading the termly meeting to review progress and enabling parents to share their concerns and agree their aspirations for the child

The line manager for support teaching assistants in most cases is the SENDCo.

The role of the SEND Governor is:

- to develop and maintain awareness of special needs provision in the school on behalf of the governing body
- to understand how responsibilities for provision are shared within the school
- to meet with the SENDCo on a termly basis to gain information about the provision made for pupils with special educational needs and to monitor implementation of the Inclusion policy
- to observe at first-hand what happens in school both inside and outside the classroom to ensure that pupils with a cognitive and/ or physical difference are actively involved in all aspects of school life
- to meet regularly with the governing body and curriculum sub-committees to report on school provision and governor involvement

The governor responsible for SEND is Zoe Cunningham.

The designated adults with specific safeguarding responsibility (Designated Safeguarding Leads) are the Head Teacher Mr Jump, Miss Burden and Mrs Cowley.

The Head Teacher is responsible for managing funding for pupil premium and looked after children.

The Health and Safety Officer and Administrative Assistants are responsible for managing the schools responsibility for meeting the medical needs of children.

Storing and managing information – Section 11:

We store documents in line with Hampshire County Council policy and the requirements of the GDPR and other related legislation.

The provision made for children with cognitive and/ or physical differences is recorded accurately and kept up to date with information systems to monitor the progress and development of all pupils.

We have a clear and explicit Code of Conduct policy in school, which covers confidentiality. This ensures good practice throughout the school. The policy applies to all teaching and non-teaching staff employed by the school, visiting staff, parent helpers, work experience staff and staff from external agencies e.g. school nurse.

School staff need to be clear with children that unconditional confidentiality cannot be offered when there is a child protection issue as we are under a duty to inform the Designated Safeguarding Lead who may have to involve other agencies.

Reviewing the policy – Section 12:

The SEND policy will be reviewed annually.

Accessibility – Section 13:

In line with the SEN and Disability Act 2000 (2001) and the Equalities Act 2010 – advice for school 2013, we have Accessibility Plans to ensure disabled children are not treated less favourably for a reason related to their disability. The plan outlines how we make reasonable adjustments for disabled children so that they are not at a substantial disadvantage and how we plan to increase access to education for disabled children.

We have high ambitions for disabled children and expect them to participate and achieve in every aspect of school life. We will set suitable learning challenges, respond to children's diverse needs and overcome potential barriers to learning and assessment. We welcome all children irrespective of race, colour, creed or impairment.

The Accessibility Policy is available in the policies section of the school website.

An Accessibility Action Plan is included in our Accessibility Policy.

Dealing with complaints – Section 14:

At Locks Heath Infant and Nursery School we aim to provide a positive, successful, caring and inclusive environment and we endeavour to resolve any problems immediately. Any comments and complaints should be addressed to the class teacher in the first instance and will be referred to the year team leader, SENDCo or Head Teacher should matters need to be taken further.

Please refer to the 'School Policies' section of the website for the complaints procedure.

Bullying – Section 15:

We are a fully inclusive school and have a zero tolerance of bullying towards any child, including vulnerable learners. The general ethos of our school precludes bullying and we aim to foster a caring and thoughtful environment. By increasing awareness of the potential problem of bullying we are confident that our procedures, in the event of unacceptable behaviour, are robust and effective. There is the commitment of all staff to maintain a high level of attention to the issue, and to ensure our policies work on a day to day basis.

We are vigilant to the needs of all children and aim to promote independence and build resilience with regard to both learning and personal and social issues.

We are aware that due to the increasing use of a range of electronic devices, that children may become victims of bullying over social media or through mobile phone use. Details of how we educate and empower children in this area can be found in the Internet Safety Policy.

The school anti-bullying policy is available in the 'School Policies' section of the school website.

Appendices – Section 16:

More information about SEND can be found in the schools SEND Information Report which can be found on the school website.

Glossary

SEND – Special educational need and/or disability

SENDCo – Special educational needs and/or disability co-ordinator

OAP – Ordinarily Available Provision

EHCP – Education and health care plan

TPA – Transition partnership agreement

IHP – Individual healthcare plan

LSA – Learning Support Assistant

SNA – Special Needs Assistant

DSL – Designated Safeguarding Lead