



Suppose, Imagine, Succeed

STUDLEY
Infants' School

Special Educational Needs and Disability Policy

Head Teacher: Beccy Merritt

Assistant Head and SENDCo: Kayley Ship

Contact: SENCO2055@welearn365.com

SEND Governor: Lisette Martin

Adopted: December 2025

Review: December 2027

1.0 INTRODUCTION

At Studley Infants' School, we believe every child deserves the chance to shine and grow in a happy, caring environment. We work in partnership with families to help children reach their

full potential—both personally and academically. Our school is a safe and supportive place where learning is exciting and full of opportunities. Together, we nurture curiosity, confidence, and a love of learning, while encouraging teamwork and a strong sense of belonging.

At Studley Infants' School, we believe every child should feel included and valued. Our Special Educational Needs and Disability (SEND) policy is built on inclusion, ensuring that all children have access to the same exciting learning opportunities as their peers. We work collaboratively to provide an inclusive curriculum that supports every child's unique needs and abilities, helping them make the best possible progress and thrive in a happy, supportive environment.

2.0 DEFINITION OF SEN

The SEND Code of Practice provides the following definition:

A child or young person has Special Educational Needs 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 or a young person 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.

3.0 PRINCIPLES AND VALUES

At Studley Infants, we believe every child should feel welcome, included, and valued. For children with SEND, we aim to:

- **Create a welcoming and inclusive school environment** where every child feels they belong.
- **Encourage all children to take part in every aspect of school life** and celebrate their contributions.
- **Help every child make progress from their starting point** and reach their full potential.
- **Work closely with parents and carers**, listening to your views and involving you in decisions.
- **Identify and understand SEND needs as early as possible**, so we can provide the right support.
- **Offer a broad and balanced curriculum** that meets the needs of all children.
- **Ensure all children can access the learning environment physically and safely.**
- **Work in partnership with the Local Authority and other professionals**, such as health services and support groups, to provide the best care and education.
- **Develop staff expertise** so we can support children effectively.
- **Regularly review and improve our SEND provision**, making sure it meets the needs of our children and families.

4.0 IDENTIFICATION AND ASSESSMENT

At Studley Infants' School, we know how important it is to spot any additional needs as early as possible. Our Special Educational Needs and Disability (SEND) Policy follows the 2014 Code of Practice and uses a graduated approach to make sure every child gets the right support at the right time. As an Infant School, we understand that early identification can make a big difference to a child's long-term progress and wellbeing, and we work closely with families to achieve the best outcomes.



We check every child's progress regularly through termly assessments and ongoing monitoring. If a child needs a little extra help to keep up with their learning, we will make reasonable changes to support them.

To help meet each child's individual needs, the class teacher will first keep a close eye on their progress. If extra help is needed, the teacher will use different strategies and activities to support the child. If further support is required, we may also work with other specialist agencies to make sure your child gets the help they need.

We always start by using high-quality teaching strategies in the classroom to support every child. This might include giving extra guidance or breaking tasks into smaller steps to help your child succeed.

If we feel that your child needs more help than what is usually provided in class, the teacher will talk to our Special Educational Needs Coordinator (SENDCo). Together, they will decide what extra support might be needed and what this will look like.

Teachers use a simple referral process called '**SEND Concerns**' to make sure help is put in place quickly. Our goal is to provide the right support at the right time so your child can make the best possible progress.

We will keep you informed at every stage and encourage you to share your knowledge about your child and any concerns you may have. Your input is very important to us.

If we feel that your child may need extra support because they might have special educational needs, we will talk to you about this. With your agreement, your child's name will be added to our Inclusion Register so we can make sure they get the right help. This will only happen after a full discussion with you, and we will work together to decide the best next steps.

When we assess a child's needs to decide whether they should be added to the Inclusion Register, we follow the guidance in the SEND Code of Practice (2014). This identifies four broad areas of need:

- **Communication and Interaction** – for example, Autism Spectrum Conditions or Speech, Language and Communication Needs.
- **Cognition and Learning** – difficulties with learning, thinking, or understanding.
- **Social, Emotional and Mental Health** – challenges with managing emotions, behaviour, or mental wellbeing.
- **Sensory and/or Physical Needs** – for example, hearing or vision difficulties, physical disabilities, or medical needs.

These categories help us understand the type of support your child may need so we can plan the right provision.

5.0 INCLUSION REGISTER– A Graduated Response

When a child is identified as needing SEND support, the class teacher will provide extra help or different strategies beyond what is usually offered in the classroom. These additional interventions are recorded on a system called Insight so we can track the support being given.

To make sure your child's progress is carefully monitored, we create a personalised **Learning Support Plan** using Insight. This plan sets out the strategies and goals for your child and replaces what used to be called Individual Education Plans (IEPs).

Our Learning Support Plans:

- Are used for planning, teaching, and reviewing so we can focus on specific areas of development for pupils with SEND. They are working documents that can be updated as needed.
- Only include support that is **additional to or different from** what is normally provided in the classroom for all children.
- Set targets that address the underlying reasons for learning difficulties – not simply “more English” or “more Maths.”
- Are shared with everyone involved in supporting the child, including the pupil, so they understand and take ownership of their targets.
- Are designed to be manageable and easy to monitor, and will be reviewed regularly.
- Are time-limited – at each termly review, we agree on “what's next?”
- Include a maximum of four short or medium-term SMART targets for the pupil.
- Are based on informed assessment and discussion between the class teacher, SENDCo, parents, and the pupil, and may include input from outside agencies if needed.

6.0 EXTERNAL AGENCIES

At review meetings, the school and parents may agree that additional help from external support services would benefit the child.

These specialists usually visit the child in school, where possible, so they can work closely with the class teacher to discuss targets and strategies.

Support from these services may include carrying out assessments, writing reports, or offering advice. The type of support provided will depend on the individual needs of the child.

These agencies normally include:

- The Educational Psychologist (EP)
- Specialist Teacher Service (STS)
- Speech and Language Therapy (SALT)
- Integrated Disability Service (IDS)
- Occupational Therapy (OT)
- School Health Team (COMPASS)
- Mental health For School Team (MHST)
- Play Therapy

7.0 STATUTORY ASSESSMENT

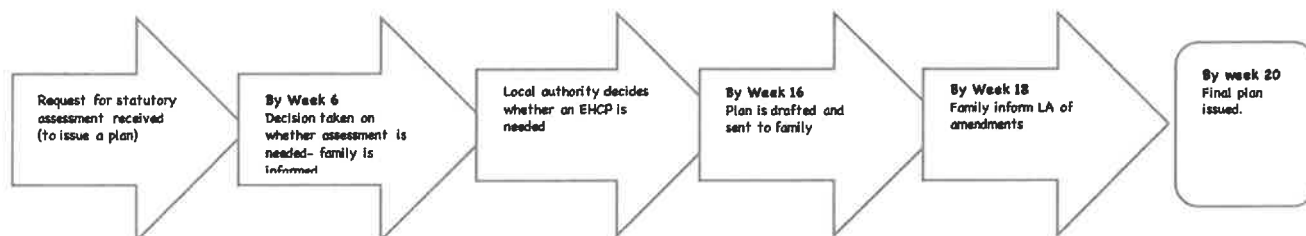
At Studley Infants' School, most children's special educational needs can be met through high-quality teaching and targeted support as part of our Universal Provision. However, in a small number of cases, where a child's needs remain complex and require more than usual support, the school, together with parents, may request a **Statutory Assessment** from the Local Authority (LA) of where the child lives.

A Statutory Assessment is a formal process where the LA works closely with parents, the school, and, where appropriate, other agencies to decide whether a detailed assessment of the child's educational needs is required. If agreed, this assessment is carried out in full collaboration with parents and professionals involved.

It is important to note that a Statutory Assessment does not always result in an **Education, Health and Care Plan (EHCP)**. The LA will require clear evidence from the school, including the child's progress over time and detailed records of the additional support already provided.

Education Health Care Plan (EHCP)

When Warwickshire LA has completed its assessment of a child, it will decide whether to issue an EHCP.



An Education, Health and Care Plan (EHCP) clearly sets out the support a child needs to meet their individual needs. At Studley Infants' School, we do everything possible to provide education in line with these recommendations. This includes ensuring the right facilities and equipment are available, making appropriate staffing arrangements, and adapting the curriculum where necessary.

We will adapt and develop a creative, sensory-driven curriculum to ensure your child can access learning in a way that meets their needs, while still maintaining a broad and balanced educational experience.

8.0 CRITERIA FOR EXITING THE INCLUSION REGISTER

When reviewing a child's progress and support, we look at clear evidence to guide decisions. This includes:

- **Evidence of sustained progress** based on teacher assessments, analysis by the SENDCo, and formal assessments carried out in school.
- **Information from external professionals**, such as reports and assessments from specialist agencies, where these are involved.

This approach ensures that decisions are based on accurate information and a full understanding of your child's needs.

The Inclusion Register is not a permanent list. It is a way of providing support for a period of time, based on a child's individual needs. Some children may need more support than others, and as their needs change, they may move on or off the register.

9.0 INVOLVEMENT OF PARENTS AND CARERS

At Studley Infants' School, we believe that working closely with parents and carers is essential to help every child succeed. This partnership is especially important for children with SEND, as it ensures they receive the right support and encouragement.

We aim to:

- Give parents and carers meaningful opportunities to play an active and valued role in their child's education.
- Make parents and carers feel welcome and confident that the school will listen to concerns and act appropriately on any difficulties or needs.
- Focus on and celebrate each child's strengths as well as areas where extra support is needed.
- Keep parents and carers informed, offering guidance and support during assessments and any decision-making processes.
- Ensure parents and carers have a voice that is heard, respected, and acted upon.

10.0 INVOLVEMENT OF PUPILS

At Studley Infants' School, we believe every child has the right to be involved in decisions about their learning. We encourage children, where appropriate, to take an active role in understanding and reviewing their progress. In most lessons, this happens through live marking and verbal feedback.

We support pupils to:

- Share their views about their education and learning.
- Understand their own needs and how they learn best.
- Know what their targets are, why they have them, and what steps they need to take to achieve them.
- Review their progress and set new goals.
- Monitor their success using their Learning Support Plan.

This approach helps children feel empowered and take ownership of their learning journey.

11.0. MONITORING AND EVALUATING THE EFFECTIVENESS OF SEND PROVISION

We monitor and evaluate our SEND provision to ensure it is effective. Indicators of success include:

- Children with SEND are identified early and receive the right support.
- Progress in intervention groups is assessed regularly.
- Children make good progress towards their individual targets.
- Staff provide regular, informal feedback to children.
- Children are involved in setting new targets and reviewing existing ones.
- Progress is tracked using whole-school assessment data.
- Attendance is monitored to ensure children are accessing learning.
- Children are fully included in school life and receive the provision they need.

12.0 EVALUATION

At Studley Infants' School, we believe in keeping parents and carers fully informed and involved. We do this through:

- Regular meetings with class teachers, the SENDCo, and the Head Teacher to discuss your child's progress.
- A Head Teacher's report to the Governing Body to ensure accountability.
- Our **SEND Information Report**, which is available on the school website for transparency.
- Working in partnership with parents and carers so they understand the value of the SEND policy and feel confident supporting their child at home.

In addition, the Governing Body monitors the work of the SENDCo by:

- Reviewing Head Teacher reports and any current issues.
- Considering reports directly from the SENDCo.
- Holding regular visits and discussions between the SEND Governor and the SENDCo.

This approach ensures that SEND provision is effective and that parents are active partners in their child's education.

13.0 ROLES AND RESPONSIBILITIES

Inclusion is everyone's responsibility and at Studley Infants, we ensure we use the Warwickshire Inclusion charter to ensure all children and young people and their families know what to expect, in line with the SEND Code of Practice.

This charter explains what families can expect from schools across Warwickshire and reflects the SEND Code of Practice. Its aim is to make sure every child feels **welcome, valued, safe, and supported**.

The charter focuses on four key commitments:

1. **Welcome and Care**

- Every child is treated as an individual.
- We build positive relationships with families and listen to what matters to you.
- We make sure your child's voice is at the heart of everything we do.

2. **Communicate**

- We listen calmly and respectfully and make sure you feel heard.
- We share information clearly and in ways you can understand.
- We explain what can be done and involve you in planning and decision-making.

3. **Value and Include**

- Inclusion is everyone's responsibility.
- We provide reasonable adjustments and ensure children with SEND are fully included in school life.
- We identify needs early and work with you and other professionals to plan support.

4. **Work in Partnership**

- We value your views and experience as an equal partner.
- We involve you in developing plans for your child.
- We work with community groups and other schools to share good practice.

Our school uses these principles to guide all decisions and actions for children with SEND. We believe that by working together, we can help every child thrive and feel part of their school community.

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Governing Body; the school's Headteacher, Assistant Head and SENDCo and all other members of staff have important responsibilities.

CLASS TEACHERS

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with SEND.

Through liaison with the SENDCo the class teacher will;

- Identify which pupils in the class are vulnerable learners.
- Recognise pupils who require additional support due to SEND and ensure they are added to the school's SEND Support list.
- Provide high-quality teaching and secure positive outcomes for all vulnerable learners.

SENDCO

In line with the recommendations in the SEND Code of Practice 2014, the SENDCO will oversee the day- to-day operation of this policy in the following ways:

- Maintenance and analysis of whole-school provision for SEND pupils;
- Identifying pupils with special educational needs – those in receipt of additional SEND support from the schools devolved budget, those in receipt of Higher Needs funding and those with Education Health and Care plans;
- Co-ordinating provision for children with SEND;
- Liaising with and advising teachers;
- Managing other classroom staff involved in supporting vulnerable learners including SEND pupils;
- Overseeing the records on all children with SEND
- Liaising closely with a range of outside agencies to support vulnerable learners,
- Overseeing the smooth running of transition arrangements and transfer of information for year 2 pupils who are vulnerable learners.
- Monitoring the school's system for ensuring that Learning Support Plans have a high profile in the classroom and with pupils.
- Evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with SEND).
- Pupil progress meetings with individual teachers;
- Liaising sensitively with parents and families of pupils on the Inclusion Register, keeping them informed of progress and listening to their views of progress.
- Attending area SENDCO network meetings and training as appropriate.
- Liaising with the school's Inclusion Governor, to ensure they are informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school).

The day-to-day implementation of this policy has been delegated to the Special Educational Needs and Disabilities' Coordinator **Kayley Ship**.

HEADTEACHER

The Headteacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn.

The Headteacher will be informed of the progress of all SEND pupils and any issues with regard to the school's provision in this regard through:

- analysis of the whole-school pupil progress tracking system
 - pupil progress meetings with individual teachers;
- regular meetings with the SENDCO
- discussions with pupils and parents.

GOVERNING BODY

The governing body has identified a governor to have specific oversight of the school's provision for pupils with SEND. The SEND governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

The SEND Governor is **Lisette Martin**

The Governing Body plays an important role in ensuring that SEND provision at Studley Infants' School is effective and meets the needs of all pupils.

Governors will:

- Monitor SEND provision to make sure it is of a high standard.
- Work with the Headteacher and SENDCO to agree the school's overall approach to SEND, including staffing and funding arrangements.
- Ensure that the necessary support is in place for any child with special educational needs.
- Make sure teachers understand the importance of identifying and supporting children with SEND.
- Ensure that the SENDCo is given sufficient time, resources, and support to carry out their role effectively and deliver high-quality provision for pupils with SEND.

14.0 ALLOCATION OF RESOURCES

The SENDCo is non-teaching 4 days a week.

To make sure every child with SEND can access a broad and balanced curriculum, Studley Infants' School has clear procedures for identifying and providing the resources needed to support individual needs.

The Headteacher is responsible for managing the agreed resources for SEND provision, including support for children with Education, Health and Care Plans (EHCPs).

The SEND budget is part of the school's annual budget and is used to fund:

- **Teaching assistants** who provide additional support in class and during interventions.
- **Specialist resources** to meet individual needs.
- **Individual pupil assessments** to help us understand and plan for each child's learning.
- **Subscriptions to external agencies** that provide specialist advice and support for SEND pupils.

This ensures that funding is used effectively to give every child the best possible opportunities to succeed.

15.0 ADMISSION ARRANGEMENTS

Studley Infants' School welcomes all children and does not exclude any child because of special educational needs, provided that mainstream schooling can meet their needs and offer the right support.

Admission to **The Harbour Resource Provision** is specifically for children who have an Education, Health and Care Plan (EHCP) for Communication and Interaction Needs. Placement in this provision is decided by Warwickshire's Higher Needs Panel.

16.0 FACILITIES

Studley Infants' School is a single-level, purpose-built building with full wheelchair access. The school also has a disabled toilet and hygiene facilities. These features ensure that our school is suitable for children with a range of physical disabilities and provides an inclusive environment for all learners.

17.0 RECORD KEEPING AND MANAGEMENT OF INFORMATION

Each class teacher has access to a secure online portal containing copies of information relating to SEND children as well as children identified as vulnerable learners. This information should include letters, reports, minutes from meetings and assessments from support services as well as Learning Support Plans (where necessary.)

The SENDCo is responsible for keeping the Inclusion Register up to date and for ensuring the confidentiality of the information within these.

18.0 PROCEDURE FOR DEALING WITH COMPLAINTS REGARDING SPECIAL NEEDS

If you have any concerns about SEND provision, we believe these are best resolved by the people who work most closely with your child.

- **Step 1:** Please speak to your child's class teacher first to discuss your concerns.
- **Step 2:** If you feel the issue has not been resolved, you are encouraged to speak with the SENDCo.
- **Step 3:** If agreement still cannot be reached, you may raise your concern with the Headteacher.

For full details, please refer to the **Complaints Procedure**, which is available on the school website.

RATIFICATION

This policy was agreed by the Governing Body.

Warwickshire Schools' Inclusion Charter

Inclusion is Everyone's Responsibility

Our Vision:

For schools to be places where everyone feels valued, included, safe, supported and welcome. We will work together to enable all our children and young people in Warwickshire to lead a fulfilling life and be part of their community.

The Charter:

This charter sets out what all children and young people and their families should expect from schools in Warwickshire, in line with the SEND Code of Practice.

Welcome and Care

We will:

- Understand that every child is an individual
- Recognise the value of inclusion
- Make time to get to know you and what is important to you and your family
- Establish and build on positive relationships
- Make time to respond to your needs
- Work closely with all relevant people to ensure successful transitions
- Ensure children and young people's voices are at the heart of all we do



Communicate

We will:

- Listen calmly and respectfully, with patience, ensuring you feel heard and understood.
- Establish how to provide and seek information in a way you can access and understand
- Recognise all behaviour is a form of communication
- Explain what can be done and any limitations
- Communicate in a way that means you can participate in planning and decision making
- Provide clear guidance on who to contact and respond promptly
- Make you comfortable by using positive and helpful language
- Create and maintain communication friendly environments



Developing and nurturing each of these commitments to build

TRUST



Value and Include

We will:

- Remember inclusion is everyone's responsibility
- Be proactive in providing reasonable adjustments
- Ensure our SENCo is able to support families and staff
- Inform and support you of any planned changes as soon as possible
- Ensure that children and young people with SEND are valued and included in pupil voice activities
- Identify needs early and assess, plan, do, review with support from appropriate agencies
- Ensure our children and young people have a trusted person who checks in with them at least weekly
- Have a 'can do' attitude and build on everyone's strengths
- Recognise and meet the training needs of our staff



Work in Partnership

We will:

- Give you opportunities to share your views
- Do our best to understand and consider your ideas
- Involve you in developing shared plans for you and our school
- Value you as an equal partner and recognise your experience and knowledge
- Understand that every family is different and has different resources
- Engage with community groups
- Collaborate across settings to share good practice
- Work together with you and other people to recognise need and support you on your journey as a family



Signatures:

[Signature]

Leader of Warwickshire County Council

[Signature]

Chair of Warwickshire Parent Carers Voice

[Signature]

On behalf of Schools Consortia and Area Networks

[Signature]

On behalf of IMPACT (Young People's Forum for SEND)



Warwickshire County Council



Adapted with permission from Genuine Partnerships



Scan for SEND Local Offer



Widgit Symbols © Widgit Software Ltd 2002-2022 www.widgit.com