



Special Educational Needs and Disability Policy

Approved by Governors: September 2025

To be reviewed: September 2026 (or in light of any new legislation)

Special Education Needs and Disabilities (SEND) Policy

2025-2027

Introduction

The people responsible for co-ordinating SEND are Miss Sarah Whittaker and Mrs Nicolle Graham. Both hold the National Award for SEN in compliance with statutory requirements. Miss Whittaker is the EYFS SENDCo and Mrs Graham is the Key Stage One SENDCo. In addition to her responsibilities for SEND Miss Whittaker is also an intervention Teacher and Mrs Graham is also a Teacher in Year 2.

The Governing Body has identified a governor to have oversight of special educational needs provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements. At Whitefield Infant School and Nursery this role is undertaken by Miss Louise Cowell.

This policy explains how Whitefield Infant School and Nursery makes provision for pupils and SEND, in line with the school ethos and with current legislative requirements (*SEND Code of Practice 2015* and the *Equality Act 2010*).

Definition of Special Educational Needs and Disabilities.

A child or young person has SEND if they have a difficulty or disability which calls for special educational provision to be made for him or her.

These needs can be categorised in four key areas that may create barriers to learning:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health difficulties;
- Sensory and/or physical needs.

A student has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of students of the same age;
- Has a disability which prevents or hinders the child from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Parents requiring further information about provision for SEND in the school should, in the first instance, talk to their child's class teacher or contact the Special Educational Needs and Disability Coordinator (SENDCo) or Headteacher.

The school's Local Offer provides much greater detail on the context of the school and the provision for children with SEND and should be read in conjunction with this policy.

Families are directed to the local Offer on the Lancashire's SEND Local Offer website www.lancashire.gov.uk/send which outlines how the school caters for pupils with SEND.

At Whitefield Infant School and Nursery, we believe that every teacher is a teacher of every child including those with SEND.

Policy Aims

At Whitefield Infant School and Nursery, we value all children equally. We are committed to meeting the special educational needs of pupils and ensuring they make progress. In line with our mission statement, we aim to educate all children to their full potential within our school family. We have high expectations and we ensure that the profile of SEND is consistently high within school, enabling all SEND children make exceptional steps progress from their starting points.

Our children will have access to a broad, balanced curriculum which includes the Early Years Foundation Stage and the National Curriculum. All children will have the opportunity to participate in the full life of the school. We promote hard work and feeling of self-worth with all our pupils.

Policy Objectives

In order to achieve our aims we will:

- Ensure that pupils participate in their learning and increase their responsibility for their learning and behaviour as they move through school;
- Ensure good working relationships with parents, carers and the community;
- Ensure that the school offers a broad, balanced and differentiated curriculum which is accessible to pupils with SEND and promotes high standards of attainment and achievement;
- Ensure that the learning needs of pupils with SEND are identified and assessed as early as possible and their progress is closely monitored;
- Provide a SENDCo who will work with the SEND Policy;
- Ensure all teaching staff are involved in planning and meeting the needs of SEND pupils;
- Ensure that the school liaises with local authority support services, special schools and other outside agencies effectively to meet the needs of staff and pupils;
- Produce an annual SEND information report.

Identifying Special Educational Needs

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils through the school's Policy on Teaching and Learning.

It is really important that the school identifies pupils who experience difficulties accessing learning and general school life opportunities early. This is achieved through

continual use of classroom observations and assessments of all pupils. Progress is tracked on a termly basis and where appropriate, more frequently than this. The SENDCo liaises closely with the Headteacher to analyse data and individually track pupils who are experiencing difficulties, through provision mapping.

Class teachers discuss any concerns with the SENDCo and Headteacher and complete a cause for concern form. If further action is deemed necessary, the parents are informed immediately. All criteria for defining Special Educational Needs are in accordance with *Lancashire Education Authority Policy*.

Despite appropriate quality first teaching, intervention and differentiated learning experiences, taking into account the child's age and stage of development triggers for identification of a Special Educational Need could be:

- Little or no progress made even when a multi-sensory approach to teaching and learning is used to improve the child's identified area of need;
- Working continues at levels significantly below those expected for a child of a similar age in certain areas of the Early Years Foundation Stage or in English or Mathematics skills resulting in poor attainment in some framework or curriculum areas;
- Communication or interaction difficulties, which create barriers to learning and specific interventions, are needed;
- Social, emotional or mental health problems, which are not improved by the techniques normally employed in the nurturing environment of the school;
- Sensory or physical problems create barriers to progress despite the provision of personal aids or specialist equipment.

If, following several weeks of additional support the child continues to experience difficulties the school may, with parental / carers permission, seek the advice of external agencies such as the Psychology and Support Services, the Specialist Teaching Service (Traded) or similar.

Additionally, some children may receive support from our National Health Service colleagues e.g. Speech and Language Therapy, Occupational Therapy, School Nurse etc. Any plans shared with the school by these agencies are carried out by staff within the school in liaison with the appropriate agency.

Factors which are NOT SEND but may affect a child's progress and attainment are taken into consideration and adaptations are made accordingly. These may include:

- A disability under the *Equality Act 2010* - all reasonable adjustments will be made in order that they can access the full curriculum
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant

- Being a Looked After Child
- Being a child of Serviceman/woman

Persistent disruptive or withdrawn behaviour does not necessarily mean that a young person has SEND. Any concerns over a pupil's behaviour will be investigated on the premise that the behaviour is an underlying response to a need. This may be a learning difficulty or another factor as noted above. School staff will endeavour to recognise and quickly identify the reasons for the behaviour and take all reasonable steps to address the root cause.

A graduated approach to SEND support: Assess – Plan – Do – Review

The key principles are:

- All class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. All children are included in all lessons through an ethos of Quality First Teaching which is adapted to respond to their strengths and needs, as set out in the Teachers' Standards (2012).
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. However, despite this, some children need additional help to make progress in their learning.
- Additional intervention and support cannot compensate for a lack of good quality teaching.
- Pupils are only identified as SEND if they do not make adequate progress once they have been given good quality personalised teaching, access to adaptations and intervention.
- Pupils who join school (either from an Early Years setting or another Primary School) with an already identified SEND will be catered for in the same way as those identified by this school.
- When planning work for children with special educational needs, teachers give due regard to information and targets contained in the children's Individual Education Plans (IEPs). Additionally, teachers modify teaching and learning as appropriate for children with disabilities.

Assess:

What	Who	How
Initial Concern	Parents/School	Professional Dialogue Discussions with Parents Learning Walks Pupil Progress Meetings Cause for concern form
Classroom adaptation and / or targeted support in class	Class teacher Teaching Assistants	Examples may include: Classroom Positioning Organisations Aids Coloured Overlays
Targeted and time- limited small group interventions	Intervention Teacher with TA.	Usually in withdrawal for limited periods Extra Provision Recorded – this is known as 'Provision Mapping'
Further information gathered	Parents / Pupil / Colleagues / SENDCo	Professional Dialogue Discussions with Parents
Possible further adaptations and / or additional targeted support in class	Class teacher / Teaching Assistants SENDCo	
Observation and / or additional assessments	SENDCo	Observations within class and / or observations within smaller group settings.

Plan:

What	Who	How
Parents informed of intention to make additional provision	Class Teacher	Meeting if possible Telephone Call
Pupil added to SEND register	SENDCo	
Individual Education Plan (IEP) written, usually with 1 or 2 Specific, Measureable, Attainable, Realistic, Timed (SMART) targets	Class teacher with support from SENDCo	Parents are involved throughout the IEP process. Parents are required to work in partnership with school to help pupils to meet their targets. Parents are kept informed when progress has been made towards targets, or they are met and/or adjusted. A progress and IEP review meeting will be held at least 3 times a year.

Do:

What	Who	How
1:1 or small group teaching towards IEP targets	Teaching assistant (TA) Supervised by Class teacher	Little and often as specified on the IEP
Progress towards IEP targets	TA supervised by Class Teacher. Pupils involved in this process	Assessed by the class teacher Discussed at termly pupil progress meetings Regular updates for parents
Revision of IEP targets	Class Teacher	As and when necessary (when targets met or adjusted). Parents informed.
Teachers and / or Teaching Assistants access Continuing Professional Development (CPD) courses to enhance their understanding of a specific difficulty relating to a child in their class.	Class Teacher (Need identified by CT, SENDCo and/or Senior Leadership)	When appropriate

Review:

What	Who	How
Full review of IEP at least 3 times per year	Class teacher (informed by weekly monitoring). Collaboration between home and school.	Evaluation and review meeting of IEPs with class teacher, SENDCo and pupil, where possible.

Outcomes of Review:

What	Who	How
Progress is accelerated and provision needed to maintain this is commensurate with peers	Needs can now be met through classroom differentiation, adaptations and/or intervention. Removal from SEND register	Professional dialogue between teachers and SENDCo and/or consideration at Pupil Progress Meetings before decision to remove from SEN register is made. Evaluation shared and parents informed.
Progress is good but additional provision needs to continue	New IEP written Continue with cycle to next review	Evaluation and new IEP shared with parents
Progress remains slow/inadequate despite the use of evidence based approached and well matched interventions	With the permission of parents, school will refer the pupil for specialised assessments and advice from external agencies and professionals	Where a pupil has a pre-existing recognised difficulty (for example: speech and language difficulty or autistic spectrum condition), the expertise of external agencies and professionals may, with parental permission, be sought

		at an earlier stage.
Despite the school having taken the relevant action to identify, assess and meet the needs of a pupil (as above), the pupil has not made expected progress	The school is unable to fully meet the needs of the pupil through its own provision arrangements. School and parents/Carers should consider applying for an EHC plan	Education, Health and Care plans (EHCP) are the replacement for Statements of Special Educational Needs.

Provision and Provision Mapping

- The provision which the school makes is fully detailed in the school's Local Offer which is available on the school website.
- Provision for any pupil with an existing Statement, the Local Authority is in the process of converting Statements to Education, Health and Care Plans (EHC) plans. Parents of pupils with Statements can find more information about this at www.lancashire.gov.uk/SEND
- Any additional provision for all children (whether or not they have SEND) is carefully recorded ('mapped') by the SENDCo. The cost of all such provision is calculated based on the pro-rata cost of the allocated time for the member of staff delivering the provision (for internally sourced provision) or on actual billed costs (for external providers for specialist resources purchased). Concurrently, the progress of all children who are receiving additional provision is carefully tracked. This information is then scrutinised by the Headteacher and SENDCo to ensure that the effectiveness and efficiency of provision is maximised.
- As an additional provision, we have developed a specialist SEND provision known as 'The Meadow' to meet the needs of our more complex learners.
- Pupils will have access to this provision on an evidenced-needs basis and we will endeavor to ensure all pupils' needs are fully met. However, occasionally we may identify that we are unable to fully meet the needs of a pupil through our own provision arrangements.
- As a result parents and a multi-agency team may decide that school should apply for a Statutory Integrated Assessment of a pupil's needs i.e. apply for an Education, Health and Care Plan (EHC plan). Further information on this process may be found at www.lancashire.gov.uk/SEND

Supporting Pupils and families

- The local Authority's Local Offer (Regulation 53, Part 4) may be found at www.lancashire.gov.uk/SEND. This links back to the school's Local Offer which details how the school works with and supports families of pupils with SEND. It also details other arrangements such as access to Statutory Assessment Tests (SATs) and transition to further school settings.
- Parents and carers are valued and their contribution in terms of identification and support for pupils with SEND is fully recognised. Parents and carers are

always welcome to discuss any matter relating to their child's progress. The arrangements to keep parents informed about matters relating to SEND (as described in the policy), are additional to the standard methods of Learning and Reporting meetings held once every term.

- The schools' statutory *SEND Information Report* (Regulation 51, Part 3, section 69(3)(a) of the Act) can be found on the school website.
- Pupils with special educational needs will be admitted to school in line with the school's admissions policy. The school is aware of the statutory requirements with regard to SEND and will meet these requirements. The school will use induction meetings to work closely with parents to ascertain whether a pupil has been identified as having special educational needs or a disability. If the school is alerted to the fact that a pupil may have SEND, we give our best endeavors to collect all relevant information and plan a relevant differentiated curriculum.

Supporting Pupils at school with Medical Conditions

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the *Equality Act 2010*.
- All medicine is recorded in a Class Medical Record with details of dosage and frequency and parents sign to grant authorisation to the school to administer to their child, see *Supporting Children with Medical Needs Policy*. All relevant Care Plans are passed on to the relevant class teacher and the master copy is kept in the Medical records.
- Some pupils may also have special educational needs (SEND) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the *SEND Code of Practice 2015* is followed. Provision will be made from these pupils in accordance with their EHC plan.
- All support and teaching staff are kept regularly up to date with First Aid Training to ensure staff are familiar with what action to take in the event of an emergency. In addition, the School Nurse, provides Epi-pen training annually, to ensure the relevant staff are conversant with the appropriate action or medical procedure required. If a pupil has additional medical needs then we source the correct information from the relevant medical professionals.
- The School's policy for supporting pupils with medical conditions can be obtained from the school office or the school's website.

Children looked after (CLA) by the Local Authority

- Pupils who are looked after by the local authority may require intervention and support from staff in school and will have a Care Plan written for them, in liaison with Social Services.

Monitoring and evaluation of SEND

- The SENDCo reports annually on the efficient and effective use of resources for pupils identified as having SEND.
- The monitoring and evaluation of progress of pupils with SEND is detailed in the *Graduated Approach* section (above).
- For pupils with a Statement of Special Educational Needs or an Education, Health and Care Plan, annual reviews (6 monthly for under 5s) are carried out in accordance with the appropriate legislation and the *SEND Code of Practice 2015*.
- The SENDCo and Headteacher collect and analyse tracking data for all pupils on the SEND register and uses this, in conjunction with information gathered from other sources (SEND learning walks, professional dialogue, discussions with pupils and parents etc) to inform the evaluation of the effectiveness of the provision.
- The SENDCo meets with all teaching staff, half-termly, to complete SEND Pupil Progress meetings. In these meetings, teaching staff are able to discuss concerns relating to certain children and an action plan can be devised to monitor the needs of each child.
- The SENDCo meets with the SEND Governor to discuss the quality and effectiveness of SEND provision.
- As part of the School Improvement Plan, the SENDCo produces an annual action plan and updates progress against this on a termly basis.

Training and Resources

- The overall level of funding (the Notional Budget) for SEND is delegated to the school by the LA and is identified in the school budget statement. This amount is not ring-fenced;
- The responsibility for determining the amount of resource for SEND lies with the school Governors who will seek advice from the Headteacher;
- The resources for SEND are used to provide teaching assistants, specific training on SEND and specialist resources. The costs of the SENDCo are met from the main school budget;
- The Headteacher has the key responsibility for determining the allocation of these resources in consultation with the senior management and the rest of the staff;
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teaching staff and teaching assistants will be provided with general or specific training on meeting the needs of SEND within their classrooms. The SENDCo's regularly attend local SENDCo network meetings in order to keep up to date with local and national updates in SEND.
- Whole-school training on SEND is arranged as appropriate and teaching assistants are invited. This may be delivered by the SENDCo or by specialist services.

- There is an expectation that staff who receive training will disseminate their knowledge to others to benefit all working in SEND.
- The School's SENDCo attends the Local Authority's SENDCo Cluster meetings in order to keep up to date with local and national updates in SEND. Where possible we network with other local schools to share training opportunities and resources.

Roles and Responsibilities

- The Governors must have regard for the *SEND Code of Practice 2015* when carrying out their duties towards all students with SEND.
- The Governors and Headteacher are responsible for the school's policy and approach to meeting students' special educational needs and disabilities.
- The Headteacher is the school's 'responsible person' and manages the school's special educational needs work. The Headteacher will keep the Governing Body informed of the special educational needs provision made by the school.
- The SENDCo's are responsible for keeping a register of pupils with SEND and updating this. The role also includes supporting teachers in writing Individual Education Plans (IEPs), provision mapping and assessing pupil progress; purchasing and organising resources; liaising with external agencies; making referrals; ensuring that appropriate records are kept; supporting the transition of pupils with SEND into the school and into their further school; liaising with the SEND Governor and preparing appropriate reports; liaising with non-teaching staff in relation to SEND.
- Teaching Assistants are a valuable part of the support for students with SEND. They work under the direction of the class teacher to deliver targeted 1:1 teaching, as detailed in a child's IEP and focused in-class support whilst encouraging independence.

Storing and Managing Information

- All documents relating to children with SEND are uploaded onto CPOMs and are only accessible by the child's class teacher. Some documents, such as IEPs and monitoring forms, are kept in the classroom SEND file and stored in the lockable teacher's cupboard, which is always locked.
- Some documents such as IEPs are held on the school's server in an area which is only accessed by teachers.
- Records relating to children who have left are passed to the new school as soon as it is practical.

Reviewing the Policy

- This policy will be reviewed on an annual basis. The process of review will involve the Headteacher, SENDCo, the SEND Governor and the Chair of Governors. Review of the policy will take into account:
 - The progress made by pupils with SEND in school
 - The success of the school at including pupils with SEND

- Any recommendations from Ofsted or the LA about improving practice
- Any factual changes, such as names of personnel

Accessibility

- The school's Accessibility Plan is available on the school website and the school's office.
- Further detail on the school's accessibility (including curriculum. Written and physical accessibility) can be found in the school's Local Offer
- School operates an Open-Door policy so parents can contact class teachers and/or teaching assistants during the school door. Appointments with the Headteacher and/or SENDCo or class teacher can be made via the school office.

Dealing with Complaints

- If a parent of a pupil with SEND is concerned about the provision that school is making for them, they should, in the first instance, refer the matter to the pupil's class teacher and/or the SENDCo.
- Reference should be made to the school's *Complaints Policy* should further action be deemed necessary. We aim to deal with any complaints at the earliest opportunity but within 20 days at the latest, in accordance with the *Complaints Policy* which is accessible on the school's website www.whitefield-inf.lancs.sch.uk/policies-and-statements/

Bullying

- The school's *Anti-Bullying Policy* is available from the website or the school office.
- Further details about how the school keeps children with SEND safe can be found in the Local Offer.

Signed: Headteacher

Next Review Due: **September 2026** (or in light of any new legislation)

Signed: Chair of Governors Date: