Ringwood CE Infant School

SEND Inclusion Policy

Date: April 2025

Name of Headteacher:	Mrs Hilary Silk
Name of SENDCo:	Mr Andrew Webster
Approved by:	Full Governing Body
Date policy approved and adopted:	April 2025
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Ringwood CE Infant School

SEND Inclusion Policy 2025-27

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (Jan 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Feb 2013)
- Children and Families Act (2014)
- EEF Guidance Report (2020) – Special Educational Needs in Mainstream School
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)

What are Special Educational Needs?

- A child or person has SEND 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 he or she:
  a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
  b) Has 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 one of the definitions above or would do so if special educational provision was not made for them.

(Children and Families Act 2014, Section 20)

Special educational provision is **educational or training provision that is additional to or different from that made generally for others of the same age**. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support from within a setting or require involvement of specialist staff or support services.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEN.

Responsibility for the coordination of SEND provision

The Head Teacher, Mrs Hilary Silk, has overall responsibility for children with SEND at Ringwood CE Infant School.

The designated teacher responsible for coordinating SEND provision (SENDCo) is Mr Andrew Webster. He is currently working towards the NPQ for SENDCos and is the deputy head of the school.

The Governors with oversight of the arrangements for SEND provision are Dee Leather and Mary Jenkins.

The SENDCo is responsible for the management of provision and or support for identified pupils with SEND. The SENDCo will also coach and support teachers and other staff to enable them to provide appropriate assessment and focussed provision for children in their class with SEND.

All teachers are teachers of SEND pupils and as such provide quality first teaching which takes account of the particular individual needs of pupils with SEND within the classroom.

Aims and Objectives

Ringwood CE Infant School has high aspirations for all children identified as having SEND in our school. We strive to ensure that all children achieve their best, that they become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.

The staff and governors of Ringwood CE Infant School will endeavour to ensure that all SEND pupils reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND pupils. Teaching and supporting such pupils is therefore a whole school responsibility requiring a whole school response.

We are proud to have a whole school ethos that respects and values individuals, provides a safe, stimulating and inclusive learning environment and maintains high expectations for all. Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed. We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010.

Ringwood CE Infant School is committed to welcoming all pupils. Adjustments will be made where necessary and where possible to enable all pupils for whom Ringwood CE Infant School is the best placement, to access lessons and social time as freely as possible. Needs and adjustments will be considered on an individual basis.

Aims

- to create a learning environment that encourages all children to be respectful, honest, thoughtful, and sensitive to the needs of others so that everyone can thrive and achieve their best
- to identify the needs of pupils with SEND as early as possible
- to ensure that the special educational needs of pupils are identified, assessed and provided for
- to remove barriers and ensure that pupils with SEND are able to take part and contribute fully to school life
- to develop individuals' self-esteem
- to work in partnership with parents to support children's learning and health needs
- to work with outside agencies to further support children with SEND
- to create a safe school environment where pupils can contribute in the planning and monitoring of their special educational needs or disability
- to ensure smooth transitions at each transition stage for the pupils
- to provide quality training for all staff, equipping them with strategies and knowledge to support children with SEND

Objectives

- to work within the guidance provide in the SEND Code of Practice, 2015
- to operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs or disability
- to identify and provide for pupils who have special educational needs and additional needs

- to provide a Special Educational Needs and Disabilities Co-ordinator (SENDCo) who will work with the SEND Inclusion Policy
- to assist staff in modifying the curriculum to meet the pupil's needs within the classroom
- to ensure that parents/carers have knowledge about the SEND provision that the school makes, is able to make their views known about how their child is educated and have access to information, support and advice
- to ensure all pupils have a voice in their education that is heard and is part of the identification and provision mapping process through the SEND Learning Journey system

Identification of pupils with Special Educational Needs

The Code of Practice (2015) describes four broad categories of need. The four areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. Some pupils may have needs in more than one category and at Ringwood CE Infant School we consider the needs of the whole child and not just focus on the special educational needs of that child.

i. **Communication and Interaction** - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia and dysgraphia, hearing impairment, and those who demonstrate features within the autistic spectrum.

ii. **Cognition and Learning** - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or developmental co-ordination disorder (DCD/dyspraxia).

iii. **Social, Mental and Emotional Health** - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.

iv. **Sensory and/or Physical Needs** - this includes children with sensory, multi-sensory and physical difficulties.

In some cases, pupils might have needs which span two or more of these areas. It should be noted that the following factors do not necessarily mean that a child or young person has SEN and should not automatically lead to a pupil being registered as SEN:

- Behavioural difficulties
- Slow progress and low attainment
- Persistent disruptive or withdrawn behaviours

Every effort is made at the school to make an early identification of a child who may have special educational needs. The school adopts a graduated response to meeting special educational needs in line with the Code of Practice 2015.

The process of identification follows a series of steps:

a) Collecting a range of evidence through regular assessment, standardised tests and monitoring arrangements
b) The child's class teacher will take steps to provide differentiated 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. They will monitor the impact over a limited time period.
c) Parents/carers will be invited to come and discuss progress, results of assessments or previous learning history and agree outcomes and next steps.
d) The child will be invited to share their views about the challenges they face with learning and possible solutions.

e) The SENDCo will consult with the class teacher if a child continues to not make the expected progress in order to decide whether additional provision is necessary.
f) If there is cause for concern as a result of in-school assessments, the child might be offered further diagnostic tests in order to clarify targets. Some of these diagnostic tests can be implemented by an external service e.g. an Educational Psychologist.
g) Where it is decided that a child does have SEND, the decision will be recorded in the school records and the child's parents/carers will be informed. Ringwood CE Infant School will seek to remove barriers to learning and put effective special educational provision in place. This support will take the form of a four-part cycle of assess, plan, do and review with a growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes. This is known as a **'graduated response.'**
h) Parent's evenings and termly SEND Learning Journey meetings with the class teacher or SENDCo are used to monitor and assess the progress being made by SEND children.

Staff monitor the progress of all children to identify those at risk of underachievement. We recognise that needs are sometimes affected by other factors which are not educational but nevertheless impact on learning. Where these are identified we aim to address these needs appropriately and use additional processes and strategies.

Examples of other influences on progress:

- Attendance and punctuality
- Health and welfare
- English as an Additional Language
- Pupil Premium
- Looked After Children
- Service children
- Behaviour where there is no underlying SEND
- Bereavement and family issues

A graduated approach:

Our staff are responsible and accountable for the development and progress of the children in their class, including access of support from teaching assistants or specialist staff.

High quality teaching, adapted for individual children, is the first step in responding to children who have or may have learning needs. We regularly review the quality of teaching for all children, including those at risk of underachievement.

Where a child is identified as having SEND, parents will be formally advised of this and the child will be added to the SEND Register. 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.
The school adopts a four-part process:

- Assess
- Plan
- Do
- Review

This method is detailed in the SEND Code of Practice: 0 to 25 (July 2014) sections 6.45 to 6.56. The principle is firmly embedded in working closely with parents/carers and children to agree, action and

monitor individual progress over time so that special educational needs for all children are addressed appropriately, effectively and with good outcomes.

Assess
This involves clearly analysing the pupil's needs using the class 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.

Plan
The assessment profile forms the basis of a SEND Learning Journey (SLJ) that is created by the class teacher and SENDCo. These plans are reviewed half-termly with children and parents, separate to parents' evenings.

Do
The plan is then put into place with the class teacher remaining responsible for the learning and progress of the child. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. In order to achieve the objectives set on the plan, additional resources may be used in class, highly differentiated/personalised learning plans might be developed and taught by either the class teacher or teaching assistant or more specific intervention programmes may be implemented. Teachers will work closely with teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo is available to support the teacher, parents/carers and the child where necessary to help ensure a clear outcome-based approach.

Review
SLJs are reviewed half-termly to monitor progress towards the outcomes. 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 parents. The class teacher, in conjunction with the SENDCo, will revise the support and outcomes based on the pupil's progress and development. Results of the reviews then feed into the next round of assessments, providing a more specific picture of a child's strengths and areas for development which in turn feeds into the outcomes for the next SLJ.

Referral for an Education, Health and Care Plan

If a child has life-long or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can also be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo
- 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.

Education, Health and Care Plans (EHC Plan)

- Following Statutory Assessment, if it is decided that the child's needs are not being met by the support that is ordinarily available, an EHC Plan will be provided by Hampshire County Council. The school and the child's parents will be involved developing and producing the plan.
- 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.
- 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.

Monitoring and evaluating SEND provision

In order to make consistent and continuous progress for all SEND children, Ringwood CE Infant School encourages feedback from staff, parents and pupils throughout the year. If a child has an EHCP, this is done through an Annual Review Meeting assessing a child's progress against formally set outcomes.

We operate an open-door policy, where parents are actively encouraged to contact class teachers or the SENDCo with any concerns or questions particularly with regard to a child on the SEND register. The SENDCo is available to support staff in identifying needs, completing referrals and discussing processes with parents/carers.

The Governors for SEND, Dee Leather and Mary Jenkins, meet with the SENDCo on a regular basis and the SENDCo will attend governor meetings and produce reports throughout the year.

Inclusion of pupils with SEND

The Head Teacher and SENDCo oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school. Children with special educational needs should, alongside their peers, have access to a broad and balanced curriculum. Where children are withdrawn from class to follow individualised programmes, care is taken to ensure access is not denied.

Children with SEND engage in the wide range of activities of the school together with pupils who do not have special educational needs. These activities include meal times, recreation time, school visits and other social activities as well as the curriculum.

Criteria for exiting the SEN register

If it is felt that children are making progress which is sustainable then they may be taken off of the SEND register. If this is the case, then the views of the teacher, SENDCo, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off of the SEND register then all records will be kept until the pupil leaves the school (and passed on to the next setting).

A child with an EHC Plan will follow the statutory guidance for the ceasing of this as set out in the Code of Practice. This is determined by the local authority where a child no longer requires the special education as specified in the EHCP.

The pupil will continue to be monitored through the school's monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance, then the procedures set out in this policy will be followed.

Supporting pupils at school with medical conditions

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may have special educational needs and may also have an Education, Health and Care Plan. This brings together health and social care needs as well as their special educational provision.

The member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils is Mrs Hilary Silk.

Roles and responsibilities

The SENDCo – Mr Andrew Webster

In order to ensure that the policy is effective in providing for children within the school with SEN, the SENDCo has the responsibility to:

- Evaluate progress in reading, writing and mathematics throughout the academic year
- Evaluate the impact of programmes of support
- Provide evidence on the movement of pupils on the SEND register in relation to the yearly audit
- Report findings and updates to the SEND Governors on a termly basis who will feed back to the whole governing body
- Oversee the day-to-day operation of the school's SEND policy
- Co-ordinate the provision of children with SEND
- Liaise with and advisory teachers
- Manage and train teaching assistants (TAs)
- Oversee the records of all children with SEND
- Liaise with parents of children with SEND
- Liaise with external agencies
- Contribute to the in-service training for staff
- Monitor standards and achievement of pupils with SEND

Head Teacher – Mrs Hilary Silk

In order to ensure that the policy is effective in providing for children within the school with SEND, the Head Teacher is responsible for:

- The management of all aspects of the school's work, including provision for pupils with SEND
- Keeping the full Governing Body informed about SEND issues
- The deployment of all SEND personnel within the school
- Working closely with the SENDCo
- Standards and achievement of all pupils including those with SEND

Class Teacher

In order to ensure that the policy is effective in providing for children within the school with SEND, all teachers have a responsibility to:

- Check on the progress of all pupils and identify, plan and deliver any additional help individual children may need (targeted work, additional support) and inform the SENDCo as necessary.
- Ensure that all pupils know and understand how to achieve individual targets set through focused discussions.
- Share and review targets and strategies for pupils with SEND with parents at least once each term and plan for the next term.
- Ensure that all staff working with individual pupils are supported to deliver the planned work/programme for specific children, so they can achieve the best possible outcomes. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensure that the school's SEND policy is applied in their classroom for all the pupils they teach with SEND.

Higher Level Teaching Assistant (HLTA) and Teaching Assistant (TA)
In order to ensure that the policy is effective in providing for children within the school with SEND, all Higher Level Teaching Assistants and Teaching Assistants have the responsibility to:

- Be fully aware of the SEND policy and the procedures for identifying, assessing and delivering effective provision for pupils with SEND
- Carry out daily responsibilities required by the Head Teacher and SENDCo in order to fully support children with SEND

Governing Body evaluation and responsibility

How the Governing Body evaluate the success of the education which is provided at the school to pupils with Special Educational Needs.
The named governors for SEND are Dee Leather and Mary Jenkins who act on behalf of the governing body. It is their responsibility to ensure that:

- They are fully involved in developing and monitoring the school's SEND policy
- The SEND policy is up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed
- SEND provision is an integral part of the School's Learning Plan
- The quality of SEND provision is continually monitored.

Staff training

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.

The SENDCo attends relevant SEND courses and SENDCo Circle meetings in local schools facilitated by the Hampshire Educational Psychology team. In addition, the SENDCo facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENDCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management. Governors are offered training through Governor Services.

On entry to the school, new staff receive induction to learn the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals.

Admission arrangements

Please refer to the information contained on our school website Ringwood Church of England Infant School - Admissions

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010, therefore the admissions arrangements for children with SEND are the same as those for other pupils. Where a child has an EHCP, the local authority has the responsibility for arranging suitable provision for the child. If the school is named in the EHCP, the Governing Body must admit the child.

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 by them to speak to the Head Teacher or SENDCo, who will aim to resolve the concerns quickly.

In the case that a parent/carer feels that their concern or complaint has not been dealt with satisfactorily, they can follow the procedures as set out in the Complaints Policy which can be found on Ringwood CE Infant School's website: Ringwood Church of England Infant School - Policies

Storing and Managing Information

- All data including data stored electronically is subject to Data Protection law.
- All paper records will be held in line with the school's policy/protocol on security of information.
- SEND records will be passed on to a child's next setting when he or she leaves Ringwood CE Infant School. The school has a Confidentiality policy which applies to all written pupil records.

SEND Information

Ringwood CE Infant School presents its SEND information in the following ways:

- On the school website
  Ringwood Church of England Infant School - Policies
- The local authority's Local Offer website
  https://fish.hants.gov.uk/kb5/hampshire/directory/service.page?id=bQ3FCCrPoDo&familychannel=0

All information can be provided in hard copy and in other formats upon request. Alternatively, families without internet access may visit the school to use IT facilities to view the school and local authority's websites.

Accessibility

- Ringwood CE Infant School publishes its Accessibility Plan on the school website:
  Ringwood Church of England Infant School - Policies
- Further information can be found on the local authority's Local Offer website:
  https://fish.hants.gov.uk/kb5/hampshire/directory/service.page?id=bQ3FCCrPoDo&familychannel=0

Reviewing the SEND Policy

This policy will be reviewed and updated annually in consultation with governors and staff.

Links to other policies

Further information can be found on the school website:

Ringwood Church of England Infant School - Policies

- Supporting children at school with medical conditions
- Safeguarding
- Behaviour
- Data protection
- Off-site visits