



Special Educational Needs and Disabilities Policy

Agreed September 2024
Reviewed September 2025
To Be Reviewed September 2026

Special Educational Needs and Disabilities Policy

Definition of Special Educational Needs (SEND) as stated in the Code of Practice

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they: (a) have a significantly greater difficulty in learning than the majority of others of the same age; or (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Bill). This is a broad definition covering children and young people from 0-25 years of age. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEND definition

1. Key Aims and Objectives of the SEND Policy

To ensure that all children in the school are given the opportunity to access a broad, balanced and relevant curriculum, which is differentiated to meet individual needs, by:

- Providing clear systems of identification, assessment, intervention and review
- Managing resources efficiently and effectively
- Fostering close links with parents, and working in partnership with them
- Working collaboratively with outside agencies

2. Roles and Responsibilities

Governing Body

The Governors have a statutory duty to have regard to the Code of Practice when carrying out their duties towards all pupils with SEND. The Governing body should make sure that:

All governors have a general understanding the school's SEND policy. The SEND Governors will be involved in monitoring the policy and the quality of SEND provision

- All governors have a general understanding about the school's SEND provision. The SEND Governor will be able to discuss in greater depth the provision and impact of School SEND provision including how funding, equipment and personnel resources are deployed

SEND Co-ordinator

The School's Special Educational Need Co-ordinator (SENCo) is Mrs Emma Fitzpatrick who is responsible for the day-to-day operation of the SEND Policy under the guidance of the Head teacher. Her duties include:

- Planning, co-ordinating the School's SEND arrangements and strategies for identifying pupils with special educational needs and monitoring their progress

- Liaising with, and providing help and advice to staff and parents as appropriate
- Advising on, and where appropriate, carrying out more detailed assessment of pupils as required
- Keeping the school's SEND register up to date
- Monitoring and supporting teachers in the writing of personalised targets on Personal Learning Plan (PLP)
- Liaising with outside agencies involved in the education of pupils at the School with special educational needs
- Liaising with the School's Governor for SEND (Mrs. Sarah-Jayne Bird) and ensuring smooth transitions from pre-schools and to Junior School.
- Managing paperwork linked with SEND
- Organising and leading Annual Reviews for pupils with Education, Health Care Plans
- Organising and leading Transition Partnership Agreement meetings
- Managing the SEN budget, and ordering, sorting and monitoring resources
- Contribute to the in-service training of all staff
- Acting as line manager to the School's team of Teaching Assistants in ensuring that they receive appropriate induction, training and overseeing Performance Management outcomes

3. Identification, Assessment and Provision

The School has robust assessment and tracking systems in place for the assessment of learning of all pupils. These include termly pupil progress meetings which include a particular focus on children with SEND, termly book scrutiny, observations, pupil conferencing (carried out by the SEND Governors) and termly setting of personalised targets. We are committed to ensuring that all children are given the full entitlement to a broad and balanced curriculum, suitably matched to their needs, whatever their age, ability or specific circumstances. At Castle Hill Infant a child may be identified as having Special Educational Needs (SEND) through a variety of ways. These include communicating the child's previous school/ pre-school, identification that the child is performing below age expected levels, communication with parents, concerns raised by teacher and communication with outside agencies or health professionals.

4. Admission Arrangements

Castle Hill Infant School fully recognises its responsibility towards children with SEN. The Governing Body is responsible for implementing the admission arrangements on behalf of the County Council. In cases where the school is oversubscribed, first priority is given to pupils who have an EHCP.

5. Arrangements for Co-ordinating Educational Provision

Classroom practice: Except in exceptional circumstances, the needs of pupils with SEN are met within the normal class setting through high quality teaching. Teachers plan for the needs of all pupils ensuring tasks are appropriately differentiated so that, children of all abilities can make good progress.

Personal Learning Plans (PLPs): Teachers are responsible for writing PLPs for SEN pupils in their class. PLPs are reviewed termly and monitored by the SEN Leader. Teachers have the responsibility of arranging termly meetings with parents in order to share and review PLP targets.

Teaching Assistants: Teaching Assistants work closely with pupils with SEN, supporting them in achieving their targets, either within the classroom setting or through an identified intervention program. Aside from the adult support provided, SEN pupils are encouraged to have good levels of independence and opportunities to apply the skills they have learnt whilst supported.

Education Health Care Plans for Individual Pupils:

If pupils with an Education, Health Care Plan (EHCP) is entitled to a specific number of hour's support, as identified in their EHCP, the School ensures that this support is put in place.

6. Facilities within the School

Children who have been referred to Solent Speech and Language support receive speech and language targets to work on in class. Children with high needs, who have an EHCP, may have access to the Willow Room provision. The School is accessible to all pupils with disabilities. Further details can be found in the Accessibility Policy available on the School Website.

7. Training and Partnership with Outside Agencies

The School will provide/ or access:

- In house training to ensure all staff have a knowledge of a range of SEN needs
- Liaison with Outreach to extend support for specific individuals
- Seek support from the Educational Psychologist.
- Seek support from Health Professionals e.g. Speech and Language, Occupational Therapists, Physiotherapists, Mental Health Support and the School Nurse.
- Seek support from Local Authority Teacher Advisory Service

8. Links with other schools

Junior Links

All assessments and SEND documentation is passed on as our pupils transfer to Key Stage 2. Teachers in years 2 and 3 meet in the Summer Term to discuss the needs of individual pupils and the SENCOs from each school meet to ensure all pupil details are passed on. Children who are on the SEND register will transfer to their Junior School with a discussed, and agreed, Transition Partnership Agreement (TPA) when necessary. In addition to Changeover Day in the Summer Term (on which pupils meet their next class teacher), pupils in Year 2 have several occasions to visit the Junior School to begin to familiarise themselves with the setting. Additional pupil visits can be arranged for pupils with complex needs, and/or staff from the junior school will visit the pupil in their infant setting to build an understanding of needs.

Pre-School Links

Our Year R Leader fosters close links with many pre-school settings, and several visits by their pupils and staff are arranged to ensure the continuity of provision. The

SENCO will observe children with complex SEND needs in their pre-school setting and attend any meetings conducted by the pre-school.

9. Liaison with Parents of Children with SEND

The School Liaises closely with parents through:

- Regular informal meetings
- PLP review meetings
- Parent consultation meetings
- Annual Review Meetings
- TPA Meetings

10. Complaints Procedure

We encourage parents to share all concerns. Teachers and the SENCo are generally available at the beginning and end of the day, or an appointment can be made if an immediate meeting is not possible, or more time is required. The Head Teacher operates an 'open door' system, and can usually meet with parents at short notice. It is our policy to deal with concerns as quickly as possible and within two days of a concern being registered in person, in writing or by telephone. Please refer to the Complaints Policy for further details, which is available on our School website.