



Special Educational Needs and Disability Policy

Policy Review

Reviewed: September 2026 Next review: September 2027

This Policy complies with the statutory requirement as laid out in the SEND Code of Practice 0-25 (September 2014) and has been written with reference to the following guidance and documents:

- 'Updating SEND Policy for Schools 2014', NASEND
- SEND Code of Practice 0-25, Sept 2014
- Equality Act 2010: advice for schools, DfE Feb 2013
- Schools SEND Information Report Regulations, 2014
- Statutory Guidance on Supporting pupils with medical conditions, April 2014
- The National Curriculum in England KS1 and 2 framework document, Sept 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

School Information

*Howden Church of England Infant School
Hailgate
Howden
East Riding of Yorkshire
DN14 7SL*

The SEND team of the school is:

Head of Inclusion and SENCo	Miss Chantelle Amor
SEND Coordinator (SENCo)	Mrs Nicola Brown (NPQ SEND)
SEND Coordinator (SENCo)	Mrs Rebecca Fairclough (NPQ SEND)

SEND Staff: See school staffing information

SEND Governors: Mrs Rosemary Stewart

Contact arrangements:

- Through the Main Office
- Telephone: 01430 430767
- Email: office@howdeninfants.net or sendco@howdeninfants.net

Our Beliefs and Values for children with SEND

Howden Church of England Infant School strives to be an inclusive school, engendering a sense of community and belonging through its

- Inclusive ethos
- Broad and balanced curriculum for all pupils
- Enjoyment and excellence
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all children

The Governing Body will ensure that appropriate provision will be made for all pupils with SEND. The staff and Governors were involved in the development of this policy following consultation.

Section 1: Admissions

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the Code of Practice. All pupils are welcome, including those with special educational needs, in accordance with the LA Admissions Policy. According to the Education Act 1996 (Section 316), if a parent wishes to have their child with a statement/EHC Plan educated in the mainstream the LEA must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

Section 2: Our Aims and Objectives

- To ensure that all pupils have access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career.
- To ensure that SEND pupils take as full a part as possible in all school activities.
- To ensure that parents of SEND pupils are kept fully informed of their child's progress and attainment.
- To ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision.
- To work within the statutory requirements and in line with the guidance stated in the SEND Code of Practice 2014.
- To provide support and advice for all staff working with SEND pupils.

Section 3: Identifying Special Educational Needs

We recognise that some pupils will have special needs at some time during their school life. Identifying those needs will allow the school to provide the most appropriate action which will then enable the child to progress and develop.

Definition of Special Educational Needs (taken from Code of Practice 0-25) A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age; or (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Clause 20 Children and Families Bill). This is a broad definition covering children and young people from 0- 25 years of age. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEND definition.

Areas of special educational need

Special educational needs and provision can be considered as falling under four broad areas.

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

Children must not be regarded as having learning difficulties solely because of;

- Disability – all schools have a duty of care under current Disability Equality legislation to make reasonable adjustments, therefore disability alone does not constitute SEND.
- Attendance and Punctuality
- Health and Welfare
- EAL (English as an Additional Language)
- Being in receipt of Pupil Premium Grant
- Being a Looked After child
- Being a child of Servicemen/women
- Behaviour – it may be an underlying response to a need which has been recognised and is being addressed but should not be regarded as SEND on its own.

Howden Church of England Infant School will have due regard for the Special Needs Code of Practice when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEND provision is being made for their child.

Section 4: Graduated Response to SEND Support

Teaching SEND pupils is a whole-school responsibility. Every teacher is regarded as a teacher of every child regardless of their abilities, disabilities and individual needs.

The core of the teachers' work involves a continuous cycle of planning, teaching, and assessing, considering the differences in pupils' abilities, aptitudes, and interests. Some pupils may need increased levels of provision and support.

The Code of Practice advocates a **graduated response** to meeting pupils' needs. This takes the form of **Assess – Plan – Do – Review**.

ASSESS - Early Identification

Early identification of pupils with SEND is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/ assessment.
- Their performance against the National Curriculum expected levels of progress.
- Pupil progress in relation to objectives in English and Mathematics
- Standardised screening or assessment tools.

The following assessment tools may be used:

- Screening and diagnostic tests
- Reports and observations
- Records from feeder schools etc
- Information from parents
- Pupil profiles

On entry to the school each child's attainment will be assessed, using the reception baseline assessment. This will help to inform the school of a child's aptitudes, abilities, and attainments, and will be used to improve continuity in learning when entering the Foundation Stage class (FS2) a pupil profile is developed, after liaison and discussion with other Early Years providers in the area, and the Foundation Stage profile is kept for those children who reach the end of Reception (FS2) year. Parents are kept informed on the results of these assessments, at the appropriate times in the school year.

If a child's class teacher, in consultation with parents, concludes that a child may need further support to help their progress, the teacher should seek the help of the SENCo.

PLAN - SEND Support

The SENCo and teacher will review the approaches adopted, any adjustments already made and any interventions already accessed.

Where support additional to that of normal class provision or the measures already taken is required, it will be provided through SEND Support. This step may be taken if it is agreed that the pupil;

- Still makes little or no progress in specific areas over a long period.
- Continues to work at levels considerably lower than expected for a child of similar age.
- Continues to experience difficulty in developing English and Mathematics skills.
- Has Emotional, Social or Mental Health difficulties that often substantially impede own learning or that of the group.
- Has Sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning.

Individual Support Plans

Strategies for pupils' progress will be recorded in a SEND Support Plan containing information on

- Short-term outcomes
- Teaching strategies
- Provision made
- Date for review
- Success criteria

The Plan will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual outcomes that closely match the pupil's needs. External support services will advise on outcomes for Support Plans where required and will provide specialist inputs to the support process.

The Plan will be discussed with the pupil and the parent.

A copy of the Plan is given to the parent and all staff working with the pupil.

DO - Range of Provision

Only with the approval of the parents do we introduce any sort of support. Where possible we provide in-class support through small group work or when available some 1:1 work.

The first stage of support is often targeted group interventions which are time specific programmes for groups of children. The focus can be speaking and listening, handwriting, phonics, self-esteem, maths, reading or writing skills. Groups are run for both low and high achievers to provide extension and challenge at an appropriate level. Each group is time specific and the impact of each intervention group is measured.

The main methods of provision made by the school are:

- Quality first teaching in classes, with additional help and support by class teacher/TAs through a differentiated curriculum
- Periods of withdrawal to work with a support teacher or TA
- Support from specialists within class or as part of a withdrawal programme
- Provision of alternative learning materials/ special equipment
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to LA support services for advice on strategies, equipment, or staff training

Use of Support Staff

SENCo/Deputy SENCo: supports the children across the school by working with/for them within the specified SEND session, when possible, either through working with them within class, individual or small group work on their targets or providing advice and support to the class teachers and support assistants.

Other: A number of staff are employed to work with children throughout the school. They offer small group work and, where required, 1:1 support is provided.

A small number of children are supported by external agencies such as SaPTS (Sensory and Physical Teaching Service) or the SEMH specialist team.

REVIEW - Monitoring Progress

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills

Record-Keeping – Pupil Profiles

The school will record the steps taken to meet pupils' individual needs. The SENCo will maintain the records and ensure access to them for all staff. In addition to the usual school records, the pupil's profile will include:

- Overview of needs
- Strategies employed
- Information from parents
- Information on progress made
- Pupil's own perceptions of difficulties
- Information from health/social services
- Information from other agencies

Records of assessments are passed onto Key Stage One staff at the end of the Reception year, and the pupil profiles are continued into KS1 and then onto the Junior School at the end of Y2. The records of children who transfer from other schools are passed to their class teacher.

Reviewing Support Plans

Plans will be reviewed at least twice a year, one of them usually coinciding with a Parents' Evening. The school will endeavour to hold the reviews in an informal manner, and parents' views on their child's progress will actively be sought. Wherever possible or appropriate the school will involve pupils in this process.

Education, Health and Care Plans

Where concerns remain despite sustained intervention, the school will consider requesting an Education, Health and Care Plan (EHC Plan) assessment. Parents will be fully consulted at each stage. The school also recognises that parents have a right to request an assessment.

Prior to making a request the school will have the following information available:

- The action followed with respect to any support provided.
- Pupil SEND Support Plans
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- Progress and achievement levels
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents and where possible, the views of the child
- Social Services/Educational Welfare Service reports
- Any other involvement by professionals

Should an EHC Plan be issued the school will work with all parties to provide the pupil with the support indicated.

Reviews of EHC Plans

The EHC Plan will be reviewed annually.

The LA will inform the head teacher at the beginning of each school term of the pupils requiring reviews. The SENCo will organise these reviews and invite reports from, and attendance by:

- The child's parent/carer
- The child if appropriate
- The relevant teacher / teaching assistant
- External agencies working with the child, such as Speech & Language Service, Educational Psychologist etc
- A representative of the LA, if appropriate
- Any other person considered appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the outcomes identified.
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic English, Mathematics and life skills.
- Consider the appropriateness of the existing EHC Plan in relation to the pupil's performance during the year, and whether to cease, continue, or amend it .
- Set new outcomes for the coming year.

With due regard for the time limits set out in the Code, the Head / SENCo will write a report of the annual review meeting and send it, with any supporting documentation, to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHC Plan.

Section 5: Criteria for Exiting SEND Register

Regular reviews, assessments and monitoring of pupils provide information on the progress made by a child and where it is deemed that they have made sufficient progress to be considered as in line with their peers and are able to access the full curriculum independently without support a full review will be undertaken to assess whether they should be removed from the SEND Register.

Parents and pupils are consulted in this process to ensure everyone agrees.

Section 6: Supporting Pupils and their Families

Howden Church of England School firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

The school strives to maintain positive working relationships with the families and carers of each child. Information is kept in the Office regarding additional support and contacts for a wide range of agencies. The SENCo is available for advice, requests and to discuss any concerns via pre arranged meetings, due to her teaching commitments.

The school SEND Information Report and information relating to the Local Offer is available from the school website or in paper form from the Office.

All relevant school policies are available from the Office.

Transition

For all children transferring between phases, except from early education settings, a provisional recommendation should be made in the year previous to transfer so that parents can consider options at the same time as other parents.

The child's EHC plan must reviewed by **31st October when they are in Y2**, so it can then be amended by **15th February** of the year of transfer in the light of the recommendations of the annual review, the parents' views and preferences and the response to consultation by the LA with the schools concerned, all the arrangements for a child's placement should therefore be completed no later than the beginning of March before transfer.

A meeting is held by the SENCo with the SENCo of the receiving school/setting in the summer term to pass on and discuss any SEND information and records relating to the children to ensure that transition is smooth and requirements for each child are in place.

Where children with an EHCP are joining the school from pre-school settings a transition review meeting should be organised by the setting currently attended by the child.

Section 7: Supporting Pupils with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, 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 children may also have special educational needs (SEND) and may have an EHC plan. The school policy for supporting pupils with medical conditions is available from the Office.

Section 8: Monitoring and Evaluating SEND

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

- Monitoring of classroom practice by the SENCo and Subject Lead teachers for curriculum areas
- Analysis of pupil tracking data and test results
 - for individual pupils
 - for cohorts
- Consideration of each pupil's success in meeting identified outcomes

- Monitoring of procedures and practice by the SEND Governor
- School self-evaluation
- SEND Information Report
- The School Development Plan
- Parental questionnaires
- Pupil chats

We will set outcomes matched to a set of specified aims to provide indicators against which progress can be measured. In evaluating the success of this policy and the SEND provision, the school will consider the views of:

- Teachers
- Parents
- Pupils
- External professionals

Section 9: Funding, Training and Resources

Funding

All schools in the East Riding receive funding for pupils with SEND in these main ways:

1. The base budget covers teaching and curriculum expenses for *all* pupils
2. The delegated SEND budget (based on the LA formula, and generated in part by numbers on the SEND Register) covers the additional support required
3. SEND Standards Fund, allocated annually to LAs by the DfES subject to matched funding. The East Riding of Yorkshire LA delegates the maximum amount to schools as per the DfES guidelines for Standards Fund. Schools are able to access over and above this amount by linking into SEND projects and training.
4. Specific top-up funds allocated to pupils with EHCPs.

The Governing Body ensures that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in this policy.

Howden Church of England Infant School follows LA guidance to ensure that all pupils' needs are appropriately met. Details of how resources are allocated to and amongst pupils with SEND are included in the Governors' Annual Report to Parents.

Training

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEND pupils. Part of the SENCo's role in school-based INSET is to develop awareness of resources and practical teaching procedures for use with SEND pupils.

As a routine part of staff development, INSET requirements in SEND will be assessed.

The Governing Body will undertake a similar review of training needs.

TAs' requirements in supporting pupils' needs will be considered frequently. NQTs and staff new to the school will be given training on the school's SEND policy as part of their induction.

Where possible, the SENCo or Deputy attends SENCo Forums, the SEND Conference and any relevant training courses to keep up to date.

Resources

The school holds a range of resources which can be accessed by any member of staff if they feel it would benefit a pupil. Where specific resources are required to meet a child's medical or learning needs the school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEND pupils and will liaise with them to access any resources which will enhance a pupil's learning.

When it is considered necessary, colleagues from the following support services will be involved with SEND pupils:

- Educational psychologists (EP)
- Medical officers
- Speech and Language therapists (SALT)
- Physiotherapists
- Sensory and Physical Teaching service (SaPTs)
- EAL support service
- Occupational Therapists (OT)
- Behaviour Support Team (BST)

In addition, important links are in place with the following organisations:

- The local pre-school settings with the aim of providing continuity between home and school
- The LA
- Specialist Services
- Education Welfare Officer
- Social Services
- The Children's Centre
- Other groups or organisations

Section 10: Roles and Responsibilities

Role of the Special Educational Needs Co-ordinator (SENCo)

The SENCo plays a crucial role in the school's SEND provision. This involves working with the headteacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the policy
- Co-ordinating the provision for pupils with SEND
- Liaising with and giving advice to fellow teachers and teaching assistants
- Overseeing pupils' records
- Liaising with the parents
- Contributing to in-school training
- Liaising with external agencies, LA support services, Health and Social Services, and voluntary bodies.

For effective coordination staff must be aware of:

- The roles of the participants
- The procedures to be followed
- The responsibility all teachers have in making provision for SEND pupils
- The commitment required by staff to keep the SENCo well informed about pupils' progress
- Mechanisms that exist to allow teachers access to information about SEND pupils
- What exactly constitutes a 'level of concern' and at which point intervention is initiated
- Mechanisms that exist to alert the SENCo to such 'levels of concern'. Regular discussions with the class teachers keeps the SENCo well informed about the needs of individual children. Staff complete a 'pupil monitoring form' in the first instance.
- The procedure by which parents are informed of this concern and the subsequent SEND provision. Parents are kept informed at all times, through formal and informal discussions with the class teacher, and by letter from, or discussions with the SENCo.
- Additionally, parents are given clear guidance to the means by which they can contribute and provide additional information when and if required. Parents are given a copy of their child's Support Plan. Parents are invited to contribute to the review of each plan and to the setting of outcomes for the next steps.

Role of the SEND Governor and Governing Body

The Governing Body's responsibilities to pupils with SEND include:

- Ensuring that provision of a high standard is made for SEND pupils
- Ensuring that the SENCo is given the support and time required to carry out the role.
- Ensuring that a 'responsible person' is identified to inform about EHC Plans for pupils
- Ensuring that SEND pupils are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being involved in developing, monitoring and subsequently reviewing SEND policy
- Reporting annually to parents on the school's SEND Policy including the allocation of resources from the school's devolved/delegated budget

Role of the Class Teacher

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEND pupils
- Collaborating with the SENCo to decide the action required to assist a pupil's progress
- Working with the SENCo to collect all available information on the pupil
- Under the guidance of the SENCo, prepare Support Plans for SEND pupils.
- Working with SEND pupils on a daily basis to deliver appropriate learning opportunities within differentiated planning
- Developing constructive relationships with parents
- Being involved in the development of the school's SEND policy

Role of the Headteacher

The headteacher's responsibilities include:

- The day-to-day management of all aspects of the school including the SEND provision
- Keeping the Governing Body well informed about SEND within the school
- Working closely with the SENCo/SEND team
- Informing parents of the fact that SEND provision has been made for their child
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.

Section 11: Storing and Managing Information

All documentation relating to SEND is stored securely within school.

Any electronic documentation is kept on the main school system and its backup systems.

Section 12: Policy Review

This policy will be reviewed annually.

Section 13: Accessibility

Our school is working hard to ensure that all children can enjoy all subjects and activities. The curriculum offered is inclusive and every effort is made to ensure all children are able to participate at a level appropriate to their needs.

We have some specialised equipment within school to meet the needs of our children but when more specific resources are required we will contact the appropriate service for advice. Handrails are fitted to some steps. There are two toilet areas especially built for children and adults with physical needs and ramps to avoid steps in some areas of school. A changing facility has been installed to allow for toileting needs.

We have adapted the school environment where possible to allow for access for all. The school has quiet areas which are carpeted to reduce background noise. As all our pupils are very young we provide a very visual learning environment. Pictorial timetables, clear signage and simple language are used to allow for, and encourage more independence.

The school regularly communicates with parents and carers through the open-door approach, jargon free letters, newsletters, verbal communication, notice boards and through the website. Parents are encouraged to assist in school, subject to CRB clearance, and to participate fully in the education of

their children.

Section 14: Dealing with Complaints

The school's complaints procedure is outlined in the school prospectus. The SEND Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents if required.

Section 15: Related Policies

The following policies should be considered alongside this SEND Policy.

- Medical Conditions Policy
- Inclusion Policy
- Accessibility Policy
- Intimate Care Policy
- Behaviour Policy
- Anti-Bullying Policy