STANDHILL INFANTS' SCHOOL
SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY 2026-27

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

1. have a significantly greater difficulty in learning than the majority of others of the same age; or

2. have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

At Standhill Infant School, we follow The SEND Code of Practice. The Special Educational Needs (SEN) Code of Practice originally came into force in September 2014.
The most up-to-date version of the Code of Practice can be accessed at:
https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Further information about the reforms and the SEN Code of Practice is available on the Department for Education's website:
www.education.gov.uk/schools/pupilsupport/sen
An animation explaining the pathway can be viewed on Nottinghamshire's Local SEND Offer website:
www.nottinghamshire.sendlocaloffer.org.uk
You can also access this information by entering the above web addresses into your mobile phone or tablet browser.

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 Nottinghamshire 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.

1. Vision and Objectives

Ethos Statement

Standhill Infants' School is a happy, friendly, welcoming school with a truly inclusive family atmosphere. We put the wellbeing and safety of the children at the heart of everything we do. Children, staff and governors work hard to ensure that everyone can be proud of their achievements. The Standhill family are kind and caring citizens, who celebrate diversity and show respect.

Our Core Values

- We are kind
- We show respect
- We are honest
- We show diligence

Our Vision

- To provide a safe and happy learning environment.
- To build confidence and resilience to respond positively to challenge.
- To ensure every child reaches their full potential.
- To build and sustain positive relationships.
- To prepare children for the next stage of their education.

Achieving Our Vision

Children

- Our core values will enable children to keep themselves and others safe from harm.
- We will ensure each child knows they are special by celebrating their strengths and recognising progress they have made.
- Children will have opportunities to celebrate their successes and the success of others.
- We will equip children with the skills to self-regulate their emotions and make the right choices.
- We will respect the culture and lifestyle choices of our families.

Staff

- Staff will uphold our core values.
- We will listen and respond to the views of parents and carers.
- Staff skills will be developed through meaningful and relevant CPD opportunities.
- A good work life balance will ensure the well-being of all staff.
- There will be open and honest dialogue between staff.

Curriculum

- We will ensure children access a rich, diverse curriculum that meets the needs of all learners.
- Lessons will build on prior learning developing confidence, skills and knowledge.
- Challenges in learning will give children the opportunities to develop resilience.
- Children will access a wide range of experiences on which to build happy memories and a love for learning.
- All staff strive for excellence in teaching and learning through leadership at all levels.

Environment

- The school environment will embrace difference, reflect diversity and be used to promote tolerance and respect.
- Good quality resources and a safe, calm nurturing atmosphere will enhance learning.
- Children will be taught to respect and care for their environment.
- We will build close working relationships with our families and the wider community, using their experiences to educate others.
- Use of the wider environment will develop real life opportunities to practise skills.

Objectives

- **Identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.
- **Monitor the progress of all pupils** to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers and Senior Leadership Team will help to ensure that they are able to reach their full potential.
- **Make appropriate provision, as far as is possible within the parameters of the physical environment and resources available, to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum**. This will be co-ordinated by the *SENCo and* will be carefully monitored and regularly reviewed to ensure that individual targets are being met and all pupils' needs are catered for.

- **Work with parents** to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, and providing information on the provisions for pupils within the school.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** Pupil participation is a fundamental right, and the voice of every pupil is valued. Their views will actively inform decision-making, and we will promote and encourage pupil voice through a wide range of opportunities to participate fully in school life. Children's views will be sought in an age-appropriate way, including through observation, communication systems, symbols, photographs, AAC, behaviour as communication and other forms of pupil voice where children are not yet able to communicate verbally.
- **To utilise links within the area of schools in the interests of SEND children as appropriate.** These will include support from the family SENCo Maria Furse.

2. Responsibility for the coordination of SEND provision

- The person responsible for overseeing the provision for children with SEND is the Head Teacher – Mr T Fennell
- The person co-ordinating the day-to-day provision of education for pupils with SEND is the SENCo - Mrs Thompson
- The governor for SEND is Mrs K Keating
- The day-to-day provision and individual target setting is the responsibility of the class teacher
- The school's governing body have a responsibility to ensure provision for pupils with SEND is made in line with statutory requirements, as outlined in the SEND Code of Practice 2014.
- As required, other professionals may become involved to advise on provision. These may include speech and language therapists, springboard meetings, SEND Inclusion Service and education psychologists.

3. Arrangements for coordinating SEND provision

Class teachers will update provision maps with the support of the SENCO and outside agencies where necessary. The SENCO will hold details of all SEND Support records such as the SEN register, provision maps, meeting minutes, structured conversations / reviews and information and advice from outside agencies for individual pupils.

All staff can access (via One Drive/ paper copies):

- The Standhill Infants' School SEND Policy and Information Report;
- A copy of the SEND Register;
- SEN Support Plans;
- Guidance on identification in the Code of Practice (SEND Support and pupils with Education, Health and Care Plans);
- Information on individual pupils' special educational needs, including action plans/advice from outside agencies, targets set and copies of their provision map/outcome monitoring;
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities;
- Information on the staff IT system (One Dive – Staff - SEND) on individual pupils and their special needs and requirements;
- Information available through Nottinghamshire's SEND Local Offer.

This information is made accessible to all staff and parents to aid the effective co-ordination of the school's SEND provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

4. Admission arrangements

For further information, please refer to the Nottinghamshire County Council Admission Arrangements Policy

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

All children are invited to visit the school prior to their start date. Arrangements for information sharing and additional visits by the SENCo are made for the appropriate provision to be put in place for SEND children on entry to school.

For children from other settings:

- Information is passed on from the setting
- Parents are given opportunity to talk to the class teacher /SENCo at the 'ready for school' parents meeting so information can be shared
- When needed, settings are contacted to gain more information about children.

5. Facilities for pupils with SEND

The school complies with all relevant accessibility requirements. In addition, it has a range of specialist SEND facilities in place. These are:

1. Changing room with a changing bed.
2. Wheelchair access to the front and rear of the building.

6. Allocation of resources for pupils with SEND

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000 (place funding). Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools). For those with the most complex needs, additional funding is retained by the local authority (HLN – high level needs funding). This is accessed through the Family of Schools. The Family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

The Senior Leadership Team and SENCO allocate funding according to the needs of pupils with SEND. For example, this may be on additional staffing or adapted resources. Use of resources is shown through the SEND child's provision map.

It is sometimes appropriate to apply for specialist equipment for children, for example laptops, chairs, steps, or to apply for additional funding to support complex medical needs. Some SEND children also receive funding linked to pupil premium, free school meals, Looked After or Previously Looked After.

7. Identification of pupils needs

Identification

See definition of Special Educational Needs at start of policy

All teachers share responsibility for identifying pupils with SEND and, in collaboration with the SENCo, will ensure that any pupils requiring additional or different support are recognised as early as possible. Ongoing assessment is central to identifying SEND, and a pupil's progress is a key indicator when considering the need for additional provision. All staff follow Standhill's established procedures for identifying pupils with SEND. Staff acknowledge that a lack of attainment alone does not necessarily indicate SEN, and SEN may exist where a child is achieving academically but requires additional provision to access learning, communication or participation. Staff consider the pupil's needs in relation to communication and interaction, social, emotional and mental health, sensory and physical, developmental differences, barriers to participation, independence, regulation and social interactions.

A graduated approach:

Ordinarily Available Provision (Quality First Teaching)

All children should receive high-quality, inclusive teaching and reasonable adjustments as part of everyday classroom practice.

a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
b) Once a pupil has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
c) The child's class teacher will take steps to provide adapted learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
f) If a pupil has recently been removed from the SEND list they may also fall into this category as continued monitoring will be necessary.
g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
h) Where there are emerging concerns, the class teacher will discuss these with the SENCO and parents/carers. Appropriate classroom strategies, adjustments and targeted support will be implemented and monitored. Where appropriate, the child may be monitored as part of the school's wider graduated approach before a decision is made about SEN Support.
i) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEND list. A concern form is completed and parents are given this information and sign to show that they acknowledge it. It is recorded by the school as an aid to further progression and for future reference.
j) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

SEND Support

Where a child requires provision that is additional to and different from that ordinarily available, the child may be identified as requiring SEN Support.

Where it is determined that a pupil does have SEND, parents will be formally advised of this, and the decision will be added to the pupil's school record. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning.

Where a child is identified as having SEND, it is important to recognise which of the four broad areas of need fits their needs. The four broad areas of need are:

• Communication and Interaction
• Cognition and Learning
• Social, Emotional and Mental Health difficulties
• Sensory and Physical needs.

The purpose of identifying the area/areas of need is to identify the next actions the school needs to make, not to fit a child into a category. Children's needs often fit into several areas, and their needs can change over time. It is important to review this alongside the review of their current needs. Children on the SEND support register have an All About Me profile, which outlines their strengths, areas of need and strategies to support access to the curriculum. The profile also identifies their termly targets that are developed with the child and parents and are reviewed by the class teacher. The support provided in school, for children with SEND, consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class/subject teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and/or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCO, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Referral for an Education, Health and Care Plan

Where a child's needs are significant, complex or persistent, despite appropriate provision and support through the graduated approach, it may be appropriate to consider requesting an Education, Health and Care (EHC) needs assessment. A request can be made by the school, the child's parent or the young person.
An EHC needs assessment brings together information from education, health and social care to build a fuller understanding of the child's needs and to consider the special educational provision required to support their progress, development and participation.

The decision to make a request for an Education, Health and Care Plan will be taken at a progress review or additional meeting.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers

- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:
www.nottinghamshire.sendlocaloffer.org.uk
Gedling SEND Service: 0115 7738321
SEND Education Pathway: 0115 7738326
SEND Assessment Team: 0115 7738316

Education, Health and Care Plans [EHC Plan]

a. Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

6. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. (Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made, including the possibility of alternative provision).

Procedures for keeping this under review will be: -

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEND
- Making use of all class facilities and space
- Using in-class provisions and support effectively to ensure that the curriculum is adapted where necessary.
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

9. Inclusion of pupils with SEND

The Headteacher and Governors oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is reviewed by staff to ensure that it is inclusive for all pupils.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub.

10. Evaluating the success of provision

To make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This may be through:

- Data analysis
- Pupil Progress meetings
- Discussions at parents' meetings
- Review meetings with the child and any other professionals working with the child
- Appraisal meetings with teachers and support staff

Pupil progress will be monitored on a termly basis, in line with the SEND Code of Practice.

Success of SEND provision is evaluated through a provision management approach, which involves the mapping of SEND provision and monitoring, reviewing, and evaluating the effectiveness of interventions used to support pupils.

The effectiveness of the school's SEND provision is included in the Headteachers report on a termly basis. Further sources of evaluation will come from discussions/questionnaires involving other stakeholders.

There is an evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the SENCO/Headteacher/SEND Governor and information is gathered from different sources. This information will be shared with the governing body on a yearly basis. Evidence collected will help inform school development and improvement planning.

11. Complaints procedure

The complaints procedure is the same as for any other aspect of school policy.

If parents/carers have any concerns regarding the provision that is being made by the school for their child, they should speak to the class teacher/SENCO. We will always do our best to respond to concerns raised with us. If parents/carers feel their concerns are not being responded to, they need to follow the usual procedures for complaint.

For further instruction, please see the complaints procedure on the school website

12. In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

Our school operates the following training programmes:

- Staff meetings re SEND provision and actions linked to the school
- Specialist training from SEND Inclusion Service
- Teacher's/TA's to access external training as required by the needs of individual SEND children.
- ECT's given time to work with the SENCO as part of their ECT programme.
- SENCO attends LA SENCO conference (annually).
- Opportunity for TAs to attend TA conference (as appropriate to need).
- Midday supervisors training as appropriate to the needs of the children currently in school e.g. epilepsy, ASC training.
- First Aid training.
- CRB (Coping with Risky Behaviours)

The SENCO attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train *all* our staff on SEND issues and have funding available to support this professional development. The SENCO, with the Senior Leadership Team, ensures that training opportunities are matched to the current need of pupils.

13. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. Springboard meetings are used to access schools and family support service and educational psychologists.
Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the *SENCO* who will then inform the child's parents.
Depending on individual need, the school may work with services including Educational Psychology, Nottinghamshire SEND Inclusion Service, Speech and Language Therapy, Occupational Therapy, Physiotherapy, health services, social care, Early Help and other specialist services.

14. Working in partnerships with parents

Standhill Infants' School believes that a close working relationship with parents is vital in order to ensure:

a) early and accurate identification and assessment of SEND leading to the correct intervention and provision
b) continuing social and academic progress of children with SEND
c) personal and academic targets are set and met effectively.

Parents are kept up to date with their children's progress through parents' evenings, SEN provision reviews (where applicable), and end of year reports. The school operates an 'open door policy', and parents can discuss any concerns/needs with the class teacher/SENCO/Headteacher.

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

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will be consulted with regards to future provision. The school's SEND Governor *(*Mrs K Keating*)* may be contacted at any time in relation to SEND matters.

15. Links with other schools

Transition

Pre-school/ Nursery/ PVI to F2:

- 'Ready for school group' is run in school during the summer term prior to the child starting at school
- Parent/carers are asked to complete a form on admission to provide information about their child
- School staff attend transition meetings where information can be passed from the pre-school setting
- Additional visits can be put in place to support pupils with additional needs
- Meetings can be arranged with school and parents prior to the child starting

Infant to Junior School:

- The SENCO works closely with the SENCO at the feeder Junior school (Porchester Junior School)
- A transition meeting involving the two SENCOs takes place in the Summer term before children move school in order to inform the feeder school of pupils needs.
- Children are identified who may need additional visits to the feeder school and these are arranged, with a TA supporting them on these visits.
- A transition book is made for any child needing one.

- Any funding bids for Y3 pupils are drawn up together by the SENCOs from both schools.
- If required, meetings are set up for the parents of SEND children to meet with the SENCO of the feeder school.
- All records are passed on to the feeder school.

16. Links with other agencies and voluntary organisations

Carlton Standhill Infants' School invites and seeks advice and support from external agencies (with parental consent), in the identification and assessment of, and provision for, SEND. The SENCO is the designated person responsible for liaising with the following:

- Education Psychology Service
- Family SBAP (GAP)
- Social Services
- Speech and Language Service
- SEND Inclusion Service (SIS)

17. Safeguarding

This policy has been created in line with Keeping Children Safe in Education (2026) and Standhill Infants Safeguarding Policy which is available on the school website.
The school recognises that children with Special Educational Needs may be more vulnerable to safeguarding risks, including abuse, neglect, bullying, and difficulties communicating concerns. We are committed to ensuring that all pupils with SEN are fully protected and supported. Staff receive training to understand the specific safeguarding needs of children with SEN and to identify signs of harm that may present differently. We work closely with families and external professionals to ensure that individual needs are understood and met. The school promotes a culture of listening, where every child's voice is valued, and ensures that appropriate communication methods are used so that all children can express their feelings, worries, or experiences. Reasonable adjustments are made to safeguarding procedures to ensure accessibility and inclusion for every pupil.

This policy should be read alongside the school's Safeguarding, Behaviour, Anti-Bullying, Attendance, Intimate Care and Medical Conditions policies, which provide further information about the school's arrangements and procedures in these areas.

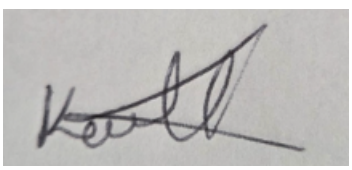
In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to/informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

Signed Mr T Fennell **(Headteacher)**

Date

Signed Mrs A Thompson **(SENCo)**

Date 22/09/26



Signed Mrs K Keating **(SEND Governor)**

In line with the Lamb Inquiry (2009) and the DfE (2011), this Policy has been drawn up by Senior Leaders in consultation with staff and governors.

This policy will be reviewed every year.