



Bagshot Infant School **Special Educational Needs** **and Disability** **Policy**

Vision

At Bagshot Infant School we aspire to educate, care for and develop all our children to the highest standards, and to ensure that their time with us is a safe and happy experience from which they gain knowledge, personal success and a lifelong love of learning.

Definition of SEND

At Bagshot Infant School we use the definition for SEN and for disability from the SEND Code of Practice (2015):

*SEND: A child or young person has special educational needs (SEN) if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from**, that is made generally for others of the same age in a mainstream setting in England*

Disability: Many children and young people who have SEN 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.

Key Roles and Responsibilities: Inclusion Lead

The Inclusion Lead has day-to-day responsibility for the operation of the SEND policy and co-ordination of specific provision made to support individual children with SEN, including those who have SEND support plans. Part of the role of the Inclusion Lead is to co-ordinate arrangements with the class teacher regarding those children with SEN and disabilities.

Inclusion Lead Name: Mrs Fiona Casemore

Contact details: 01276 473385

SLT Member: Mrs Casemore is line managed by the Headteacher.

SEND Link Governor Mr Steve Barker

Safeguarding Miss K Aldred (Headteacher) and Mrs F Casemore (Inclusion Lead) are responsible for safeguarding in the school with the support of our safeguarding governor Mr Steve Barker (Chair of the Governing Body)

The Role of the Inclusion Lead

- overseeing the day-to-day operation of the school's SEND policy
- co-coordinating provision for children with SEND including looked after children and Pupil Premium children with SEND advising on the graduated approach to providing SEND support advising on the deployment of the school's delegated budget and other resources to meet children's needs effectively
- liaising with parents of children with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- 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
- ensuring that the school keeps the records of all children with SEND up to date

Introduction

How the policy was put together

This policy was created in partnership with the Senior Leadership Team and Governing body in consultation with the teaching staff and parents. The policy reflects the statutory guidance set out in the Special Educational Needs and Disability code of practice 0-25 years (2015)

How can parents access this policy?

The policy is accessible in the following ways:

- Via the school website: <http://www.bagshot.surrey.sch.uk>
- A hard copy can be provided on request by the school office.
Please let us know if you need this to be made available to you in a different format e.g. enlarged font.

Context

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2015) 3.65 and has been written with reference to the following related guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEN 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 frameworks document Sept 2013
- Safeguarding Policy
- Accessibility Policy
- Teachers' Standards 2012

Aims and Objectives

Aims

At Bagshot Infant School all children, regardless of their individual needs, are provided with inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the school community.

- We expect all children with SEND will meet or exceed the high expectations set for them based on their age and starting points
- We will use our best endeavours to give children with SEND the support they need
- Ambitious educational and wider outcomes will be set for them, together with you as parents and with your child

We want all children to become confident individuals who will be able to make a successful transition on to the next phase of their educational journey and into adulthood.

Objectives

1. To ensure a clear process for identifying, assessing, planning, providing and reviewing for children who have special educational needs and disabilities, with children and their parents/carers at the centre of the process.
2. To develop effective whole school provision management of universal, targeted and specialist support for children with special educational needs and disabilities. This includes the monitoring of in-

terventions and obtaining the support of outside agencies where appropriate.

3. To deliver a programme of training and support for all staff working with children with special educational needs and disabilities which develops our practice within the guidance set out in the SEND Code of Practice, 2015.
4. To work with parents/carers and the child to gain a better understanding of the child's needs, and involve them both in all stages of the child's education, identifying needs and providing feedback on progress.

Identification of Needs

The four main areas of need as per the SEN Code of Practice (2015) are:

Communication and interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives

Cognition and learning

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder.

Sensory and/or physical

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support.

At Bagshot Infant school we will identify the needs of each child by considering the needs of the whole child which are broader than just the special educational needs and disability of the child. This in turn will lead to the setting out of the arrangements we will put in place to address those needs.

A Graduated Approach to SEND Support

Bagshot Infant School adopts a graduated approach to meeting the needs of the children within the school, in line with Surrey County Council's SEND Profiles of Need.

Quality first teaching in our school:

- The role of the class teacher is to provide differentiated expectations for all children and good quality personalised teaching. This is the first step in responding to children who may have SEND.
- Teachers are responsible and accountable for the progress and development of the children in their class, including those who access support from learning support assistants or specialist staff.
- Any children who are falling significantly outside of the range of the expected academic achievements will be monitored.
- Once a child has been identified as possibly having SEND they will be closely monitored by the class teacher and Senior Leadership Team in order to gauge their level of learning and possible difficulties. The Inclusion Lead will be consulted as needed for support and advice.
- We use a pupil data tracking system and conduct pupil progress meetings on a -termly basis. The quality of teaching for all children is monitored through drop-ins and formal lessons observations where feedback and support is then given to staff.
- Regular INSET and training is used to develop teachers' and support staff understanding and knowledge of strategies available to identify and support vulnerable children and to increase their knowledge of the types of SEND most frequently encountered. Training is also provided by outside agencies to support SEND awareness.
- Parents/carers are kept informed of their child's development and the circumstances in which they are being monitored. Parents are encouraged to share information and knowledge with the school.
- Parents' evenings are used to discuss the progress being made by children.

- Targets and expectations are regularly discussed with the children.

How we decide whether to make special educational provision

If children are not making expected progress the class teacher will consult with the Inclusion Lead and a short time bonded specific intervention may be put in place to meet the child's needs. Parents/carers are informed of the decision to support the child with appropriate intervention.

If little or no progress is made after initial intervention support, then parents/carers are consulted as part of Surrey County Council's SEND Support Plan and the child may be placed on the SEND support register. The class teacher, in consultation with the Inclusion Lead, may then provide other interventions that are additional to those provided as part of the school's differentiated curriculum. Outside agencies will be consulted during this process where their input is deemed to be helpful. Targets are given to the child and these are monitored by the class teacher and reviewed formally with the parents/carers and child termly.

The information the school uses to decide whether a child should need to be placed on the SEND register may include:

- the fact the child is making little or no progress even when teaching approaches are targeted
- shows signs of difficulty in developing English and Mathematics skills which result in poor attainment in some curriculum areas
- evidence of persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school
- knowledge of physical or sensory problems which require intensive support but impact on progress made symptoms which indicate the pupil has communication and / or interaction difficulties or differences which result in them making little or no progress

How is the decision made to place children on the register?



Assess

We will ensure that we regularly assess all children's needs so that each child's progress and development is carefully tracked and compared also to their peers and national expectations. We will listen to the views and experience of parents/carers and the child. In some cases, we will draw on the assessments and guidance from other education professionals e.g. Educational Psychologist, Physical and Sensory Support and from health and social services where appropriate.

Plan

Where SEN Support is required the teacher and Inclusion Lead with the parent/carer will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the child will be shared with her/him using child friendly language. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All staff who work with the child will be made aware of the plan. Parents will be asked to share in the monitoring of progress through any home learning

Do

The class teacher is responsible for working with the pupil on a daily basis. They will retain responsibility even where the interventions may involve group or one to one teaching away from the main class teacher. Class teachers will work closely with learning support assistants in planning and assessing the impact of support and interventions and linking them to class teaching. The Inclusion Lead will provide support, guidance and advice for the teacher

Review

Reviews of a child's progress will be made regularly, dependent on their individual targets. The review process will evaluate the impact and quality of the support and interventions. The class teacher, in conjunction with the Inclusion Lead, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments, in consultation with the parents and pupil.

Requesting an Educational Health Care Needs Assessment

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, they have not made expected progress, the school may consider requesting an Educational Health Care Needs Assessment. This will occur where the complexity of need or 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 Education, Health and Care Plan has replaced the Statement of Special Educational Needs, although it involves a different process.

The decision to make a referral for an EHCP will be taken at a progress review. The application for an EHCP will combine information from a variety of sources including:

- Parents/carers
- Teachers

- Inclusion Lead
- Social care
- Health professionals

SEN Provision

What does Additional Support mean?

SEN support can take many forms. This may include:

- a special learning programme
- extra help from a teacher or a learning support assistant
- making or changing materials and equipment
- working in a small group
- observing the child in class or at break and keeping records
- helping the child to take part in the class activities
- making sure that the child has understood things by encouraging them to ask questions and to try something they find difficult
- helping other children to work with the child, or play with them at break time
- emotional support to help with engagement, self esteem and overall development
- supporting with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing

Managing the needs of children on the SEND Register

When a child is placed on the SEND register their progress is monitored closely, any intervention is logged and a review takes place of the impact the intervention has had on the child's progress. Decisions are made as to the most appropriate interventions for the child given the nature of their needs/difficulties; this is carried out using the Assess, Plan, Do and Review cycle.

The nature of the different interventions is shown on the whole school provision map. The provision map shows waves of intervention from quality first teaching at Wave One to more intensive interventions at Wave Two and Three.

Outside agencies may become involved if a child continues to make little or no progress despite considerable input and adaptations. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The pupil's individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting.

The SEN register is reviewed throughout the course of the year to make sure children are appropriately placed on it. Pupil Progress meetings (as well as the use of other data) are used to help inform whether children need to be added or removed from the register.

Supporting parents/carers and children

Parents/carers and children are supported and guided by the school through a variety of means. These may include:

- The SEN Information Report- available on the school website
- Surrey's Local Offer which includes other agencies who provide a service
<https://www.surreylocaloffer.org.uk>
- Our school's admission arrangements
- Transition arrangements between classes and to other schools.

Supporting children at school with medical conditions

Bagshot Infant School recognises that children with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

Some may also have special educational needs (SEN) and may have an Education, Health and Care Plan (EHCP) or a SEND support plan which brings together health and social care needs, as well as their special educational provision.

Monitoring and evaluation of SEND

The quality of provision within the school is monitored through lesson observations, drop ins and the close monitoring of interventions. Data analysis also informs the school of where support and possible adjustments to practice need to be made.

Pupil progress is monitored on a termly basis in line with the SEND Code of Practice.

SEND provision and interventions are recorded on an individual provision map, which are updated when the intervention is changed. These interventions are monitored and evaluated at least termly by the Inclusion Lead and information is fed back to the Senior Leadership Team and the governing body. This helps to identify whether provision is effective. Parents/carers are also encouraged to provide feedback during progress meetings and parents evenings. Some children may be discussed with external agencies.

The Inclusion Lead also has an action plan which is reviewed throughout the year. Areas for development are identified and included in the plan to further support children with SEN.

Training and development

We aim to keep all staff up to date with relevant training and developments in teaching practice and support in relation to the needs of children with SEND.

The Inclusion Lead attends relevant SEND courses and facilitates/signposts relevant SEND focused external training for all staff.

The Inclusion Lead with the Senior Leadership Team ensures that training opportunities are matched to school development priorities.

Reviewing the SEND Policy

This policy will be reviewed annually (or sooner in the event of revised legislation or guidance) by the Inclusion Lead and the Governing Body

Should children or parents/carers be unhappy with any aspect of provision they are encouraged to discuss the problem with the class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the Inclusion Lead or Headteacher.

In the event of a formal complaint parents are advised to contact the Headteacher, or a governor if they prefer, following the complaints procedure protocol. The Local Authority Parent Partnership Service is available to offer advice.

Agreed by staff: September 2025

Approved by Governing Body: October 2025

Next review date: October 2026