

SEND Policy



Sun Hill
Infant & Pre School

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Rationale

This SEND Policy rationale is to:

Set out how Sun Hill Infant and Preschool will support and make provision for pupils with special educational needs and disability (SEND) and explain how the roles and responsibilities of everyone involved in providing for pupils of SEND. Please read this policy in conjunction with the SEND report.

Responsibilities

Provision for children with SEND is a matter for the whole school. All class teachers are teachers of children with SEND and are responsible for each individual child's learning.

The SENDCo

Mrs Jo Maccabee is the Special Educational Needs and Disability Coordinator (SENDCo)

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She is a qualified teacher and therefore part of the Senior Leadership Team. Mrs Maccabee is responsible for leading and co-ordinating SEND provision. She is also responsible for discussing children who are “at risk” of not making age expected expectations and how to provide quality first teaching for those children.

The SENDCo will:

- Liaise with the Headteacher and SEND Governor to determine the strategic development of the SEND policy and development in the school.
- Have day to day responsibility for the Operation of SEND and the coordination of specific provision made to support pupils with SEND.
- Provide guidance to colleagues and work with staff, parents and other agencies to ensure that pupils with SEND receive high quality teaching and are appropriately supported.
- Advise with the deployment of the school's SEND budget and resources to meet pupils needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential previous and next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date .
- Line manage support staff that have a responsibility for supporting children with SEND, including performance management.
- Develop and maintain effective support for children with SEND and their families, liaising regularly.
- Contributing to the in-service training of staff.
- Attend training, including keeping informed of new initiatives.
- Carrying out assessments and observations of pupils where appropriate.



The Headteacher

The Head Teacher is responsible for the overall provision for special educational needs. The day-to-day leadership and management of this is done in liaison with the Special Educational Needs and Disability Co-ordinator.

The Headteacher will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the management of provision and progress of learners with SEND and/or a disability.
- Have overall responsibility for allocating the budget for SEND.

The SEND Governor

The Governor with specific responsibility for Special Educational Needs and Disability is Mrs Amy Watkins.

The SEND Governor will:

- Monitor the quality and effectiveness of the SEND and disability provision in the school and update the governing board on this.
- Work with the Headteacher and SENDCo to determine the strategic development of the SEND policy and provision in school.

Governors Role:

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

The Governors will:

- Have regard to the 2014 SEND Code of Practice when carrying out its duties towards all pupils with SEND.
- Secure that, where the 'responsible person' - the Head teacher or the appropriate governor - has been informed by the LEA that a pupil has special educational needs, those needs are made known to all who are likely to teach him or her.
- Do their best to secure that the necessary provision is made for any pupil who has special educational needs.
- Secure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs.
- Ensure that the pupil joins in the activities of the school together with pupils who do not have special educational needs, so far as that is reasonably practical and compatible with the pupil

receiving the necessary special educational provision. The efficient education of other children in the school and the efficient use of resources should not be compromised.

- Ensure parents are notified of a decision by the school that SEND provision is being made.

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any learning support assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision.
- Include pupils with SEND in the classroom and provide a differentiated curriculum appropriate for their needs.
- Give feedback and information to parents of children with SEND.
- Undertake reviews, at least termly, using the school's identified Provision Maps for all children with identified SEND.
- Refer all children to the SENDCo as appropriate where a learning difficulty is suspected.
- Attend CPD (Continuous Professional Development) as appropriate to better support children with SEND in the school.
- Complete accurate written records of assessments, progress and future targets.

Learning Support Assistants

Each learning support assistant is responsible for:

- Be aware of this policy and procedures for identification, monitoring and supporting pupils with SEND.
- Give feedback to teachers about pupils' responses to tasks and strategies using agreed systems
- Undertake specific interventions to support children's identified needs.
- Attend CPD as appropriate to better support children with SEND in the school.
- Contribute to records of children as necessary.



Aims

All children are welcomed at Sun Hill Infant and Preschool whatever their abilities and needs.

The aim of the school is to ensure that the needs of each child are met as far as possible and that each child is empowered to achieve the best of his/her ability, taking into account the wishes and feelings of the child.

All children should have access to a broad, balanced and relevant curriculum differentiated to meet individual needs. Staff will ensure that all barriers to learning are identified and addressed.

The social, physical and emotional wellbeing of each child with regard to their individual needs are catered for.

There is a focus on early intervention with regard to ages and levels of need and assessment and intervention enables early identification of SEND

There are active links between school, Local Authority, transfer settings and other external agencies.

There is effective partnership with parents, families and carers and they are involved continually.

School staff receive CPD, support and advice to develop their teaching expertise with regard to supporting children with SEND.

Identifying Special Educational Needs and Disability

The School takes its definition of Special Educational Needs from the 'Special Educational Needs and Disability Code of Practice: 0 to 25 years' (DFE, 2014).

Children have a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.

It is important to recognise that, 'Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND.

In line with the Code of Practice, we will 'assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate.

We will also 'consider evidence that a pupil may have a disability under the Equality Act 2010' (6.16). In accordance with section 6.17, 'teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

The Special Educational Needs and Disability Code of Practice: 0-25 years' Department of Education (2014) identifies four areas of need:

1. Communication and interaction
2. Cognition and Learning
3. Social, emotional and mental health
4. Sensory and /or physical

If a pupil has SEND, then their needs will fit into one or more of the categories above. A school's provision for SEND is defined as support which is *additional to or different from* that which is available to all pupils.

Therefore, at Sun Hill Infant and Preschool children are identified as having Special Educational Needs and Disability (SEND) through a variety of ways including the following: -

- Liaison with pre-school or outside agencies who work with the child.
- Concerns raised by parents during personal 1-1 Head Teacher meeting when starting school or at a later date.
- Concerns raised by teachers - for example behaviour or self-esteem is affecting performance.
- Pupil performing below age related expectations (ARE).
- Liaison with external agencies i.e., physical or Speech and language therapist.
- Health diagnosis through paediatrician or outside agency.



Early Identification

The school keeps a half-termly “barriers to learning” form. Teaching staff identify the barrier that is impacting on a child’s learning. The form sets out clear actions to address the barrier and time frames to achieve these to ensure that the barrier is address and the pupil makes adequate progress.

Adequate progress can be defined as follows:

- It closes the attainment gap between the child and their peers.
- It is similar to that of their peers starting from the same attainment baseline, but less than that of the majority of peers.
- It prevents the attainment gap growing wider.
- It matches or betters the child’s previous rate of progress.
- It ensures full access to the curriculum.
- It demonstrates an improvement in learning attitudes, self-help, social or other personal skills.
- It demonstrates improvements in the child’s behaviour.

If a child is still not making adequate progress the class teacher or others will express their concern and using a SEND identification form.

If it is decided that the child may need further support, the leader and teacher will collect additional information (including from parents and the child). Staff will use the following approaches to gather information:

- Observations within lessons and across the school day.
- Informal and formal assessments.
- Moderation of work samples.
- Discussion between staff, the SENDCo parents and child over time to build up a clear picture.
- Discussion with outside agencies with parental permission.
- The SENDCo will give direction to parents about relevant outside agency support when needed.
- Staff are aware of the progress and attainment of children and use their professional judgement to set next steps of learning for any child not on track to achieve ARE (Age Related Expectations)

When a child has been identified as having SEND and requires interventions that are additional to or different from those provided as part of the school’s ordinarily available provision, they will be added to the school’s SEND register.

The SENDCo and teacher will decide on the appropriate support to be given and inform the parents that the child has special educational needs and what action will be taken.

The triggers for intervention through SEND will be underpinned by evidence, about a child who shows any of the following:

- Despite receiving differentiated learning opportunities, makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Despite receiving differentiated learning opportunities shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management and support techniques usually employed in the school.
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

The register of all children with SEND is kept within the school and is available to all staff on the server. The Headteacher is given a copy at the beginning of each term by the Inclusion Manager.

All staff are aware needs can change over time and provision reflects this. Any additional provision is for the child to achieve ARE, so once they reach this, they may be removed from the school SEND register.

Any child receiving additional support will have a provision map which details every available support in school that they may have had. The map will be looked at termly and marked to show what provision was received each year.

In some cases, outside professionals from health or Children's Services may already be involved or need to become involved with the child. The SENDCo will contact them, with parental consent. The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme where necessary.

Parents will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

The SENDCo and the class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include:

- different learning materials or special equipment
- extra adult time to devise the nature of the planned intervention and to monitor its effectiveness
- staff development and training to introduce more effective strategies
- access to LA (Local Authority) support services for one-off or occasional advice on strategies or equipment
- some group or individual support

The school adopts the ASSESS-PLAN-DO-REVIEW cycle as recommended in the Code of Practice. The Assess, Plan, Do, Review cycle is key to the graduated response to special educational needs.

Assess

When identifying a child as needing SEND support 'the class teacher and SENDCo, should identify the pupils needs. Methods for collecting this information are detailed above. These assessments will be appraised at frequent intervals and undertaken regularly to ensure that the provision for each child is still relevant and is supporting achievement.



Plan

The teacher and the SENDCo should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All of those staff who are working with those children identified as needing SEND support will be aware of the relevant outcomes and strategies and any approaches that are specialised for that pupil. This information will be kept on record.

Do

The class teacher should remain responsible for working with the child with SEND on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, they should still retain responsibility for the pupil and should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

Review

The pupil's progress and the impact of the intervention or support programme will be reviewed at least termly. The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class teacher, working with the SENDCo, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Where a pupil has an EHC plan, the local authority must review that plan as a minimum every twelve months. Schools must co-operate with the local authority in the review process and, as part of the review, the local authority can require schools to convene and hold annual review meetings on its behalf.

Managing pupils on the SEND register

Education and Health Care Plans

Where a pupil has significant or complex level of needs, an application may be made to the Local Authority for an Education and Health Care Plan to be considered. This is a plan drawn up by the family and professionals that work with the child to help identify and plan for the provision to support them. When the school considers an EHC Plan may be needed for a child, this would always be discussed and agreed with parents.

Personalised Learning Plans

Personalised Learning Plans are sometimes known as Individual Education Plans and will outline smaller targets for the pupil to help measure progress in their learning.

They will include information about the short-term targets set for the child, the teaching strategies to be used, the provision to be put in place and when the plan is to be reviewed.

These plans will only record that which is additional to, or different from, the differentiated curriculum. It will focus upon individual targets which match the child's needs and have been discussed with the parents and child. It will be reviewed, and the child and parent will be involved in the review and target-setting processes

Inclusion

It is the aim of the school to provide all support in the most inclusive manner available. All children with special educational needs take part in normal school life as far as possible. Some children require the support of a classroom assistant for learning, behaviour management or physical support and separate provision may be necessary for specific purposes to enable the needs of the child to be met and their entitlement to an appropriate curriculum secured. Strategies employed to enable the child to progress will be recorded clearly.

If a child's behaviour endangers others or themselves, outreach support or PBST support will be sought and the child may be withdrawn from the classroom and parents will be informed. These "internal exclusions" along with all behaviour information will be recorded for sharing with internal staff and outside agencies.

Allocation of Resources

Funding allocated to SEND is used for provision that is additional to, or otherwise different from, the educational provision made generally for children of their age. This includes personnel (SEND Co, SEND Support Staff) and resources. The LA makes no additional financial contribution to support hours identified within an EHC Plan.

Partnership with Parents

The school values the partnership with all parents and is keen to support them in playing an active and valued role in their children's education. Partnership with parents plays an essential role in enabling children with SEND to make adequate progress and become successful learners.



The school recognises that parents hold key information, knowledge and experience about their child. Home/school diaries may also be used to increase dialogue and monitor progress between parents and teachers. Parents and carers are involved at all stages when a child is considered to have a special educational need. We consider that the earlier that a parent is made aware of a concern, and the joint plan of action is addressed, the better. Parents will be informed and involved as soon as possible, if the school feels that their child may have special educational needs by the class teacher, sometimes with the support of the SENDCo. Regular meetings are held with parents for children with SEND, and their views are taken into account when identifying future targets. Parents are also involved at all stages of the Annual Reviews for children with EHC Plans.

Sometimes parents may have concerns about their child and contact school for support. In these instances, staff will investigate the issues to respond to these concerns and inform the SENDCo where necessary.

Involving Children

The school will make every effort to involve children in discussions about their needs because their views are important. Children with SEND often have a unique knowledge of their own needs and their views are treated with respect.

Children will be invited to take part in discussions around their targets, Annual Reviews and other meetings about them. The ways in which a child may take part could include using technology, art work, a written report, or attending the meetings if they wish or if it is deemed appropriate.

Links with other professionals

The school maintains links with support agencies and other professionals. Individual assessment, support and advice to teachers is provided. Professionals involved with the school include:

- Educational Psychologist
- Speech and Language Therapist
- Occupational Therapist
- School Nurse and other Health Visitors
- Child and Adolescent Mental Health Service (CAMHS)
- Children's Therapy Service
- LA Advisory Team
- Children's Services
- Behaviour Support Service

Admission Arrangements

The school will work in accordance with the Special Education Needs and Disability Act 2002. Children with special educational needs are admitted within the scope of the school's admission policy as far as restraints of staffing, building and resources apply.

Change of Schools and Transfer arrangements

Full use is made of information passed from early education provision and other schools when children transfer. All relevant information is passed onto the new school, whenever a change of school occurs. When the change is a transfer to Sun Hill Junior School, a meeting takes place between the Special Educational Needs Co-ordinator from each school, in the summer term prior to transfer and in the autumn term to review the situation. A Transition Partnership Agreement (TPA) form will be completed for pupils who have Educational Health and Care Plans and other pupils where there more complex information to pass over to the receiving school. Parents are invited to this meeting.

Some children may then have a longer period of 'transition' making regular familiarisation visits to the junior school throughout the latter part of the summer term. Books of photographs of the new buildings and staff may be made with the child to help the transfer process.

Complaints

Any complaints about the special educational needs provision are described fully in the complaints policy. Complaints or concerns about specific elements of the school's provision for SEND should be discussed with the class teacher, who will refer to the SENDCo or Headteacher. If the matter is not satisfactorily resolved, then it should be raised with the Governing Body.

References

DFE (2014) Special educational needs and disability code of practice: 0 to 25 years DFE (2014)

The Equality Act 2010 and schools:

Departmental advice for school leaders, school staff, governing bodies and local authorities

DFE (2014) Supporting pupils at school with medical conditions: Statutory guidance for governing bodies of maintained schools and proprietors of academies in England

DFE (2014) Statutory guidance: National curriculum in England: framework for key stages 1 to 4

DFE (2011) Teachers' Standards: Guidance for school leaders, school staff and governing bodies

Gov.uk (2014) Special Educational Needs and Disability (Information) Regulations

School SEND Information Report

School Safeguarding Policy

School Assessment Policy

Schools Complaints Policy