



## SEND POLICY

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### 1. Aims

Our SEND policy and information report aims to:

- Set out how the School will support and make provision for pupils with special educational needs and disabilities (SEND) including by:
  - Creating an environment that meets the Special Educational Needs/ disabilities of each child;
  - Identifying, assessing, and supporting pupils of concern as early as possible;
  - Involving & informing parents/carers of their child's changing needs and subsequent provision;
  - Advising parents/carers of organisations or services which can provide additional support;
  - Ensuring that all members of staff recognise and accept responsibility for meeting a child's individual needs;
  - Working closely with outside agencies where relevant;
  - Providing an adapted curriculum appropriate the child's needs; and
  - Ensuring that all pupils have access to a broad and balanced curriculum.
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND;
- Provide a SEND team who will work within the SEND policy;
- Provide support & advice for all staff working within the School and specifically for those working with children with additional needs;

- Develop and maintain high levels of engagement with parents/carers; and
- Eliminate any barriers that may prevent pupils from participating fully in the life of the School;
- Support the principles underpinning the SEND Code of Practice:
  - The participation of children, and their parents/carers in decision making;
  - The early identification of children's needs and early intervention to support them;
  - Greater choice and control for children and their parents/carers;
  - Collaboration between education, health & social care services to provide support;
  - High quality provision to meet the needs of children with SEND;
  - A focus on inclusive practices & removing barriers to learning and engaging in the activities of the School (including physical activities) together with children who do not have SEND
  - Ensure that pupils with SEND can be involved in every aspect of School life, and feel respected and valued as individuals;
  - A whole School approach to understanding emotional wellbeing and mental health; and
  - Successful preparation for adulthood, including independent living and employment.

All children at the School are entitled to a broad and balanced curriculum, and high-quality teaching that is adapted and personalised to meet their individual needs, including children with SEND, and those who show exceptional talents and academic ability. We will use our best endeavours to meet the needs of all children within the School.

## **2. Legislation and guidance**

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities;
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report; and
- Equality Act 2010 which protects disabled people against discrimination.

## **3. Definitions**

A pupil has SEND if they have a learning disability which calls for special educational provision to be made for them.

They have a learning disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age; or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Four broad categories of need can be identified:

- Cognition & Learning;
- Communication & Interaction;
- Social, Emotional and Mental Health; and
- Sensory and/or Physical.

## **4. Roles and responsibilities**

### **4.1 The SENDCo**

The SENDCo will:

- Work with the Headteacher and SEND Governor to determine the strategic development of the SEND policy and provision in the School;
  - Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans;
  - Monitor and track progress including specific interventions;
  - Maintain an up to date SEND register;
- Provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching;
- Advise on the graduated approach to providing SEND support;
  - Advise on the deployment of the School's delegated budget and other 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 next providers of education to ensure pupils and their parents/carers are informed about options, and a smooth transition is planned;
  - Work with the Headteacher and Governing Body to ensure that the School meets its responsibilities under the Equality Act 2010 with regards to reasonable adjustments and access arrangements;
  - Ensure that the School keeps the records of all pupils with SEND up to date; and
  - Oversee children's wellbeing (pastoral, mental, medical, social support) to build pupil's independence and resilience.

## **4.2 The SEND Governor**

The SEND Governor will:

- Help to raise awareness of SEND issues at Governors meetings and ensure that the Governing Body takes responsibility for implementing the SEND Code of Practice including:
  - Maintaining the School's SEND & Inclusion policies, and School Information Report and ensure that they are published on the School website;
  - Ensuring that the School consults with parents/carers & includes them in their child's education; and
  - Ensuring that complaints are correctly handled.
- Monitor the quality and effectiveness of SEND and disability provision within the School and update the Governing Body on this; and
- Work with the Headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school.

## **4.3 The Headteacher**

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 provision and progress of learners with SEND;
- Ensures that the SEND policy is implemented;
- Keep staff & Governors informed of issues and provision for SEND;
- Provide opportunities for training & INSET;
- Ensure the SENDCo is informed of current issues;
- Attend interviews/meetings with parents/carers as required;
- Work closely with the SENDCo in the development of policy & provision;
- Observe and monitor teaching to ensure it is adapted and of high quality; and
- Regularly monitors& evaluate the quality of provision.

## **4.4 Class Teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class;
- High quality teaching and adaptations;
- Improving progress and outcomes for all – aiming to close any gaps;
- Liaising with the SENDCo and staff working within the classroom;
- Liaising with external agencies;
- Meeting with parents/carers to ensure they understand the strengths, development areas and next steps for their child;

- Ensuring appropriate use and deployment of resources;
- Planning for trips/extracurricular activities to reflect the needs of all pupils;
- Informing colleagues where appropriate of relevant information provided by parents/carers;
- Creating & implementing individual learning plans (ILPs) and Pupil Passports (one-page profiles) in consultation with staff/parents/carers as appropriate, and sharing them with all adults in the classroom;
- Guiding TAs in planned interventions/individual programmes;
- Maintaining record keeping;
- Implementing individual programmes from outside agencies;
- Working closely with any teaching 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 to decide on any changes to provision; and
- Ensuring the implementation of the SEND policy.

## **5. Identifying pupils with SEND and assessing their needs**

The School will assess each pupil's current skills and levels of attainment on entry, and class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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; and
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social or communication needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

Class teachers will use a combination of observation, screening, standardised testing, and termly work to identify SEND and monitor progress. These assessments are an integral part of the whole School assessment policy, and where necessary other diagnostic testing may be undertaken.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **5.2 Consulting and involving pupils and parents/carers**

We will have an early discussion with the pupil and their parents/carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty;
- We take into account the parents/carers' concerns;
- Everyone understands the agreed outcomes sought for the child;
- Everyone is clear on what the next steps are; and
- We discuss with parents/carers when a pupil may need to be included on the SEND register.

### **5.3 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

#### **Assess:**

- Assessments will be regularly reviewed and shared with parents/carers;
- In some cases, outside agencies may be involved (e.g. speech therapist).

#### **Plan:**

- Parents/carers will be informed of the planned support/interventions;
- Targets will be set and agreed.

#### **Do:**

- Class teachers have overall responsibility for working with SEND children on a daily basis;
- Class teachers will work closely with the SENDCo and any other staff working with the pupil to plan and assess the impact of any support/interventions and discuss effective teaching strategies.

#### **Review:**

- Progress and attainment will be monitored in accordance with the School's assessment policy and planning interventions, and support will be adjusted accordingly;
- The class teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:
  - The teacher's assessment and experience of the pupil;
  - Their previous progress, attainment, and behaviour;
  - Other teachers' assessments, where relevant;
  - The individual's development in comparison to their peers and national data;
  - The views and experience of parents;
  - The pupil's own views; and
  - Advice from external support services, if relevant.

### **5.4 Education, Health and Care Plan (EHCP)**

Where a pupil's needs remain a significant cause for concern despite an individualised programme of sustained intervention, the school can apply for an EHCNA (Educational, Health and Care Needs Assessment). The EHCNA process will involve parents to ensure their knowledge about their child is included in the documentation sent to SENAT.

Parents/carers, the Headteacher, or an outside agency may also request an EHCNA.

We follow guidance from WSCC and all information regarding EHCNA can be found on the Local Offer Website page.

If the EHCNA is agreed by SENAT an assessment will be carried out by an Educational Psychologist and further reports will be requested from agencies that may be supporting the child, such as SALT. SENAT will then use the EP report and other information provided to agree whether an EHCP is issued.

Parents/carers will be informed by SENAT when a draft EHCP (Education, Health and Care Plan) has been written. Both school and parents/carers are invited to make changes to the draft EHCP if they want to adapt or update the information provided.

Once information has been gathered a final EHCP will be issued.

All children with an EHCP will have an annual review meeting to discuss the child's progress towards the outcomes on the EHCP. The SENDCo, parents, together with any additional representation required by WSCC will attend the review meeting..

The school follows WSCC guidelines about how to hold an annual review.

For more information about the EHCP processes and Annual Reviews please look at the Local Offer on the West Sussex website.

### **5.5 Supporting pupils moving to another educational setting**

We will share information with the new school or other setting. Meetings will be held with the school and visits arranged for the pupils where this is appropriate. Parents/carers will be consulted and their views taken into account when transferring pupils.

### **5.6 Our approach to teaching pupils with SEND**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be adapted for individual pupils.

We will also provide interventions. These are outlined in the School Information Report.

### **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met by:

- Adapting our curriculum to ensure all pupils are able to access it (for example, by grouping, 1:1 work, teaching style, content of the lesson, expected outcomes);
- Adapting our resources and staffing;
- Using recommended aids which link specifically to the individual pupil's needs (for example laptops, coloured overlays, visual timetables, larger font); and
- Adapting our teaching (for example, writing scaffolds, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud).

See also the School's Accessibility Policy.

### **5.8 Additional support for learning**

We have a number of teaching assistants who are trained to deliver interventions.

Teaching assistants will support pupils based on the child's ILP or outcomes on the EHCP.

We work with many external agencies to provide support for pupils with SEND including:

- Learning and Behaviour Team;
- Autism and Social Communication Team;
- Speech and Language Service;
- School Nurse;
- Educational Psychology Service;
- Occupational Therapy;
- Sensory and Disability Team; and
- Virtual School.

## **5.9 Expertise and training of staff**

The SENDCo regularly attends meetings and training to ensure that the School's information and practices are current.

Information and training is fed back to all staff based on the relevance and importance for their role.

Support agencies are regularly invited into staff training sessions to further develop knowledge and skills across the School.

## **5.11 Evaluating the effectiveness of SEND provision**

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term;
- Reviewing the impact of interventions after each half term;
- Monitoring by the SENDCo;
- Using provision maps to measure progress; and
- Holding annual reviews for pupils with EHCPs

## **5.12 Enabling pupils with SEND to engage in all activities in the school.**

All of our extra-curricular activities and School visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to take part in sports day/School plays/special workshops, etc. SEND or disability does not exclude children from taking part in School-based activities. The Accessibility and Equality policies are available on the School website.

## **5.13 Support for improving emotional and social development**

The School has a strong ethos linked to values which form part of our everyday teaching and PSHE is an integral and important part of our curriculum. We also have a number of interventions to support emotional and social development, e.g. learning mentor sessions, nurture group. The School has a zero tolerance attitude to bullying which is detailed in the School's Anti Bullying Policy.



#### **5.14 Working with other agencies**

We fully support inter agency working and liaise regularly and work closely with West Sussex Early Help

Team, social services, local family centres, and charities such as Aspens, West Sussex Parent Carer Forum, and Reaching Families. Information from other agencies is regularly shared on our website and in our fortnightly newsletter.

#### **5.15 Complaints about SEND provision**

Complaints about SEND provision in the School should initially be made to the class teacher, and this may be followed up by SENDCo or Headteacher as appropriate. The School has a Complaints Policy which will be followed if the matter cannot be resolved quickly and to the satisfaction of the parent/carer.

The parents/carers of pupils with disabilities have the right to make an appeal to the First-Tier Tribunal (Special Educational Needs and Disability) if they believe that the School has discriminated against their child based on the child's disability. They can make a claim about alleged discrimination regarding:

- Exclusions;
- Provision of education and associated services; and
- Making reasonable adjustments, including the provision of auxiliary aids and services.

#### **5.16 Contact details of support services for parents/carers of pupils with SEND**

We fully support our parents/carers to seek advice from parent support agencies. Information for parents/carers is available from SENDIAS (SEND Information and Advice Service) on 03302 228 555 or [sendias@westsussex.gov.uk](mailto:sendias@westsussex.gov.uk)

#### **5.17 Contact details for raising concerns**

If you would like to raise your concerns with the School, regarding SEND you can contact:

[cfarrant@tabinfant.org.uk](mailto:cfarrant@tabinfant.org.uk) (SEND Support);

[tbourne@tabinfant.org.uk](mailto:tbourne@tabinfant.org.uk) (SENDCo); and

[office@tabinfant.org.uk](mailto:office@tabinfant.org.uk) for the attention of Mandi Dingwall, Headteacher.

#### **5.18 The Local Authority Local Offer**

The Local Authority's Local Offer can be found at: [www.westsussex.local-offer.org](http://www.westsussex.local-offer.org).

This helps parents/carers and their children aged 0 to 25 years who have SEND find information and services.

A school information report is available on the school website at: [www.tabinfant.org.uk](http://www.tabinfant.org.uk)

### **6. Monitoring arrangements**

The SEND Policy and School Information Report will be reviewed regularly. They will also be updated if any changes to the information are made during the year.

It will be approved by the Governing Body.

## 7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan;
- Behaviour;
- Speech and Language provision (appendix)
- Equality Policy;
- Supporting pupils with medical conditions;
- Anti- Bullying Policy;
- Intimate Care Policy;
- Inclusion Policy;
- Prevent Risk Assessment; and
- Complaints Policy.

Version No.	Owner	Approver	Date Approved	Review by
1	SENDCo: Teresa Bourne	FGB	1 <sup>st</sup> April 2025	End of Feb 2026

## Appendix 1

### **Speech and Language Provision**

The School recognises the huge benefits of good Speech and Language and the impact it has on learning and social interactions for children. It is our aim to promote high expectations of language and vocabulary development for all our children, and to provide intervention and support for those who start School with low levels of language, language disorders, or speech delays.

The following process is used to identify, assess and support all children in the School.

### **Assessment**

All children are assessed on entry to Reception. This entails looking at the number of sounds they know and their vocabulary acquisition.

Where concerns are raised, referrals are made to the Speech and Language service for support. This is done with the full knowledge of the parent/carer.

Other children, who may be less of a concern, may be monitored and support packs given to class teachers and parents/carers to work on, both at home and in School with the class TA.

### **Children identified for 1:1 work**

The following children will work directly with our Speech and Language TA:

- Children with an EHCP where Speech and Language is directly mentioned within the targets.; however, should the child have an additional adult in the class working with them, the programme will be delivered by that person;
- Children with targets set within an individual programme by the Speech and Language Team (SALT). These children will be seen as frequently as is laid out within the programme. This may be once a week if high need or once a fortnight for less severe needs;
- In class programmes are provided for the class TA's to work on; and
- Resources will be provided to the parent where appropriate

### **Group Speech and Language Sessions**

The Speech and Language TA will carry out small group work with reception children with a focus on developing vocabulary, concepts alongside supporting their developing social and conversational skills.

### **EAL Children**

EAL children are assessed on entry as part of our speech and language assessment. Children at the early stages of learning English, and children with low

vocabulary receive support through small group work, with a focus on vocabulary related to topics being taught in class. Further EAL support is provided by West Sussex EMAT team.

## **Review and Feedback**

Children with EHCPs and those who are with the Speech and Language Service are reviewed regularly by our link speech and language therapist who visits School every half term. Reports are written by them for all children with updated programmes for school to deliver. Parents/carers receive a copy of the report from Speech and Language Service.

Feedback from Speech and Language programmes is given regularly to parents/carers by our speech and language TA.

Children with EHCPs are reviewed and a report written before an Annual Review is heard. The Speech and language therapists are invited to the Annual Reviews.