



SEN Policy

Reviewed by	Susannah Holmes	Authorised by	WGB Committee
Last Review	Spring 2026	Date	January 2026
Next Review	Spring 2028	Review Cycle	2 years

Rationale

Freegrounds Infant School is a Rights Respecting School. Children and adults work together to recognise and act upon the rights of the child within our school, our local community, and the wider world. We believe that by understanding their own rights children learn to respect and value the rights of others. This policy exemplifies these rights, and our practice aims to ensure that the following rights are adhered to:

Article 2: Every child has all the rights in the Convention, regardless of disability or any other status. SEN policies must ensure equal access and support for all children, without discrimination.

Article 3: The best interests of the child must be a top priority in all decisions and actions that affect children. This is central to all SEN decision-making, including support plans and resource allocation

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability Code of Practice 0 – 25 (2014) 3.66 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE February 2013
- Special Educational Needs and Disability Code of Practice 0 – 25 (2014)
- Schools Special Educational Needs and Disability Information Report Regulations (2014)
- Statutory Guidance on Supporting children at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework 2014 Accessibility Plan
- Teachers Standards 2013
- This policy was created in line with DfE and Hampshire County Council guidelines by the school's SENCO in discussion with the SLT and Governors.
- GDPR and Data Protection Act 2018

1. INTRODUCTION AND CONTEXT

At Freegrounds Infant School, we maintain a focus on individual achievement with the best possible outcomes, within a whole school setting. The ethos of the school celebrates diversity and promotes self-belief. Every teacher is a teacher of every child, including those with Special Educational Needs and Disabilities (SEND). We are committed to providing an inclusive community to meet the needs of each of our pupils by ensuring that children have access to a broad, balanced and relevant curriculum related to their age, abilities and needs. Special

Educational Needs provision is defined as education that is “additional to and different from that made generally for others of the same age”.

The Special Educational Needs and Disability Coordinator (SENDCo), Miss Susannah Holmes, is responsible for managing and overseeing provisions for the children with SEND in our school.

Our SEN governor is Mary Steele.

The SENDCo is an experienced teacher who is studying for the National Award for SEND Coordination. They are a member of the Strategic Leadership Team and provide professional guidance and support to colleagues and works closely with staff, parents and other agencies. The SENDCO will work closely with the Headteacher, teachers and support staff and will be closely involved in the strategic development of the SEND policy and provision by maintaining the SEND Register, developing an Action Plan, managing the Provision Map and adjusting resources according to current needs. The SENDCO has responsibility for day-to-day operation of the school's SEND policy and will coordinate provision for pupils with SEND.

Contact Details

Miss Susannah Holmes SENDCO

Telephone: 01489 782075 or email: SENDCO@freegrounds-inf.hants.sch.uk

Mary Steele SEN Governor

Telephone: 01489 782075 or email: adminoffice@freegrounds-inf.hants.sch.uk

A range of staff are involved with the development of the school's SEND policy and practice and all staff are fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEND. The SENDCo will liaise with teachers and support staff and organise or deliver training. The school will also seek support from external agencies where necessary. All relevant staff will have the opportunity to receive training and gain experience in the relevant area of need to support individual children. Please read this SEND Policy with our wider Inclusion Policies.

We will endeavour to offer equal opportunity of access for all children regardless of gender, race, religion, disability and ability.

All children should be valued equally and have the right to learn, achieve and participate fully in education regardless of their abilities, race, gender and behaviour.

All children are entitled to have access to a broad, balanced and relevant curriculum that is differentiated to meet individual learning styles, recognising personal strengths and needs.

Teachers have responsibility for:

- setting suitable learning challenges
- responding to children's diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of children

Schools must:

- use their best endeavours to make sure that a child with Special Educational Needs and Disability gets the support they need
- ensure that children with Special Educational Needs and Disability engage in the activities of the school alongside children who do not have Special Educational Needs and Disability
- inform parents when they are making Special Educational Needs and Disability provision for a child

2. OUR AIMS

- to ensure effective liaison within school, with parents and outside agencies in order to fully meet the individual needs of each child
- to provide structured differentiated programmes of work to facilitate every child's access to the school's broad and balanced curriculum
- to create a fully inclusive school society in which all members see themselves valued for the contribution they make to raise the aspirations of and expectations for all children with Special Educational Needs and Disability

3. OUR OBJECTIVES

We identify children with Special Educational Needs and Disability as early as possible to enable appropriate provision that ensures full access to the curriculum. We have high expectations of all our children including those children with SEND

- o We work within the guidance provided in the Special Educational Needs and Disability Code of Practice, 2014 (last updated 30th April 2020).
- o we operate a High Quality Inclusive Teaching approach to the management and provision of support for Special Educational Needs and Disability
- o we provide support and advice for all staff working with children with Special Educational Needs and Disability
- o We ensure that every teacher is a teacher of children with special educational needs and has the responsibility for devising and implementing individual or group programmes which consider this diversity of ability
- o We encourage parents and carers to recognise and fulfil their responsibilities by playing an active and valued role in their child's education, and by providing school with information, advice and support from their knowledge of their own child and from appropriate professionals.
- o We ensure that all our policies and developments are based on inclusive principles.

4. IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The identification of Special Educational Needs and Disability should be built into the overall approach to monitoring the progress and development of all children.

The Code of Practice suggests that children are only identified as Special Educational Needs and Disability if they do not make adequate progress once they have had all the intervention/adjustments and high quality personalised teaching (CoP 2014 6.36 onwards).

Teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants or specialist staff.

High-Quality Inclusive Teaching, differentiated for individual children, is the first step in responding to children who have or may have Special Educational Needs and Disability.

Additional intervention and support cannot compensate for a lack of High-Quality Inclusive Teaching.

We regularly and carefully review the quality of teaching for all children, including those at risk of underachievement. This includes observation of lessons, pupil progress meetings, reviewing teachers' knowledge and understanding of strategies to identify and support vulnerable children.

We know if a child needs extra help through:

- looking at records and profiles from pre-schools or previous schools
- our own tracking of each child's progress
- talking to parents about their concerns
- reference to Hampshire's criteria for Special Educational Needs and Disability
- teacher assessment and observations
- medical records
- whole school screening procedures such as the Dyslexia Early Screening Test (DEST) and Speech Link

For some children, Special Educational Needs and Disability can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. All those who work with children and young people should be alert to emerging difficulties and respond early. Parents know their children best and it is important that all professionals listen and understand when parents express concerns about their child's development.

5. A GRADUATED RESPONSE TO SPECIAL EDUCATIONAL NEEDS AND DISABILITY

Section 1.24 of the Code of Practice clearly states *'High-quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality*

teaching and is compromised by anything less'.

We monitor the progress of all children in our school through termly meetings with the Headteacher and through teacher assessment. The graduated response process to Identify, Assess, Plan and Review will be applied from there being an initial cause for concern through to a child needing SEND Support and the child would be recorded on the school SEND Register at this stage.

Early Identification

Pupils are closely monitored should they not make adequate progress, and they will begin to access a range of adjustments and interventions alongside personalised teaching to diminish the gap. We record liaison, intervention strategies and all responses to need which have been put in place. We may informally seek advice and liaise with professionals as appropriate. Information is shared with parents and carers at all stages.

SEND Support

When a child's needs continue over time or the attainment gap increases, they will be identified as SEND Support and a more structured approach to interventions will be taken. The class teacher will remain responsible for working with the child daily and for planning the individualised or group programme. Children in the SEND Support category will have the agreed targets and provision recorded on an Individual Learning Plan. This plan is reviewed at least termly by the class teacher, support staff, the SENDCo and is shared with parents. The SENDCo will liaise with the class teacher to plan future school interventions for the child, monitor the rate of progress and review the action. The SENDCo and class teacher, in consultation with parents, will ask for help from external services and will be provided with advice, assessment and support as needed. The school may document the child's provision to support their need through a Transition Partnership Agreement (TPA) at the time of a key stage change.

If a child's needs are not met by the SEND Support category, then with parent consultation and professional advice, an application for an Education, Health and Care Plan may be made.

Parents will be informed of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school. Any concerns will be discussed with parents informally, during parents' evenings or other meetings as necessary. Meetings with the SENDCO and parents should also include the class teacher.

Meetings may be held virtually where appropriate or where requested by parents.

The Special Educational Needs and Disability Code of Practice 2014 describes the 4 broad categories of need:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

Any concerns relating to a child's behaviour should be described as an underlying response to a need which we will endeavour to recognise. Behaviour as a category of need is no longer an acceptable way of describing Special Educational Needs and Disability.

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the child's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO. The class teacher should also ensure the parents are kept informed about progress and interventions.

The effectiveness of the support and interventions and their impact on the child's progress should be reviewed in line with the agreed date.

The impact and quality of the support and interventions are evaluated, along with the views of the parents. This should feed back into the analysis of the child's needs. The class teacher, working with the SENDCO, will revise the support in light of the child's progress and development, deciding on any changes to the support and outcomes in consultation with the parent.

Referral for an Education, Health and Care Plan

6. MANAGING CHILDREN'S NEEDS ON THE SPECIAL EDUCATIONAL NEEDS AND DISABILITY REGISTER

Where it is determined that a child does have Special Educational Needs and Disability Parents will be advised of this and the child will be added to the Special Educational Needs and Disability list.

Where a child appears to be working below expected levels or where a child's progress gives cause for concern the school considers the information about the child's learning and development from within and beyond the school to allow consideration to be given to the needs of the whole child.

This will include

- what educational and non-educational needs have been identified
- key barriers to learning
- the clear outcomes to be achieved within an agreed time frame
- reviewing impact of interventions
- how the level of provision is decided
- the process for engaging additional support/engaging specialist services

7. CRITERIA FOR EXITING THE SPECIAL EDUCATIONAL NEEDS AND DISABILITY REGISTER

Once a child has made good or accelerated progress and children whose identified needs are no longer cause for concern, they will be removed from the Special Educational Needs and Disability list.

Children who make progress which means they are no longer on the Special Educational Needs and Disability list will continue to be monitored and their progress tracked.

Parents will be involved in the consultation and informed of their child's development.

8. SUPPORTING CHILDREN AND FAMILIES

We encourage an open dialogue with parents and will use informal as well as formal opportunities to provide them with information, strategies and resources that may support a child's development.

All parents are welcomed to contact the school during the school year via email or telephone to discuss the progress and wellbeing of their child. We welcome working in partnership with our parents in order to provide the best care and education for all our children.

During parents evenings and at any other times during the school year as necessary the class teacher will be able to share with parent's information about their child's progress, next steps in learning and what parents can do to help the child at home.

Outside agency reports often include suggestions and activities for home.

The child's teacher will initially discuss with parents concerns that they may have.

They may then:

- discuss the concerns with the SENDCO
- plan additional support the child may require
- set targets for the child

- arrange meetings with parents to discuss ongoing concerns and progress being made towards meeting targets
- discuss with parents any referrals to outside agencies and professionals

The SENDCO will be able to signpost parents and carers to different professionals, including support groups should this information be relevant.

9. MONITORING AND EVALUATION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice. At freegrounds Infant School we have many different ways of gathering information to evaluate the success of our SEN provision. We have a provision management approach, involving the mapping of SEN provision, monitoring, review and evaluation of interventions used to support pupils and deployment of staff and resources to ensure our children achieve. The information gained from provision management is used to identify how effective provision

(interventions) is in enabling pupils to achieve academic and wider outcomes. There is to be an annual formal evaluation of the effectiveness of our school SEN provision and policy. The evaluation is carried out by the Headteacher, SENDCO and SEN governors and information is gathered from different sources such as teacher and staff progress meetings, pupil questionnaires, parents evenings, feedback and structured conversations. This will be collated and published by the governing body of a maintained school on an annual basis in accordance with section 69 of the Children and Families Act 2014.

Parents are welcome to come into school to discuss their child's learning at any point during the school year at a mutually convenient time. This discussion could be with the class teacher, the SENDCO or both. A child with Special Educational Needs and Disability will have their own Special Educational Needs and Disability Support plan and their own individual targets outlining the support that is provided and the interventions or programmes which may be used. The targets are reviewed termly by the class teacher.

A child's targets will be discussed with parents at the Parent Interviews in the Autumn and Spring Term. A parent can request additional parent interviews at any time during the school year. Parents may be invited in at other times during the year to discuss progress and new targets. The SENDCO is available to attend Parent Interviews if a parent or teacher would like her to be there. The SENDCO offers a follow up appointment to explore their child's needs in more detail or to signpost families to different professionals.

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is achieved through School Council, pupil surveys, Parents' Meetings and Parents' Evenings, Questionnaires and Parental Partnership.

The SENDCO meets with the Special Educational Needs and Disability Governor after Milestone data has been analysed to discuss the progress of children with additional needs to ensure the school fulfils its obligations and the provision and interventions are having maximum impact.

Transition and Transfer

When children change schools, the school will ensure that all SEND documents and information are transferred to the receiving school and we will plan to liaise with future staff. Transition arrangements will be made to assist the child as appropriate through visits and social stories. Other professional agencies may provide support and we will coordinate and liaise with parents and the school. We will apply the same process when children join our school.

Supporting Pupils at School with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may also have a physical disability and where this is the case the school will comply with its duties under the Equality Act 2010. School leaders will consult with health and social care professionals, the parents and the child (at an age-appropriate level) to ensure the medical conditions are effectively supported for all children including those with SEND and/or an EHCP. See Medical Conditions Policy.

Funding

We are provided with resources from the local authority to support those with additional needs, including those with SEND. We include this budget in whole school strategic planning to provide high quality appropriate support where needed. Where SEND needs exceed the nationally prescribed threshold, school will submit an EHCP application for additional funding.

Links with other schools

The school works in partnership with the other schools in the local area as well as the Wildern Primary Partnership. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise. The SENDCO/ Inclusion Leader also regularly attends SENDCO Circle meetings with other local schools in the area led by the Educational Psychologist.

Links with Other Agencies and Voluntary Organisations

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCO who will then inform the child's parents.

Freegrounds Infants School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, pupils identified as having SEN.

The SENDCO is the designated person responsible for liaising with the following:

- Hampshire Education Psychology Service
- Primary Behaviour Support (PBS)
- Social Services
- Speech and Language Service
- Child and Adolescent Mental Health Service (CAMHS)
- Specialist Outreach Services · Occupational Therapists
- Physiotherapists
- Children's Services and the Eastleigh Early Help Hub
- Ethnic Minority and Traveller Achievement Service (EMTAS) In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

10. TRAINING AND RESOURCES

The school provides comprehensive training to all staff both in school and from external providers in response to identified need. Specific training needs are identified from professional advice about individuals or groups of children and through staff performance management meetings and regular discussions. The SENDCO and Headteacher discuss training opportunities and liaise with staff regularly. The Headteacher allocates expertise and experience to support the needs of the children within the year groups. The SENDCO reviews provision and training needs termly through regular updating of the Provision Map. The Headteacher, governors and SENDCO discuss the budget, its impact, its uses and impact on children's outcomes.

Professional development is valued and staff regularly attend training courses which may be held in-person or virtually. Any new information and skills are fed back to staff at Learning Support Assistant meetings. When preparing for a child starting at our school who may have special educational needs we will endeavour to train relevant staff in order to meet these needs.

The SENDCO regularly attends network meetings, Special Educational Needs and Disability update meetings and the annual Special Educational Needs and Disability conference.

All staff have access to specialised help and the support of the SENDCO. This help may also include advice, training and support from the Children's Therapy Service, Teacher Advisors for Special Educational Needs and Disability, Hampshire Educational Psychology Service and Primary Behaviour Support Team.

11. ROLES AND RESPONSIBILITIES

The SENDCO in collaboration with the Head Teacher and governing body, plays a key role in determining the strategic development of the Special Educational Needs and Disability policy and provision in the school in order to raise the achievement of children with Special Educational Needs and Disability. The SENDCO takes day-to-day responsibility for the provision made for individual children with Special Educational Needs and Disability, working closely with staff, parents, carers and other agencies; overseeing the day to day operation of the school's Special Educational Needs and Disability Policy and coordinating provision for children with Special Educational Needs and Disability

Role of the Governors

All Governors are aware of their role and responsibilities with regard to the Special Educational Needs and Disability Code of Practice. The governing body has a collective responsibility and corporate statutory duties for children with special educational needs.

The Governing Body

- in co-operation with the Headteacher, will determine the school's general policy and provision for children with SEND, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work.
- will appoint a specific person, Mary Steele, to take an interest in and closely monitor the school's work on behalf of children with SEND; Miss Holmes (SENDCo) will liaise at least termly with the appointed governor to review this provision.
- will report any significant changes or developments to SEND policy and practices to parents as appropriate
- will evaluate the effectiveness of the school's SEND provision through whole school performance data, governor liaison, liaison with staff, reviewing the Action Plan and through the Headteacher's report

The Acting Headteacher Miss S Holmes

- has overall responsibility for the provision for children with SEND
- will keep the Governing Body fully informed and will work closely with the SENDCo

The SENDCo (Miss S Holmes)

- is an experienced teacher who is studying for the National Award for SEND Co-ordination
- will work closely with the Headteacher and teachers and will be closely involved in the strategic development of the SEND policy and provision by maintaining the SEND Register, developing an Action Plan, managing the Provision Map and adjusting resources according to current needs
- has responsibility, along with the Headteacher, for day-to-day operation of the school's SEND policy and will co-ordinate provision for pupils with SEND

Other Staff

- teaching and support staff will be involved with the development of the school's SEND policy and practice and be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEND. The SENDCo will liaise with teachers and with Learning Support Assistants (LSAs) and will organise or deliver training. All staff have experience and training in the relevant area of need to support the children in their classes and the school.

12. STORING AND MANAGING INFORMATION

Freegrounds Infant School is committed to maintaining the principles of the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018.

The school has been accredited with Inclusion quality Mark and we are a Flagship School for Inclusion.

Freegrounds Infants School collects and uses personal information (referred to in the Data Protection Act as personal data) about staff, pupils, parents and other individuals who come into contact with the school. This information is gathered to enable the provision of education and other associated functions. In addition, the school may be required by law to collect, use and share certain information.

The school is registered as a Data Controller, with the Information Commissioner's Office (ICO). Details are available on the ICO website.

The school issues a Privacy Notice to all pupils/parents, this summarises the information held on pupils, why it is held and the other organisations to whom it may be passed on to.

The school is committed to maintaining the principles of the Data Protection Act 1998 at all times. Therefore, the school will:

- Inform individuals why personal information is being collected.
- Inform individuals when their information is shared and why and with whom unless the Data Protection Act provides a reason not to do this.
- Obtain consent before processing sensitive Personal Data, even if consent is implied within a relevant privacy notice, unless one of the other conditions for processing in the Data Protection Act applies.
- Check the accuracy of the information it holds and review it at regular intervals.

- Ensure that only authorised personnel have access to the electronic personal information it is stored in. Any paper copies of reports are scanned and saved electronically.
- Ensure that clear and robust safeguards are in place to ensure personal information is kept securely and to protect personal information from loss, theft and unauthorised disclosure, irrespective of the format in which it is recorded.
- Ensure that personal information is not retained longer than it is needed.
- Ensure that when information is destroyed that it is done so appropriately and securely.
- Share personal information with others only when it is legally appropriate to do so.
- Comply with the duty to respond to requests for access to personal information, known as Subject Access Requests.
- Ensure that personal information is not transferred outside the EEA without the appropriate safeguards.
- Ensure all staff and Governors are aware of and understand these policies and procedures.

Provision Map software is used to store and collate children's records. Copies are also saved on the school network in a secure folder with limited staff access.

At Freegrounds Infants transition is strategically planned so that children experience minimum anxiety during these times. When children approach transition from classes and/or key stages they are involved in a number of 'transition sessions' when they spend time in their respective classrooms being taught by their 'new' teachers. Children with SEN, if it is thought appropriate, can receive additional support during these transitions. For example Year 2 pupils have been accompanied by school staff on additional visits to Freegrounds Junior when arranged as appropriate. Children who may find transition more difficult have had meetings convened to put in place strategies to help them with the changes. Children may be given extra time, with support, in their new classes or given visual reminders of their new desk/classroom/teacher/peers or social stories to look at over the school holidays.

13.ACCESSIBILITY

We are happy to discuss any individual access requirements.

We have a wheelchair accessible alternative entrance. We have an accessible toilet to facilitate maneuverability for wheelchair users. There are allocated disabled parking bays in both car parks. Refer to the Accessibility Plan.

14. DEALING WITH COMPLAINTS

We will try to address any concerns you have immediately they are raised with us so please approach school to enable us to do this at the earliest opportunity. Concerns will always be listened to and we will work with you to agree the best way to support your child and work together to provide the best we can.

If you wish to discuss the provision being made for your child we would advise you to speak to the class teacher, year group leader, the SENDCO and the Headteacher in this order. The school always welcomes collaboration with parents. If you have concerns after this discussion you should refer to the school complaints policy.

15. APPENDICES – Refer to:

- Special Educational Needs and Disability Information Report available on the school website
- Bullying Policy
- Complaints Policy
- Equality Policy
- Behaviour Policy
- Hampshire Special Educational Needs and Disability Policy (2005)
- Equality Act 2010 Advice for Schools
- Reasonable Adjustments for disabled pupils 2012
- Supporting pupils at school with medical conditions 2014
- Special Educational Needs and Disability Code of Practice 2014
- GDPR and Data Protection Act 2018

Version control:	V1 Addition of rationale including children's rights. Addition of SEN and Equal Opportunities statement Change of Inclusion Manager for SENDCO Updated introduction and context with Miss Susannah Holmes and Mary Steele as SEN governor. Reference to Susannah Holmes completing the NPQSENCO qualification. Updated contact details. Addition of a range of staff being involved in the development of the policy. Objectives section – change 'to' to 'we' More detail to the EHCP section Annual Reviews updated Addition of paragraph to monitoring and evaluating of SEND Addition of transition and transfer section Addition of supporting pupils at school with medical conditions Addition of funding paragraph Addition links with other schools paragraph Addition of paragraph to training and resources
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	Addition to roles and responsibilities section. Addition to storing and managing information section Addition of transition section
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