



Inglehurst Infant School

Special Educational Needs & Disabilities (SEND) Policy

Review of the SEND Policy

This SEND Policy is reviewed **annually** by the SENDCo 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 2025
Review date	September 2026
SENDCo	Winsett Ellis
Headteacher	Kerry Pochin
Rob Johnson	Chair of Governors

Contents

1. Aims and objectives	2
2. Vision and values.....	3
3. Legislation and guidance	3
4. Inclusion and equal opportunities.....	3
5. Definitions.....	4
6. Roles and responsibilities	5
7. SEND information report.....	5
8. Our approach to SEND support	6
9. Expertise and training of staff.....	7
10. Links with external professional agencies	7
11. Admission and accessibility arrangements.....	7
12. Complaints about SEND provision	8
13. Monitoring and evaluation arrangements	8
14. Links with other policies and documents	8

1. Aims and Objectives

Our SEND policy aims to:

- ensure the school fully implements national SEND legislation and statutory guidance (Children and Families Act 2014; SEND Code of Practice 0–25), and the Equality Act 2010 (including reasonable adjustments and accessibility)
- set out how we identify, assess and meet needs so that pupils with SEND access the full curriculum and wider school life, learning alongside their peers with appropriate adaptations.
- help pupils with SEND achieve ambitious outcomes, develop independence and enjoy a fulfilling school experience, in line with the Code of Practice principles.
- ensure co-production with pupils (where age-appropriate) and parents/carers at every stage of decision-making and review.
- clarify roles and responsibilities so the policy is understood and implemented consistently by all staff and governors.

2. Vision and values

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

At Inglehurst Infant School, we pride ourselves on creating a welcoming, caring and safe environment in which each person feels valued and respected. We teach a broad and balanced curriculum, building the necessary skills and confidence for pupils to achieve high standards and develop a life-long love of learning. We achieve this through high-quality teaching, inclusive-by-design classrooms and reasonable adjustments, so that all pupils feel safe, belong and can participate fully in an ambitious curriculum.

3. Legislation and guidance

This policy has regard to, and should be read alongside:

- **Children and Families Act 2014** (Part 3) – duties relating to children and young people with SEND.
- **SEND Code of Practice: 0–25 years** (statutory guidance).
- **Equality Act 2010** and **Public Sector Equality Duty** – reasonable adjustments and accessibility.
- **Special Educational Needs and Disability Regulations 2014** – including provisions around EHC assessments, plans, reviews and timescales.
- **Supporting pupils at school with medical conditions** (statutory guidance).
- **DfE guidance for governing boards on SEN and disability duties** (2025).

4. Inclusion and equal opportunities

Inglehurst Infant School is an inclusive school. We value the unique contributions that all children bring and we remove barriers so pupils can thrive. All pupils, including those with SEND, access a broad, balanced and ambitious curriculum with appropriate adaptations. We make reasonable adjustments to teaching, the curriculum and the environment so pupils with SEND participate fully in school life and wider opportunities.

Inclusive-by-Design Classrooms

Every classroom includes:

- clear visual timetables;
- pictorially labelled resources;
- predictable routines and transitions;
- language-rich, communication-friendly environments;
- high-quality modelling and scaffolds (visuals, concrete resources, sentence stems).

These universal features reduce cognitive load, promote independence, and form part of our reasonable adjustments offer.

All extra-curricular activities, clubs and visits are available to pupils with SEND, with appropriate planning and reasonable adjustments.

5. Definitions

5.1 Special educational needs

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

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than most 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.

5.2 Disability

A pupil has a disability if they have a physical or mental impairment that 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 so disabled pupils are not placed at a substantial disadvantage.

5.3 The four broad areas of need

Communication & Interaction;

Cognition & Learning;

Social Emotional & Mental Health;

Sensory and/or Physical.

Pupils may have needs across more than one area; needs can change over time.

EAL and SEND: Pupils learning English as an Additional Language (EAL) do not have SEND solely because they are acquiring English. The school assesses carefully to distinguish language acquisition from underlying SEN, in line with the Code of Practice.

6. Roles and responsibilities

6.1 The SENDCo

Mrs Ellis (contact via office@inglehurst-inf.leicester.sch.uk / 0116 262 2479) leads day-to-day SEND operations: identification, co-ordination of provision, graduated approach, advice to staff, liaison with parents and external agencies, and oversight of transitions and record-keeping. She works with the headteacher/governing board to ensure compliance with the Equality Act and Code of Practice

6.2 The governing board

The board ensures pupils with SEND receive the support they need, participate fully in school life, and that statutory duties are met. The board uses the DfE (2025) guidance for governing boards to oversee SEND and disability duties, including the quality and impact of provision and the accessibility plan.

6.3 The SEND link governor

Mrs Carol Browne provides strategic oversight, monitors quality and effectiveness of SEND, and reports to the board (contact via the school office).

6.4 The headteacher

Kerry Pochin leads strategic development of SEND, ensures compliance with the Equality Act and Code of Practice, allocates resources, and monitors the impact of provision.

6.5 Class teachers

Plan **high-quality teaching** with adaptations to meet needs through the **graduated approach**; are responsible for the progress of every pupil; work with TAs/specialists to assess and review impact; communicate regularly with parents/carers to set outcomes and review progress

6.6 Parents/Carers and Pupils

We co-produce support and outcomes with families and (where appropriate) pupils, respecting their insights and aspirations, as required by the Children and Families Act/Code of Practice principles.

7. SEND information report

The school publishes a **SEND Information Report** annually on its website, setting out how this policy is implemented (identification, provision, progress monitoring, transitions, and the Local Offer link

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing needs

On entry, we assess current attainment and needs, drawing on previous settings and relevant evidence. Class teachers regularly review progress and identify where progress is significantly slower than peers, fails to match prior rate, fails to close gaps, or widens gaps, including in wider development. We consider short-term factors and **take particular care** with pupils whose first language is not English to avoid misidentification.

We presume **mainstream access with adaptations** through quality-first teaching and reasonable adjustments; where additional or different provision is needed, we implement it via the graduated approach.

8.2 Consulting and involving pupils and parents/carers

We place pupils and parents/carers at the centre of decisions: exploring strengths/difficulties, agreeing outcomes, next steps and responsibilities; we record and share discussions and formally notify when special educational provision is made.

8.3 Graduated approach (assess–plan–do–review)

We remove barriers and put effective provision in place through successive cycles of **Assess, Plan, Do, Review**—with clear outcomes, agreed strategies, and review dates—adjusting provision in light of impact.

8.4 Levels of support

School-based SEND provision (code “K”)

Provision is funded through the school’s notional SEND budget; where needed, we seek top-up / high needs funding. External specialists are involved where in-house expertise is insufficient.

Education, Health and Care Plans (code “E”)

Where support beyond SEND Support is required and needs are enduring/complex, the school or parents may request an EHC needs assessment; where issued, the EHCP sets needs, provision and outcomes and is reviewed at least annually.

The Nest: Specialist Communication & Interaction Provision

The school offers an internal specialist provision, The Nest, for up to 10 pupils in Reception–KS1 with more complex SEND—primarily communication and interaction needs (including autism)—whose needs cannot be fully met in a mainstream class alone. Placement is agreed collaboratively with parents and relevant professionals and reviewed regularly.

- Ethos: highly structured, low-arousal, nurturing environment with visual supports, workstations, soft-play/sensory spaces, and continuous provision.

- Interventions (tailored to need): PECS, Intensive Interaction, Attention Autism, Colourful Semantics, play interaction, sensory regulation (including sensory massage), messy play, yoga/movement, ALS phonics, early maths via practical learning.
- **Inclusion:** pupils remain full members of our school community, with **planned inclusion** into mainstream lessons/assemblies/events, where this is positive and meaningful.

Pathways

- *Pathway 1 – Bespoke Individualised Support:* significant 1:1; focus on regulation, engagement and early communication.
- *Pathway 2 – Individualised Support with Curriculum Access:* frequent adult support; regular workstation use; short, supported access to mainstream.
- *Pathway 3 – Curriculum Access and Inclusion:* supported access to whole-class teaching and wider school life; workstations to build independence.

(See the **Nest section on our school website** for full details.)

8.5 Evaluating the effectiveness of SEND provision

We evaluate provision via: provision-mapping and progress data, APDR reviews, pupil/parent voice, SENDCo monitoring, and annual reviews for EHCPs, adjusting provision in light of impact

9. Expertise and training of staff

Leaders identify training needs through QA and appraisal. Staff access ongoing CPD on high-quality teaching, inclusive classroom design, communication and interaction, literacy/phonics and regulation. The SENDCo provides coaching and signposts external training as needed.

10. Links with external professional agencies

We work with: Speech & Language Therapy, Educational Psychology, Specialist Teachers, Occupational Therapy, Physiotherapy, Medical professionals/Paediatrics, School Nursing, Mental Health in Schools, CAMHS, Early Help/Social Care—as appropriate to assessed need.

11. Admission and accessibility arrangements

11.1 Admission

Parents/carers of pupils with SEND are encouraged to visit prior to start. Where pupils are known to Early Years Support/other agencies, we collaborate on transition planning and reasonable adjustments.

For pupils with EHCPs, the LA consults the school; we review the plan, liaise with previous settings/professionals and, where needs can be met, plan implementation and transition. Please read the school's Admission Policy for further information. Leicester City Council is the admission authority for the school

11.2 Accessibility and reasonable adjustments

We meet our duties under the **Equality Act 2010** and the **Public Sector Equality Duty**, planning reasonable adjustments and accessibility improvements (curriculum participation, environment, information). See our **Accessibility Plan**.

Where pupils have medical conditions, we follow DfE statutory guidance on individual healthcare plans, training, emergencies, and off-site activities.

12. Complaints about SEND provision

Concerns should be raised with the class teacher initially; unresolved matters can be escalated to the SENDCo and then the headteacher in line with the school's **Complaints Policy**. We work to resolve concerns promptly and collaboratively. (The SEND Code of Practice provides further avenues for disagreement resolution.)

13. Monitoring and evaluation arrangements

We evaluate the impact of this policy and our SEND provision through:

- timely identification of need;
- progress towards SEND Support targets and EHCP outcomes;
- attendance, suspensions/exclusions;
- access to enrichment/clubs/visits;
- QA of adaptations, intervention fidelity and classroom design;
- pupil and parent voice on belonging and safety;
- governor oversight in line with DfE governing board guidance (2025).

This policy is reviewed annually by the SENDCo and approved by the Governing Board. Interim updates are made where national guidance changes.

14. Links with other policies and documents (all on our school website)

- SEND Information Report
- Local Offer (Leicester City): <https://families.leicester.gov.uk/send-local-offer/>
- Accessibility Plan
- Behaviour and Relationships Policy- Including physical intervention and anti bullying
- Equality Information and Objectives
- Supporting Pupils with Medical Conditions Policy
- Children with Health Needs who Cannot Attend School Policy
- Safeguarding & Child Protection Policy
- Admissions Policy
- Attendance Policy
- Early Years Foundation Stage Framework (2025)
- Teachers' Standards (2012) <https://www.gov.uk/government/publications/teachers-standards>