

SEND and Inclusion policy

Downs Infant School



Last reviewed on: 03/10/2025

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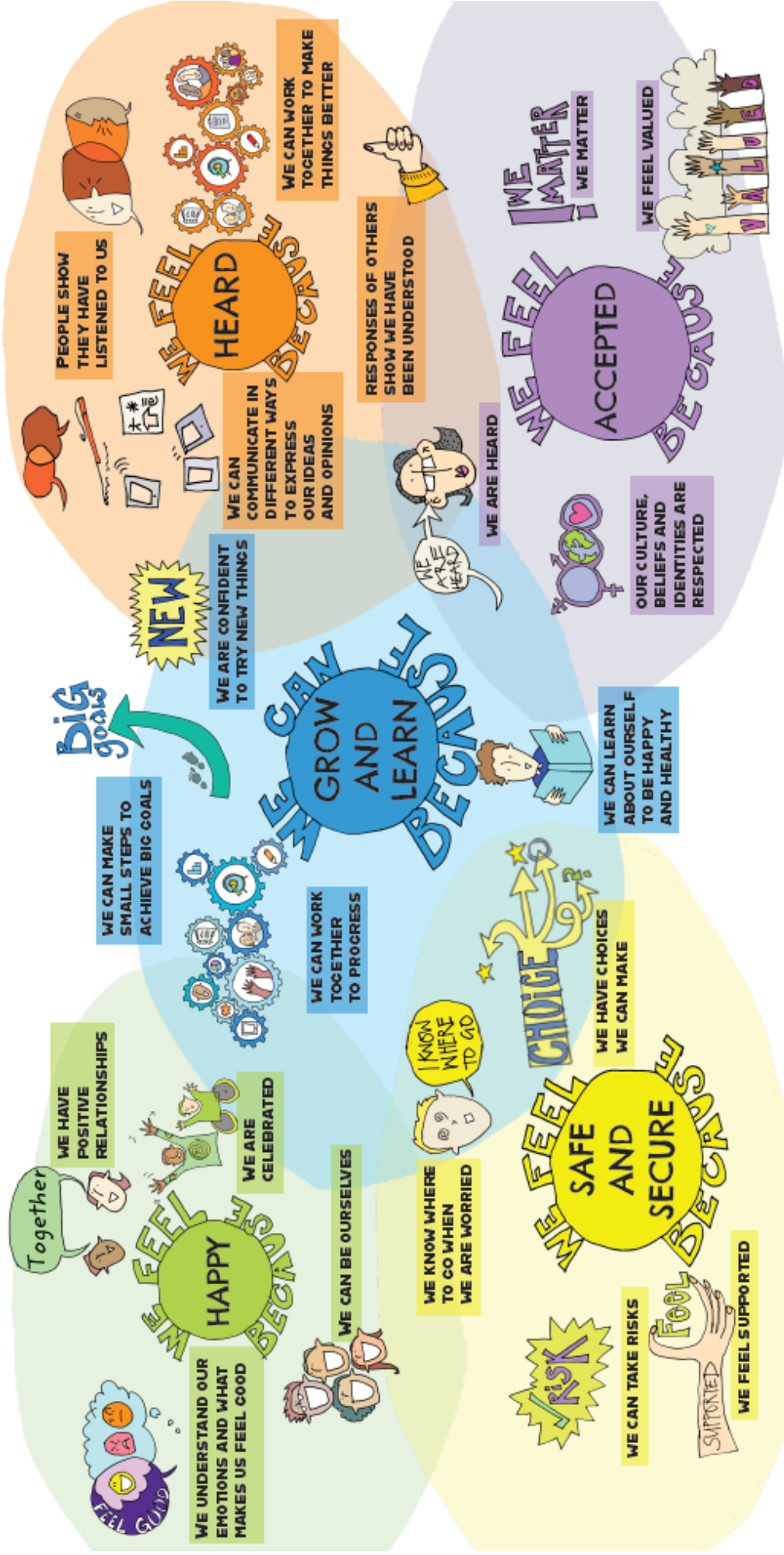
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PRINCIPLES OF BELONGING

AN INCLUSION CHARTER FOR BRIGHTON AND HOVE.

In Brighton and Hove, we follow our co-produced Principles of Belonging for all our children and young people so they feel happy, safe and secure, accepted and heard so they can grow and learn.



In Brighton and Hove we are proud to share our Principles of Belonging for all our children and young people which was developed through coproduction, consultation and collaboration. We listened to children and young people from a wide range of ages, settings and with varying Special Educational Needs and Disability and intersectionality. We heard their views on what inclusion means to them, supported by a graphic facilitator. From this work we codedign themes with head teachers, inclusion leads/SENCOs, parent carer forums, health partners, council officers and other key stakeholders through focused workshops and conferences. We also checked back with children and young people.

These are the five key principles that our schools, settings and related services are informed by, working in partnership, to ensure our children and young people achieve inclusive education. At the heart of these Principles of Belonging is a culture where we embrace difference, barriers are minimised or removed, and where every day lived experience, interests and needs of children and young people are better understood. Inclusion is everybody's responsibility.

Our Shared Policy

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2015) 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 (July 2015)
- Schools SEN 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 (July 2014)
- Safeguarding and Child protection Policy
- Accessibility Plan
- Teachers Standards (2012)
- Children and Families Act (2014)

This policy will be reviewed on an annual basis in collaboration with all members of the school community.

Downs Infant School is an inclusive school where we ensure all children work towards our values of **Aspiration, Belonging, Creativity, Diversity, Empathy and Flexibility**. It aims to be a learning community for all, fostering positive partnerships with parents and the community. It is a vibrant and caring school where children are happy, where diversity is valued and successes are celebrated. All children matter and should be enabled to achieve through dynamic leadership, quality teaching, excellent resources and support for their individual needs.

We aim to ensure that our school is a calm, safe, stimulating, vibrant, purposeful, welcoming, fun, accessible and positive learning environment. We believe that all children have a right to an education that meets their needs. We are committed to reducing the barriers to learning for all pupils, not only those defined as having Special Educational Needs (SEN). We recognise that creating an inclusive school requires time, commitment, support and reflective practice. We also recognise that many children will have additional needs at some point in their childhood.

Please note that in our school the role of SENDCo is carried out by Mrs Amy Flitton (SENCO and Inclusion Lead).

Our Equalities Statement

Downs Infant School is a learning community for all, where children and adults are valued equally and unconditionally. We will not tolerate and will challenge discrimination on the grounds of gender, race, sexuality, religion, culture, social backgrounds, special educational needs, or disability.

Our Safeguarding Children Statement

Downs Infant School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

2. Aims

Our SEND and Inclusion policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs and/or disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Our School Aims

We aim to provide every child with equal access to a broad and balanced education, and to enable each individual to reach their full potential through appropriate planning, support, provision and by working closely with children and parents/carers.

We aim to raise the aspirations and expectations for all pupils with Special Educational Needs and/or Disabilities to ensure that all of our children leave our school as happy, well educated, confident and independent learners. Our focus is on ensuring all children have full access to high quality teaching within the classroom. Through a creative, exciting and stimulating curriculum each child will be encouraged to reach their full potential and be prepared for the next steps in their life and educational journeys. Every teacher is a teacher of all pupils in their class, including those with SEND. Our aim is to ensure that all staff members are given appropriate training, information, advice and time to enable them to meet the needs of all of their pupils. We will work in partnership with parents, carers and families to ensure they have a voice in the provision for their children. They will have regular feedback about their child's progress and will be supported to understand SEND procedures, policies and practices. Children will be fully involved in decisions about their education, as appropriate for their developmental age and stage, and their feedback will be sought with regard to what helps them learn and how they are best supported to reach their potential.

Objectives

- **Staff members seek to identify the needs of pupils with SEN and/or Disabilities as early as possible** to enable necessary intervention. This is most effectively done by gathering information from parents, education, health and care services prior to the child's entry into the school.
- **Monitor the progress of all pupils in order to aid the identification of pupils with SEN and/or Disabilities.** Continuous monitoring of those pupils with SEND by their teachers, Support Staff and SLT will help to ensure that they are able to reach their full potential. Time will be dedicated to ensuring this is a regular part of school life. IEPs will be created and reviewed on a termly basis and all those involved with the child will be aware of the targets.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN and/or Disabilities have full access to the Early Years and National Curriculum.** This will be coordinated by the class teacher, will be carefully monitored by the SENCO and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **To meet the needs of pupils through a whole school response.** To be responsive to the needs of individuals with flexible, efficient and cost-effective practices, encouraging and building upon existing good practice. Intervention programs will be well-focused, intensive and short term to allow for periods of consolidation. Additional adult support is focused, targeted and managed by the class teacher. It is in addition to high quality teaching from the class teacher and not in place of it. With very few exceptions the needs of the pupils will be met primarily in the mainstream classroom (i.e. alongside their peers in their usual teaching groups) with the addition of some specific withdrawal times set aside for focused support where necessary. Reasonable adjustments will be made to enable pupils to participate in all class and school activities.
- **To provide support, advice and training for all staff working with SEND pupils.** This will include accessing training from other agencies as well as regular training within school. Training will need to be matched with the needs of the staff and will be regularly audited to ensure needs are being met.
- **Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education.** This includes supporting them in terms of understanding SEND procedures and practices and providing termly feedback on their child's progress, via the class teacher.
- **Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.** Downs Infant School has taken up the Service Level Agreement offer from BHISS (Brighton and Hove Inclusion Support Service). Some of these services include Autism and Language Support Service, Educational Psychology Service, Speech and Language Therapy, Children and Adult Mental Health Services, Outreach Services from the local federation of Special Schools and the School's Mental Health Service.
- **Create a school environment where pupils can contribute to their own learning.** This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged throughout school by wider opportunities such as school council, playground buddies and performance opportunities.
- **To make reasonable adjustments to ensure that pupils with SEN and/or a disability have the same access to activities at our school as other pupils.** Regular learning walks will take into account the learning environment and the access this provides for all learners. This will be anticipatory and will require that thought is given in advance to what children might require and what adjustments might need to be made in order to avoid disadvantage.

- **To reduce the incidence and impact of bullying of children and young people with SEND.** This includes regular focus throughout the year aimed at raising awareness of SEND and recording of prejudice-based incidents related to Special Educational Needs or Disabilities. Assemblies are used to highlight celebratory weeks for various areas of need. Where appropriate pupils and their families will be involved in talking to their peers about their needs.

3. Responsibility for the coordination of SEND provision

- The Headteacher, Lisa Walker, has overall responsibility for the management of SEND provision.
- On a day-to-day basis, it is the responsibility of the SENCO and Inclusion Lead, Amy Flitton, who will keep the Headteacher and the governing body fully informed of SEND provision.

Amy Flitton completed her National Award in SEN Co-ordination (NASENCO) in July 2025, in compliance with the Children and Families Act (2014)

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SEND Roles and Responsibilities

Role of Governing Body

The governors have regard for the Children and Families Act (2014) when carrying out their duties towards all pupils with special educational needs or disabilities. The governors and Headteacher are responsible for the school's policy and approach to meeting pupil's educational needs.

Duties of the Governors:

- Ensure that when the LA has informed the Headteacher that a pupil has special educational needs or a disability that these needs are made known to all staff who are likely to teach the pupil.
- Ensure that teachers in the school are aware of the importance of identifying and providing for pupils with special educational needs or disabilities.
- Ensure that parents are notified of a decision by the school that their child has special educational needs.
- Consult the LA and the governing bodies of other schools in the interest of coordinated special educational provision in the area as a whole.
- Report annually to parents on the implementation of the school's policy for pupils with special educational needs and disabilities.
- Ensure that a pupil with special educational needs or a disability joins in the activities of the school, together with other pupils, so far as it reasonably practical and compatible with the efficient education of all pupils.

The Governors evaluate the success of the Educational Provision for Pupils with Special Educational Needs or Disabilities through:

- The appointment of a governor responsible for special educational needs – currently Tony Fallowfeild
- Regular Inclusion Leader and SEND governor meetings
- SEND governor visits to monitor provision
- SEND governor involvement in the appointment of teaching assistants, as appropriate
- SEND governor discussion with parents and /or pupils, as appropriate
- SEND governor to liaise with Inclusion Leader to produce and present annual report to parents
- SEND governor will report to main governing body regarding SEND issues

Roles and responsibilities of Inclusion Leader

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with special educational needs or a disability

- liaising with and advising fellow teachers
- managing SEND teaching assistants
- overseeing the records of all children with special educational needs or disabilities
- promoting forums for parent and carer contributions for children with special educational needs or disabilities
- coordinating parent/carers discussions through regular coffee mornings
- contributing to the in-service training of staff
- termly SEND reviews
- reviewing and updating the SEN register
- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies.

Role of the Class Teacher

All teachers are teachers of children with SEND and have a key role in ensuring that pupils needs are identified and met. They:

- inform or seek advice from the Inclusion Leader when necessary
- gather a full understanding information and make informal assessment about the child
- inform and discuss with parents their concerns and review regularly
- take early action to meet the child's needs within his/her normal classroom work through differentiation and record strategies/action used
- plan and monitor focused work done with a teaching assistant
- plan and review IEPs in conjunction with Inclusion Leader, parent and child on a regular basis.

Role of Teaching Assistants

Since 2005, all teaching assistants in the LA have been given levels A, B, C or D in line with government policy. Roles may vary, dependent on the level of the TA but generally the role involves the following responsibilities:

- To support the provision of SEND within the school
- To follow programs set by class teacher/Inclusion Leader/outside agencies
- To keep records and monitor children's progress using the pupil's IEP
- To help and assist children with SEND, either individually or as part of a group
- To contribute to IEP and Annual Reviews of children they work with. At Downs Infant School we believe that the role of the teaching assistant is vital in ensuring that all children make progress and we believe very strongly that this means our TAs will work with all children and not exclusively with those children identified as having SEND. The excellent support provided by our TAs is not used as a substitute for the high quality teaching from the class teacher that is the right of all children.

4. Identifying Special Educational Needs & Disability

Definition of Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 states that:

"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 him or her.

A child of compulsory school age has a learning difficulty or disability if he or she:

- *Has a significantly greater difficulty in learning than the majority of others of the same age; or*
- *Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions*

A child under compulsory school age has SEND if he or she is likely to fall within the definition above when they reach compulsory schools age or would do so if special educational provision was not made for them.

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is “... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities”.

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.”

Identification of Special Educational Needs & Disability

Children’s additional needs may be identified prior to admission and some children will arrive at the school with their support requirements already identified. All children’s needs are regularly monitored and assessed as additional needs can emerge at any stage of children’s schooling. Class teachers meet the Special Educational Needs and Disability Co-ordinator (SENCO) each term to discuss the progress of children’s learning. Children who are working below age expected level or who are not making the expected progress are identified and strategies and actions may be planned. Any barriers to learning are taken into account, including children’s pastoral or physical needs.

The learning and development of children in the Early Years (Reception) is tracked against the Early Learning Goals. Children who are well below the age expected level in any of the three prime areas will be identified and support will be planned accordingly. These three prime areas are: communication and language; physical; and personal, social and emotional development.

Downs Infant School has an ‘open door’ policy and parents/carers are welcome to meet with the class teacher at any point in the year to discuss concerns or progress. All concerns are taken seriously and are always discussed with the child’s parents/carers at an early stage. Permission from a parent/carer is obtained before involving any outside agency. At early stages of concern the emphasis is on careful observation and assessment with accurate record keeping.

In addition, all children’s needs are monitored and assessed throughout their schooling and the SENCO regularly examines these assessments. This ensures that any child who develops a need later in their schooling will not be overlooked and also provides a format for monitoring progress of all children. Information is also used by the SENCO to track progress as well as to identify trends.

We use our best endeavours to secure special educational provision for pupils for whom this is required, that is ‘additional to and different from’, within the four areas of need identified in the new Code of Practice (September 2014).

- **Communication and interaction**
- **Cognition and learning**
- **Social, mental and emotional health**
- **Sensory/physical**

5. A Graduated Approach to SEND Support

The SEN Code of Practice that accompanies Part 3 of The Children and Families Act 2014 states: *'all children and young people are entitled to an education that enables them to make progress so that they:*

- *achieve their best*
- *become confident individuals living fulfilled lives*
- *make a successful transition into adulthood, whether into employment, further or higher education or training*

Downs Infants is committed to providing a broad, balanced and inclusive curriculum for all pupils. In order to do this, we:

- set suitable learning challenges
- respond to pupils' diverse learning needs
- overcome potential barriers to learning and assessment for individuals and groups of pupils.

The needs of the majority of pupils will thus be met through high quality teaching. The school's system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs. The school's monitoring system uses information from the following:

- Baseline assessment on entry
- Progress measured against national criteria (and/or other assessment criteria where appropriate)
- Progress towards targets
- Standardised screening and assessment tools
- Observations of emotional and social development (and the impact of this on a child's behaviour for learning)
- An existing Statement of SEN or Education and Health Care Plan (EHCP)
- Assessments by a specialist service such as educational psychology, identifying additional needs
- Another school or LEA which has identified or has provided for additional needs
- Consultation with locality SENCO group
- Strengths and Difficulties Questionnaires
- Reports from services commissioned by Downs Infant School.

Once a child is identified as possibly having SEN, the teacher will take steps to provide differentiated learning opportunities that will aid progression. The SENCO will be consulted as needed to support and advise and may wish to observe the child in class. If following a suitably differentiated curriculum is not sufficient to accelerate progress, this may indicate that the child requires SEN support.

SEND Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this before inclusion of the individual on the School SEN Register. The aim of formally identifying a pupil with SEN 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 indicated below:

- **Assess**
- **Plan**
- **Do**
- **Review**

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

Assess

The teacher, SENCO and SEN Team will use assessments, observations, details of previous progress and attainment and pupil and parent views to analyse the child's needs. This analysis will require regular review to ensure that support and intervention is matched to need. Barriers to learning are clearly identified and the interventions being used are developing and evolving as required. Where external agencies are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Specialised provisions which the school can access are:

Brighton and Hove Inclusion Support Service (BHISS) BHISS provides Local Authority SEN/D support through the following services; Educational psychologists, Primary Mental Health workers, specialist teachers and practitioners for early years, language, Autism Spectrum Condition (ASC), sensory needs, and behaviour.

English as an Additional Language and Traveler Support Service (EALTS) EALTS is the support given to children who have English as an Additional Language to support and celebrate our cultural and ethnically diverse families and community. We work closely with a specialist teacher from this service. They support us using the direct model, working with us weekly with Year 1 and 2 children. The service provides bilingual support workers for children in Reception, if required.

Speech and Language (SALT) A Speech and Language action planning meeting is carried out termly by the SENCO, Speech and Language Therapist and a Specialist Language Teacher from BHISS. Children are prioritised for assessment and review based on the amount of time allocated to us by these services. These services also provide an advisory and training role for staff.

Occupational Therapy Service (OT) The Occupational Therapy service support children with difficulties with sensory awareness and motor skills development. They provide advice to school staff in terms of resources and activities.

Physiotherapy Therapy Service (PT) The Physiotherapy Service support children with difficulties with their physical skills, such as gross motor delay, ASC and Developmental Co-ordination Delay (DCD), through intervention plans and advice to school staff; so that children can reach their full physical potential.

Child Development Centre The Child Development Centre in Brighton and Hove is called Seaside View and is based at Brighton General Hospital. It is part of the Children and Families Integrated Children's Development and Disability Service and works with children who have a range of developmental needs. They accept referrals for known and suspected neurological disorders (e.g. Downs Syndrome, Cerebral Palsy), social communication differences, significant motor coordination difficulties and significant global learning difficulties.

Play Therapy Service The school offers a therapeutic play service for children and our play therapist currently works with a range of children identified as requiring this provision by school staff or their parents/carers. He works weekly with children at school. Class Teachers and parents/carers access this service for children by liaising with SENCO and completing a referral form. Please note, there is currently a waiting list for this provision.

Sensory Needs Service (SNS) We are supported by the SNS service who help and advise us on working with children with hearing and visual impairments.

Educational Psychologist The Educational Psychologist visits the school to advise and assess children as requested; they can also attend annual reviews for EHCPs where appropriate.

Plan

Additional provision will be planned to meet the needs identified and Individual Education Plans (IEPs) will be shared with parents. Timings of provision will be carefully planned to ensure optimum inclusion in class. Where a child has a number of differing needs, provision will be prioritised to avoid them being withdrawn too much from their whole class learning. All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. Some children will have a Pupil Passport for provision, where ongoing strategies/provisions are required, rather than specific personalised targets.

Do

The class teacher remains responsible and accountable for every child's progress and is responsible for ensuring the interventions are delivered and monitored. They will work closely with teaching assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further

assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Pupil progress through the planned intervention will be reviewed in line with the agreed time frame. The review process will evaluate the impact and quality of the support and interventions. Further review will take place at termly pupil progress meeting. The class teacher and SENCO will revise the support in light of pupil progress and development. Necessary amendments will be made in consultation with parents.

6. Managing Pupils Needs on the SEND Register

The progress of every child is monitored termly for Reading, Writing and Numeracy. In addition to this, progress of individuals receiving SEND support is monitored through targeted interventions. Different interventions use specific forms of assessment to track progress. Most interventions have an entry and exit level assessment to monitor the relevant progress against the desired outcome within the agreed time frame. The impact the intervention has on learning across the curriculum is tracked both during and after the intervention has been delivered.

The SENCO has regular discussions with class teachers and specialist support staff in school and from outside agencies, to plan and monitor interventions.

In some cases, the intervention delivered is sufficient to accelerate the child's learning and remove key barriers. If this is the case, it may be decided this child no longer needs SEND support, but they will continue to be closely monitored and provided with an appropriately differentiated curriculum.

If a child continues to experience difficulties following targeted intervention, further advice may be sought from external agencies such as the Literacy Support Service, the Educational Psychologist or Speech and Language Support Service.

If a pupil has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a request for an **Education, Health and Care Plan** will be taken with the parents, SENCO and the class teacher. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Education professional
- Health professionals

Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set form the basis of the profile. Downs Infant School collect and collate three cycles of the 'Assess, Plan, Do, Review' process, prior to submitting an initial request for an EHC needs assessment (EHCNA).

Following the assessment process, a group of people from education, health and social care about whether the pupil is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan. Following Statutory Assessment, an EHC Plan may be provided by Brighton and Hove Education Authority if it is decided that the needs of an individual are not being met by the support that is ordinarily available. Both staff in school and parents will be involved developing and producing the plan. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The Annual Review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

7. Supporting Pupils and Families

Admission Arrangements

Admission arrangements for pupils with SEND are the same as for all other pupils. If a child has an Education, Health and Care Plan (EHCP) then the requirements outlined in the document will be adhered to. All children with SEND will have their needs addressed in consultation with parents/carers, appropriate agencies and previous schools/settings.

Facilities and Resources

Each financial year the school is allocated a notional SEND budget. This is used to provide additional support or resources to support the additional needs of identified groups and individuals. Pupil Premium funding is allocated to the school for children from disadvantaged backgrounds. Part of this funding is used to provide additional learning support or intervention to identified individuals.

We have invested in a range of interventions including Talk Boost, School Start, Better Reading Partnership, Speechlink, Language Link, Just Right as well as working closely with external agencies and professionals such as Occupational Therapists, Physiotherapists, Speech and Language Therapists and Educational Psychologists to make tailor made plans and resources to support our children.

Within each classroom we aim to provide a sufficient level of adult support to ensure that every child is well supported. There is also regular training for staff on various aspects of Special Educational Needs & Disability depending on the current needs of the children. As well as classroom teaching assistants, we have an experienced and highly trained SEN team who work with individual children and run interventions. All additional provision and training is monitored by the SENCO.

Some of our children, particularly those with Education, Health and Care Plans (EHCPs), need to work on some very bespoke targets, and others need support to develop essential learning and self-regulation skills away from a busy classroom. In some cases, we utilise the Next Steps Framework, which was designed by Hill Park Outreach Service, in order to plan for these bespoke targets. With the support of SEND experts within Brighton and Hove, we have developed a team of skilled SEN teaching assistants and support staff who are able to deliver some interventions within 'The Hive'.

Accessibility

There is an accessible toilet, which is fitted with an overhead tracking hoist and changing facilities. This is located on the same level as the school entrance. There is a classroom on the ground floor for each of the year groups, with access to the outdoors. We endeavour to ensure that Downs Infant School is as accessible as possible using current resources.

Access to School Exams and Assessments

Each term, children's attainment is assessed using teacher observations and formal assessments. Appropriate adaptations are made to ensure barriers to learning do not alter the accuracy of these assessments. A small number of pupils may need additional arrangements so they can take part in the key stage 1 tests, although these are no longer statutory.

Transition Arrangements

A move of schools or between year groups can be particularly challenging for children with SEND so appropriate preparation work needs to take place. Clear communication and preparation are planned according to individual needs. The SENCO and other relevant staff members will work with parents and the new teacher or school to ensure they are fully aware of the child's additional needs. They will pass on all relevant paperwork to the SENCO of the new school. Some children will have individual needs based transition planning e.g. extra visits, transition books, and in some cases, the SENCO may have a meeting with the new SENCO and the parents/ carers.

8. Supporting Pupils at School with Medical Conditions

Downs Infant School is committed to properly supporting pupils with medical conditions so they have full access to the same education as their peers, 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 pupils with a medical condition may also have SEND and may have a statement of SEND or an EHC plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice is followed.

9. Monitoring and Evaluation of SEND

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils during the academic year. A formal evaluation of the effectiveness of the school SEND provision and policy culminates in the SEND Information Report. The evaluation is carried out by the SENCO in consultation with the Headteacher and link SEND governor.

10. Training and Resources

Staff Development

Training needs are regularly evaluated and planned in line with the school policy for Continuing Professional Development. These aim to meet identified whole school, group and individual needs. Training needs are highlighted, planned and reviewed through Senior Leadership's termly School Improvement Planning meetings.

The SENCO regularly meets other SENCOs/SENCOs at the local SENCO forums. Through attending these groups, as well as appropriate SEND courses, the SENCO keeps up to date with all National and Local expectations and keeps the rest of the school staff informed of developments.

Resources

Class teachers use their year group budget to provide appropriate resources to meet individual needs within whole class situations. Resources for specific subject areas are usually provided through the subject budget. There is also an SEND budget which is used to provide whole school resources for SEND.

The SENCO is responsible for monitoring the effective provision and use of specific resources for children with SEND.

11. Storing and Managing Information

Information about children identified as having SEND is kept on the secure school network and on our SEN management system – Provision Mapping. The SENCO and Headteacher are the only people in the school who have full access to all files on children with SEND. Class teachers and support staff have access to the appropriate information on the children they work with.

Staff who deliver the interventions keep records of progress against set targets.

12. Reviewing the Policy

The SEND Policy will be reviewed and updated annually to reflect any changes at a national, local or school level.

13. Dealing with Complaints

It is in everyone's best interests in our school and community to communicate well with one another and to ensure that any concerns and complaints are dealt with as quickly and appropriately as possible. In addition, concerns and complaints brought to the attention of the school can be an opportunity to inform, review and help improve school procedures.

If parents have a complaint or concern in respect of the SEND provision at the school they may initially contact:-

- The class teacher
- The SENCO
- The Head Teacher

If a problem is still not resolved, parents may then contact:

- The governing body of the school to request a meeting.

This in turn could lead to:

- A formal complaint to the LEA and Chief Education Officer
- A Disagreement Resolution meeting arranged through parent support services.
- An appeal to the SEND tribunal.

The school will respond by:

- Class teacher and SENCO providing evidence of work undertaken and discussing further targets for the child.
- Referring the parents to the Head Teacher.

The governors holding a special meeting with the parents to discuss the complaint

14. Bullying

At Downs Infant School staff, parent/carers and children work together, to create a happy, caring and safe learning environment. The ethos of the school is one of inclusion, openness and honesty. Bullying, either verbal,

physical or indirect will not be tolerated. All forms of bullying are taken equally seriously and dealt with appropriately. It is everyone's responsibility to take action to prevent occurrences of bullying and to deal with any incidents calmly, quickly and effectively.

At Downs Infant School's 'Anti-bullying Policy' is part of our behaviour policy and can be accessed through the school office or via the website to give further information on how we work to prevent bullying and how bullying is dealt with. We circulate a leaflet for parents and carers annually.