

Hassocks Infant School

Special Educational Needs and/or Disabilities (SEND) policy



☆ Explore ☆ Respect ☆ Flourish

Date policy agreed:	Spring 2024
Date policy to be reviewed:	Spring 2025
Responsibility:	SENCo

Hassocks Infant School

SPECIAL EDUCATION NEEDS [SEND] POLICY

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Aims

Our SEND policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs and/or Disabilities (SEND) and those who are neurodiverse.
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Hassocks Infant School is a mainstream setting committed to meeting the needs of all pupils including those with Special Educational Needs and/or Disabilities (SEND) and those who are neurodiverse.

Our expectation is that children and young people with SEND/are neurodiverse will receive an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into the next phase of their lives

We will use our best endeavours to ensure that a pupil with a Special Educational Needs and/or a Disability / or are neurodiverse receives the support they require to meet their needs.

Hassocks Infant School supports the principle of social inclusion and believes in an inclusive education for all. We support the ethos that every teacher is a teacher of every child including those with SEND or are neurodiverse.

This report describes the way in which we meet the needs of children who experience barriers to their learning. We recognise the various issues our children bring to, or experience in school and the need to respond to these. These may derive from a variety of situations, such as inherent difficulties or factors within the learning environment. These children will experience significantly greater effort in accessing learning and will need additional support to enable them to become lifelong learners and participate fully in school life.

All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to: achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.' Every school is required to use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people's SEND.

(SEND code of practice: 0 to 25 years, 2015, p92)

We aim to:

- develop an inclusive culture for a wide variety of needs, which is about building a secure, accepting, collaborative and stimulating community where everyone feels valued
- develop a whole school response to SEND and recognise and address particular needs as early as possible to ensure all children experience success and have every opportunity to make good progress
- use our best endeavours to provide children with the additional support and provision they may require, to achieve their best and become confident individuals living fulfilling lives

- ensure that all children have the greatest possible access to a broad, balanced and relevant education, including an appropriate curriculum for the Early Years Foundation Stage and the National Curriculum in Key Stage One and provide a flexible approach to teaching and learning
- provide equal opportunities, where reasonable adjustments are made for children with SEND and those who are neurodiverse, so that they can engage in the activities of the school alongside other children who do not have SEND, promoting successful and effective learning for all pupils
- work in collaboration with parents/carers through every stage of the special needs provision involving them in discussions relating to their child's SEND/neurodiversity and provision, through open dialogue
- involve children in the process of setting outcomes and identifying ways forward
- utilise the experience of school staff to meet a child's needs and continue to provide targeted professional development
- share ideas, experience and expertise within the school as well as maintaining a cooperative and productive partnership with outside agencies to ensure a multi-professional approach to meeting the needs of all children

To do this, we will:

- identify and provide for pupils who have special educational needs and/or a disability and other additional needs or are neurodiverse using the West Sussex Graduated Approach and professionals with the Local Authority
- work within the guidance provided in the SEND code of practice: 0 to 25 years
- provide a Special Educational Needs Coordinator (SENCO and Inclusion Leader) to oversee the day-to-day implementation and operation of the School Information Report
- provide support and advice for all staff working with special educational needs pupils

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 co-ordinators (SENCO AND INCLUSION LEADERS) and the SEND information report

Definitions

A pupil has SEND if they have a learning difficulty or disability which 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 the majority of the 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.

Roles and responsibilities

The SENCo and Inclusion Leader

The SENCo and Inclusion Leader is Mrs Sara Nash

They 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 or those who are neurodiverse, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND or those who are neurodiverse 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 that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

The SEND Governor

The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCo and Inclusion Leader to determine the strategic development of the SEND policy and provision in the school

The Headteacher

The Headteacher will:

- Work with the SENCo and Inclusion Leader and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class

- Working closely with any teaching assistants, learning support 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 SENCO and Inclusion Leader to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

SEND Information Report:

Please find the Hassocks Infant School SEND Information Report [here](#).

Admission Arrangements

The admission arrangements for all pupils are in accordance with the national legislation including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

Incorporating Disability and Neurodiversity into the Curriculum

The RHE Curriculum includes issues of disability, difference and valuing diversity. Advice will be sought from the appropriate organisations on appropriate resources. Adults with disabilities are invited to work with the children as we believe it is important to have role models and membership of our Governing Body is open to all. The library resources are regularly reviewed to ensure they include books that reflect the range of special educational needs and come from a disability equality perspective. Priority is given to the ordering of books with positive images and portrayal of diversity, including SEND.

Terminology, Imagery and Disability Equality

The school is aware of the impact of language on children within the school. We work with children to understand the impact of the words they use and deal seriously with derogatory name calling related to special educational needs, or disability under our Behaviour Policy. We also try to make sure we have positive images of disabled children and adults in our resources. Our assemblies include raising awareness of neurodiversity and we celebrate difference with all of the community. We aim to make optimum use of Jigsaw (Relationship and Health Education) lessons for raising issues of language and other disability equality issues.

Definition

Definition of Special Educational Needs

'A pupil or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them ... if they have a significantly greater difficulty in learning than the majority of others of the same age; or have a disability which prevents or hinders them from making use of educational facilities.'

(SEND Code of Practice 2014)

A child of compulsory school age has a learning difficulty or disability if he/she:

- has a significantly greater difficulty in learning than the majority of others the same

- age;
- has a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream school

Children are not regarded as having a learning difficulty solely because their home language is not English. (EAL – English as an Additional Language.) Advice and guidance is available for parents and school staff from the EMTAS team, a service provided by the Local Authority.

Definition of Disability

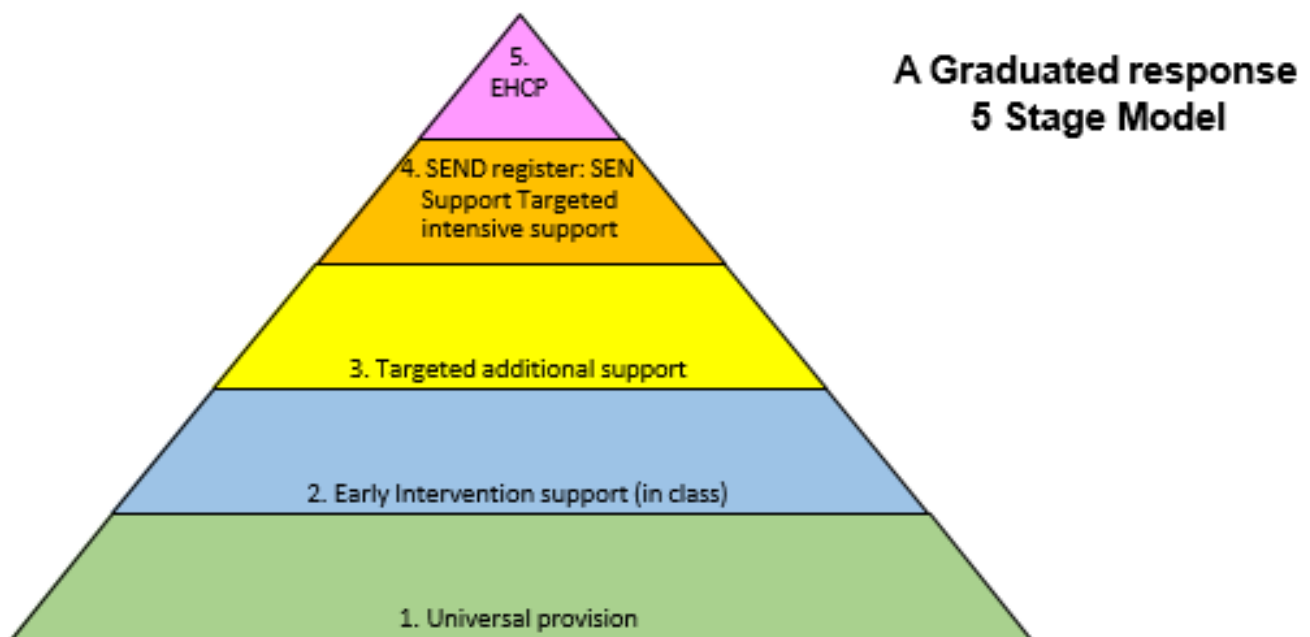
The Code of Practice 2014 defines disability as:

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. ‘Long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial.’ This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.

Identification of SEND

Throughout the Early years Foundation Stage and Key Stage 1 the children are assessed against nationally set criteria to check their progress across all areas of learning. It is through this process that children who are not making expected progress are highlighted.

“The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child” (p.82 SEND Code of Practice 2014)



A graduated approach

We have a clear approach to identifying and responding to SEND. A graduated approach is adopted which recognises that there is a continuum of action and response to need. This involves Assess, Plan, Do and Review (APDR) cycles.

Assess

- Teachers will use high quality and accurate formative assessment using effective tools and early assessment materials
- Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- The SENCo and Inclusion Leader will be consulted as needed for support and advice and may wish to observe the pupil in class.
- Through half-termly assessment meetings attended by SLT & class teachers it can be determined which level of provision the child will need going forward.

[Please refer to the school's Assessment Policy for further information.](#)

Plan/ Do

- The child's class teacher and SENCo and Inclusion Leader will work closely together to take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- Quality first teaching, differentiated for individual pupils is the first step in responding to pupils who have or may have SEND. The Senior Leadership Team (SLT) closely monitors the quality of teaching for all pupils. Feedback is given to improve teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of SEND. Reference will be made to the Ordinarily Available Inclusive Practice document from West Sussex to support making decisions on what interventions or adaptations are needed to support the child.

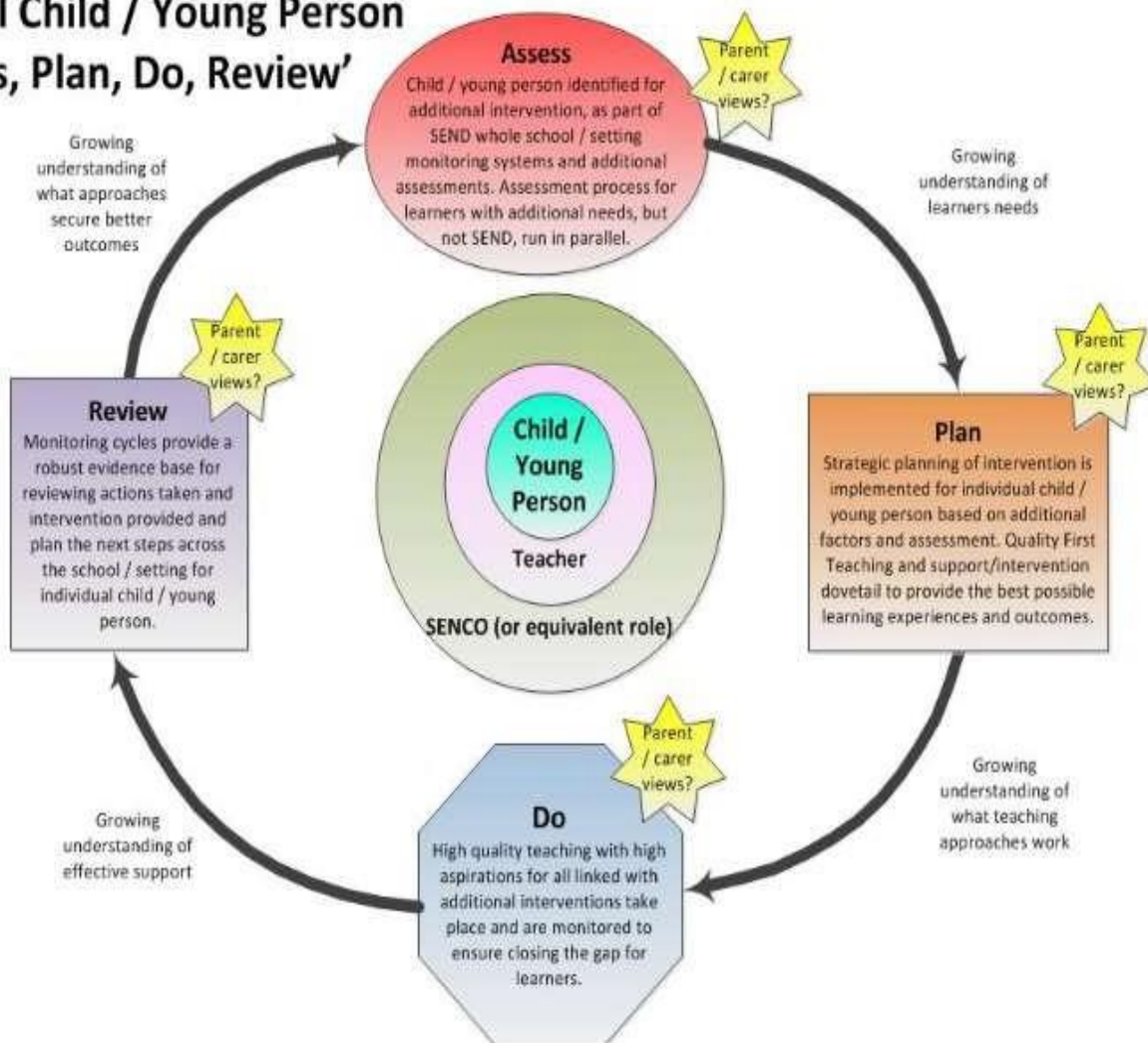
[Please refer to the school's Teaching and Learning Policy for further information.](#)

Review

- The effectiveness of the support and its impact on the child's progress will be reviewed by the class teacher with support of the SENCo and Inclusion Leader. Evaluation of the intervention, along with parents and child's views will be taken into account.
- The class teacher, SENCo and Inclusion Leader and parents work together to agree any changes to the outcomes and support for the child in light of the child's progress and development.
- Parents will have clear information about the impact of the support provided and be involved in planning next steps.
- Where teachers and the SENCo and Inclusion Leader, in consultation with parents, identify a higher level of need, specialised assessments from external agencies and professionals may be sought.

The *Graduated Approach* is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Individual Child / Young Person 'Assess, Plan, Do, Review'



School Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and they will be added to the SEND register and the child will be deemed as a pupil requiring SEND support. The aim of formally identifying a pupil with SEND is to help the school ensure that effective provision is put in place and so remove barriers to learning. The Code of Practice does not assume that there are hard and fast categories of special educational need but recognises those children's needs and requirements fall into four broad areas;

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

See below table to see how School Support is broken down into 3 tiered levels.



Curriculum Provision

Pupils with SEND will be supported to access the National Curriculum through the specialist SEND provision provided by the school as is necessary, and as far as possible, taking into account the wishes of their parents and the needs of the individual.

On a daily basis SEND children remain in their class in order for them to be included in the whole life of the school. Provisions are run in the classroom by the Teaching Assistant / Learning Support Assistant under close monitoring from the class teacher. Teachers plan for interventions and review their progress against these alongside the SENCo and Inclusion Leader.

Every effort will be made to educate pupils with SEND alongside their peers in a classroom setting. In class, provision and support are deployed effectively to ensure the curriculum is adapted where necessary.

However, there may be times where it is more appropriate for a child to attend an intervention group that takes place outside of the classroom. Interventions will be regularly discussed at Pupil Progress Meetings held termly between a member of the Senior Leadership Team, the SENCo and Inclusion Leader and class teachers.

Intervention for children for whom quality first teaching and early or targeted interventions are not enough, may require a more intensive programme, involving more individual support or specialist expertise.

Regular training and opportunities for staff on the subject of SEND and SEND teaching are provided both in school and across the locality of schools. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND or neurodiversity.

Education, Health and Care Plan (EHC Plan)

If a child has lifelong and / or significant difficulties they may undergo an Education, Health and Care Needs Assessment, which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo and Inclusion Leaders
- Specialist Education Agencies, e.g. Educational Psychologist
- Social Care
- Health Professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care (EHCNA panel) about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a needs assessment leading to an EHC Plan.

Further information about EHC Plans can be found on the West Sussex Local Offer website

or by contacting the West Sussex SEND Information Advice and Support Service.

Following Statutory Assessment, an EHC Plan will be provided by West Sussex County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.

Annual Review

Parents of children with an Education, Health and Care Plan will be informed as far in advance as possible of the date of the review and asked if there are any additional persons that they wish to make a contribution to their child's review or attend with them. This might include professionals, a family friend or a translator if English is not their first language.

Parents will be asked to complete a Parent / Carer Contribution Booklet which will be circulated for discussion at the meeting. Professionals invited to the review will also submit a written report and the school will provide written advice summarising the child's progress. The child will also be helped to complete a 'Pupil Views' template.

All members of staff who work with the child, including the Headteacher, will be invited to attend the review. The SENCo and Inclusion Leader will usually chair and minute the meeting. A full report of the discussions and outcomes will then be sent to the Local Authority (LA).

These procedures are set out in the West Sussex County Council (WSCC) Handbook for Special Educational Needs.

Record Keeping

A support register is held by the school of all children who need educational provision that is additional to or different from Quality First Teaching.

Each child on the register will have an Individual Support Plan. This identifies strengths, areas of concern and strategies used to support the child with their additional needs. It also outlines specific targets for a child to work towards. These are small steps to help achieve more long term outcomes. Reviews/the co-production of new targets will take place three times a year with parents, the class teacher and/ or SENCo and Inclusion Leader.

When an Individual Support Plan has been created or updated, copies are shared with

- Parents/carers
- SENCo and Inclusion Leader
- Class teacher
- Teaching & Learning Assistant

For children with an EHCP, an Annual Review report will also be co-produced and shared with parents.

Parents as Partners

Close partnership with parents will enable home and school to work in co-operation for the benefit of the child.

- It is the school's policy to involve parents in all aspects of their children's education. There is regular informal contact between parents and the class teacher and parents are encouraged to see the class teacher if they have any concerns. They are also invited to make appointments with the Headteacher or SENCo and Inclusion Leader if appropriate.

There are parent consultations in the autumn and spring terms and the SENCo and Inclusion Leader is available to discuss individual concerns.

Parental consent is sought for requesting advice or assessment from outside agencies. The findings of external agency assessments are always discussed with parents before any further necessary action is taken.

In some cases e.g. behaviour difficulties, parents are invited into school to discuss their child's needs at regular intervals. Parental rights and associated responsibilities as defined by the law are acknowledged.

[Please refer to the school's Parent / Carer Involvement Policy for further information.](#)

Disability Discrimination

We will take reasonable steps to ensure that we do:

- not treat disabled pupils less favourably, without justification, than pupils who are not disabled; and
- plan strategically and make progress in increasing physical accessibility to school premises and to the curriculum.

[Please refer to the school's Accessibility Plan for further information.](#)

Joint Planning

Where children are not meeting the expected progress against set outcomes there may be a need to work with outside agencies to gain expert advice and support to plan specialised interventions.

The agencies include:

- Autism and Social Communication Team
- Child Development Centre
- Child and Adolescent Mental Health Service (CAMHS)

- Community Mental Health Liaison Team
- Early Help/ Enabling Families
- Early Years SEND Advisory Team
- Educational Psychology Service
- Ethnic Minority Achievement Team
- Fair Access
- Intensive Planning Team
- Learning and Behaviour Team
- Neurodevelopmental Pathway Team
- Occupational Therapy Service
- Physiotherapy Service
- Play therapist – Your Space
- The Virtual School
- School Nursing Team
- Sensory Support Team
- Children’s Social Services
- Speech and Language Therapy Service
- Special Educational Needs Assessment Team
- West Sussex Parent Carer Forum

Links with Other Schools

The SENCo and Inclusion Leaders of the locality schools meet every half-term to discuss relevant issues, share ideas and expertise.

Transition

Transition Arrangement with Pre-schools – Transition arrangements for children starting school include visits made by the SENCo and Inclusion Leader and the Early Years Leader to pre-schools, meetings with parents and meetings with outside agencies. This ensures appropriate intervention or support is in place for when a child starts at Hassocks Infant School.

For children with additional needs there may be a requirement for them to have a more thorough transition process within the school. Extra opportunities can be made for visits to their new class and transition books can be made to support the child through the changes. The SENCo and Inclusion Leader and class teachers will forward all relevant SEND documentation and records from class to class for children with SEND who are transitioning from one year group to another within the school.

Transition arrangements from Year 2 to Windmills Junior School or another school.

The SENCo and Inclusion Leader will liaise with the new school regarding the SEND of the children who are to transfer. The SENCo and Inclusion Leader ensures that relevant information is passed on, so appropriate interventions or support are in place for the start of Year 3.

Funding

The school is allocated a proportion of its budget to support children with SEND. The budget is determined by the needs of the children and then divided up between staffing and

resources. Some pupils with SEND may access additional funding. For those with the most complex needs, additional funding (high level needs HLN) is retained by the Local Authority. Individual applications are referred to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding. It would then be the responsibility of the SENCo and Inclusion Leader, SLT and the Governing Body to agree how the allocation of resources is best used.

Inclusion

‘There is a clear expectation within the 1996 Education Act that pupils with SEND will be included in mainstream schools’.

At Hassocks Infant School we are committed to including and providing for all pupils identified as having SEND, enabling them to access a full and balanced curriculum.

Review

This policy has been revised in accordance with the SEND Code of Practice (2014). It takes account of the code for Disability Discrimination and issues of inclusion. Teaching staff and Governors have been consulted. The policy will be reviewed annually or in response to changes in legislation. The review will be initiated by the SENCo and Inclusion Leader as part of the school review cycle.

Complaints Procedure

Concerns can be taken at any time firstly to the class teacher, then to the SENCo and Inclusion Leader or Headteacher. It is hoped that concerns can be resolved informally

[Please refer to the school's Complaints Procedure for further information.](#)

Glossary

Annual Review: the review of an EHC Plan which a LA must make within 12 months of issuing the Education, Health and Care Plan or, as the case may be, of the previous review.

Code of Practice (CoP): the SEND Code of Practice 2014 provides practical advice to Local Education Authorities, maintained schools, early education settings and others on carrying out their statutory duties to identify, assess and make provision for children's special educational needs. The guidance refers to Part 3 of the children and Families Act 2014.

Education, Health and Care Plan (EHC Plan): is a document that outlines the provision required to meet the needs to support a child with Special Educational Needs.

Individual Support Plan: An Individual Support Plan is a document that sets out short-term targets that will help a child with additional needs or SEND make progress. These are set termly and co-produced / reviewed with the parent, and where appropriate, the child.

LA: Local authority (West Sussex County Council)

Learning Support Assistant (LSA): a widely used job title for an assistant providing in-

school support for pupils with special educational needs and /or disabilities.

SENCo and Inclusion Leader: member of staff of a school or early education setting who has responsibility for coordinating SEND provision within a school.

SEND: Special Educational Need including Disability

SEND Support: A pupil that is placed on the SEND register, identified with having SEND with one broad area of need. Outside agencies may be involved.