



GRANGE INFANT SCHOOL

SPECIAL EDUCATION NEEDS AND DISABILITY POLICY

Rationale

We acknowledge current legislation and recognise that a percentage of our children may have a special need at some stage in their school career. Some children may have an Education Health Care Plan (EHCP).

- All children are encouraged, valued and accepted equally regardless of their ability or behaviour.
- All children are entitled to access the full range of a broad, balanced and suitably differentiated curriculum, which enables children to reach their full potential.
- Every teacher is a teacher of children with special needs.
- Parents and carers of children have a valuable contribution to make towards a child's development and learning.

Definition of special needs:

A child has a learning difficulty if:

- He/she has a significantly greater difficulty in learning than the majority of children of his/her age.
- He/she has a disability, which prevents or hinders him/her from making use of educational facilities for children of his/her age.

A child is disabled if:

He/She has a physical or mental impairment, which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

The school operates within the structure of Hampshire County Council (HCC) policy and the Code of Practice on identification and assessment of Special Education Needs and Disability (SEND).

<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/code-of-practice>

Children with English as an **additional language** may have provision made for them following an assessment by Ethnic Minority Travellers Achievement Service (EMTAS). However, they **do not have special educational needs** unless they also have a learning difficulty.

Aims

- To identify children with SEND at the earliest opportunity using agreed school criteria.
- To provide Individual Educational Plans (IEPs) for those children needing learning support from SEND Support onwards.
- To seek the views of the child and take them into account.
- To acknowledge and draw upon parent knowledge and expertise in relation to their child.
- To consult external agencies where necessary.
- To maintain an ethos of information sharing between all parties involved.
- To ensure that admission arrangements for children with SEND are in line with HCC guidelines. (See school's admissions policy)
- To ensure that funding received by the school from HCC will be targeted to provide additional support for identified children.
- To ensure that children will be taught mainly within their peer group although there will be occasions when they will be withdrawn to work in smaller groups in order that their particular and specific needs be met. On some occasions, a child may need 1:1 adult support or a modified curriculum depending on their needs. The school will make reasonable adjustments to make sure children can access learning.

Success criteria

Grange Infant School is working to the Code of Practice, The Equality Act 2010 and The Children and families Act 2014.

- Every parent will know if their child has been identified as having a special educational need through contact from the school.
- Every parent will receive a copy of his or her child's IEP on a termly basis (or when changes are made.)
- All parents are invited and expected to attend their child's IEP update/ review except in extenuating circumstances.
- Every child with an IEP has their targets shared with them and they sign the document once these have been shared.
- All parents contribute to their child's annual review (for those children with an EHCP).
- Children will be regularly assessed to make sure they are making progress and to identify if there are any difficulties with their learning. A range of screening and assessments will be used to diagnose difficulties
- Any child highlighted by the Dyslexia Early Screening Test (DEST) as being 'at risk' will have this information shared and the implications will be considered when planning suitable interventions or support.
- If a parent raises a concern about SEND, the school will reply within 3 working days.

Roles and responsibilities

Provision for pupils with SEND is a matter for the school as a whole.

The Special Educational Needs Coordinator (SENDCO)

All mainstream schools must appoint a SENDCO who is responsible for the day- to- day operation of the school's SEND policy. The current SENDCO is Constance Cave

The SENDCO will:

- Coordinate provision for pupils with SEND and liaise with parents, staff and external agencies.
- Monitor the effectiveness of provision and interventions and the impact they have on progress.
- Arrange and coordinate annual reviews for children with EHCPs.
- Have designated time to plan and resource for SEND provision.
- Provide related professional guidance to colleagues with the aim of securing high quality teaching for children with SEND.
- Keep the Governing Body fully informed and will seek out and share best practice with the Local Authority (LA) and other schools.
- Report to the Headteacher who has responsibility for the provision of pupils with SEND.

Governing Board

The Governors, including the Special Needs Governor, will ensure that:

- A policy for SEND is reviewed and published annually with regard to the Code of Practice and reports will include an evaluation of the implementation of the policy.
- The Special Educational Needs and Disability (SEND) information report is updated annually and is available on the school website.

Parents and Carers

Parents know their children best and should feel confident in raising any concerns with the class teacher who can offer advice or refer to the SENDCO. When a concern is first expressed within school, it will be shared with parents/ carers of the child. Parents may have suggestions regarding their child's education, which may help with planning. If it is decided that the child requires an IEP, the parents or carers will be given an appointment in which this document will be explained. The SENDCO will also signpost parents to outside agencies that may be able to support in a wider capacity than the school can.

Parents and carers are involved at all stages of their child's learning through appointments with the class teacher and SENDCO, as well as through the annual report.

The Headteacher

The Headteacher will have responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with SEND.

The Headteacher will:

- Work closely with the SENDCO and Inclusion Co-ordinator.
- Oversee monitoring and evaluating provision alongside SENDCO

The Inclusion Co-ordinator:

The Inclusion co-ordinator will oversee the inclusion of all children in school. They will work with the SENDCO to ensure that children with special needs are not disadvantaged in anyway. This policy should be read in conjunction with the Inclusion policy. The current Inclusion Co-ordinator is Sam Myers, the Headteacher.

The Inclusion Co-ordinator will:

- Work closely with the SENDCO to support children with wider needs.
- Make sure all children are fully included in school life as far as possible.
- Under the Equality Act 2010 schools should make reasonable adjustments to prevent disabled children being put at a disadvantage

The Class Teacher

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. The class teacher will:

- Obtain information about the child's difficulties or areas of concern.
- Work in partnership with parents and carers.
- Obtain the child's view
- Be aware of any other professionals involved with the child.
- Seek advice and support from the SENDCO should further help be required such as an IEP.
- Prepare the IEP with long term and short-term targets and plan for monitoring and assessment.
- Share the IEP with parents and carers, and the class teaching assistant.
- Monitor progress in learning.
- Monitor concerning behaviour and prepare an IBMP as necessary.
- Provide an appropriate curriculum for the child's needs.
- Keep appropriate records to track progress and measure impact.
- Put in place provisions outlined in EHCP and monitor progress.

The Teaching Assistant (TA)

The teaching assistant will:

- Share concerns regarding a child's progress as soon as possible.
- Work with the class teacher in order to implement an IEP.
- Support and monitor the child's progress and suggest changes to targets as needed.
- Keep records as appropriate.
- Administer assessments under the guidance of the class teacher and SENDCO
- Work with support groups or on an individual basis as needed.
- Work with the Class Teacher to plan and implement intervention programmes such as Precision teaching, Sidney reading, First Class at Number tasks.
- Liaise with other professionals such as Speech and Language Therapists (SALT) in order to carry out programmes.

Identification and assessment of children with special educational needs.

The school follows the revised Code of Practice 2015. Areas of Special Educational Need and Disability as outlined are -

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

Children are identified in a number of ways:

- Teacher assessment, standardised tests and screening tools
- Teacher raising concerns
- Parental concerns
- Monitoring in class
- SENDCO involvement
- Outside agency involvement

Early intervention stages are monitored and addressed by the class teacher (SENDCO and TAs involved with learning support and developing programmes for individual needs.)

The SENDCO will monitor all children on the SEND register and will be responsible for involving any outside agencies when necessary.

EHCP requests

For a small number of children this support may still not meet their needs:

6.63 SEN support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEN support. (Code of Practice 2015)

In this case the school, or parents, can request that the LA undertakes a Statutory Assessment of the child's needs which may lead to an EHCP:

The local authority must secure an EHC needs assessment for the child or young person if, after having regard to any views expressed and evidence submitted under subsection (7), the authority is of the opinion that—

(a) the child or young person has or may have special educational needs, and

(b) it may be necessary for special educational provision to be made for the child or young person in accordance with an EHC plan. (Section 36, Children and families Act 2014)

The school will follow Guidance from the Code of Practice, Children and Families Act 2014 and County when applying for Statutory Assessment.

At this point the school should be in a position to provide written evidence of or information about:

- The school's action through SEN support
- IEPs for the pupil
- Behaviour plans and analysis of behaviour where relevant
- Records or regular reviews and outcomes
- Pupil's health and medical history where relevant
- National Curriculum levels or P- Levels as appropriate
- Attainment in Literacy and Numeracy
- Educational and other assessments e.g. advisory specialists, Educational Psychologist
- Involvement of other professionals
- Any involvement by children's services

All information will be uploaded to the Hampshire EHCP hub where parents can access all the information and add their own information and views.

The time frame for an EHC assessment is 20 weeks. In the first 6 weeks the Local Authority will make its decision to assess. By week 16 parents will be notified if a plan will be issued and the final plan should be issued by week 20

These children may be provided with extra funding by the LA which the school will use it's best endeavours to support the child. The EHCP will be reviewed annually at the Annual Review Meeting. All agencies involved with the child will be invited to Annual Review meetings. Children who are identified with special educational needs in the Code of Practice have IEPs.

In liaison with the SENDCO, class teacher and teaching assistants plan and review the IEP targets. IEP targets will be revised on an on-going basis and at least every 6 weeks to monitor progress and effectiveness. Targets will be set based on assessments made by the teacher. The IEPs are shared with both pupils and parents and targets are worked towards within a specific time limit.

Complaints

When concerns arise through the application of the process, individuals may make a complaint by contacting the Headteacher or the Chair of Governors. A copy of the complaints procedure can be obtained via the school office and is also available on the school website:

<https://grangeinfantschool.co.uk/wp-content/uploads/Complaints-Policy-.pdf>

Review: This policy will be reviewed annually.

Agreed: This policy was agreed and ratified at the Governing Body meeting held 15th January 2026

Next review: January 2027

Signed
Headteacher



Signed
Chair of Governors

