ROKESLY INFANTS SCHOOL

Special Educational Needs (SEND) Policy

Ratified: September 2026

Review Date: September 2027

Rokesly Infant School SEND Policy

Vision

As a whole school, we aim to provide an environment that is purposeful, creative, and dynamic – a place where children develop critical thinking, a lifelong thirst for learning, and reach their full potential through an academically ambitious curriculum.

We want pupils to grow into resourceful, independent learners, equipped with the knowledge and skills to succeed in the modern world. We see the acquisition of technological skills as a fundamental part of this.

We are committed to helping our pupils become confident and resilient individuals, both physically and emotionally, empowering them to make healthy, happy, and active life choices.

We strive for all of our pupils to make a positive contribution to the school and wider community. This will lay the foundations for them to become responsible global citizens of the future.

We aim for our school to be a place where individual strengths are nurtured, so that children can continue to achieve at an outstanding level to further strengthen our vision of excellence for all.

Definition of SEND:

A child or young person has special educational needs if they have a learning difficulty which calls for special educational provision to be made. This may mean that a child has a significantly greater difficulty in learning than the majority of children of the same age, or have a disability that makes it hard for them to access facilities within the school. Special educational provision means provision that is additional to or otherwise different from that which is made generally for children of the same age.

Children may have a variety of special educational needs during their time at school, which could be intellectual, physical, social or emotional. Children on our register of Special Educational Needs and disability (SEND) have individual action plans with identified strategies and interventions.

Aims

At Rokesly Infant School, we believe that each child has individual and unique needs. However, some children require more support than others. If all children are to achieve their full potential, we must recognise this and plan accordingly. We acknowledge that a proportion of children will have special educational needs at some time in their school career. Many of these children may require help throughout their time in school, whilst others may need a little extra support for a short period to help overcome more temporary needs. Rokesly Infants aim to provide all children with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum.

In particular we aim:

- To enable every child to experience success
- To promote individual confidence and a positive attitude
- To ensure that all children, whatever their special educational needs, receive quality first teaching that is, ambitious.

- To ensure we provide an appropriate educational provision through a broad and balanced curriculum that is relevant and scaffolded where necessary, that demonstrates coherence and progression in learning
- To give children with SEND equal opportunities to take part in all aspects of the school's provision, as far as it is appropriate
- To identify, assess, record and regularly review children's progress and needs (Assess, plan, do, review cycle)
- To involve parents/carers in planning and supporting at all stages of their child's development
- To work collaboratively with parents, other professionals and support services
- To ensure that the responsibility held by all staff and governors for all those with special educational needs and disabilities is implemented and maintained
- To make arrangements to support pupils with medical conditions
- To meet Equality Act duties for pupils with disabilities

Compliance

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability Code of Practice 0-25 (Jan 2015) it has been written with reference to the following documents:

- Equality Act 2010: advice for schools DfE (Feb 2013)
- Special Educational Needs and Disability Code of Practice 0-25 (Jan 2015)
- Schools Special Educational Needs 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.
- Safeguarding Policy.

Roles and Responsibilities

Provision for children with SEND is a matter for the school as a whole. It is each teacher's responsibility to provide for children with SEND in their class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs, and for following the school's procedures for identifying, assessing and making provision to meet these needs.

The **Governing Body**, in co-operation with the headteacher, have a legal responsibility for determining the policy and provision for children with special educational needs.
Governors must ensure that:

- A SEND governor is identified
- There is a qualified teacher designated as SENCO
- The necessary provision is made for any children with SEND
- They have regard to the SEND Code of Practice (2014) and provide strategic support to the head teacher
- They are fully informed on all areas of SEND within the school
- They are involved in the development and monitoring of the school's SEND policy and the school as a whole will also be involved in its development
- They cooperate generally with the local authority including in developing the local offer and when the school is being named in an EHC plan
- Arrangements are in place in schools to support children with medical conditions.
- Information is published about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plan.

The **Headteacher** has responsibility for:

- The management of all aspects of the school's work, including provision for children with special educational needs and disability
- The deployment of all SEND staff within the school
- Ensuring that SEND information is published on the school website
- Keeping the governing body informed on all areas of SEND within the school
- Monitoring and reporting to the governors about the implementation of the school SEND policy and the effects of inclusion policies on the school as a whole
- Arrangements made to ensure parents are regularly engaged in discussions about the progress of their child (at least three times a year).
- Ensuring a process is in place for involving parents and young people in reviewing provision and planning for those identified with SEND
- Ensuring reasonable adjustments are made to fulfil the school's duties under the Equality Act 2010 towards individual disabled children and young people.

The **Inclusion Manager** is responsible for:

- Overseeing the day-to-day operation of the whole school SEND policy
- Co-ordinating the provision for children with special educational needs and disabilities
- Ensuring that an agreed, consistent approach is adopted
- Liaising with and advising school staff on the graduated approach to SEND Support
- Helping staff to identify children with special educational needs
- Supporting class teachers, where necessary, in creating individual action plans and devising strategies appropriate to the needs of the children
- Liaising closely with parents/carers of children with SEND so that they are fully involved in the process
- Liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents/carers
- Maintaining the school's SEND register and SEND records
- Assisting in the monitoring and evaluation of progress of children with SEND through the use of school assessment information and the four-part cycle
- Contributing to the in-service training of staff
- Managing Teaching Assistants
- Ensuring that arrangements are in place to support pupils with medical conditions (Supporting pupils with medical conditions at school, Sept. 2014)
- Liaising with the infant school SENCo and SENCos from secondary schools to help provide a smooth transition from one school to the other
- Liaising with designated teacher where a Looked after Child has SEND

Class teachers are responsible for:

- Including children with SEND in the classroom and for providing an appropriately scaffolded curriculum where needed
- Focussing on outcomes for the child: Be clear about the outcome wanted from any SEND support
- Making use of the four-part cycle (Assess, plan, do, review) to identify and review appropriate provision
- Raising concerns about pupils with the Inclusion Manager
- Devising strategies appropriate to the needs of the children

- Deploying available support staff effectively within the classroom in order to maximise their impact on pupil attainment and progress
- Reviewing and Involving parents/carers in planning and reviewing progress: Seek their views and provide regular updates on progress.
- Involving children (where appropriate) in planning, reviewing and understanding their progress: Seek their views on strategies that work for them
- Making themselves aware of the school SEND policy and procedures for identification, monitoring and supporting children with SEND

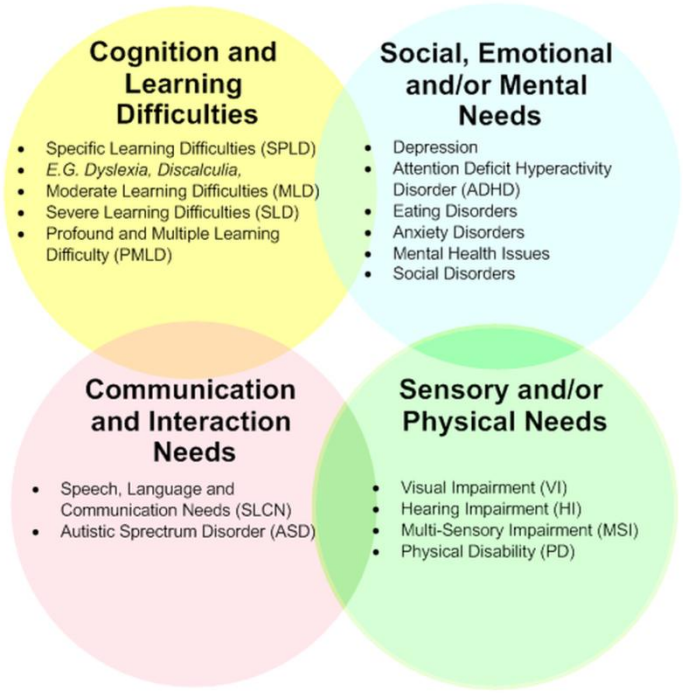
Identification of SEND

A child's special educational needs may be identified in a number of ways such as;

- Through the admission review process
- Expression of a parental concern
- Records received from a previous setting
- Teacher or support staff concern
- Observations or assessments
- Analysis of data/pupil progress

Categories of Special Educational Need

The SEND Code of Practice recognises four broad areas of need:
Communication and interaction; Cognition and learning; Social, emotional and mental health difficulties and Sensory and/or physical. These areas of need are subdivided into the following categories;



Operating the Code of Practice
Before placing a child on the SEN register careful consideration is taken into:

- What in particular is the child having difficulty with?
- What are the possible reasons for this difficulty?

- Does their area of need fall into one of the four categories mentioned above?
- How has the class teacher tried to meet the needs through quality first teaching?

After observations, assessments and a discussion between class teacher, the Inclusion Manager and parents/carers a decision is made about whether to place the child on the SEN register.
The key feature of the SEND process is the graduated response.

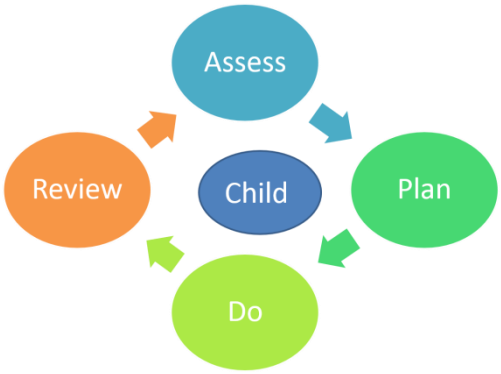
A graduated approach to meeting the needs of children with SEND
Class teachers make use of a range of evidence to assess whether a child is making adequate progress, this could include:

- Regular assessments
- Observations
- Response to intervention
- Work samples
- Discussions with parents
- Information from other adults working with the child, including outside agencies

Where there are concerns about progress or other evidence of SEN the class teacher completes an 'Initial Concern Form' which then forms the basis of a discussion with the Inclusion Manager. At this point a plan is formulated regarding appropriate intervention and/or further assessment. This plan will be discussed with the child's parents.

If **significant** difficulties are identified the child will be placed at 'SEN Support' level on the SEN register. It could be however that further intervention/assessment is required before it is possible to determine whether this is appropriate.

SEN Support
Four types of action should be taken at this stage: **Assess, Plan, Do, Review**



Assess – use all available evidence to identify a child's needs
Teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants or specialist staff. Children's needs should be met by high quality teaching in the classroom in the first instance. For those children making less than adequate progress or who appear to have barriers to any aspect of learning despite high quality personalised teaching, the class teacher will complete an initial concern form outlining what work has been done to support the child, the adjustments and personalised teaching that are in place and discuss the child with the Inclusion Manager.

Following observations and initial assessment, changes may be made to the teaching approach, strategies and progress will be noted and a decision made either;

- To continue with successful adaptations and classroom strategies while monitoring and tracking progress – or

- To move to SEN support

Plan – identify appropriate interventions/assessments & plan how they can be implemented
Where it is decided to provide a child with SEN Support, the parents must be notified. Decisions regarding the intervention and support to be put in place should be a focus on what is additional or different, as well as the expected impact on progress, development or behavior, along with a clear date for review. Parents should be notified and involved in the planning process
All staff who work with the child should be made aware of their needs, the support provided and any teaching strategies or approaches that are required.

Do – carry out the interventions/assessments
The class teacher should remain responsible for working with the child. Where interventions involve group or one to one teaching away from the main class, they should still retain responsibility for the child, working closely with any other staff involved, to plan and assess the impact of their interventions. The Inclusion Manager should provide support in further assessment, problem solving and advice on effective implementation of support. Assessments should always be carried out pre and post intervention in order to measure impact.

Review- (at least termly)
– consider the response to intervention after an agreed period of time
- Consider any additional information provided by assessments
- Plan new interventions/assessments as appropriate
- Record on intervention tracker / action plan

The effectiveness of the support and the impact on the child's progress should be reviewed with the agreed date. The class teacher, working closely with the Inclusion manger should revise the support in light of the child's progress and development, deciding on any changes to support the revised outcomes in consultation with the parent and child.

The school will provide an annual report for parents/carers on all pupils. Where a pupil is receiving SEN Support staff will meet with parents termly in line with the normal cycle of parent consultations. For pupils receiving SEN Support these meetings should allow time to discuss support provided, planned impact, progress towards planned impact, pupil's views, parents/carer's views, concerns and aspirations.

During the review meeting it could be identified that assessment or support may be necessary from an outside agency e.g. Speech & Language service, CAMHS, OT. With parental agreement a referral can then be made to access this service.

A decision could be made at review that it is not possible to meet a child's needs at SEN Support level. Consideration is then made as to whether the child's needs meet the criteria for an Education, Health and Care plan assessment. With parental agreement this can then be requested.

Statutory Assessment of Education, Health & Care Plan (EHC plan)

The majority of pupils with special educational needs will have their needs met within the school SEN support. However, where a pupil has a higher level of need the school will draw on more specialised assessments from external agencies and professionals and implement the recommended adaptations and interventions. The school will make a request for a statutory assessment of educational, health and Care Needs, in consultation with parents. The school will be required to submit evidence about a child's needs and the support strategies that are in place to meet them.

Educational, Health and Care Plan (EHCP)

An Education, health and care needs assessment is a legal procedure.
A small minority of children will require an EHC plan. These are children with an exceptional level of need. The support for these children is specified on their plan by the special needs department of the local authority and would always include:

- Termly meetings for parents with SENCO, class teacher, teaching assistant and professionals from other agencies
- Strategies/interventions agreed and recorded
- Liaison with outside agencies
- Provision of appropriate resources/facilities
- Annual review

The local authority must conduct an assessment of education, health and care needs and prepare an Educational, Health and Care (EHC) plan when it considers that it may be necessary for special educational provision to be made for the pupil through an EHC plan. This is likely to be where the special educational provision required to meet the pupil's needs cannot reasonably be provided from within the resources normally available to the mainstream school.

If the EHCP is agreed it will remain with the child throughout their schooling and entry to adulthood, regularly updated to reflect developments. It is an outcome driven document which ensures provision is implemented to facilitate progress towards agreed goals.

Annual Review

Where a pupil has an Education, Health ad Care Plan the school will hold an annual review in line with the SEND code of Practice. The meeting will be a person centered review where the pupil, parents/carers and professionals are all fully consulted.

Supporting pupils and families

At Rokesly Infant School we strive to maintain strong partnerships with parents and carers. We keep parents fully informed and involved. We encourage parents to make an active contribution to their child's education. We inform parents of any outside intervention and we share the process of decision making by providing clear information relating to the education of children with special educational Needs and or those with Disabilities. Staff have close contact with parents/carers at the beginning and end of the day and are always willing to discuss any queries and concerns.

Evaluating success
The success of the school's SEND policy and provision is evaluated through:

- Monitoring of classroom practice by the senior leadership team, subject coordinators and SMT
- Analysis of tracking data
- SEN reviews
- Monitoring of practice and procedures by SEND governor
- School self-evaluation
- Parental feedback
- Feedback from child (where appropriate)

Supporting pupils with medical needs

At Rokesly Infant School, we recognise that pupils with medical needs should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical needs may also have special educational needs and may have an EHCP which brings together health and social care needs as well as their special educational provision. Children with more complex medical needs have a care plan which is accessible to all professionals working with the child and which is written in partnership with their parent/carer. This is a detailed report which includes a photograph of the child, what their condition is, how the condition is managed and any medication the child needs to take.

Arrangements for complaints

It is our aim to work as closely as possible with parents and carers and if they are concerned in any way about any aspect of their child's education, they are always welcome to approach the school.

Should parents/carers be unhappy with any aspect of provision they should discuss the issue with the class teacher in the first instance. Anyone who feels unable to talk to the teacher or is not satisfied with their response should speak with the Inclusion Manager.

In the event of a formal complaint parents are advised to contact the headteacher.

Links with other schools and transfer arrangements

- SEND records are transferred to new school
- Transition plan put in place, if necessary, for transfer from nursery school and to infant school.
- For children with Early years top up funding the current nursery must review the funding before the child leaves the setting in the summer term
- Handover meetings are held between the SENDCo at Rokesly Infant School and nursery settings in the summer term. Handover meetings are held for mid phase children as and when children are due to transition

Equal Opportunities

At Rokesly Infant School, we are committed to providing an education and ethos that positively promotes equality of opportunity and achievement for all our children.

The governors and school staff are committed to removing any barriers which would impede learning, development, continuity and participation in our school. We oppose all forms of unlawful or unfair discrimination, whether because of race, colour, ethnic or national origin, gender, sexual orientation, religion or beliefs, disability, age or any other condition or requirement which places a person at a disadvantage and cannot be justified.

Glossary of abbreviations:

ASC Autistic Spectrum Condition
ADHD Attention Deficit Hyper-Activity Disorder
CAMHS Child & Adolescent Mental Health Service
CDC Child Development Centre
EHC Education, Health & Care
EHCP Education, Health & Care Plan
EHCNA Education, Health & Care Needs Assessment
EP Educational Phycologist
IEP Individual Education Plan
EP Educational Psychologist
GEMHS Guided Emotional and Mental Health Support
IT Intervention Tracker
LAST Language and Autism Support Team
OT Occupational Therapist
SaLT Speech and Language Therapist
SEND Special Educational Needs & disabilities
SENDCo Special Educational Needs and disabilities coordinator
SLCS Speech Language & Communication service
SMT Senior Management Team
TA Teaching Assistant