Inglehurst Infant School

Special Educational Needs & Disabilities (SEND) Policy

Review of the SEND Policy

This SEND Policy is reviewed annually by the SENCO and Governing Board to ensure it remains compliant with statutory guidance and reflects current practice. The review draws on pupil progress, parent and pupil voice and the effectiveness of provision. Findings inform the School Development Plan and ongoing staff training.

Last Reviewed: September 2026
Review Date: September 2027

SENCo	**Winsett Ellis**
Headteacher	**Kerry Pochin**
Rob Johnson	**Chair of Governors**
SEND Governor	**Carol Browne**

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1. Aims and Objectives

Our SEND Policy aims to:

- Ensure the school fully implements national SEND legislation and statutory guidance.
- Set out how we identify, assess and meet needs so that pupils with SEND can access the full curriculum and wider school life alongside their peers.
- Help pupils with SEND achieve ambitious outcomes, develop independence and enjoy a fulfilling school experience.
- Ensure parents, carers and pupils are involved in decision-making and review processes.
- Clarify the roles and responsibilities of staff and governors in supporting pupils with SEND.
- Promote equality, inclusion and high aspirations for all learners.

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2. Vision and Values

Vision: To nurture and inspire happy, healthy, confident, life-long learners.

At Inglehurst Infant School, we create a welcoming, caring and safe environment in which every child feels valued and respected. We provide a broad and balanced curriculum that develops knowledge, skills and confidence while fostering a lifelong love of learning.

We achieve this through high-quality teaching, inclusive practice and reasonable adjustments, ensuring that all pupils feel safe, belong and can participate fully in an ambitious curriculum.

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3. Legislation and Guidance

This policy should be read alongside:

- Part 3 of the Children and Families Act 2014
- SEND Code of Practice: 0–25 Years
- Equality Act 2010
- Public Sector Equality Duty
- Special Educational Needs and Disability Regulations 2014
- Supporting Pupils at School with Medical Conditions (statutory guidance)
- DfE Guidance for Governing Boards on SEN and Disability Duties

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4. Inclusion and Equal Opportunities

Inglehurst Infant School is an inclusive school. We value the unique contributions that every child brings and seek to remove barriers that may prevent pupils from achieving their full potential.

All pupils, including those with SEND, access a broad, balanced and ambitious curriculum with appropriate adaptations and support.

We make reasonable adjustments to:

- Teaching approaches
- Learning activities
- Assessment arrangements
- The physical environment
- Access to wider school opportunities

High-quality inclusive classroom practice is embedded across the school. Staff use appropriate adaptations, visual supports, structured routines and scaffolding to remove barriers to learning and promote independence.

All educational visits, clubs and enrichment opportunities are available to pupils with SEND, with reasonable adjustments made where required.

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5. Definitions

5.1 Special Educational Needs (SEN)

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

A child has a learning difficulty or disability if they:

- Have significantly greater difficulty in learning than most others of the same age; or
- Have a disability that prevents or hinders them from making use of facilities generally available to others of the same age in mainstream schools.

Special educational provision is educational provision that is additional to, or different from, that made generally for children of the same age.

5.2 Disability

A pupil has a disability if they have 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 has a duty to make reasonable adjustments to ensure disabled pupils are not placed at a substantial disadvantage.

5.3 The Four Broad Areas of Need

The SEND Code of Practice identifies four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

Pupils may have needs across more than one area and their needs may change over time.

English as an Additional Language (EAL)

A pupil does not have SEND solely because English is an additional language. Careful assessment is undertaken to distinguish between language acquisition and special educational needs.

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6. Roles and Responsibilities

6.1 The SENCO

Winsett Ellis (contact via the school office) leads the day-to-day operation of SEND provision by:

- Coordinating provision for pupils with SEND
- Supporting staff to meet pupils' needs
- Advising on the graduated approach
- Liaising with parents and external agencies
- Monitoring provision and outcomes

- Supporting transitions
- Maintaining appropriate records

6.2 The Governing Board

The Governing Board:

- Ensures statutory SEND duties are fulfilled
- Promotes an inclusive culture
- Monitors the effectiveness of SEND provision
- Ensures pupils with SEND can participate fully in school life
- Appoints a designated governor with responsibility for SEND and disability

6.3 SEND Governor

Carol Browne provides strategic oversight of SEND and reports to the Governing Board.

6.4 Headteacher

The Headteacher:

- Leads the strategic development of SEND provision
- Allocates resources appropriately
- Monitors the impact of provision
- Ensures compliance with SEND and equality legislation

6.5 Class Teachers

Class teachers:

- Deliver high-quality teaching with appropriate adaptations
- Follow the graduated approach of Assess, Plan, Do, Review
- Monitor progress and outcomes
- Work closely with pupils, parents, support staff and specialists
- Retain responsibility and accountability for the progress and development of all pupils in their class, including where interventions are delivered by teaching assistants or specialist staff

6.6 Parents, Carers and Pupils

Parents, carers and pupils are valued partners. Their views, aspirations and experiences are considered throughout identification, planning, delivery and review of support.

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7. SEND Information Report

The school publishes an annual SEND Information Report on its website. This explains how the SEND Policy is implemented and provides information about:

- Identification and assessment
- Provision and support
- Progress monitoring
- Accessibility arrangements
- Transitions
- Leicester City's Local Offer

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8. Our Approach to SEND Support

8.1 Identifying Pupils with SEND and Assessing Needs

On entry to the school, staff gather information from parents, previous settings and any involved professionals.

Pupil progress is monitored regularly through assessment and observation.

The school considers whether a pupil:

- Is making significantly less progress than peers
- Is not matching previous rates of progress
- Is failing to close attainment gaps
- Is experiencing difficulties in wider development

Slow progress and low attainment do not automatically mean a pupil has SEND. Decisions are based on a range of evidence including assessment information, classroom observations, discussions with parents and the views of the pupil where appropriate.

Particular care is taken when assessing pupils with English as an Additional Language to avoid misidentification.

8.2 Consulting and Involving Pupils and Parents

Parents and pupils are actively involved in decisions about SEND provision.

Discussions focus on:

- Strengths and interests
- Areas of need
- Desired outcomes
- Agreed support
- Review arrangements

Parents are formally informed when special educational provision is being made.

8.3 Graduated Approach: Assess, Plan, Do, Review

The school follows a graduated approach to meeting SEND needs.

Assess

Information is gathered from assessments, observations, parents, staff and external professionals where appropriate.

Plan

Outcomes, strategies and support are agreed with parents and recorded.

Do

Support and interventions are implemented.

Review

Progress is reviewed regularly and provision adjusted where necessary.

8.4 Levels of Support

SEND Support

Most pupils with SEND receive support through the school's graduated approach and SEND Support arrangements.

Provision is funded through the school's delegated resources. External professionals may be involved where specialist advice is required.

Education, Health and Care Plans (EHCPs)

Where a pupil's needs are complex and long-term, the school or parents may request an Education, Health and Care Needs Assessment.

Where an EHCP is issued:

- Provision is implemented as specified
- Outcomes are monitored regularly
- The school coordinates and contributes to annual reviews involving parents, professionals and the local authority

The Nest: Specialist Communication and Interaction Provision

The Nest is a specialist communication and interaction provision for a small number of Reception and Key Stage 1 pupils whose needs cannot be fully met through mainstream classroom provision alone.

The provision offers:

- A structured and nurturing learning environment
- Visual supports and communication aids
- Sensory regulation opportunities
- Specialist teaching approaches
- Planned opportunities for inclusion in mainstream learning and wider school life

Evidence-informed interventions are selected according to individual needs and may focus on communication, interaction, sensory regulation, language development, literacy, phonics, numeracy and independence skills.

Pathways

Pathway 1 – Bespoke Individualised Support
Significant personalised support focused on engagement, regulation and early communication.

Pathway 2 – Individualised Support with Curriculum Access
Frequent adult support combined with increasing access to curriculum learning.

Pathway 3 – Curriculum Access and Inclusion
Supported access to whole-class learning and wider school experiences with increasing independence.

8.5 Evaluating the Effectiveness of SEND Provision

Provision is evaluated through:

- Progress data
- Provision mapping
- Assess-Plan-Do-Review cycles
- Parent voice
- Pupil voice
- SENCO monitoring
- Annual reviews for pupils with EHCPs

Provision is adapted in response to outcomes and identified needs.

8.6 Transitions

Transitions can be particularly significant for pupils with SEND.

Enhanced transition arrangements are planned where required when pupils:

- Join the school
- Move between year groups
- Transfer to junior school

Information is shared with families, receiving settings and relevant professionals to ensure continuity of support.

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9. Expertise and Training of Staff

Staff receive ongoing professional development to support inclusive practice and effective SEND provision.

Training needs are identified through:

- Quality assurance activities
- Performance management
- School priorities
- Emerging pupil needs

The SENCO provides advice, coaching and guidance to staff and coordinates access to specialist training where needed.

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10. Links with External Professional Agencies

The school works with a range of services where appropriate, including:

- Speech and Language Therapy
- Educational Psychology
- Specialist Teaching Services
- Occupational Therapy
- Physiotherapy
- School Nursing
- Paediatric Services
- Mental Health Support Teams
- CAMHS
- Early Help Services
- Children's Social Care

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11. Admission and Accessibility Arrangements

11.1 Admission

The school welcomes applications from all pupils.

Parents of pupils with SEND are encouraged to visit prior to admission.

Where pupils have identified needs, appropriate transition arrangements are planned in partnership with families, previous settings and relevant professionals.

For pupils with EHCPs, the Local Authority consults with the school before placement decisions are made.

Leicester City Council is the admission authority for the school.

11.2 Accessibility and Reasonable Adjustments

The school meets its duties under the Equality Act 2010 and the Public Sector Equality Duty.

The school works to improve:

- Access to the curriculum
- The physical environment
- Access to information

Further detail is available in the school's Accessibility Plan.

Where pupils have medical conditions, support is provided in line with statutory guidance and individual healthcare plans.

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12. Complaints About SEND Provision

Concerns should be raised in the first instance with the class teacher.

If concerns remain unresolved, parents may contact:

1. The SENCO
2. The Headteacher
3. The Governing Board through the school's Complaints Policy

The school seeks to resolve concerns quickly and collaboratively.

Information about mediation and disagreement resolution services can be found through Leicester City's SEND Local Offer.

13. Monitoring and Evaluation Arrangements

The effectiveness of SEND provision is monitored through:

- Timely identification of need
- Progress towards SEND Support targets and EHCP outcomes
- Attendance and persistent absence data
- Any suspensions
- Participation in clubs, visits and enrichment activities
- Quality assurance of classroom practice and interventions
- Pupil voice
- Parent voice
- Governor monitoring activities

This policy is reviewed annually by the SENCO and approved by the Governing Board.

14. Links with Other Policies and Documents

- SEND Information Report
- Leicester City Local Offer
- Inclusion Policy
- Equality Information and Objectives
- Accessibility Plan
- Behaviour and Relationships Policy
- Safeguarding and Child Protection Policy
- Supporting Pupils with Medical Conditions Policy
- Admissions Policy
- Attendance Policy
- Children with Health Needs Who Cannot Attend School Policy
- Early Years Foundation Stage Framework

Inglehurst Infant School is committed to providing an inclusive, ambitious and nurturing environment where every child is supported to achieve their full potential and participate fully in school life.