Holtsmere End Infant and Nursery School

Special Educational Needs and Disability (SEND) Policy

Date: March 2026

Review March 2027

Signed:

Nicola O'Connell – Headteacher

Jane Bisseker – Chair of Governors

1 Introduction

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities

The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

2 Definitions

The Code of Practice 2014 definition of special educational needs and disability states:

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 disability if he or she:

- *Has a significantly greater difficulty in learning than the majority than 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.*

The four broad areas of need stated in the Code of Practice 2014 are:

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

3 Our Aims

We support and value the abilities of all the pupils in the school including those with special educational need and disabilities. It is our duty to provide equal opportunities for every child in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are fully committed to inclusion within the school curriculum and participation, for all children, in every aspect of school life. We provide a creative, exciting and effective learning environment which recognises and responds to individual learning styles. We aim to ensure that each child reaches their full potential by providing the highest standard of "Quality First Teaching".

4 Objectives

- To identify at the earliest opportunity all children who need special consideration to support their physical, sensory, social, emotional, communication or cognitive development.

- To ensure that these children are given appropriate support and/or differentiated learning activities to allow them to access the national curriculum in a positive and effective way
- To ensure that children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
- To seek and take account of the views of the child and, where possible, to involve children with SEND in the planning of their education.
- To work in partnership with parents by accepting and valuing their contribution and involving them fully in decisions made about their children's education.
- To provide parents/carers with user-friendly information about SEND provision and procedures, and to be aware of the needs they might have in respect of a disability or communication and linguistic barriers.
- To work within the guidance provided in the SEND Code of Practice 2014.

5 Admissions and Inclusion

We are committed to offering an inclusive learning environment and equal access to all children.

No pupil will be refused admission to school on the basis of his or her special educational need or disability. In accordance with the new SEND Code of Practice 2014 and the Equalities Act 2010 the school will also make all reasonable adjustments to provide facilities and assist access for all disabled pupils and will promote equality of opportunity between disabled and non-disabled children.

6 Children with Medical Needs

The Children and Families Act 2014 places a duty on schools to support children with medical conditions. At Holtsmere End Infant and Nursery School we ensure that children with medical conditions are supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may also be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010. School staff will undertake training where available to support children with specific health needs (eg Epilepsy).

7 Partnership with parents

The SEND Code of Practice 2014 recognises the importance of communicating effectively and working in partnership with parents/carers. The school strives to achieve this by:

- having positive attitudes towards parents/carers and respecting the validity of different views and perspectives
- providing regular opportunities for parents/carers to discuss their child's needs with the class teacher and/or the SENDCo and encouraging information to be shared between home and school
- acknowledging the importance of parental expertise in relation to their knowledge and understanding of own child
- explaining information and procedures clearly and taking into account the needs of parents/carers with regards to any disability, communication or linguistic barriers they may have
- recognising the pressures a parent/carer may be under because of their child's needs

- seeking parental permission before referring a child to an outside agency, keeping them informed of proceedings and facilitating meetings between parents and the agencies involved with their child.
- listening to parental concerns and dealing with them professionally and sympathetically
- inviting parents/carers to Child Friendly Target Reviews and providing the opportunity for them to contribute to setting new targets and discuss their child's progress.
- ensuring parents/carers of children with SEND are informed of SENDIASS (Special Educational Needs & Disabilities Independent Advice and Support Service) relevant support groups and documents.

Parents/carers are encouraged to work in partnership with the school by:

- informing the school of any concerns regarding their child
- informing the school of any previous involvement from external agencies and/or relevant assessments carried out privately
- meeting regularly with class teacher and/or SENDCo to discuss their child's progress
- signing relevant SEND documents and providing written contributions when invited to do so
- fulfilling any obligations under the home/school agreement
- avoiding unnecessary absence for their child
- The school has published a SEND Information Report that provides further information for parents about the additional services and agencies that are available to support children with SEND. The report is available on the school website.

8 Roles and Responsibilities

Meeting the needs of children with SEND is the responsibility of the LEA, school, parents, children, health and social services and other agencies. Successful provision therefore requires partnership between all parties involved.

8.1 LEA

The School Relations Code of Practice provides broad guidance on the relationship between

LEAs, governing bodies and head teachers in their respective roles in achieving excellence for all children. It expects LEAs, in partnership with schools, to prioritise their statutory duty to promote high standards of education for all children, including those with SEND.

8.2 Governing Body

Holtsmere End Infant and Nursery School Governing Body appoints a member with a specific brief for SEND. The SEND governor meets at least termly with the SENDCo. The Governing Body ensures that necessary provision is made for any children with SEND. School Governors have a responsibility to ensure that all teachers are made aware of the importance of identifying children with special educational needs, and also of making suitable provision for such children and to support the school's endeavours in this respect.

8.3 Headteacher

The Headteacher has responsibility for the day-to-day management of provision for children with SEND. She will keep the Governing Body fully informed and work closely with the SENDCo and SEND Governor.

8.4 SENDCo

The key responsibilities of the SENDCo are:

- overseeing the day-to-day operation of the school's SEND policy and co-ordinating
- provision for children with special educational needs
- maintaining the school's SEND Register and Provision Map, keeping them regularly updated
- monitoring and updating the SEND policy
- supporting staff with the identification of children with SEND and ensuring a graduated response of support in the form of a cycle of 'Assess, Plan, Do, Review'
- overseeing the records of all children with SEND - including monitoring Child Friendly Targets and reviews and ensuring that achievable targets are set
- completing paperwork for referrals, Education, Health and Care Plans (EHCP) requests, etc
- advising staff of appropriate strategies to ensure high quality first teaching
- providing resources to support children with SEND and ensuring class teachers are
- provided with copies of external advice reports
- monitoring progress of children with SEND
- liaising with parents of children with SEND as required
- liaising with external agencies and ensuring that their advice is being implemented
- contributing to the in-service training of staff

8.5 Class Teacher

The class teacher is primarily responsible for teaching SEND children in his/her class.

All teachers make provision for children with educational special needs through high quality first teaching and adapted planning. Where a parent/carer raises a concern about their child, the class teacher will collect and assess any evidence, the SENDCo will be informed and a decision will be made jointly by parents and staff whether to enter the child's name on the SEND register. (The SEND register is a confidential document). In conjunction with the SENDCo, the class teacher ensures that any necessary interventions are put in place, referrals to external agencies made, if required, and progress is monitored carefully.

8.6 Learning Support Assistant (LSA)

The Learning Support Assistants liaise closely with the class teacher and SENDCo to implement interventions or work towards targets.

8.7 Parents/Carers

The school encourages parents/carers to play a positive and active role in the education of their child by developing strong home/school links. Parents have a responsibility to communicate regularly with their child's teacher, alerting them to any concerns. Parents/carers of children at all stages on the SEND register are consulted and informed regularly of their child's progress through discussion with the class teacher and/or SENDCo. Their views, knowledge and experience are sought, welcomed and valued when assessing, making decisions, implementing targets and reviewing their child's progress. Parents/carers are responsible for working with the school to fulfil their obligations under any home/school agreements. Parental permission must be gained before referring a child to external agencies for support.

Parents have access to information, advice and support during any formal assessment of, or decision-making process relating to their child and his or her special educational needs provision. The SENDCo will provide information of such services including SENDIASS (Special Educational Needs & Disabilities Independent Advice and Support Service).

8.8 Pupils

Where appropriate, children are involved in setting their own targets, agreeing and implementing strategies and reviewing their progress. Their views and feelings will be sought and recorded to contribute to Child Friendly Target Sheets and Reviews.

9 Roles within the School

- Mrs Nicola O'Connell is the Headteacher
- Miss Safina Razzaque is our Deputy Headteacher , Early Years Lead and Designated Teacher for Safeguarding
- Mr Sundeep Chandra is our SENCo and Designated Lead for Safeguarding and Looked After Children
- Jai Voralia is our Governor with responsibility for Special Educational Needs and Disabilities

10 Identification and Assessment

At Holtsmere End Infant and Nursery School we understand that it is crucial that pupils' needs should be identified and met as early as possible. As already stated there are four main categories of need in the SEND Code of Practice 2014:

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

Whilst these four areas broadly identify the primary needs of a pupil, we also feel that it is important to consider the needs of the whole child, which may also impact on a child's learning.

These include:

- health and welfare
- English as an additional language (EAL)
- being eligible for free school meals (FSM)
- being a child looked after (CLA)
- being a child of service personnel
- being part of a gypsy, Roma or traveller family (GRT)

Pupil Premium is funding allocated to the school to support children who have been registered as being eligible for free school meals in the last six years, a child looked after for over six months and children of service personnel. Details of how that funding is used are available on the school website.

The class teacher and the SENDCo work together closely using whole school tracking data to ensure early identification of special educational needs.

We use a number of additional indicators that alert us to possible special educational needs:

- entry profiles at Nursery
- end of Foundation Stage data
- the following up of teacher concerns
- the following up of parental concerns
- tracking individual progress over time
- information from external services

11 Curriculum Access and Provision

In order to meet the needs of all children, teachers differentiate work according to ability. If a child continues not to make adequate progress when he/she has accessed a range of interventions over a period of time they may be identified as having special educational needs and the school will put in place support in the form of 'Assess, Plan, Do, Review' through which decisions and actions are revisited and revised. This is called a graduated response. When a child has been identified as having special educational needs, the school provides for these additional needs in a variety of ways including:

- in-class support for small groups with the class learning support assistant (LSA).
- small group interventions with a LSA, SENDCo or SEN support teacher
- individual class support
- access to Specialist Teachers and other external support services such as Educational Psychologists and Speech and Language Therapists
- staff development/training to promote more effective strategies
- provision of alternative learning material or special equipment

A child with SEND will begin the 'Assess, plan, do review' process where specific targets are created between teacher and parent. These targets are reviewed regularly and when necessary, further targets will

be set. Targets may be based on advice from external professionals involved with the child. At the start of their 2nd cycle of 'APDR', a child maybe placed on the SEN register. Parents will be informed.

The child and their family are at the centre of all decisions made and are actively encouraged to participate fully in this progress.

The SENDCo oversees every stage of the graduated response through regular assessment and monitoring and will intervene and review the provision if a child is not making adequate progress.

12 Education, Health and Care Plans

In some case, despite having taken the relevant action, a child may not make adequate progress and the school will, in consultation with the parents apply to the local authority for an Education, Health and Care Plan (EHCP). For some children an EHCP will be needed to acknowledge a specific condition and/or health need. These plans put children and their families at the very centre of the process to make sure their views are heard and understood. They are outcome focused and determine how education, health and social services must work together to meet the needs of the child.

13 Collaboration with External Agencies

The school has access to support from a number of outside agencies including:

- Speech and Language Service
- Woodfield School Outreach
- Behaviour Support from DESC
- Specialist Advisory Teachers (Early Years, Autism, Emotional Wellbeing, Sight and Hearing Impairment etc)
- Community Health Team / School Nursing
- Safe Space (Counselling in Schools)
- Speech, Language, Communication and Autism
- Mental Health Support Team (MHST, NHS)

In addition, the school offers

- Emotional Literacy Support Assistant (ELSA)
- Protective Behaviours
- Little Wandle, Maths and small intervention groups for pupils not making expected progress,

Advice can be sought in response to requests from class teachers or parents. Where a child has had no previous involvement with an outside agency, the SENDCo completes the relevant referral forms to initiate input from the required service with the consent of the parent. In these cases, the school must reflect the advice and recommendations given in the child's targets or interventions.

14 Links with other schools

Prior to a child starting at Holtsmere End Nursery and Infant School all relevant SEND information is sought from his/her previous school or educational setting. When a child leaves Holtsmere End Infant and Nursery School, all of his/her SEND records are transferred to the receiving school. Where possible the SENDCo will contact the SENDCo of the receiving school to discuss these records in detail and ensure a smooth transition between schools.

15 Monitoring and Evaluation of SEND

The school carefully monitors and evaluates the quality of provision offered to all children, including those with SEND. This is through a variety of methods that include scrutiny of children's work, teacher's planning and regular lesson observations. Each teacher and the SENDCo keep Case Studies of individual children with SEND which plot progress during their time at the school. There are regular monitoring meetings where tracking data is used to evaluate progress. Parent and carer views are also regularly sought. The school's SEND Governor also takes an active role in supporting the SENDCo by keeping abreast of new developments and helping implement them.

16 Training and Resources

An allocated SEND budget funds resources that can include additional staff, programmes of interventions, equipment, material and training. The school is committed to continuing professional development for all staff. This training may take place within the school or is accessed through the local authority or other professional training bodies. The SENDCo regularly attends 'SEND Briefings' which are update meetings for all SENDCos to ensure current practice and knowledge within the school.

17 Complaints Regarding SEND Provision

Parents/carers are encouraged to come into the school to talk about any aspect of their child's education. Should it become necessary to make a complaint regarding SEND provision, initial contact should be with the child's class teacher or the SENDCo and then the Headteacher. If the problem is not resolved at this stage, the Governors will become involved. The LEA has published detailed guidelines for parents/carers who feel it necessary to make a formal complaint if contact with the school has been unsuccessful.

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18 Reviewing the SEND Policy

This policy will be reviewed annually and contributed to by all stakeholders.

March 2026 Review – March 2027