

Cupernham Infant School



“Together We Care, We Learn and We Achieve”

Supporting children with Special Educational Needs and Disabilities (SEND) Policy

Status:	Current	Approval Level:	GB
Review Frequency:	Annual	Author/Role:	Deputy Headteacher (SENDCO)
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Date of Next Review:	January 2027	Statutory:	YES
Source:	School/HCC	Any Changes:	

All children leave our school with the essential skills they need to be successful life-long learners and well-rounded, caring individuals. Our provision equips children for positive change, growth and personal development.

We provide a challenging, creative and engaging curriculum built on caring and trusting relationships. We are passionate about creating lively, purposeful learning so all our children can achieve and gain confidence, pride and belonging.

We foster a safe, secure and happy setting based on trusting relationships, high expectations and positive attitudes for future growth and our school is a calm and purposeful environment based on mutual respect and personal growth and our staff are committed to ensuring every child achieves and is a happy, confident and curious learner.

We are a mainstream setting that welcomes everyone to our school family regardless of their background or need and through continual improvement creates a thriving inclusive learning culture for all.

SENDCo Information

Our SENDCo at Cupernham Infant School is Mrs Jen Turski and she can be contacted by email at: adminoffice@cupernham-inf.hants.sch.uk or phone: 01794 514494.

Compliance

The SEND policy is written to comply with 2014 Children and Families Act and the SEN Code of Practice 0-25, together with the Equality Act 2010.

Aims

At Cupernham Infant School we are passionate about raising the expectations and aspirations for all children. We believe that each child with SEND should be provided with the same opportunities and encouragement as any other child and that they are supported to achieve their full potential, ensuring they can access the full range of experiences available. This maybe by providing specific interventions or support, but will primarily focus on quality first teaching to close the gap through adaptive, inclusive teaching by:

- Creating a positive and supportive environment for all pupils without exception.
- Building an ongoing, holistic understanding of each child, and their needs.
- Ensuring all pupils have access to high quality teaching.
- Complementing high quality teaching with carefully selected small groups and oneto-one interventions.

EEF Guidance Report for SEN in Mainstream Schools March 2020

Objectives

- To adopt a whole school approach to the provision of support which ensures that all staff are aware of, and responsible for, supporting children with SEND.
- To identify children with SEND as early as possible and raise expectations by removing barriers to learning.
- 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.
- We work in partnership with families to promote strong attendance for pupils with SEND, providing tailored support where needed to help each child attend school regularly and thrive.
- 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 working with special educational needs pupils.
- To individually plan for children's next steps, catering for their preferred learning style, their motivations and interests allowing our children with SEND to access the National Curriculum and where possible close the gap in attainment between SEND children and their peers.
- To use resources effectively to support children with SEND.
- To assess, plan, implement, and review all interventions and support termly.
- 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.

Definition of Special Educational Needs and Disability (SEND)

At Cupernham Infant school, we use the definition for SEND from the SEND Code of Practice: 0 to 25 Years (January 2015). This states: A child has special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

The SEND Code of Practice 0 to 25 Years (DfE, Jan 2015) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age, or
- have a disability which prevents or hinders them from making use of facilities generally provided for children of the same age in mainstream schools institutions, and

- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made available for them.

In addition;

- A child must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he or she is or will be taught.

Identifying Special Educational Needs and Disability

At Cupernham Infant School, we understand the importance of early identification and making effective provision to improve the long-term outcomes for children with SEND. The purpose of identification is to work out what action our school needs to take, rather than to fit a child into a category. We identify the needs of our children by considering the needs of the whole child; not just the special educational needs of the child or young person. The SEND Code of Practice refers to four broad areas of need, which must be planned for:

- **Communication and interaction**
Children and young people with speech, language and communication needs (SLCN) who 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 an Autistic Spectrum Condition (ASC), 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 (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties**
Children and young people may experience a wide range of social and emotional difficulties that 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, 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 that prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

At Cupernham Infant School, we acknowledge that pupils may have needs in more than one of these areas.

The decision process on making special educational provision at Cupernham Infant School

At Cupernham Infant School understanding and knowing 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 achieve. We have pupil progress meetings four times a year 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.

Our Ordinarily Available Provision (OAP) is rooted in high-quality, inclusive teaching that is needs-led rather than label-led. It forms the first and most essential response to meeting the diverse needs of our learners. OAP ensures that all children experience well-planned, adaptive teaching that removes barriers to learning and enables access to a rich, engaging curriculum. Class teachers tailor approaches, resources and learning environments to support each child effectively, making use of strategies such as scaffolding, visual supports, structured routines, targeted questioning and adaptive groupings. This universal provision is strengthened by strong relationships with pupils and parents/carers, enabling early identification of need and collaborative planning of next steps. When additional support is needed beyond OAP, this is carefully considered through the graduated approach and implemented in partnership with families.

We get to know our children prior to them joining us. We meet with pre-schools and nurseries; have parent/carer 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 a child joins our school later in the year, we will then speak to parents/carers and the child's previous school for information.

Once children are in our school, we continually monitor, assess and observe their progress against the national curriculum and the Early Years Foundation Stage profile. Teachers have termly pupil progress meetings with the leadership team and SENDCo to identify those children making less than expected progress, given their age and individual circumstances. The school's first response is high quality targeted teaching by the class teacher. Our class teachers are skilled at adapting resources and activities to enable all children, regardless of their need, to have full access to a rich, exciting curriculum.

We believe that working in partnership with parents/carers is extremely important and we value their extensive knowledge of their child. Sharing information and observations from home and school helps us to understand a child's needs and provide them with appropriate provision to enable them to achieve. Working in consultation with the parents/carers, when further support is required, the child is provided with additional targeted small group or individual early intervention experiences.

If these early intervention experiences do not result in a child making the expected progress, it may be necessary to provide support which is "different from or additional to that normally available to children of the same age." (Code of Practice 2015). Under this Code of Practice, if a child requires 'SEN Support' they will be placed on the SEND register, following a discussion with the child's parents/carers. Class teachers remain responsible and accountable for the progress of these children, including when additional support is delivered by teaching assistants. Where a child has a higher level of need, and with parental permission, the school may need to seek advice from external agencies. These agencies include:

- Educational Psychology Service (EPS)
- Speech and Language Therapy Service
- Primary Behaviour Support (PBS)

- School nurse/Paediatric health team
- Occupational therapist
- Outreach support
- Social services

At Cupernham Infant School we also recognise factors which are NOT SEND but which may impact on progress and attainment:

- Disability (the Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND).
- Attendance and Punctuality.
- Health and Welfare.
- Children for whom English is an additional language (EAL).
- Being in receipt of Pupil Premium Grant.
- Being a Looked After Child.
- Being a child of a serviceman/woman.

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

SEND Support

A child is placed on the SEND register after a detailed analysis of their needs has been carried out; which includes information relating to progress, attainment and behaviour in school, as well as the views of the child, their parents/carers and any outside agencies involved.

A Graduated Approach to SEND Support

Where a child is identified as having SEND, we will take action to remove barriers to learning and put effective special educational provision in place. This SEND support will be regularly reviewed with a growing understanding of a child's needs and of what support a child needs to make good progress and secure good outcomes. This is referred to as the graduated approach.

The four elements of the approach are:

Assess, Plan, Do, Review



Assess

We regularly assess all children's needs so that each child's progress and development are carefully tracked compared to their peers' and national expectations. We listen to the views and experiences of the parents/carers and the child. In some cases, if a child is not making

progress, we will draw on assessments and guidance from other education professionals, such as Educational Psychologists (EP) and Health and Social Services, gathering as much information as possible about a child's needs. If it is determined that a child has a special educational need, this will be recorded on the school SEND register.

Plan

Parents will be informed when special educational provision is being made for their child. The teacher and the SENDCo will agree in consultation with the parents and the child, the adjustments, interventions and supports that need to be put in place. This will be recorded on a Personal SEND Support Plan, which includes personalised end of year outcomes, short term targets and teaching strategies. The plan will be regularly reviewed, will detail a child's progress and will be shared with parents. All staff working with the child will be made aware of the targets. Additional provision will also be recorded on the class provision map.

Do

The class teacher remains responsible for working with a child on a daily basis. Even where some interventions take place away from the main class, the teacher retains responsibility for the wellbeing and progress of the child. They will work with teaching assistants or specialist staff involved to plan and assess the impact of support and interventions and plan how learning can be linked to and reinforced by classroom teaching. Where there are several children requiring support in a similar area, a small group intervention may be arranged. The SENDCo will provide support, guidance and advice to the teacher.

Review

The teacher, parents/carers and child will review the plan, including the impact of the support and interventions, each term. This will form the base for the planning of next steps for a further period or, when no longer needed, the removal of the child from SEND support. Where a child has an Education, Health and Care Plan (EHCP), the Local Authority (LA) must review that plan a minimum every 12 months. Schools must co-operate with the LA in the review process.

Tracking progress and planning provision

Children identified as having SEND will have targets which focus on the particular area where they require 'additional to or different from' support. Where appropriate, children will be given group targets. The targets will be worked towards, and reviewed regularly. Parents are kept informed of the intervention strategies being implemented with their child and are invited to discuss any issues or concerns with the teacher informally, at any time. Parents can request or may be invited to a formal review meeting with the SENDCo and class teacher once a term as part of parents' evenings or when needed. Those pupils identified with additional special needs will receive support in one or more of the following ways:

- Teacher and Learning Support Assistants (LSA) support
- Differentiated, adapted work, modified timetable and/or environment
- A specific intervention program
- Ideas for home support activities

Educational Health Care Plans

A small number of children, whose needs are complex and long term, may require a greater level of support than provided by SEND support from the school's own resources. For these children, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided. This brings together the child's health and social care needs, as well as their special educational needs.

“Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person and the child or young person has not made expected progress, the school or parents should consider requesting an Education Health and Care needs assessment.” (6.63 CoP, 2015)

The EHC plan is reviewed on a yearly basis with the child, parent, teacher, LSA and SENDCo. Copies are sent to the Local Authority Special Educational Needs team. Interim meetings take place throughout the year with the class teacher and parents/guardians in order to review progress.

Removing children from the SEND register

When a child is meeting age related expectations and is consistently achieving their targets, they will be removed from the SEND register and closely monitored by the school to ensure their progress is maintained.

Partnership and responsibilities

At Cupernham Infant School we firmly believe that all teachers are teachers of children with additional needs. This means that class teachers, supported by a team of teaching assistants and additional needs assistance, work closely with the SENDCo in planning and reviewing the provision for children with SEND. We recognise that all children may at some time in their school life require additional support. It may be for only a short period or it may be for longer and it may be for a variety of reasons.

Provision for pupils with SEND is a responsibility of all the staff and the Governing Body (GB) at Cupernham Infant School. This includes the following roles:-

- Class teachers and teaching assistants to ensure that all children receive the right level of challenge and support.

- Additional needs assistants for pupils with an Education Health and Care Plan (EHCPs).
- Emotional Literacy Support Assistants to support pupils with emotional and social needs.
- Speech and Language Assistant to support pupils with speech, language and communication needs.
- SEND Governor with a responsibility to liaise with the SENDCo and monitor participation and progress of pupil's with SEND.
- Designated safeguarding lead and deputies to ensure the safeguarding of all children. However, all school staff have a responsibility to report any concerns in their absence.
- Designated Teacher to support Looked After Children.
- Medical Needs Co-ordinator to support pupils with medical needs.

Supporting Children and Families

Hampshire County Council's Local Offer can be contacted at:

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

Cupernham Infant school's SEN information report is available on our website at:

<https://www.cupernhaminfant.com/sen-disability-report/>

As a school, we operate an open door policy for parents/carers seeking support and advice. The relationship with parents/carers is vital in ensuring that every child reaches their full potential and we seek the views of parents/carers at every stage.

When appropriate, parents/carers will be signposted to appropriate agencies, e.g. Parent Partnership Services. Parents will also be encouraged to support learning programmes and will be given advice on appropriate activities to be carried out at home.

Starting School

We have strong links with our feeder nursery and other preschools and during the summer term the SENDCo is available to visit preschools to discuss the transition needs of children with SEND. If necessary extra visits can be arranged and meetings with the child's new class teacher and SENDCo can be organised to make this transition as smooth as possible for the child and parents/carers.

Transition to Junior School

To allow for a smooth transition to junior school, the SENDCo liaises with the SENDCo at the junior school to ensure effective arrangements are in place to support children at this time. Extra visits and meetings are arranged if deemed necessary during the summer term.

Supporting Pupils with Medical Conditions

The school has a policy for supporting medical needs which is available on the [school website](#). Our staff have regular updates and training, including from the school nurse, on conditions and medication affecting individual children. Consequently, we are able to manage medical situations effectively.

Accessibility

The DDA (Disability Discrimination Act), as amended by the SEND and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Our school has an Equalities Policy, which can be found on our website at: <https://www.cupernhaminfant.com/wp-content/uploads/2018/10/Single-Equality-and-Cohesion-Scheme-December-2024.pdf>

The school identifies barriers to learning through our ongoing monitoring and evaluation procedures and seeks 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.

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

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.

The school is on one level for children to access. Each class has an external door which is used as a fire exit.

The school is fully accessible for wheelchairs. There are disabled toilet facilities and designated parking for the disabled if there is a need.

Our Governing Body is fully committed to having an appropriate level of staff to ensure children are well supported throughout the school day.

Curricular accessibility is achieved through carefully planned differentiated and, where appropriate, personalised provision to enable all children to access learning within class sessions. Teachers monitor progress and make adjustments to planned learning as necessary.

Monitoring SEND provision

The school closely monitors the progress of each child in a number of ways. Termly pupil progress meetings between the Headteacher, SENDCo, class teacher and teaching assistants provide the opportunity to discuss any barriers in learning and how they are being addressed.

Further monitoring includes work scrutiny, lesson observations and detailed analysis of the achievement and progress of identified groups and individuals. The Headteacher and SENDCo regularly report on children's progress to the Governing Body. The SENDCo and Inclusion Governor meet termly to monitor trends in progress, discuss the SEND action plan and the impact the interventions are having on attainment. Subject leaders and the SENDCo use pupil conferencing to provide a further insight into the views and feelings of the children we support.

Training and Resources

All mainstream schools are provided with resources to support those with additional needs, including pupils with SEND. Most of these resources are determined by a local funding formula. Schools have an amount identified within their overall budget, called the notional SEND budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget. (CoP 2014)

As part of our normal budget planning, we determine how to use our resources to support the progress of children with SEND. The SENDCo/Headteacher and Governing Body have a clear picture of the resources that are available to the school. We consider our strategic approach to meeting SEND in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium. (CoP 2014)

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 we provide a full range of training to support this. Our teaching assistants are trained to deliver appropriate intervention programmes. We also have two qualified Emotional Literacy Support Assistants (ELSA), who have sessions, which are non-class based, to assist pupils with social and emotional needs.

The school believes in planning strategically and, prior to admission, Transition Partnership meetings (TPA's) are held when the school liaises with parents and local preschools to determine what provision is needed for each child and any training gaps that would need to be filled to meet the child's needs.

All staff have annual child protection training. The school has a member of staff trained as a designated teacher for looked after children and the Headteacher, Deputy Headteacher and SLT team have all completed the training for designated safeguarding leads.

The SENDCo attends regular network meetings and conferences to keep up to date with local and national updates. Staff receive access to regular training related to special educational needs, often led by the SENDCo.

The school has links with Shepherds Down Outreach Team who offer advice on resources and support programmes, and staff regularly access external professionals, such as Educational Psychology or the Primary Behaviour Support Team, for advice and training. Inservice training for SEND issues is on-going and a regular feature of the School Improvement Plan. Training is planned for teaching and support staff to raise expertise across the school and to keep them informed of changes in legal responsibility.

Storing and Managing Information

The school details its approach to holding data in our Confidentiality Policy, Freedom of Information Policy, Privacy Notice and General Data Protection Regulations Policy. All records are stored following DfE guidelines.

Dealing with Complaints

If a parent wishes to make a complaint about the arrangements made for their child on the SEND register, they should in the first instance, contact the SENDCo at: SENDCo@cupernham-inf.hants.sch.uk who will endeavour to answer any queries. If a parent continues to have concerns, they should put their concerns in writing to the Headteacher, who will then arrange a meeting to discuss the concerns.

Equal Opportunities

Our school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of our school. We promote self and mutual respect and a caring and non-judgemental attitude throughout, and we are fully committed to the statutory legislation; and will make all reasonable arrangements and use our best endeavours to provide inclusive education and services for all those involved.

Policy Development and Review

This policy was created in consultation with stakeholders, including the SEND Governor, staff and representative parents.

The school will review this policy annually and assess its implementation and effectiveness.
The policy will be promoted and implemented throughout the school.