



Southbourne Infants SEND Policy

**Reviewed – September 2025
Next review - September 2026**

SEND Policy

Reviewed Date: September 2025 (To be reviewed annually)

Next Review: September 2026

Policy to promote the successful inclusion of pupils with special educational needs and disabilities (SEND) at Southbourne Infant School

All schools must have a Special Educational Needs (SEND) and Disability Policy; also known as a SEND Policy. This is a duty set out in the Special Educational Needs and Disability Code of Practice: 0 to 25 years (Jan 2015). A SEND Policy explains how a school will identify and

support pupils with special educational needs (SEND) and disabilities.

Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice: 0 to 25 years (Jan 2015) explains that a pupil has special educational needs (SEND) if:

- they have a learning difficulty or disability which makes it much harder for them to learn than other pupils of the same age; and
- they require special educational provision to be made for them.

There are four main areas of SEND:

1. Communication and interaction needs (C&I)
2. Cognition and learning difficulties (C&L)
3. Social, emotional and mental health difficulties (SEMH)
4. Sensory and/or physical needs (S&P)

A disability is described in law (the Equality Act 2010) as 'a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.' More detail about SEND and disability can be found on West Sussex website <https://westsussex.local-offer.org>

Compliance

This Policy has been written in consultation with staff, governors, children and parents and complies with the statutory requirement laid out in the Special Educational Needs and Disabilities (SEND) Code of Practice 0 – 25: 2015 sec 69. It has been written with reference to the following guidance and documents:

Equality Act 2010: advice for schools DfE (2013)
SEND Code of Practice 0 – 25 (2015)
Schools SEND Information Report Regulations (2014)
The Children and Families Act (2014)

Introduction

We recognise that every child is an individual with different needs. This policy details how staff at Southbourne Infant School work to ensure that a child's special educational needs (SEND) are effectively met through the Graduated Approach, a four step; assess, plan, do and review cycle. Staff at Southbourne Infant School will use their best endeavors to ensure children with SEND are able to join in the activities of the school, so far as is reasonably practical and compatible, with the child receiving the learning opportunities their individual needs demand.

Our School Values

Our School vision statement is '**Growing happy hearts and minds**' and our school learning values are:

- **Kindness**
- **Independence**
- **Responsibility**
- **Curiosity**
- **Creativity**

Aims

- To meet the differing needs of all children.
- To ensure that the views of the child are sought and taken into account.
- To foster continued parental involvement to meet the needs of the children
- To ensure that each member of staff recognises and accepts professional responsibility for meeting children's individual needs.
- To fully integrate the SEND child into mainstream classroom activities without the learning of other children being disadvantaged.
- To follow school and LA procedures for identifying, assessing and providing for children with SEND.
- To make our best endeavors to ensure progression and continuity both within school and between schools.
- To enlist the co-operation of other appropriate professionals and agencies.
- To ensure that staff who support children with SEND are appropriately trained.
- To support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

The school will have regard to Section 19 of the Children and Families Act 2014 when carrying out its duties toward all children with SEND and ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

Objectives

In order to meet the SEND of the children at Southbourne Infant School we make every effort to;

- Ensure early identification of SEND
- Work in collaboration with the parents/carers of children with SEND so that we can work together to support their child
- Work with the children to establish their views and respond effectively to them
- Develop Individual Support Plans in collaboration with the children and their parents/careers
- Provide a graduated response to each individual's SEND

- Ensure that children and young people with SEND engage in the activities of the school alongside children who do not have SEND
- Use Quality First Teaching, adapt the curriculum and cater for different learning styles to allow children with SEND to access the National Curriculum
- Ensure children make the best possible progress towards the desired outcomes set for them
- Use quality resources to effectively support children with SEND
- Assess and keep records of the progress of children with SEND
- Work with outside agencies that provide specialist support, resources and interventions for children with SEND
- Provide effective, targeted support and training for all staff working with children with SEND

Identification of child needs

At Southbourne Infant School, we identify children with SEND as early as possible, through regular contact with our preschool settings and through ongoing assessment throughout year R to 2.

Throughout the school we monitor and track the progress of all children through an ongoing process of assessment, planning, teaching and reviewing. Children may be identified as having an additional need at any stage during their time at Southbourne Infant School.

If a teacher is concerned about an aspect of a child’s progress, behaviour or well-being, they will decide what strategies to put in place within the normal daily classroom routine and record progress. Parents can raise concerns about their child by contacting class teachers or the school SENDCo.

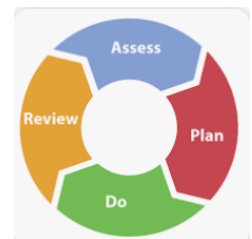
The Graduated Approach to SEND support

Assess, Plan, Do, Review

At Southbourne Infant School we use the “Assess, Plan, Do, Review” approach to support pupils with SEND. It helps us to learn more about the pupil and what helps them to make good progress.

The four parts of this approach are as follows:

1. **Assess** – we assess the pupil's needs; listening to the views of the pupil and their parents, and other professionals as we do so
2. **Plan** - the teacher and our SENDCo will plan the support needed, involving the pupil and their parents. They will think about the pupil's strengths and weaknesses and how best to help them. A review date will be agreed
3. **Do** – the class teacher, supported by teaching assistants overseen by SENDCo
4. **Review** – we assess the impact of the support given with parents and pupils



The cycle then begins again.

Ordinarily Available Inclusive Practice

Our teachers are responsible and accountable for the development and progress of all pupils in their class, and we have systems in place to ensure that any special educational needs are identified as early as possible. Different levels of need receive different levels of support:

- providing **Quality First Teaching** for all pupils (Ordinarily Available Inclusive Practice)
- targeting areas of difficulty through **adapted teaching** to allow them to ‘narrow the gap’ between them and their peers
- identifying pupils who have specific gaps in learning may receive short term **targeted support**, such as interventions lasting approximately 6-8 weeks to enable them to ‘catch-up.’
- identifying pupils who may need longer term interventions, high levels of personalised support or help from outside agencies to help them to make progress. These pupils may be placed on the **SEND register**.
- If a child or young person has been receiving SEND support and isn’t making the progress, or requires very high levels of specialist, personalised support or care, the school and parent carer will request an assessment to see whether an Education, Health and Care Plan (EHCP) is needed.

Managing child’s needs

Children’s needs are managed in two bands. The first band is the Monitor list. Children who are on the Monitor list are not on the SEND register but their progress is being monitored by their class teacher and SENDCo. If progress is not made they may be moved to the SEND Support. This second band is the SEND Register list, this is referred to as SEND Support. This band also includes children with EHCPs.

SEND Support

Teachers of children requiring SEND support will often benefit from the advice of external agencies who may advise and/or undertake specialist assessments to inform the planning and the measurement of a child’s progress, and in some cases provide support or equipment for particular needs.

A child will be added to the SEND register as receiving ‘SEND Support’ where it is identified that, despite receiving targeted support through class based strategies and interventions, the child:

- continues to make little or no progress in specific areas over a long period.

- continues to have difficulty in developing literacy and mathematics skills.
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group.
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
- has an ongoing communication or interaction difficulty that impedes the development of social relationships and causes substantial barriers to learning.

To support pupils receiving SEND support the SENDCo will

- Engage relevant external agencies to provide advice and support, including referrals for assessment.
- Disseminate advice from external agencies to parent carers and staff working with the pupil.
- Gather parent carer contributions to pupil Learning Passports
- Attend teacher consultations with parent carers when requested
- Meet with class teachers to review pupil Individual Support Plans (ISP) - see Appendix 1.
- Coordinate the efficient delivery of evidence based interventions across the school
- Monitor the consistency and impact of SEND Support across the school.
- Monitor progress and attainment at termly Pupil Progress Meetings.

To support pupils receiving SEND support class teachers will

- Meet with the pupil to discuss their aspirations, strength, difficulties and how they wish to be supported (recorded on their Learning Passport - see Appendix 1).
- Share the pupil Learning Passport with parent carers and discuss the provision implemented.
- Review the pupil's Individual Support Plan termly to assess impact of provision, progress towards targets and set new targets in partnership with parents and pupils.
- Assess the pupil's progress and attainment using approaches which are appropriate to their stage of development.
- Review progress and attainment with the SENDco and senior Leadership Team at termly Pupil Progress Meetings where all pupils are discussed.

Request for Statutory Assessment

If the child continues to make very little or no progress, the school, through the Head teacher and SENDco or the parents / carers may request that the LA consider carrying out a statutory assessment of the child's SEND. If the LA agrees, it will collect information from all the people who have been involved with the child. From this the LA decides whether the child would benefit from an Education Health and Care Plan (EHCP) or whether their needs can be met with SEND support by the school.

An Educational Health Care Plan (EHCP)

An EHCP is a legally binding document which sets out the provision the child must receive to meet his/her SEND. Each year the school must hold an Annual Review with the parents and all the outside agencies involved with the child to assess the child's progress. A representative from the LA may attend these reviews. For children starting Year R, an interim review must be held after 6 months.

Some children, particularly those with physical disabilities, sensory impairments or serious medical conditions may already have an EHCP when they start in Year R. The same procedures of making provision, target setting and reviewing are put into place as soon as the child starts school. Children with physical or medical needs also require a care plan and, if appropriate a moving and handling plan, drawn up by the school and specialist health professionals.

Criteria for exiting the SEND register / record

The progress of all children is recorded and monitored each half term. The SENDco attends child progress meeting where the progress of all children is discussed. Children requiring SEND support will have an ISP that is reviewed and updated at least termly. If this monitoring and planning update indicates that the child has made rapid progress and their attainment is no longer significantly below that of their peers, removal from the SEND register will be considered. This review will be completed in collaboration with the child, parents, teaching and support staff and the school SENDco. If the child no longer requires SEND support, alternative intervention will be made available as required and monitoring of progress and attainment will continue.

Arrangements for monitoring and evaluation

Children's progress is assessed and monitored by class teachers, the Senior Leadership Team and the SENDco. Teachers are required to provide an intervention timetable detailing what intervention children are receiving, who is involved, when and where it takes place. Alongside this the SENDco regularly updates the whole school Provision Map (this details provision for all groups of children across the school). ISPs are reviewed and new targets set each term. The quality of provision is monitored through a cycle of lesson observations, intervention observations, book scrutiny and pupil conferencing. The progress and attainment of all children in the school is recorded and analysed each term.

Training and Resources

Each staff member undergoes a program of continual professional development, much of which relates to supporting pupils with SEND. This includes in-service training days, performance management reviews, lesson observation, work scrutiny and staff meetings. In addition, training to meet specific responsibilities and individual needs is offered as appropriate. This has included but is not limited to

- Safeguarding
- Speech and Language therapy

- Dyslexia Awareness
- Dyscalculia
- Attachment and Trauma awareness
- Team Teach (positive handling training to manage and de-escalate challenging behaviour)
- Autism Awareness
- Theraplay
- Behaviour is Communication
- ADHD
- Emotions Coaching

The SENDCo has completed The National Award for Special Educational Needs Coordination (NASENDC).

Many resources needed to support pupils with SEND are already available in school. If a pupil requires a specific resource or equipment that is not currently available this may be acquired by the SENDCo. If a Health or Education professional assesses that a specific resource or facility is needed for a pupil with an EHCP or statement, the county SEND Panel will consider funding the resource, in accordance with the assessment report to specify what is required and why.

Accessibility and inclusive practice in the school

Southbourne Infant School is committed to equal opportunities under the Equality Act 2010. We value individuality of all our children. We are committed to giving all of our children every opportunity to achieve the highest standards, participating fully into the life of the school. Our learning community is a place where different needs, cultures and beliefs are respected, supported and celebrated and where reasonable adjustments may be made for some children and staff as appropriate.

Our school is committed to promoting equal treatment of all its children, employees, and any others involved in the school community irrespective of ethnicity, attainment, age, gender, disability or background.

This will be achieved by;

- Providing Quality First Teaching and learning experiences that build upon the individual strengths of each child while addressing or taking into account any identified learning needs
- Providing effective learning opportunities and resources in an environment that will enable each child to fulfil his/her potential
- Supporting children facing barriers to their learning.
- Encouraging children to develop a sense of self responsibility and responsibility to the school and outside community
- Giving all children an awareness of their own worth, a sense of achievement and enjoyment in their own development
- Providing a caring atmosphere in the school in which stable relationships can be formed

- Encouraging the children to develop a sense of tolerance, justice and respect for others and a respect for the environment in which we live
- Positive behaviour plans for children with social and emotional difficulties
- Equipping children with the skills, knowledge and attitudes necessary to succeed as individuals and as responsible and valued members of society
- Developing a close partnership with the whole school community, particularly parents
- Providing a personalised curriculum that meets the needs of all children, individuals and groups by setting suitable learning challenges, responding to children's diverse learning needs and overcoming potential barriers to learning and assessment

All policies within the school support inclusion and are reflected in the school development planning. These include admissions, behaviour and attendance, child protection, equal opportunity, racial equality and the gifted and talented.

Supporting children at school with medical conditions

Most children will at some time have a medical condition that may affect their participation in school activities. For many this will be short-term; perhaps finishing a course of medication. Other children have medical conditions that, if not properly managed, could limit their access to education. Such children are regarded as having medical needs. Most children with medical needs are able to attend school regularly and, with some support from the school, can take part in most normal school activities. However, school staff may need to take extra care in supervising some activities to make sure that these children, and others, are not put at risk. If a child has identified medical needs, an individual Health Care Plan will be used to identify the necessary safety measures to support them and ensure that they and others are not put at risk. Parents/carers have prime responsibility for their child's health and will need to provide the school with information about their child's medical condition. Parents, and the child if he/she is mature enough, should give details in conjunction with their child's GP or pediatrician, as appropriate. The school doctor or nurse and specialist voluntary bodies may also be able to provide additional background information for school staff.

The School will work closely with the Health Service to ensure children with medical needs and school staff have effective support in school. Where necessary appropriate training will be accessed, e.g. using auto injectors.

Some staff may be required to complete intimate care for children. This will be detailed in the child's care plan and relevant risk assessments. They will receive the necessary training and support necessary to fulfil these responsibilities effectively and safely.

Arrangements for administering medicines will comply with statutory requirements as detailed in the document 'Supporting children at school with medical conditions' 2017 and in compliance with Section 100 of the Children & Families Act 2014. These arrangements can be found in the Policies on Medicines in School (October 2017).

Admission Arrangements

In compliance with section 69 of the Children and Families Act 2014 and in line with the current Local Authority admissions policy, a place at Southbourne Infant School is available to a child with SEND provided that:

- The parents wish the child to attend the school
- The child's special educational needs can be met by the school
- Resources will be used efficiently (This means balancing the entitlement of each child with the responsibility to use resources in a way that benefits all children and supports the sustainability of provision across the school.)
- In the case of a child with a EHCP the Governing Body will be consulted in line with legal requirements

Age Phase Transfer

When a child with SEND moves from one phase of education to another or when they transfer to a new school we develop a transition plan to specify the support to be provided. This support plan can include a timetable of visits, social stories, a photographic record and social skills group work. The specific content of each plan will be different according to the individual needs of the child.

Safeguarding and SEND

As stated in Keeping Children Safe in Education (updated 2025), children with Special Educational Needs (SEND) and disabilities can face additional safeguarding challenges. Any child may benefit from early help, but all school staff should be particularly alert to potential need for early help for a child who is disabled and has specific additional needs (whether they have an Education, Health and Care Plan or not). All staff at Southbourne Infant School have undergone Safeguarding training and are aware that additional barriers can exist when recognising abuse and neglect in this group of children, including:

- Changes of behaviour, mood and injury
- Being more prone to peer group isolation than other children
- The potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers

If concerns are raised about the welfare of a child with SEND in the school, staff will inform their designated Safeguarding Lead and/or local authority and follow usual safeguarding protocol (please see Child Protection Policy September 2022). As outlined in Keeping Children Safe in Education, extra pastoral care for children with SEND and disabilities will be considered.

SEND Information Report and the Local Offer

This policy, along with our annual SEND Information Report (a summary of how this policy has been implemented over the previous year), forms our 'Local Offer' of support for pupils with SEND at Southbourne Infant School, and is available on our website.

Parents of any pupil may contact West Sussex SEND Information, Advice and Support Service (SENDIAS) for impartial advice, information and guidance on any SEND issue.

www.westsussexSENDdias.org

Storing and managing information

Information in school is managed in accordance with the freedom of information and data protection policy. The school will ensure records are retained in line with guidance from West Sussex County Council and are up to date and easily accessible.

All staff will be aware that third parties may have a right to access the information we hold and create records with an eye to other people seeing them. They will also be aware that it is a criminal offence to alter, deface, block, erase, destroy or conceal information to prevent disclosure. (Information may be masked out, but comments must be made in the margin as to why it has been removed, e.g. to protect the identity of a child)

Reviewing the policy

The impact of the policy will be reviewed by the Governing body annually with due regard to relevant statutory requirements and current guidelines.

Dealing with complaints

If parents believe that their child has a learning difficulty or behavioural issue at school which has not yet been identified, or if they are unhappy with the provision the school is making for their child with SEND, they should talk first to the child's teacher. If the parents think that the child should be given more support they should raise their concerns with the SENDCo and the Head teacher. Most concerns will be resolved informally in this way.

If they do not think the issues or concerns have been dealt with fairly or efficiently and wish to complain, they can write to the Head Teacher of the school to see if they are able to resolve the matter, but a complaint may also be made in person or by telephone. It is preferable if this is attempted informally at first. If after communication with the Head Teacher, parents are still not happy with the way a complaint has been dealt with, they would need to contact the Governing Body which has responsibility to address complaints. The school will provide contact details of the appropriate person who would need to know about the concerns (usually the Chair c/o the school). If support is needed in putting this letter together, the Information and Advice and Support Service would be able to help.

Relationship to other policies

This policy has links with all other policies, especially the teaching for learning, school positive behaviour and anti-bullying policy, recording and reporting, disability, equality & accessibility commitment, assessment, medicine, freedom of information and data protection.

Who can I contact for further information?

School staff can be contacted in the following ways.

Address: Southbourne Infant School, New Road, Emsworth, Hampshire, PO10 8JX.

Telephone: 01243 372727

Email: office@southbourneinfants.co.uk

Head teacher: Mrs Lucy Whiffin head@southbourneinfants.co.uk

SEND Governor: Ciara O'Dea

Deputy Head teacher: Hannah de Jong deputy@southbourneinfants.co.uk

SENDco: Linda Sherlock lsherlock@southbourneinfants.co.uk

The SENDco is a member of the Leadership Team.

Support and advice for Parents and carers is available on the West Sussex **Local Offer** web site

<https://westsussex.local-offer.org>

Alternatively, contact the **SEND Information, Advice and Support Service**.

Address: St James Campus, St James Road, Chichester, West Sussex, PO19 7AH

Helpline: 0330 222 8555

Email: SENDd.ias@westsussex.gov.uk

Appendix 1

Commonly used SEND Acronyms and explanations of the terms

ASC

Autistic Spectrum Condition (often known as ASD Autistic Spectrum Disorder) Children who have a diagnosed social communication need and find it difficult to understand and use non-verbal and verbal communication

Social Emotional and Mental Health difficulty

Childs whose emotional and social needs result in high levels of need including behavioural issues presenting a barrier to learning

CAMHS

Child & Adolescent Mental Health Service

CF

Cystic Fibrosis

DCD

Development Co-ordination Difficulty. Can include Dyspraxia

Dyscalculia

Childs having difficulty in acquiring mathematical skills

Dyslexia

Childs having a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas

Dyspraxia

Childs with impairment of gross and fine motor skills

EAL

English as an additional Language

EHCP

Education, Health and Care Plan. The replacement for a statement of special educational needs which details a child's individual needs and the outcome we are working together to fulfil

EMAT

Ethnic Minority Achievement Team

EPS

Educational Psychology Service

EWO

Educational Welfare Officer

HI

Hearing Impaired

HLTA

Higher Level Teaching Assistant

Inclusion

School provides flexible curriculum and increased capacity to meet needs of all children

Integration

Where a child fits into existing school provision and curriculum

Individual Support Plan (ISP)

A structured document that outlines the specific targets, strategies, and provision in place to support a child with Special Educational Needs and Disabilities (SEND)

LA

Local Authority

Learning Passport

Pupil-centred document that summarises a child's individual needs, strengths, and the key strategies that support their learning and inclusion.

MLD

Moderate Learning Difficulties. Childs whose attainments are significantly below expected levels in most areas of the curriculum

NASEND

National Association for Special Educational Needs

PD

Physical Disability

Portage

Home-based pre-school education for children with development delay, disabilities or any other special educational needs

SALT

Speech and Language Therapist

SEND Code of Practice

Practical guidance to LEAs and the governing bodies of all maintained schools

SEN

Special Educational Needs

SEND

Special Educational Needs and Disability

SENDco

Special Educational Needs Co-ordinator

SEND Support or school support

The single category used to categorise children who have special educational needs and require a curriculum and support that is different from their mainstream peers

SLCN

Speech, Language and Communication Needs. Childs may have difficulty in understanding and / or making others understand information conveyed through spoken language

SpLD

Specific Learning Difficulties. A descriptor covering Dyslexia, Dyscalculia and Dyspraxia

Statutory Assessment

Multi-disciplinary assessment by the LA of a child's educational need

TA/LSA

Teaching Assistant/Learning Support Assistant. Interchangeable terms for support staff

TES

Traveller Educational Service

VI

Visually Impaired