

# Catherington C of E Infant School

## Board of Governors



*Growing together  
in God's love*

## Special Educational Needs Policy

Name of School	Catherington C of E Infant School
Date of Policy Review	February 2025
Date of Next Review	February 2026
Name of Headteacher	Mrs Maria Burden

## SPECIAL EDUCATIONAL NEEDS POLICY

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Headteacher:: Mrs Maria Burden	..... Signed ..... Date
Chair of Governors	..... Signed .....Date

Our Vision, taken from the Catherington Curriculum for learning.

At Catherington Church of England Infant School, we all work together to ensure our school is a safe, happy and exciting place, where children can grow on their unique academic, social and emotional journey.					
Our Vision and Aims for all Children	We want our children to know they are all valued and enable them to develop their skills, knowledge, understanding and enjoyment that sustain a lifetime of successful learning.	We want to equip our children with the resilience and perseverance to become independent learners.		We want our children to celebrate and respect difference and be proud of who they are.	
	We want our children to learn how to build positive relationships with others and recognise what is good mental health and wellbeing. They know who they are and how to lead safe, healthy and fulfilling lives.	We are empowering our children to take appropriate risks without fear of failure.		We want our children to have enquiring minds to question and to be confident in their own thoughts and actions.	
		We want our children to grow into responsible citizens who make a positive contribution to local, national and global communities, helping them to see their place in the world.			
	To promote lifelong learning for all children and staff preparing us for an ever changing world. To create a safe environment which promotes and supports the mental health and wellbeing of staff and pupils.				
Our Inclusive Teaching Intentions	Carefully planned ambitious and inclusive learning journeys which build from enquiry questions ensuring children build a deep knowledge in all subject areas.	Teaching models respect for pupils uniqueness, challenges prejudice and promotes social justice.	Approaches to learning that recognise the unique identity of each child and the importance of their personal growth.	Classroom climate which is varied and stimulating for all learners allowing them to develop their individual talents and to express themselves confidently.	Parents and carers are challenged and supported to play a full role in their child's learning.
IMPACT Represented in 5 key areas	An inspiring and challenging curriculum for all	Teaching which is consistently good for all pupil groups.	High levels of attainment and progress regardless of backgrounds.	Positive climate for learning in all classrooms	The development of each unique child's sense of identity and awareness of strengths and weaknesses.

Catherington is a caring and inclusive school, which values the ability and achievement of all its pupils.

We are committed to making the curriculum accessible to all pupils through high quality teaching which meet the needs of all children through the use of varied pedagogical approaches.

A child who has Special Educational Needs and/or a disability (SEND) will have a significantly greater difficulty in learning than the majority of others at the same age and/or 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 schools (SEND Code of Practice, 2015:15-16).

Every teacher is a teacher of every child or young person including those with SEND.

## **SENDCo information**

The SENDCo at Catherington Infant School is Maria Burden, Headteacher.

Contact by

Email: [adminoffice@catherington.hants.sch.uk](mailto:adminoffice@catherington.hants.sch.uk)

Phone: 02392 592263

## **Compliance**

This policy has been written to reflect the SEND Code of Practice, 0-25 guidance and using the School's SEND Information Report (Local Offer). In formulating and developing this policy the SENDCo sought opinions and advice from parents of children with a special need and from the schools SEND Governor.

## **Aim**

At Catherington we recognise that children learn at different rates and that there are many factors influencing achievement including specific learning difficulties, preferred learning styles, emotional state, age and maturity. Therefore, there is a focus on the outcomes of the individual child and not just on the hours of support and provision put in place.

To do this, we aim to

- Create a positive and supportive environment for all pupils without exception.
- Raise expectations and aspirations of all pupils with SEND.
- Build an ongoing, holistic understanding of each child and their needs.
- Ensure that the needs of children with SEND are identified early and that appropriate provision is put in place.
- Ensure all children have access to high quality teaching.

## **Objectives**

- To identify and provide, in all areas, for children who have a special educational need and/or disability.
- To work within the guidance provided in the SEND Code of Practice, 2015.
- To provide appropriate provision and adaptations to ensure all children, including those with SEND, make good progress
- To provide a Special Educational Needs Co-ordinator (SENDCo) who is part of the senior leadership team to drive forward outcomes for children with SEND.
- To provide support, advice and ongoing training for all staff.
- To operate an inclusive approach to the management and provision of support for children with special educational needs and disabilities across the school.
- To use resources effectively to support children with SEND.
- To assess and keep records of the progress of children with SEND.
- To work with outside agencies who provide specialist support and teaching for children with SEND.
- To inform and involve the parents of children with SEND so that we can work together to support our children.
- To encourage active involvement by the children themselves in meeting their needs.

## **Identification**

The Code of Practice 2015 defines Special Educational Needs and Disabilities (SEND) as:

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 him or her.

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

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

At Catherington, children are identified as having SEN through a variety of ways including the following:

- Liaison with playgroup/previous school.
- Child performing below age related expected levels.
- Concerns raised by a teacher or parent.
- Liaison with external agencies.
- Health diagnosis through paediatrician.

Special educational needs and provision can be considered as falling under the following broad areas.

## Communication and interaction

Children and young people 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.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

## Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (PMLD), 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 (PML), 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 Difficulties

Children and young people 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 hyperactive disorder or attachment disorder.

## Sensory and/or Physical Needs

Some children and young people 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 habitation support. Children and young people with a MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

The purpose of identification is not to fit a pupil into a category, rather to establish the action needed to be taken to best support the pupil. As Catherington C of E Infant School

we identify the needs of a pupil by considering the needs of the whole child, which may include needs other than those of special educational needs.

Although not descriptors of SEN, we do recognise that there are other factors which may impact on progress and attainment.

- Disability (although reasonable adjustments may be made for a disability under the Disability Equality legislation, these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being in receipt of Service Premium Grant
- Being a Looked After Child

We also recognise that difficult or challenging behaviour is communicating an underlying need. Where a child has challenging behaviour we will clearly identify the underlying need and assess if it constitutes SEND.

At Catherington, we know our children very well. Understanding our pupils enables us to spark their interest and ensure they make good progress in their learning. It also helps us see if a child needs different or extra help to be successful. We have pupil progress meetings every half term to make sure all the children are learning and achieving. In these meetings, we identify any children who have not made good progress and plan how we can help.

We get to know our children before they start school. We meet with pre-schools; have parent/carers meetings and visits for the children. We also come to visit the children at their home, giving us a chance to talk to parents/carers as well. If your child joins school later in the year, we speak to parents/carers and the child's previous school for information.

## **A Graduated Approach to Sen Support**

The four elements of this approach are

1. Assess
2. Plan
3. Do
4. Review

Before placing a child on the Schools SEND register, the following processes will be undertaken. These have been taken directly from the SEN Code of Practice.

### **Assess**

In identifying a child as needing SEN support the class teacher, working with the SENDCo, should carry out a clear analysis of the pupil's needs. This should draw on the teacher assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment and behaviour. It should also draw on other subject teachers assessments where relevant, the individual's development in comparisons to their peers and national data, the views and experience of

parents, the pupils own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how the pupil is developing.

This assessment should be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEN, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCo should contact them if parents agree.

## **Plan**

Where it is decided to provide a pupil with SEN support, the parents **must** be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above, the teacher and the SENCo should agree in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date of review.

All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system.

The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge.

Parents should be fully aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

## **Do**

The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they should still retain responsibility for the pupil. They should work closely with any teaching assistants involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCo should support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

## **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date. The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupils needs. The class teacher, working with the SENDCo, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Where a pupil has an EHC plan, the local authority **must** review that plan as a minimum every twelve months. School **must** co-operate with the local authority in the review process and, as part of the review, the local authority can require schools to convene and hold annual review meeting on its behalf.

## **What this looks like at Catherington**

Each teacher has a record of the children in their class currently identified as having SEND. This will include a plan detailing personalised targets tailored to the child's needs and the provision in place that will support them. This is called their Personal Plan.

The school's SEND toolkit is a breakdown of learning objectives taken from the Hampshire Assessment Model and simplified into more manageable steps. This is to enable those children who are less likely to achieve against the national assessment documents, to demonstrate the progress that they have made towards each national objective.

This toolkit is used to inform individual targets for their Personal Plan. Where children are unable to access this level of learning, the Early Years' Checklist is used in place. An EHCP and/or relevant reports from outside agencies (such as Speech and Language Therapy or Educational Psychology) detail the child's next steps in learning, and the provision they require to support them in progressing.

Personal Plans are working documents setting short-term targets that are specific to an individual. They are monitored and updated on a regular basis and are reviewed at least half termly by the SENDCo.

These documents also have a record of the provision in place for the SEND child detailing what the area of needs is, the provision in place, how regularly this is being offered and the impact this is having.

## **Managing pupils needs on the SEN Register**

The class teacher is responsible for:

- Recording progress towards the achievement of Personal Plan targets in liaison with the class teaching assistant and or 1:1 teaching assistant.
- Reviewing targets on Personal Plans regularly and if they believe a child has met a target within the allocated time frame setting new targets.



- Meeting with parents at least twice a year at Parents' Evening to inform them of progress made.
- To deliver quality first teaching to all children, including those with SEND, and to ensure that lessons are challenging in order for children to make the best possible progress.

The SENCO is responsible for:

- The day-to-day implementation and delivery of the SEND policy.
- Liaising with and advising all staff members, teaching and non-teaching, on matters relating to SEND.
- Co-ordinating and monitoring the provision for children with special needs or disabilities
- Monitoring and tracking the academic and emotional progress of children on the special needs register
- Providing SEND and continued professional development (CPD) training for staff
- Liaising with the nominated SEND Governor of the school
- Liaising with and making referrals to outside agencies, including health and outreach services
- Co-ordinating SEND reviews and organising annual reviews for children with EHCP's
- Producing written reports following reviews and annual reviews
- Advising Teaching Assistants (TAs) and teacher on the writing and content of Personal Plans
- Maintain links with parents of children with SEND through the organisation of meetings
- Securely storing confidential and personal information related to SEND
- Monitoring SEND provision throughout the school through observations, books, planning and Personal Plan scrutiny, discussions and data analysis
- Liaising with teaching and support staff to identify resource and training implications
- Reporting to the Governing Body on the progress of children with SEND
- Ensuring the SEND policy is presented to and reviewed by staff and governors
- Where a child's needs are considered as more severe, the school may, in some cases, apply for additional support through the implementation of an Educational Health Care Plan.

## **Tracking progress and planning provision**

The progress of all children with SEND is monitored at least each half term to ensure that provision is effective and that children are making progress. Parents are kept informed of the intervention strategies being implemented with their child are invited to discuss any issues or concerns with the teacher informally at any time.

Those children identified with additional special needs will receive support in one of more of the following ways:

- Teacher and Teaching Assistant targeted support or guided groups.
- Varied work, modified timetable and environment
- A specific intervention program in a group of 1:1
- Ideas for home support activities

Teachers and teaching assistants will modify the outcomes if learning indicates that the provision is not fully meeting the needs of the child.

The SENDCo is responsible for managing this process.

### **Allocation of Resources**

- The school has an appropriately training ELSA who oversees an emotional need.
- Outreach support is available from local special schools. This is to equip the school's staff in setting up systems for children who have specific learning difficulties such as Autism.
- The school accesses support from the local Primary Behaviour Support Team as well as the Hampshire Educational Psychology Team.
- Trained teaching assistants run interventions across the school which include, Bucket Time, Speech and Language programmes, gross motor development programmes, maths, literacy and phonics.

We have one disabled toilet in school.

### **Supporting SEND Pupils and their families**

At Catherington we aim to work in partnership with parents, valuing their views and contributions and keeping them fully involved in their child's education.

The LA Local Offer can be found at <http://www.hantslocaloffer.info>

The schools SEND information report can be found at <http://www.catherington.hants.sch.uk>

These reports also detail links with other agencies to support families and pupils.

The transfer of children between settings is managed through a well-planned programme of visits for children and their parents, sharing of information between staff and formal transition meetings, as appropriate. Children can have as many visits as they need to make transition a process, not an event.

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

We recognise that children 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 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 (SEN) 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 (2015) is followed.

The school has a policy in place to support pupils at school with medical conditions and this can be found on our website.

## **Monitoring and Evaluation of SEN**

All class teachers have a responsibility to ensure that the SEND policy is put into practice.

The progress of pupils with SEND is constantly monitored by the class teacher and SENCo. Levels of progress are monitored and the effectiveness of interventions evaluated. Teaching assistants delivering interventions are monitored by the SENCo and all teaching assistants undertake performance management meetings. The SENCo monitors the teaching of class teachers on a regular basis to ensure that provision is being made for those pupils with SEND. Both pupil and parent views are taken into account when evaluating the provision of SEND.

The SENDCo regularly reports on children's progress to both the governor with responsibility for SEN and the whole Governing Body. The school has regular parent consultations when the progress of each child is reviewed. The school uses a full range of questionnaires and informal opportunities to gather the views of all its stakeholders.

## **Training and Resources**

We believe all staff are teachers of children with SEND and disabilities, so all members of staff are trained to teach children with SEND and disabilities.

Staff receive access to regular training related to special educational needs, often led by the SENDCo. The SENDCo attends regular network meetings and conferences to keep up to date with local and national updates. Training is planned for teaching and support staff to raise expertise across the school and keep them informed of changes in legal responsibility.

## **Accessibility**

The DDA (Disability Discriminations Act) as amended by the SEND and Disability Act 2001, placed a duty on all schools and local authority's to plan to increase over time the accessibility of school for disabled pupils and to implement their plans. The school has an Equalities Policy, which can be found on our website. The school identifies barriers to learning through our ongoing monitoring and evaluation procedures and seek to remove these barriers through quality first teaching as identified in our policy aims.

Activities and school trips are available to all. We believe in being fully inclusive and make reasonable adjustments to ensure this is the case for activities outside the school classroom, including school trips.

Risk assessments are carried out and procedures put in place to enable all children to participate.

If a health and safety risk assessment suggests that an intensive level of 1:1 support is required, a parent or carer may also be asked to accompany their child during the activity in addition to the usual staff.

We run a range of school clubs for KS1 children. All staff, including external providers, are briefed about the individual needs of each child so they can take part.

Parents who have children with additional needs are able to take part in the planning for trips by liaising with their teacher and SENDCo.

The school site is a one story building.

Each classroom has an external door, which is used as a fire exit. Plans are in place for vulnerable children who require one to one assistance in leaving the school building. Where there are constraints, everything possible is done to remove them for children/adults who need it.

The schools accessibility plan can be accessed through the school website.

## **Dealing with complaints**

If you as a parent are concerned about any aspect of your child's education regarding SEND, please contact the class teacher in the first instance or the SENDCo as soon as possible.

Written information about a formal complaints procedure is available from the school and our complaints policy can be found on our website. Hampshire Local Authority (LA) provides a Parents Partnership Service, which can offer you advice and support about special educational needs issued. The contact address and telephone number are available from the school office.

## **Linked Policies**

- Bullying Policy
- Equalities Policy
- Accessibility Policy
- Admissions Policy
- Safeguarding Policy
- Complaints Policy
- Learning and Teaching Policy
- Behaviour Policy
- Supporting Pupils with Medical conditions

This policy is reviewed annually by the Full Governing Body.