NETHERTON INFANT SCHOOL

SEND POLICY

Approved by : **Date: October 2026**

Review Date: October 2027

At Netherton Infant School we aim to meet the definition of Special Educational Needs and Disabilities (SEND), as stated in the Code of Practice. We are an inclusive school and our practice reflects this. This policy is designed to promote the successful inclusion of pupils with special educational needs and disabilities at Netherton Infant School. This policy has been written by the Head of School Mrs Millington and SENDCo, Mrs Warwick.

The Governor who is responsible for Special Needs is **Karen Stuart.**

PHILOSOPHY

At Netherton Infant School we are committed to offering and providing an inclusive environment and curriculum that will ensure the best possible progress for all pupils whatever their needs. All children are valued equally regardless of their abilities, aptitudes, interest and behaviour. Each child is entitled to a broad, balanced, relevant and differentiated curriculum with progression and achievement. As a school we believe a focus on outcomes is key to ensuring all pupils succeed and provision is tailored to meet the varied needs of all pupils.

COMPLIANCE

This policy complies with the statutory requirements laid out in the SEND code of practice 0-25 (September 2014) and has been written with reference to the following guidance and documents: -

- Equality Act 2010: advice for schools DfE 2013
- Schools' SEN information report guidance from DCC 2014
- The National Curriculum 2014
- Teacher Standards 2012
- Safeguarding Policy

Definition of Special Educational Needs SEND

The SEND Code of Practice provides the following definition:

"A child or young person has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for 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 educational facilities of a kind generally provided for others of the same age in mainstream schools".

This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

The Local Offer for children with Special Educational Needs and/or Disabilities (2014)

A duty in the Special Educational Needs and Disabilities Code of Practice has been placed on Local Authorities from September 2014 and this is being referred to as the 'Local Offer'. This means that Local Authorities must publish, in one place, information about provision they expect to be available in their area for children and young people from 0 to 25 years of age who have Special Educational Needs and/or Disabilities.

The Local Offer must include both local provision and provision outside the area that the local authority expects is likely to be used by children and young people with Special Educational Needs and /or Disabilities for whom they are responsible.

The Local Offer has two key purposes:

-To provide clear, comprehensive and accessible information about the support and opportunities available to children and young people with SEND.

-To make provision more responsive to local needs and aspirations by directly involving children and young people with SEND, parents and cares, and service providers. The Local Offer forms a significant part of the new SEND Code of Practice and focuses on statutory duties for local authorities.

The Local Offer is what goes on every day to support children and young people with SEND and how we ensure quality around this. This includes what we expect to be available in schools, colleges and other educational provision. This Statement sets out, the responsibilities of the school, Governors and the Local Authority for meeting the needs of pupils and their parents/carer's who have been identified as having Special Educational/Needs and Disabilities (SEND).

At Netherton we are aware of and support the Cumberland local offer.

Special educational needs and disabilities (SEND) Local Offer | Cumberland Council

AIMS

To achieve the principles outlined in the SEND code of practice (2014), Netherton Infant school aims to:

• foster an inclusive climate which accepts and nurtures the individual child, irrespective of the nature of their special educational needs or disability.

• create an environment that meets the special educational needs of each child;

• ensure that the special educational needs of children are identified, assessed and provided for;

• make clear the expectations of all partners in the process;

• identify the roles and responsibilities of staff in providing for children's special educational needs; • enable all children to have full access to all elements of the school curriculum;

• remove barriers to learning and raise expectations and achievement of pupils with SEND

• ensure that parents are able to play their part in supporting their child's education

• ensure that our children have a voice in this process.

OBJECTIVE

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

• have different educational and behavioural needs and aspirations;

• require different strategies for learning;

• acquire, assimilate and communicate information at different rates;

• need a range of different teaching approaches and experiences.

Teachers and other support staff respond to children's needs by:

• providing support for children who need help with communication, language and literacy;

• planning to develop children's understanding through the use of all their senses and of varied experiences;

• planning for children's full participation in learning, and in physical and practical activities;

• helping children to manage their behaviour and to take part in learning effectively and safely;

• helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

IDENTIFICATION AND ASSESSMENT

The school is committed to early identification of special educational need and adopts a graduated response to meeting pupil's special educational needs in line with the 2014 Code of Practice. School recognises that early identification is key to improving long term outcomes for pupils.

All children are baseline assessed when they enter our school so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

Specialist pre key stage assessments may be used to track pupil progress and to provide class teachers with support in identifying areas of strength and areas for development. Where this is not appropriate the Early Years Foundation Stage Profile and the National Curriculum will be used to assess pupils. The school recognises that slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it is not assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

Categories of SEND

The SEND and Disabilities Code of Practice 2014 identifies 4 categories of SEND. Pupils identified within school as having SEND will be registered under one of the following categories: -
Communication and interaction

-Cognition and learning

-Social, emotional and mental health difficulties

-Sensory and/or physical

The school also recognises that pupils may have needs which impact on progress and attainment that are not classified as SEND. These included:

- Disability (the code of practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality Legislation which alone do not constitute SEND). -Attendance and Punctuality
- Health and Welfare
- English as an additional language (EAL)
- Being in receipt of a Pupil Premium Grant
- Being a Looked After Child
- Being a child with a Special Guardianship Order
- Behaviour as a need does not necessarily describe SEND but can be an underlying response to a need.

PROVISION

The range of support made in school each year is developed in response to the identified needs of the pupils within each cohort and is identified on provision maps. Netherton Infant School has established and will maintain a culture of high expectations that expects those working with children and young people with SEND to include them in all the opportunities available to other children and young people so they can achieve well.

-Planning, teaching and the curriculum

Planning in Netherton Infant School focuses on delivering high-quality teaching that is adapted and personalised, and will meet the individual needs for the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. Special educational provision is underpinned by high-quality teaching and is never compromised by anything less.

All pupils have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty are identified and addressed at the outset. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEND and disabilities will be able to study the full national curriculum.

Provision made that is different from or in addition to everyday classroom provision is recorded on pupil' Support Plan. We will record this and the strategies used to support the child. The plan will show the short-term targets set for the child, and their achievements towards these. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place at least three times a year. The plan will be written by the SENDCo in consultation with the class teacher and the child's parent The plan has been redesigned to become less formal and much more child led. The plan will be accessible to all staff working with the child to make comments on achievements toward the targets. Parents are invited to meet with the SENDCo to formally review the plan and their comments from both home life and school life will also be included.

If the plan review identifies that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in school by external support services. This may lead to additional strategies or strategies that are different from those used in usual teaching. External support services will provide information for the child's new plan. The new strategies in the plan will, wherever possible, be implemented within the child's normal classroom setting.

A GRADUATED APPROACH TO SEND SUPPORT

Any pupils who are falling significantly outside the range of expected academic achievement, in line with predicted performance indicators after receiving quality first teaching will be closely monitored in the classroom. The child's class teacher will take steps to provide adapted learning opportunities that will support the pupil's academic progression. Any concerns will be discussed with parents informally or at parents' evenings and parents will be encouraged to share information and knowledge with the school. Staff will consult the SENDCO for support and advice. School interventions may be used to target a pupil's difficulties and to aid progress. SEN Support, where it is determined that a pupil does have SEN, it will be discussed with parents and the pupil will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help the school ensure that effective provision is put in place and so to remove barriers to learning.

The support provided consists of a four-part process:

• Assess • Plan • Do • Review

This is an ongoing cycle to enable the provision to be monitored, impact assessed and different interventions to be put in place as the child's needs change. The Assess, Plan, Do, Review cycle enables the identification of those interventions which are most effective in supporting the pupil to achieve good progress and outcomes.

Assess

Analyse the pupil's needs using the class teacher's assessment, experience of working with the pupil, details of previous progress and attainment, comparisons with peers and views of parents, pupils and outside agencies.

• Any parental concerns will be noted and discussed.

• Regular reviews to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that interventions being used are appropriate.

• Share information with external agencies. Where they are not involved, they may be contacted following agreement from parents.

Plan

• Planning will involve consultation between the teacher and SENDCO and shared with parents to agree the interventions and support that are required; the impact on progress, development and /or behaviour that is expected and a clear date for review.

• All staff working with the pupil will be informed of their individual needs (including medical), strategies that the child responds to and intervention programmes in place.

Do

• The class teacher remains responsible for working with the child on a day-to-day basis. Class teachers have responsibility for planning, monitoring interventions and liaising with support staff. Teachers will support Teaching Assistants with assessing and reviewing the impact of the support.

• Additional support will be provided by the SENDCO and/or head teacher. If appropriate, advice from external agencies will be sought.

Review

• A child's progress will be regularly reviewed and the impact of support will be monitored.

• Where appropriate, the child's views and parents' views will be taken into account. The class teacher, in conjunction with the SENDCO will revise the support and outcomes based on the pupil's progress and development.

Educational, Health and Care Plan

If pupils have multiple needs and cannot be supported through school's typical interventions or with additional GRIP funding and with the external agency intervention school may apply for an Education, Health and Care Plan. In these cases, statutory assessment can be applied for, with the local authority deciding on the most suitable provision to meet pupil needs. If the outcome is that an EHC plan will be provided then the local authority will set out the provision needed, following multi agency meetings, and this will be reviewed yearly.

Transition

SEND pupils are supported through all aspects of transition with individual need being the driver for planning, preparation and provision. Transitions can be difficult for a child with SEND and steps are taken to ensure that any transition is as smooth as possible. When moving classes in school, information about pupils will be passed on to the new class teacher in advance and a planning meeting will take place between the new teacher and current class teacher. Plans will be shared with the new teacher and children will spend time in their new classrooms with their new teachers/assistants to familiarise themselves before they move classes. Additional provision will be provided where this has been identified as necessary.

If a pupil moves to another school their needs will be discussed with the SENDCo from the new school and will ensure that all documents are passed on as quickly as possible.

When pupils transfer to junior school the SENDCo will discuss the specific needs of pupils with the SENDCO of their junior school and extra transition visits will be arranged between the two schools.

Admissions

The school has adopted the criteria set out in the LA's admission policy. The school welcomes pupils with known special educational needs and disability, as well as identifying and providing for those not previously identified as having SEND.

Record Keeping

The school keeps a central register of all pupils who have been identified as having SEND. The register records detail of a child's name, date of birth, nature of concern. The SENDCo and Head of School keep copies of the school register. Each child identified as having SEND has their own individual file. This contains information re any observations, individual plans, medical reports, assessment information and reports form any external agencies. These files are kept in a secure unit which can be accessed by the SENDCo, Head of School and class teacher where appropriate.

Criteria for exiting SEND support

When a child consistently meets the outcomes set on their plan and is 'keeping up' not 'catching up' with age-appropriate expectations they will then receive early intervention strategies and their progress will be monitored closely by the class teacher.

Medical conditions

'The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have special educational needs, their provision should be planned and delivered in a co-coordinated way with the healthcare plan. Schools are required to have regard to statutory guidance supporting pupils at school with medical conditions (DfE, 2014)'.

The school adopts the healthcare plan requirement which the Head Teacher complete with the parents of the child. These plans are shared with all relevant members of staff and have a designated place of reference. Medical training is also undertaken where necessary for staff members working with children with medical needs.

Roles and Responsibilities

The Role of the Special Needs Coordinator SENDCo – Mrs L Warwick

The key responsibilities of the SENDCo include:

• Overseeing the day-to-day operation of the school's SEND policy

• Monitoring data to identify SEND children and report back to the head teacher throughout the year

• Co-ordinating provision for children with special educational needs and disabilities.

• Liaising with and advising fellow teachers to ensure the SEND Policy is carried out.

• Overseeing the records of all children with special educational needs and disabilities.

• Liaising with Parents of children with special educational needs and disabilities.

• Contributing to the in-service training of staff.

• Liaising with external agencies including the LA's support staff and educational psychology services, health and social services and voluntary bodies.

• Attending courses to keep skills and knowledge up to date.

• Planning interventions to be used in school.

• Writing and updating the SEND policy yearly.

The role of the Governing Body SEND Governor – **Karen Stuart**

The SEND Governor ensures that all Governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel. In particular, the governing body has a legal duty to:

• Do its best to ensure that all pupils with special educational needs are appropriately catered for and that they have the opportunity to participate as fully as possible in all aspects of school life;

• Ensure that the SEND Code of Practice is followed.

• Observe at first-hand what happens in school both inside and outside the classroom to ensure that SEND pupils are actively involved in all aspects of school life

• Keep informed about developments in the area of special educational needs, nationally, locally and within the school.

The Role of the Head of School Mrs L Millington

The responsibilities of the Head Teacher include:

• Involvement with parents as partners in the learning process

• Co-ordinating the work of the teaching assistants

• Participating in TA development programmes

• Determining the pattern of work, timetable and role of the SEND Coordinator

• Dealing with queries or complaints from parents

• Liaising with the SENDCo

• Liaising with the LEA with respect to policy and enactment

• Ensuring that the SEND Policy is implemented as described

• Involvement in how children with SEND are integrated within school as a whole

• Working with staff as part of performance management to ensure planning, teaching and recording pupils' progress is accurate.

• Liaising with external agencies including the Educational Psychology Service and other services.

• Ensuring that the legal requirements of current legislation are met within the school

• Keep the Governing Body well informed about SEND within the school

• Ensure that the school has clear and flexible strategies for working with Parents, and that these strategies encourage involvement in their child's education

• Ensure the SENDCo receives training and induction in their roles, including training in managing other colleagues and working with support staff and keeping their skills and knowledge up to date.

• Give the SENDCo sufficient resources of money, time, space and administrative back up to fulfil the role to reflect the responsibilities included.

Partnership with parents

We aim to promote a culture of co-operation with Parents, schools, LA and others. We will do this through:

• Ensuring all Parents are made aware of the school's arrangements for SEN including the opportunities for meetings between Parents and SENDCo.

• Involving Parents as soon as a concern has been raised. This may be done at a Parent consultation or by personal appointment with the class teacher.

• Providing access to the SENDCo to discuss the child's needs and approaches to address them. • Supporting Parents understanding of external agency advice and support.

• Undertaking Annual Reviews for children with Statements of SEND.

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home school agreement is central to this. Parents have much to contribute to our support for children with special educational needs. We have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision making by providing clear information relating to the education of children with special educational needs.

This SEND policy will be reviewed and amended annually.

Updated: October 2026

Next Review: October 2027