



Special Educational Needs and Disability Policy

Unlocking Every Child's Potential

Agreed by Staff: September 2026

Ratified by Governing Body: September 2026

Review Date: September 2028

1. Introduction

At Ingatestone Infant School our guiding principle is one of inclusion and we aim to provide High Quality Inclusive Teaching for all our pupils. This includes appropriate differentiation for individual pupils, high quality resources and effective use of additional adult support. We aim to identify and break down possible barriers to learning so that all our pupils experience success. This does not mean treating all pupils equally; it means treating all pupils as individuals and ensuring they have the required provision to achieve the best possible progress.

This SEND policy explains how we ensure that the needs of all our pupils with special educational needs are met.

When carrying out our duties towards our pupils with SEND, we have regard to the Special Educational Needs Code of Practice 2014 (revised Jan 2015).

2. Persons Responsible for SEN Provision

Ingatestone Infant School has a named SENCO (Mrs Alice Murray) who has completed the NASENCO qualification and a named Governor responsible for SEN (Sue Thomas). They ensure that the Ingatestone Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.

3. Aims

- To ensure that we take the views of the child into account when planning and evaluating their SEND provision.
- To develop and maintain partnerships and high levels of engagement with parents.
- To raise the aspirations of and expectations for all pupils with SEND.
- To ensure that every child has his or her individual needs recognised and addressed through High Quality Inclusive Teaching and effective additional support.
- To ensure that all pupils have equal access to a broad, balanced curriculum, which is differentiated to meet individual needs and abilities.
- To ensure that pupils with SEND engage in all the activities of the school alongside pupils who do not have SEND.

This policy will contribute to achieving these aims by ensuring that provision for pupils with SEND is a matter for the whole school and is a part of the continuous cycle of assessment and review.

Please read this SEN Policy alongside our schools SEN Information Report

4. Definition of special educational needs (SEND)

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 difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for pupils of the same age in mainstream schools or mainstream post-16 institution
- Children are not regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

5. Identification and assessment of pupils with special educational needs

The identification of SEND is built into our overall approach to monitoring the progress and development of all pupils. This allows us to identify pupils who are making less than expected progress at an early stage. Inadequate progress might be that which:

- is significantly slower than that of their peers starting at the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

We are aware that a number of factors may impact on a child's progress and attainment, including having English as an additional language, attendance and punctuality, and family circumstances. So, we do not immediately assume that a child has special educational needs.

The first response to inadequate progress is high quality teaching targeted at the child's areas of weakness. Most pupils will have their needs met through High Quality Inclusive Teaching. This may include appropriate differentiation of learning tasks, adaptations to the curriculum and learning environment, the provision of additional practical or visual resources, and time-limited interventions. We focus on early intervention to ensure 'gaps' are targeted and interventions are put in place at the earliest opportunity.

Where progress continues to be less than expected, the teacher will work with the SENCO to assess whether the child has special educational needs. The SENCO will gather information from the pupil, parents and class teacher. Discussions will be held with the pupil and their parents/carers in order to develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps.

At this stage the SENCO will record this as 'monitoring' and keep a record of meetings held, strategies tried and how successful these have been. The SENCO will also observe the child in class and work with the child if appropriate to gather more information. The child will be monitored and a review will take place to evaluate strategies and next steps will be planned.

Special educational needs can be categorised under four broad areas:

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

We recognise that, in practice, individual children often have needs that cut across more than one of these areas and that their needs may change over time. Our purpose is not to 'label' a child, but to work out what action the school needs to take. We consider the needs of the whole child and ensure that support is focused on individual need and personal outcomes rather than classification/label.

Teachers are responsible and accountable for the progress and development of all the pupils in their class, including those who have or may have SEND and who access support from teaching assistants or specialist staff.

6. Implementing the Graduated Approach

When a pupil is identified as having SEND, we take action to remove barriers to learning and put effective special educational needs provision in place. High Quality Inclusive Teaching remains our first response in relation to the identification of SEND, but we also ensure that the child receives high quality additional support and interventions carefully matched to their needs.

We adopt the graduated approach and four-part cycle of 'assess-plan-do-review' as recommended in the SEND Code of Practice. In successive cycles the support received by the child is refined or revised depending on how effective it has been in achieving the agreed outcomes. Where a pupil continues to make less than expected progress despite the school's best efforts, and with the agreement of the child's parents/carers, we will involve appropriate specialists and outreach services.

If a child is identified as having special educational needs, short-term targets are set and recorded on a One Plan and reviewed termly at a progress review meeting. Targets are written and reviewed collectively with the SENCO, class teacher, LSA, parents and outside agencies where appropriate. Children may also be involved in setting and reviewing targets.

Some pupils will make accelerated progress and cease to require special educational needs support after a period of targeted intervention. These pupils will then be removed from the school's register of pupils with SEND. However, we continue to monitor the progress of such pupils closely to ensure their progress is maintained.

7. Education, Health and Care Plans

A small number of children with the most complex needs may need the support of an Education, Health and Care Plan (EHCP) to enable them to achieve the best possible outcomes. If we believe that a child's needs require provision and resourcing over and above that which we make available to our pupils with special educational needs from delegated funding, we will request that the Local Authority conduct an assessment of the child's education, health and care needs. We will involve the child and their parents/carers at every stage of the assessment process.

8. How Ingatestone Infant School adapts the curriculum and learning environment for pupils with special educational needs.

It is the responsibility of teachers to make the appropriate adaptations to the curriculum and learning environment to enable pupils with SEND to access learning opportunities and experience success alongside their peers. Our teachers have a clear understanding of the needs of the pupils with SEND in their class and know a range of strategies that can be utilised to support pupils. They are able to draw on the expertise of the SENCO and professionals from other external agencies for advice as needed.

Our school has had training on and uses The Ordinarily Available (OA) set of recommendations which brings together best practices from all Essex schools. It covers the expectations for provision and practice in all early years, mainstream and Post 16 schools and settings. It outlines what children and young people with SEND and their families can expect to be normally, or 'ordinarily', available to them without specialist support. It comprises of the 'Inclusive Teaching framework' and 'Targeted Support'.

The SENCO and the child's class teacher will decide on the action needed to help the child progress. This may include:

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of children being withdrawn to work with the SENCO; or, with TA support or other intervention such as finger gym or Little Wandle rapid catch up.
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.

After initial discussions with the SENCO, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents will be invited to meet regularly with the class teacher and SENCO to discuss One Plan targets and progress with the SENCO on termly basis.

The SENCO will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

9. How Ingatestone Infant School evaluates the effectiveness of its provision for pupils with SEND

Intervention programmes are time-limited and the progress of children taking part is tracked. If there is no evidence that an intervention is effective, we will either adapt the intervention to more closely meet the child's needs or we will plan a different type of support.

The success of the education offered to children with SEND will be judged against the aims of this SEND policy.

10. How Ingatestone Infant School assesses and reviews the progress of pupils with SEND

We have robust tracking systems for monitoring the progress of all our pupils, including those with SEND. Pupil progress meetings are held termly and attended by the Head teacher and class teacher. Here successes are shared and new strategies are identified to promote children's progress.

This 'assess-plan-do-review' cycle ensures that we match provision closely to each child's needs and that we respond quickly to any evidence of inadequate progress.

The progress of SEND pupils in relation to the outcomes in the EHC plan are reviewed annually. A child's outcomes are broken down into smaller steps and recorded on the child's One Plan. These shorter-term targets are reviewed at least termly. We involve the child and family fully in the planning and review process.

11. Outside Agencies

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity or provide additional specialist assessment or be involved in teaching the child directly.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at a level substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

12. Social and Emotional Well Being

If a child is dealing with social and/or emotional well-being we will ensure that their need is catered for. In the first instance if a parent has concerns they must notify the school for us to support the family. If the school has concerns then we will involve the parents/carers as soon as possible.

Depending on the need and the individual child and situation we will set up support that is personalised. For example, a buddy system and meet and greet if a child is struggling to come into school in the morning.

If a child's social and emotional need cannot be met by the school's day to day provision, we will seek external advice and in close consultation with the parents/carers we will refer to a counselling service, Kids Inspire.

13. Specialist provision, equipment and facilities

The school is fully accessible at ground floor level and a disabled toilet is available.

14. Admissions

The admission arrangements for pupils Special Educational Needs and/or Additional Needs do not differ from the arrangements for other pupils. Every care is taken to make admission the school as smooth and welcoming as possible for all pupils.

Class placements are decided by age and classes are, therefore, fully integrated, mixed ability groups. Children with SEN may occasionally be withdrawn individually or in small groups for short periods of time, but for the remainder of their time in school they will be fully integrated.

15. Arrangements for training and staff development

The SENCO is released to attend courses relating to Special Educational Needs covering a variety of topics relevant to SEND at Ingatestone Infant School and also attends SENCO Cluster Meetings arranged by the Local Education Authority, responding back to staff as appropriate. Other staff are encouraged to attend courses which may be relevant to a specific need of a child in their care. Particular support is given to Early Career Teachers and other new members of staff. The staff, as a whole, has had training regarding the implementation of the new SEND Code of Practice.

16. Arrangements for partnership with parents

We recognise the importance of working in partnership with parents. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of pupils with special educational needs will be treated as partners and supported to play an active and valued role in their child's education.

We will always tell parents when their child is receiving help for their special educational needs and will involve them fully in planning and reviewing any SEND provision.

A child's class teacher will work closely with parents at all stages in his/her education and if parents have concerns their first port of call should be the class teacher.

If parents continue to have concerns regarding the provision in place for their child, they are able to contact the SENCO via the school office on 01277 352803.

17. Pupil participation

Pupils and young people with special educational needs often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in the decision-making processes, including the setting and evaluation of targets. We are committed to developing more person-centred ways of working to make it easier for our SEND pupils to express their views.

18. Storing and managing information

All information relating to the child is held confidentially in accordance with the Data Protection Act and will not be divulged without permission. The exception to this is where information received may indicate that the child is in significant harm. The school has a duty to protect the welfare of the child and in this situation the school is duty bound to disclose this information to the relevant person or agency. All records kept will be held in a secure place accessed only with the agreement of the DSL or Headteacher.