



Hasland Infant & Nursery School

SEND Policy

Reviewed By	Charlotte Lavender/Rebecca Power
Version	4.0
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Next Review Date	September 2026

Special Educational Needs and Disability Policy

At our school everyone is welcome and everyone belongs

At Hasland Infant and Nursery School we are an inclusive school where we focus on the well-being and progress of every child. All of our children share an entitlement to high quality education through a vibrant curriculum which meets their social, emotional and learning needs. We take pride in our provision for pupils with additional needs and disabilities. We implement a 'whole school approach' to special educational needs which involves all staff adhering to a model of good practice. All the staff of the school are committed to identifying and providing for the needs of all children in an inclusive environment. We believe in early intervention so when we identify a child experiencing a difficulty we work closely with parents/carers to offer support.

Therefore, the aims of this policy are:

- To create a safe, calm, stimulating and achieving environment, that challenges and responds to all individual needs;
- To establish a community in which we are all valued;
- To promote respectful, compassionate and inclusive attitudes;
- To identify and provide for pupils who have special educational needs and additional needs;
- To work within the guidance provided in the SEND Code of Practice, 2014;
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs;
- To deliver high quality provision which constantly gives opportunities for every child to grow and learn through a vibrant and creative curriculum;
- To be committed to working closely with parents / carers, ensuring that they are involved in decisions that affect their child's education and care;
- To provide support and advice for all staff and parents/carers working with children with special educational needs.
- We provide additional support to our children with SEND ensuring that individual children's needs are met and delivered by a 'team around the child' approach.

Our SEND policy has been shared with the school's governing body and will be reviewed regularly. The content of the policy reflects the SEND Code of Practice 2014, 0-25 guidance. An annual SEND Information Report will be shared with parents, carers and the governing body and published on the school's website.

This policy 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 sets out schools' responsibilities for education, health and care (EHC) plans, Special Educational Needs Co-Ordinators (SENDCOs) and the SEN Information Report

This policy has been written with reference and guidance to policies and documents, including: Equality Act 2010: Advice for Schools, DfE, February 2013; Statutory Guidance on Supporting Pupils at School with Medical Conditions April 2014; Child Protection and Safeguarding Policies and Accessibility Plan.

Information

The named person who is responsible for managing the provision for SEND at Hasland Infant and Nursery School is Miss Rebecca Power who is the Special Educational Needs Co-ordinator (SENDCO)

Miss Power can be contacted through the School Office on 01246 234745 or via email:

r.power@hasland-inf.derbyshire.sch.uk

The named Governor for SEN is Ms Penny Amott who can be contacted through school on 01246 234745 and email: info@hasland-inf.derbyshire.sch.uk

What does SEND mean and what types of SEND are provided for?

SEND means Special Educational Needs and Disabilities. A pupil has SEND if they have a learning difficulty or disability which requires special educational provision to be made for them. Special educational provision is educational provision that is additional to, or different from, that made generally for other children of the same age in mainstream schools.

The below definitions are taken from the SEND Code of Practice (2014)

A child has SEND if he or she:

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

There are 4 broad areas of SEND:

1. Communication and Interaction (including Speech and Language)
2. Cognitive and Learning (a child's ability to understand and learn)
3. Social, Emotional and Mental Health Difficulties
4. Sensory and/or Physical Needs

At Hasland Infant and Nursery School, we provide for children with needs in all of the above areas. A child may have one or more area of need, this is specified on the SEND register. You can find more information about each broad area of need in the SEN information report.

Roles and Responsibilities

Every member of staff at Hasland Infant and Nursery School share a commitment towards ensuring success of children with SEND. Class teachers are responsible for all children with SEND in their class, with the support of the SENDCo and Headteacher.

Class teachers

Each class teacher is responsible for:

- The progress and development of every child in their class;
- Identifying, assessing, and making provision for children with SEND with the support of the SENDCo;
- Working closely and supporting teaching assistants and/or specialist staff to assess, plan, do and review support and interventions;
- Informing and liaising with the SENDCO to review each child's progress and development;
- Ensuring that they follow the SEN policy and SEN information report.

The SENDCO – Miss Rebecca Power

The SENDCO is part of the Senior Leadership who works closely with the Headteacher, governors, teachers and all staff and is involved in the strategic development of the SEND policy and provision.

The SENDCOs responsibilities include:

- Developing the SEND policy and the co-ordination of specific provision made to support, and meet the needs of, individual pupils with SEN, including those who have EHC plans and local authority funding;
- Advising on a graduated approach to providing SEN support ensuring that the needs of all children with SEND are met;
- Providing professional guidance to colleagues and work with staff, parents, and other agencies to ensure that children with SEN receive appropriate support and high-quality teaching;
- Ensuring that when liaising with parents they are signposted to 'The Derbyshire Local Offer';
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively, including the deployment of teaching assistants;
- Liaising with, and being the point of contact for external agencies, for example, speech and language therapy, occupational therapy and educational psychologists;
- Planning, leading and keeping record of school-based reviews, including EY Inclusion Funding, Inclusion Panel Funding evaluations and annual reviews for EHCPs.
- Monitoring the quality of teaching and provision of all pupils with SEND.

The Headteacher - Mrs Charlotte Lavender

The Headteacher:

- Works with the SENDCO and SEN governor to determine the strategic development of the SEN policy and provision within the school and keeps the Governing Body informed;
- Has overall responsibility for the provision and progress of all children with SEND.

The SEN Governor – Ms Penny Amott

The Governing Body has chosen to appoint a governor to take particular interest in and monitor the school's work on behalf of the children with SEND and have appointed a SEN governor who will:

- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this;
- Work with the headteacher and SENDCO to determine the strategic development of the SEN policy and provision in the school.

Identification of children's needs

At Hasland Infant and Nursery School we know that all children are individuals and all children have unique strengths and differences. Class teachers, alongside other support staff, plan an appropriate differentiated curriculum for our children with any additional needs to ensure high quality teaching and learning with effective support and resources.

Clear and specific individual provision plans are put in place and reviewed termly. Interventions are developed, reviewed and evaluated to ensure progress and impact for our learners. Assessment and tracking ensure that children meet their targets and accurate planning addresses needs. Progress, targets and plans are regularly reviewed and evaluated to inform the next steps.

If a class teacher or member of support staff believes that a child has SEND, they will follow Hasland Infant School's identification process. This will be supported by the SENDCo and follows the same process across school. If at the end of the process it is deemed that the child does have SEND, this will be discussed with parents, and they will be put onto the SEND register. If it is decided they do not have SEND steps will be put in place to ensure progress through 'Quality First Teaching' and the class teacher and SENDCo will continue to monitor their progress. If children are added to the SEND register, this is not permanent, if the child makes good progress or their needs change they will be removed. The SEND register is reviewed formally once per term by the SENDCo however changes will be made as needed throughout the school year.

A Graduated Approach

At Hasland Infant and Nursery School we follow a graduated approach which is:

- Class teachers provide high quality targeted classroom teaching, known as Quality First Teaching, and have the highest possible expectations for all pupils in their class.
- Differentiation is used for individual children and is the first step in responding to pupils who have, or may have, SEN.
- Where a child's progress is significantly slower than that of their peers, or fails to match their previous rates of progress, despite high quality teaching targeted at specific areas of difficulty, it may be that the child has SEN and information will be gathered, as described in 'identification of SEND'
- Once a child has been identified as *possibly* having SEN they will be closely monitored in order to measure their level of learning and possible difficulties.
- The class teacher will be responsible for the progress and development of all the pupils in their class and the SENDCO may be consulted as needed for support and advice and may wish to observe a child in class.
- The class teacher, along with the SENDCO, will monitor the progress and will decide on the provision to help them make the best possible progress.
- Parents will be consulted at every stage of their child's development and the circumstances under which they are being monitored and are encouraged to share information and knowledge with the school.
- Regular reviews and pupil progress meetings will take place to monitor and assess the progress being made by the children.

SEN Support

When a child is added to the SEND register, an assessment of their needs will be carried out and a provision plan will be put in place. The provision plan outlines all of the provision that has been put in place by the class teacher, with support of the SENDCO and support staff. The aim of formally identifying a child 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 refined and revised as the understanding of the needs of the pupil grows. Further information regarding this process is described on the school's SEN information report, that can be found on the website or requested in the school office.

Additional Funding

For children who need a significantly higher level of support there is a possibility that funding may be applied for. This may be agreed by the Local Authority through the SEND panels.

Sufficient evidence is needed to apply for this funding which is available for children who have significant barriers to learning and require more support than can be provided through normally available resources. Learning needs may be temporary or long term. The funding that may be provided by the Local Authority is to fund specific interventions, for example, support to access learning on the carpet or small groups, or to access a particular intervention not for continuous 1:1 support. The funding available from our local authority is:

Early Years SEN Inclusion Fund (EYIF)

Early Years SEN Inclusion Fund is available for children who attend early years' settings. The child must be in receipt of a government funded nursery place.

Following on from this, funding would be through:

Inclusion Panel Funding (IPF)

Derbyshire's Inclusion Panel Funding is for pupils with significant SEN from Reception onwards.

However, if a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process for an Education, Health and Care Needs Assessment (EHCNA).

Education, Health and Care Plan (EHCP)

An EHCNA is a statutory assessment of a child's education, health and care needs carried out by their local authority. The decision to make a referral for an EHCNA can be discussed with the SENDCo and parents / carers and can be requested by school or parents / carers.

When an EHCNA is requested, if it is approved, the Local Authority will then gather information from all professionals working with the child and the child's parents / carers. The aim of the assessment is to establish the extent of the child's needs and what provision is required to meet those needs.

School can provide information about EHCNA / EHCPs or more information on the EHCP process see the Derbyshire Local Offer: <https://www.localoffer.derbyshire.gov.uk/apply-for-an-assessment/ehc-plan/ehc-plan.aspx>

The **SEND Local Offer** is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Derbyshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Inclusion of all pupils with SEN

The Head teacher and SENDCO oversee the school's SEND Policy and are responsible for ensuring that they are implemented effectively through school. The school curriculum is reviewed to ensure

that it promotes the inclusion of all pupils. This includes learning outside the classroom, extra support within the classroom and whole class differentiated learning. The school will seek advice, about individual children, from external agencies when appropriate.

Admission Arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

Working with External Support Services

The school has a strong working relationship and links with external support services in order to fully support our SEN pupils and support school inclusion. Sharing information and knowledge with support services is key to the effective and successful SEN provision at our school.

Support Services that we work with include:

- Child and Adolescent Mental Health (CAMHs)
- Educational Psychology Service (EPS)
- Health, for example, School Nurse, Paediatricians,
- Occupational Therapy
- Physiotherapy
- School Health Service
- Social Care
- Speech and Language Therapy (SALT)
- Support Services for Physical, Visual and Hearing Impairment
- Derbyshire Inclusion Services

These services may support a child within school or provide a plan which will be part of the child's provision plan and implemented by the child's class teacher or a member of support staff.

Working in Partnership with Parents / Carers

Hasland Infant and Nursery School believes that a close working partnership with parents is vital to ensure that:

- Parents can share information about their child which will support school to best support the child
- Develop positive working relationships between home and school which we know has a positive impact on children
- Parents have a good understanding of their child's school life, this enables parents to continue learning at home
- We can provide consistent support at home and school for children with SEND

To achieve this:

- Teachers / teaching assistants will communicate regularly with parents / carers of children with SEN. At pick up and drop off the teacher or teaching assistant will always be available. For longer discussions, the parent or class teacher may request a meeting;
- Provision plans will be discussed with parents / carers at least three times per year and parents will be given opportunity to share their knowledge and wishes.
- Where necessary, teachers, TAs or SENTAs will provide meet and greet and / or handovers at the beginning and / or end of the school day.
- Teachers will share updates from the week on parent hub and will relay specific messages to each parent where needed.
- The SENDCo will speak to parents / carers as needed regarding their child, this may be regarding provision, transition, outside agencies or EHCPs.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on an individual pupil's needs.

Supporting Pupils and Families

When moving between key stages or onto the next year group information is shared with the new class teacher regarding provision, strategies and interventions. All paperwork and reports are also given to the next teacher. When a child moves from Early Years provision or transfers to Junior School, staff liaise with each other and share information, records are transferred and additional transition visits are set up for individual children if appropriate.

Supporting Children in School with Medical Conditions

The school recognises that pupils with medical conditions should be appropriately supported so that that they have full access to education, including school trips and physical education. For children with medical conditions or disabilities the school will comply with its duties under the Equality Act 2010.

Some may also have Special Educational Needs and may have an Education, Health and Care plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Arrangements are put in place to support individual pupils with their specific medical needs and conditions. Meetings are held between parents, and the relevant medical professionals. Where appropriate, Health Care Plans are drawn up. Staff administering medicines or working with children with specific needs receive regular training. We work in accordance with the Supporting Pupils at School with Medical Conditions published by the DFE in April 2014.

Accessibility

The layout of the school facilities gives access for adults and children with disabilities to all areas. There is a dedicated disabled parking and toileting facility. An Accessibility Plan is in place and is available on the website.

Complaints Procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made with the Head teacher or SENDCO, who will be able to advise on formal procedures for complaint. The school's complaints procedure is outlined in the school prospectus and a copy of the policy can also be found on the school's website. The SEN Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents if required.

Monitoring and Evaluating Success

This policy and the SEN information report will be reviewed every year by the SENDCO and will be approved by the governing body. It will also be updated if any changes to the information are made during the year. The governors will gauge the success of the policy by the achievements of pupils' progress, reviews and /or Annual Reviews. In addition, evidence will be gathered regarding:

- Staff awareness and individual need
- Success of the identification process at an early stage
- Pupil observations
- Academic progress of pupils with special educational needs
- Data analysis
- Monitoring of specific interventions and their impact
- Parental feedback / pupil feedback
- Improved behaviour of the children, where this is appropriate

Hasland Infant and Nursery School is committed to safeguarding and promoting the welfare of children.

Signed.....

Chair of Governors

Dated.....