

**PRIOR HEATH INFANT SCHOOL  
POLICY AND PROCEDURES STATEMENT**

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**TITLE: SEND & Inclusion Policy**

**DATE: February 2024  
REVIEW: February 2025**

**APPROVED/MONITORED BY: Full Governing Body  
AGREED BY: WHOLE SCHOOL STAFF and GOVERNORS**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014) and has been written with reference to the following guidance and documents.

- The Ordinarily Available document.
- The Surrey Local Offer <https://www.surreylocaloffer.org.uk/>.
- Our SEND Information Report (which can be found on our website).
- Equality Act 2010: advice for schools DfE Feb 2013.
- Part 3 of the Children and Families Act 2014.
- Statutory Guidance on Supporting pupils at school with Medical Conditions April 2014.
- The National Curriculum in England Key Stage 1 framework document Sept 2013.
- Teachers Standards 2021.
- Keeping Children Safe in Education – statutory guidance for schools and colleges September 2022.
- School policies which can also be found on our website or from the school office.

This policy was updated by Mrs Lindsey Chivers, (SENDSCO), in liaison with the SEND assistant Isla Nelson, SLT, all staff and governors. Mrs Lindsey Chivers can be contacted via the school office on 01276 25546.

**Aim**

At Prior Heath Infant School, we aim to demonstrate through our work that we positively value and respect children and adults of all ethnic origins/racial groups, sexual groups, religions, cultures, linguistic backgrounds and abilities. Children and adults are positively encouraged to participate in all activities.

We aim to:

- Comply with the SEND code of Practice 0-25 (updated April 2020).
- Provide a secure environment in which all our children can flourish and in which all contributions are valued.
- Ensure all children have access to a broad and balanced curriculum, differentiated as appropriate to meet individual needs.
- Ensure all children are given equality of opportunity to participate fully in school activities.
- Provide every child with opportunities to meet personal standards of excellence.
- Ensure early identification of special educational needs.

- Remove barriers to learning and achievement.
- Effectively assess and monitor needs.
- Provide appropriate provision for children with SEND (Special Educational Needs and Disabilities).
- Ensure maximum opportunities for effective inclusion throughout the school to develop the children's independence, as appropriate to their level of need.
- Ensure close and effective partnership between parents, school and outside agencies.
- Include and value the contribution of all families to our understanding of equality and diversity.
- Ensure children's views are valued and listened to.
- Provide positive non-stereotyping information about different ethnic groups and people with disabilities.

At Prior Heath Infant School, we aim to:

- Create active and adaptable learners that strive to achieve their best.
- Teach our children to regulate their emotions and take responsibility for their own behaviour.
- Encourage our children to respect and show kindness to themselves, others and the world around them.
- Develop independence and perseverance in our pupils and encourage them to take risks within their learning.
- Support our children to form positive relationships and develop their personal and social skills.
- Promote diversity and encourage our children to celebrate their own views and beliefs and those of others.
- Develop our children's understanding of how to live safe and healthy lives.
- Ensure that our children are aware of environmental and global issues and the contribution that our school can make to ensure a sustainable future.
- Effectively prepare our children for the next stage of their educational journey.

### **Objectives**

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND.
- To ensure that every pupil experiences success in their learning and achieves to the highest possible standard.
- To work within the guidance provided in the SEND COP, 2014.
- To enable all pupils to participate in lessons fully and effectively.
- To value and encourage the contribution of all pupils to the life of the school.
- To work in partnership with parents.
- To enable pupils to have their voice heard.
- To communicate with the Governing Body to enable them to effectively fulfil their monitoring role.

- To work closely with external support agencies, where appropriate, to support the need of individual pupils.
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.
- To clarify the roles and responsibilities of staff and governors.

### **Definition of SEND**

The Special Educational Needs Code of Practice 2014 states that a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty if they:

- Have a significantly greater learning 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 of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The Code of Practice 2014 describes 4 broad categories of need. These four broad areas give an overview of the range of needs that should be planned for. We would aim to identify the needs of the child purely so that we can work out what action the school needs to take. We would identify the needs of the learner by considering the needs of the whole child not just the SEND.

The 4 areas of need are:

- **Communication and Interaction**, including:  
SLCN (Speech, Language and Communication Needs)  
ASD (autism spectrum disorder)
- **Cognition and Learning** - when children learn at a slower pace than their peers, even with appropriate differentiation, including:  
MLD (moderate learning difficulties)  
SLD (severe learning difficulties, often associated with mobility and communication difficulties)  
PMLD (profound and multiple learning difficulties)  
SpLD (specific learning difficulties eg dyslexia, dyscalculia, dyspraxia).
- **Social, Emotional and Mental Health** including:  
ADD (attention deficit disorder)  
ADHD (attention deficit hyperactivity disorder)  
A wide range of difficulties including withdrawal, challenging behaviour, underlying mental health conditions.
- **Sensory and Physical** including:  
VI (visual impairment)  
HI (hearing impairment)  
MSI (multisensory impairment)  
PD (physical disability)

## **Supporting Pupils and Families**

The Surrey Local Offer can be found on the Surrey Council website and this will provide information on what is available in the area. Parents without internet access can access the written information provided by SCC in the front entrance of the school and / or can contact the SENCO for support in finding the information they require. <https://www.surreylocaloffer.org.uk/>

The school SEN information report is available on the school website or from the office.

## **Principles**

Prior Heath Infant School promotes positive recognition, understanding, knowledge and celebration of differences. We will ensure that the opportunities and activities in the learning environment are available to all children and their families. We recognise that every child is unique and a special individual with their own needs. We aim to provide a quality learning environment in which everyone is given the opportunity to achieve their full potential and become a valued and responsible member of the local, national and global community. We endeavour to provide a happy, safe and caring atmosphere in which children are able to understand and value their achievements and those of others and engage fully in the joy of learning.

## **Procedures**

The school has experience in meeting the needs of children with a variety of SEND needs. A central resource base is equipped with additional materials and the school has a designated nurture room.

## **Curriculum Access, Breadth and Balance**

Our policy is to provide access for all children to the National Curriculum. The curriculum encourages children and families to develop positive attitudes to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking. Different ability groups and different needs will be catered for through differentiated planning. Classrooms are organised and managed with this in mind. Children with SEND are fully integrated into the life of the school.

## **Inclusion and Integration Arrangements**

The school is committed to inclusion and aims to provide equality of opportunity for all pupils. Work is differentiated by task, support, input or outcome to meet the needs of pupils. This applies to the entire spectrum of children with SEND. Support is usually given in small groups or individually, and will be within the context of the ongoing class work (where appropriate) and current Support Plans and provision maps. The class teacher ensures that the child does not miss vital information if she/he has been working outside the classroom.

## **Supporting Pupils at School with Medical Conditions**

We recognise that pupils at Prior Heath Infant 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 be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have Special Educational Needs and Disabilities (SEND) and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014). Further details of how we support pupils with medical conditions can be found in our Supporting Pupils with Medical Needs policy.

### Information Regarding Training for Staff

All staff are consulted on their individual training needs and the needs of the school are also considered. It is part of the role of the SENDCO / SEND Assistant to provide training and support for colleagues. The school's SENDCO and / or SEND Assistant regularly attends the LA and Cluster SENDCO network meetings in order to keep up to date with local and national updates in SEND. Training is ongoing in response to identified need.

### External Support for SEND

Support services who are involved in supporting the school include:

- Educational Psychology Services.
- Specialist Teachers for Inclusive Practice (STIPS Team).
- Physical and Sensory Support Service.
- Speech and Language Therapy.
- Paediatric Occupational Therapy.
- Children and adolescent mental health services (CAMHS).
- Outreach services.

### Parent Partnership

The involvement of parents is valued and encouraged. When a concern is first expressed in school parents will be contacted by the class teacher and asked for their views. Thereafter, parents are consulted at all stages. Parents are involved in all decision making. Outside agencies will not see a child unless parental permission has been granted. Reports from outside agencies are shared with parents and an opportunity is given to discuss these.

### Links with Other Schools

When pupils change schools, all SEND records are passed on. For children transferring to junior school, Year 3 teachers from the receiving schools visit to consult with the Year 2 teachers. Children with SEND are discussed at these meetings. If necessary, the SENDCO will meet and consult with the SENDCO of the transfer school to ensure continuity for the child. Where possible, SENDCOs from junior schools are invited to attend the EHCP annual review meeting in Year 2 within which planning for an individual child's transition is discussed with parents and the receiving school.

### Links with Health Services, Social Services, Education Welfare Services and Voluntary Organisations

There is liaison between Prior Health and School Health. When appropriate there is also liaison between Children's Services and health visitors.

### Arrangements for Co-ordinating SEN and Inclusion Provision

The SEND register is kept electronically. Individual children's programs of work are recorded, monitored and evaluated by the class teachers and SENDCO. Each class teacher has a record of the children in their class who are currently on the SEND register. Records are updated at termly review meetings. Any outside agency reports are stored by the SENDCO and shared with the relevant school staff.

### Storing and Managing Information

Information is stored securely both electronically and in a locked filing cabinet. The information is shared with staff working with the pupil. Class teachers hold SEND files which are stored in locked classroom cupboards. At the end of each year the information is transferred to the next class teacher and discussions are held to ensure transition is efficient and effective.

When a pupil moves to another school all records are passed onto the new school.

### Evaluating Effectiveness of the Policy

Our success criteria are as follows:

- All staff are aware of the contents of the policy and the procedures contained within it.
- Children with SEND will be identified early and correctly.
- Effective provision will be made for all children with SEND.
- Children's progress will be continually monitored in relation to targets set.
- All children will be given equal opportunity to participate fully in school activities.
- All staff will work collaboratively to remove barriers to learning and raise self-esteem.
- All children will meet personal standards of excellence.
- All children will have access to a broad and balanced curriculum, differentiated as appropriate to meet individual needs.
- There will be effective partnership between parents, school and outside agencies.
- The views of children will be valued and considered.

### Complaints Procedures

We will endeavour to act swiftly and positively to address the issues directly. The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

All complaints are taken seriously and are dealt with in accordance with the school's Complaint Procedure policy. We encourage parents to discuss their concerns initially with the class teacher, SENDCO or Headteacher with the

aim of issues being resolved before a complaint is formally escalated to the Chair of the Governing Body.

## Identification, assessment and review

### A Graduated Approach to SEND Support

All pupils receive a differentiated curriculum delivered through High Quality Teaching in line with the Ordinarily Available document. Class teachers are responsible and accountable for the progress and development of the pupils in their class, including any pupils receiving additional support. Those who appear to be at risk of not making expected progress are initially identified by class teachers and also directly by the SENDCO.

The progress and attainment of all pupils is reviewed and discussed termly and in addition to this, any teacher or member of staff can discuss concerns about a pupil with the SENDCO at any time. We involve parents/carers and the young person (where appropriate) as soon as we feel a pupil may have a barrier to learning.

The first step to meeting the needs of any pupil who is under achieving is high quality, differentiated teaching. If the pupil is still not making sufficient progress or meeting their targets despite interventions and adjustments we follow the SEND Code of Practice 2014: 0 to 25 years' graduated approach with regard to the identification, assessment and review of pupils with special educational needs. The four key actions are:

Assess: The class teacher and SENDCO will analyse a pupil's needs before identifying a child as needing a School Individual Support Plan. In some cases a Specialist Individual Support Plan is written with the advice and monitoring of outside agencies. Additional testing and discussion may take place.

Plan: Parents will be notified whenever it is decided that a pupil is to be provided with SEN support. The Individual Support Plan is shared and amended if needed. Plans will be based on specific targets to promote progress and enable 'catch up'.

Do: The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or 1:1 teaching away from the main teacher, he/she still retains responsibility for that pupil's learning. When interventions are not taking place, activities in terms of level of difficulty, resources or task may be used by the class teacher.

Review: The effectiveness of the support will be reviewed in line with the agreed date. Individual Support Plans are reviewed and revised with parental and pupil input. Termly SEN clinics between the class teacher and SENCO will take place. Interventions are monitored and evaluated by the SENCO.

In school we use a range of information sources including relevant family/medical history, formative and summative assessment outcomes, screening tests and behaviour observations.



Pupils who fail to make adequate progress on the basis of accumulated evidence are placed on the Special Needs and Disabilities Register and their specific difficulties are investigated and supported. Parents are always consulted before this decision is made.

The SEND Code of Practice (2014) describes adequate progress as being that which,

- Is similar to that of children of the same age who had the same starting point.
- Matches or improves on the pupil's previous rate of progress.
- Allows the attainment gap to close between the pupil and children of the same age.

### Managing Pupils' Needs on the SEN Register

Once a pupil is included on the SEND register a Pupil Profile is drawn up by the class teacher in consultation with SENDCO, parents/carers and the pupil (where possible). Occasional advice may be sought from external agencies to inform effective intervention. The Pupil Profile is part of the Individual Support Plan (ISP) which allows for close monitoring of progress towards short-term outcomes, agreed with the pupil and parents/carers, which are reviewed termly. The Individual Support Plan should include information about:

- The short -term targets set for the child.
- The teaching strategies to be used.
- The provision to be put in place.
- When the plan is to be reviewed.
- Success and/or exit criteria outcomes (to be recorded when the Individual Support Plan is reviewed).

Individual targets should be written, chosen from those relating to the key areas of communication, literacy, mathematics, and behaviour and social skills that match the needs of the child. The Individual Support Plan should be discussed with the child and the parents. Parents should be informed of their child's progress towards the Individual Support Plan targets.

- If a pupil fails to make the expected progress then advice may be sought from external agencies which may include social as well as educational services.

All class teachers have a summary of the pupils identified as having Additional and Special Educational Needs and Disabilities in their SEND file in each class. Termly reviews are held with parents, class teacher and SENDCO, where appropriate, but parents are encouraged to contact the school whenever they have a concern or information to share about their child.

If we are unable to fully meet the needs of the pupil through our own internal provision and expertise we would call upon external services for support. We would need to prioritise pupils dependent on their need.

### Reviewing Individual Support Plans

Individual Support Plans should be reviewed once a term. Parent's views on the child's progress will be sought and they will be consulted as part of the review process. Wherever possible, the child should also take part in the review process and be involved in setting the targets.

### Education Health Care Plan

If a pupil is either not making expected progress or achieving at a considerably lower level than is within the national expectations for their age, a decision may be made to request formal assessment for an EHCP (Education Health Care Plan). An application can usually only be made following two full cycles of Assess, Plan, Do, Review covering at least two terms. There may be exceptions to this and an application may be made earlier.

On gathering all relevant advice about a pupil's progress the SEND team may assess the child and decide to issue an EHCP outlining outcomes to be met and additional provision to be provided. If an EHCP is not issued there will be recommendations made and further advice sought.

### Criteria for Exiting the SEND Register/Record

Following termly review it may be decided that the pupil has made and maintained significant progress and is no longer requiring such intensive support. We would consider recommendations of professionals and views of parents before removing a child from the register. However, after removal, any child would continue to be monitored closely by the SENDCO and the class teacher at the termly reviews.

## **Monitoring and Evaluation of SEND**

The monitoring and evaluating of provision is an ongoing process. Evaluation and monitoring arrangements enable us to continually review and seek to improve the provision for all pupils. Where a need is identified beyond this, we will find a provider who is able to deliver it. Training is ongoing in response to identified needs. Specialist equipment will be considered on an individual basis.

## **Responsibilities:**

### Co-ordination of Provision

The Special Educational Needs and Disabilities Co-ordinator (SENDCO) is Mrs Lindsey Chivers, Headteacher, who will be working alongside the school SEND Assistant, Mrs Isla Nelson who can be contacted via the school office on: 01276 25546 or at [info@prior-heath.surrey.sch.uk](mailto:info@prior-heath.surrey.sch.uk)

The SENDCO and SEND Assistant are responsible for:

- Overseeing the day to day operation of the SEND and Inclusion policy.
- Co-ordinating provision for children with SEND.
- Advising on the graduated approach to providing SEND support.
- Advising on the deployment of the schools delegated budget and other resources to meet pupil's needs effectively.
- Liaising with parents of pupils with SEND.
- Liaising with early years providers, other schools and outside agencies.
- Being a key point of contact with external agencies, including the Local Authority and its support services.
- Working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010), with regard to reasonable adjustments and access arrangements.
- Providing professional guidance to colleagues to secure high quality teaching for pupils with SEND.
- Ensuring that the school keeps the records of all pupils with SEND up to date.
- Liaising with and advising all staff, and the Governor with responsibility for SEND.
- Updating the school's SEND provision recording system.

The SEND designated governor is Mrs Emma Batley Hammond.

The Governing Body is responsible for:

- Ensuring that the school complies with current legislation regarding race relations, equal opportunities, disability and SEND.

The Class Teacher is responsible for:

- Adhering to the Ordinarily Available document.
- Familiarising themselves with the children's records and information regarding their SEND.
- Differentiating the curriculum to meet the needs of all children including those with SEND (High Quality Teaching).
- Supporting individuals in reaching Individual Support Plan (ISP) targets.
- Keeping the SENDCO informed of any changes to need or circumstances.
- Identification of SEND, through observation and ongoing assessment of children.
- Informing the SENDCO of their own concerns or those expressed by parents /carers.
- Directing and overseeing support as delivered by teaching assistants.
- Communicating with parents about their child's provision and progress.

The Teaching Assistants are responsible for:

- Supporting individuals or groups of children in accessing the curriculum.
- Following Individual Support Plan targets and programs of work set by teachers and outside agencies.
- Keeping records for Individual Support Plans as required.
- Liaising fully with the class teacher.

The parents / carers are responsible for:

- Attending meetings and reviews.
- Providing up to date information about their child's needs and well-being.
- Supporting their child, giving encouragement and positive reinforcement.

### **Assessment recording and reporting procedures**

Assessment and recording for children with SEND is completed according to the school's Assessment Policy and Assessment, Reporting and Recording Policy.

### **Summary for parents**

At Prior Heath Infant School, we value each child as a unique individual. We will always continue to strive to meet the needs of all our children and seek to ensure that we meet all statutory requirements related to matters of inclusion. Children with SEND are welcomed at Prior Heath. The school makes provision for children with learning difficulties, communication problems and emotional and behavioural difficulties and, where the constraints of the building allow, physical disabilities and sensory impairments. Successful inclusion is ensured by close liaison with parents and professionals in order to ascertain and meet individual needs. In addition, parents will be given regular and detailed feedback regarding their child's progress. Prior to admission, it is the school's policy to contact relevant outside agencies to obtain as much information as possible so as to successfully integrate all children into a supportive environment. Home visits are carried out prior to children entering the Year R in September.

**Reviewed: February 2023**

**Next Review Date: February 2024**