Chalkwell Hall Infant School

Special Educational Needs and Disability Policy

Agreed by the Governing Board: Summer 2026

Review date: Summer 2027

Introduction

At Chalkwell Hall Infant School we value 'preparing today's learners for tomorrow's world'. Learning should be a rewarding and enjoyable experience for everyone. Through our planning and teaching we equip children with the basic skills, knowledge and understanding necessary to make informed choices and become independent learners.

As a school we recognise that all children learn in different ways and at differing speeds and that some children can have a variety of barriers to learning for which they will need to have support and provision in place which takes into consideration their particular difficulties.

Some children have special educational needs and therefore may need additional or different help from that given to other children of the same age, either throughout or at any time during their school careers. Teachers make provision for these children to enable them to participate effectively in curriculum and assessment activities. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

This policy follows the guidelines set out in the **Special educational needs and disability code of practice: 0 to 25 years June 2014.**

The Code sets out guidance with reference to part 3 of the Children and Families Act 2014 and associated regulations:

- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Order setting out transitional arrangements * (See Appendix)

Guidance in the Code is also based on the *Equalities Act 2010* and the document *Working Together to Safeguard Children 2013.*

Definition of SEND from the Code:

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, or

• has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

*The Appendix gives a brief outline of the main implementations of the new Code of Practice on SEN in schools.

1. Aims and objectives

The aims of this policy are:

- To create an environment that meets the special educational needs of each child;
- To ensure that the special educational needs of children are identified, assessed and provided for;
- To ensure that the social and emotional needs of all children are met;
- To make clear the expectations of all partners in the process;
- To identify the roles and responsibilities of staff in providing for children's special educational needs;
- To enable all children to have full access to all elements of the school curriculum;
- To ensure that parental contribution is paramount and that they are consulted and progress discussed on a regular basis;
- To ensure that our children have a voice in this process where appropriate.

2. Responsibility for coordinating SEN provision

The SENCo is responsible for co-ordinating the day-to-day provision of education for pupils on the SEN register. This responsibility is taken up by the SENCo, Katie Stevens. She can be contacted through the School Office – 01702 478533 or directly via email: katie.stevens@chalkwellhallinfants.co.uk

3. Roles and responsibilities

The SENCo:

- Manages the day-to-day operation of the policy;
- Tracks pupil data and attends year group meetings to ensure early identification and intervention through personalised learning;
- Oversees the provision for and manages the responses to, children's special needs;
- Supports and advises colleagues;
- Oversees the records of all children with special needs;
- Acts as a link with external agencies and other support agencies;
- Ensures that all those who work with a pupil with an Education, Health and Care Plan (EHC) are aware of the nature of the child's needs.
- Liaises with class teachers, parents and children to ensure that all parties are fully included and informed;
- Monitors and evaluates the special educational needs provision and reports to the Governing Board;
- Manages a range of resources, human and material, to enable appropriate provisions for children with special educational needs;

- Contributes to the professional development of all staff;
- Leads annual reviews of all pupils with EHCPs;
- Supports the class teachers with the writing of ISPs and attends review meetings with the parents, where appropriate;
- Completes referral forms alongside parents/carers for outside agencies such as Educational Psychology or Occupational Therapy
- Oversees the completion of the Early Help Family Support Assessment (EHFSA) with the parents/carers in order to access support from outside agencies and ensures subsequent reviews are carried out.

Class teachers:

- Deliver quality first teaching and provide activities differentiated to allow the appropriate challenge for all children;
- Monitor and assess the children's progress;
- Communicate success and concerns to parents as early as possible;
- Tailor learning to meet the needs of individuals, following the graduated response process as set out in the school's Local Offer;
- Where concerns are noted, follow the checklist for initial actions;
- Discuss identified concerns with the SENCo and report strategies used to date;
- With the SENCo identify any relevant screens to be carried out by the SENCo/trained HLTA to identify specific areas of need;
- Following discussion with parents and SENCo, move the child to SEN Support and complete an ISP (This may happen before or after consultation with the Educational Psychology Service);
- Following discussion with the SENCo, and input into the EHFSA from the class teacher, the Learning Mentor will be asked to meet with parents to complete an EHFSA in order to access outside agencies e.g. Speech and Language
- Provide support for children who need help with communication, language, literacy, basic skills, medical requirements and physical needs;
- Plan to develop children's understanding through the use of all available senses and experiences;
- Adapt planning to allow for children's full participation in learning, including physical and practical activities;
- Help children to manage their behaviour and to take part in learning effectively and safely;
- Help individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

The Governing Board:

- Has due regard to the Code of Practice when carrying out its duties towards all pupils with special educational needs and has appointed the nominated Governor to have responsibility in this area. Amy Mann is the SEND Governor and ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

- Does its best to secure the necessary provision of support for any pupil within the school identified as having special educational needs.

The Head Teacher informs the Governing Board of how the funding allocated to support special educational needs has been employed.

The SENCo provides a termly Inclusion Report for the Governing Board.

4. Admission arrangements

For children who do not have an Education Health and Care Plan (EHCP):

- Admission arrangements for these children will be the same as for all children. Care will be taken to inform staff of the children's individual needs and make every effort to meet these so that the children can fully access a broad and balanced curriculum.
- Under the Equality Act 2010, schools have a duty towards individual disabled children and young people. In compliance with this, Chalkwell Hall Infants will make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them from being at a substantial disadvantage. (Code 6.9)

5. Facilities for pupils with special educational needs

There is sloped access to the main school building from the playground and into some classrooms. There is sloped access into the dining hall.

There are adapted toilets situated within the main building and EYFS/Treehouse classroom, with access to an electronic bed changing facility. There is also access to an electronic shower in the main building.

The school's commitment to an inclusive approach means that the needs of all individuals - pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual and cultural needs, will be addressed as they arise and all reasonable steps taken to meet them. (See the school Accessibility Plan)

6. Allocation of resources

Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives.

Many children who join this school have already attended an early education setting. In some cases children join the school with their specific needs already identified. All the children are assessed when they join our school so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

The school provides a graduated response in line with Southend's Graduated Response:

Universal - includes quality first teaching and provision being made to eliminate any barriers to learning e.g. sitting nearer the board if there is an eyesight difficulty. Some children may require extra adult support to work on identified barriers to learning. This does not replace access to high quality first teaching. Interventions are timely and monitored for impact. Where the barrier is developmental or is due to some missed learning the impact should be that the barrier to learning is reduced or removed. If despite intervention the gap between expected attainment and that of the identified children is widening then further assessment may be necessary and advice sought from outside agencies, e.g. the Educational Psychology Service.

Targeted - when the impact of intervention is insignificant, escalation to Special Educational Needs Support (**SEN Support**) is put into place with an Individual Support Plan (**ISP**). Additional screens may be carried out to identify specific barriers to learning. External or outside agency support may be sought prior to or during this stage. Progress will continue to be monitored through the Assess, Plan, Do, Review cycle.

Specialist – Following the implementation of suggested strategies and monitoring of their success, consideration may need to be given as to whether it is appropriate to apply for a Statutory Assessment with the view to obtaining an Education, Health and Care plan (**EHCP**) for the child.

Details of what support can be found at each stage of the graduated response, can be found in the school's Local Offer and on the local authority site – https://www.livewellsouthend.com/send-local-offer

Early Health Family Support Assessment forms (EHFSA) can be used by education, health or social care when the needs of a child indicate the support of other agencies.

The Code (9.2) states that:
The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:
• establish and record the views, interests and aspirations of the parents and child or young person
• provide a full description of the child or young person's special educational needs and any health and social care needs
• establish outcomes across education, health and social care based on the child or young person's needs and aspirations
• specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes

7. Emotional and Social Barriers to Learning

The school has a Pastoral Team in place consisting of the Headteacher, Deputy Headteacher, Attendance Officer, SENCo and a full time Learning Mentor. At different times in their lives, children may experience emotional stress e.g. bereavement, divorce etc. The Learning Mentor works with children at

these times and with their families. Should the child's need be considered to be of a deeper nature, the school has engaged the services of a trained counsellor who sees the children on an individual basis for as long as the child needs.

The Acorn Room

The Acorn Room is used to settle children in the morning who are finding it difficult to separate when coming into school. During the day the Acorn Room will be used as an extension of their learning environment to facilitate the needs of any pupils who may need to experience a quieter learning environment for a variety of reasons.

8. Identification and review of pupil needs

Action relating to support will follow an 'assess, plan, do, review' model. Early identification is vital. The class teacher informs the parents of an identified child, at the earliest opportunity, to alert them to concerns and enlist their active help and participation. In the first instance the class teacher will assess and monitor the child's progress in line with existing school practices, liaising with parents and facilitating the appropriate support. Discussion may take place with the SENCo and taking into consideration the Code and Local Authority Guidance, it may be decided that the child's needs are above and beyond what can be addressed through normal class differentiation, in which case the child will be placed on SEN Support and an Individual Support Plan will be written with the parents and child. The child's progress will continue to be monitored through the review process in which the ISP is a working document, to ensure that strategies are effective and are having a positive impact on the child's learning.

9. Access to the curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

- Understand the relevance and purpose of learning activities;
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

All children placed on SEN Support and those with an EHC Plan, have an ISP. The ISP is used as a tool to address the child's barriers to learning in order that the children have the best opportunity to access the curriculum as a whole. Children are supported in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy and facilitates their particular learning style.

The school adapts learning to address the needs of individual children. In some cases it is necessary to implement a more personalised curriculum in order to improve early learning skills through tailor-made small group and/or individual work: this may be provided outside of the classroom as part of the school day. For a small number of children and for a wide variety of reasons, additional nurture is needed in order to ensure that they are ready and able to learn.

Children who can access learning through adaptation within a whole class setting will continue to have their learning facilitated in this way for maths and english in the mornings. Where extra support is needed, some children will be taken out for individual/group intervention in the afternoon for short periods of time – this may happen daily, weekly or a number of times during the week.

There are a few children in school for whom adaptation within a whole class setting is not appropriate or adequate to address their learning needs. Some of these children will already have an EHC Plan in place, others may be in the process of applying for an assessment with regards to an EHC Plan whilst some children may be at the stage where their needs have been identified, they require personalised learning styles and their progress needs to be monitored over time.
These children will register with their own classes and attend the 'Treehouse' where they will have a qualified teacher to facilitate their individual needs and their personalised learning plans.

Where a child has a special need but also a talent, then provision will be made to meet the area that is a gift or talent. Expertise in the field of the gift or talent will be sought to ensure that the pupil can achieve to the best of his/her ability irrespective of the SEN.

10. Inclusion of pupils with special educational needs

As stated in the *Introduction,* we are an inclusive school which abides by our duty under the Equality Act 2010 towards individual disabled children and make all reasonable adjustments necessary to facilitate their needs.

Our inclusive ethos also means that we recognise that all children learn in different ways and at differing speeds and that some children can have a variety of barriers to learning for which they will need to have support and provision in place which takes into consideration their particular difficulties.

Within the umbrella of reasonable adjustments we make sure that all children regardless of need or disability have the same access to a broad and balanced curriculum.

The Treehouse

With this in mind, from September 2017, the school SENCo (a qualified teacher) with Learning Support Assistants, delivers quality first teaching to a small number of children who need personalised learning in a way which they cannot access in the whole class learning environment. This will include pupils with EHCPs with the option of offering support to others whose progress/behaviour is indicating that they need a more personalised learning environment.

Identified children as described will register in the mornings with their class and then go to the Treehouse, where they will spend the morning with a teacher and LSAs working on basic skills including maths, english, fine and gross motor skills, early play, social, emotional and behaviour development, through a variety of appropriate mediums. Where possible, the children will return to their classes for lunch time and the afternoon session. Where support is essential for pupils to access the whole class environment then provision will be made but wherever possible children will be encouraged to develop their independence during the afternoon sessions.

During the afternoons, the teacher may also work with some of these children on specific targets for short periods of time. The teacher will also work with other children who have been identified as SEN Support, who access the whole class setting but need extra intervention aimed at promoting accelerated progress. This support may also be delivered by HLTAs under the direction of either their class teacher, year group leader or SENCo.

11. Working in partnership with pupils and parents

The school values the contribution that parents make, as they are the ones that know their child best. Therefore the school works closely with parents in the support of all children and makes special arrangements for consultation around those children with special educational needs. Parents and pupils play an integral part in the review processes that are in place:

- Consultation regarding decision making;
- Regular informal updates of progress made and targets being worked on, at least half termly;
- Termly formal ISP review meetings;
- Annual Reviews for EHC Plans.

As part of the school ethos, children are encouraged to take responsibility and to make decisions thus promoting the development of children as independent thinkers and learners. Children are therefore involved at an appropriate level in setting targets for their ISPs and in the termly formal ISP review process. Children are encouraged, at an appropriate level, to make judgements about their own performance against their ISP targets. We recognise all small successes as we do in any other aspect of school life.

12. Monitoring and evaluation

The SENCo monitors the movement of children within the SEND system in school, providing staff and governors with regular summaries of the impact of the policy on the practice of the school.

The SENCo meets termly with the SEND Governor.

The following systems are in place:

- Regular meetings between SLT (Senior Leadership Team) to review the process of all children including those identified as having a special need;
- Termly pupil progress meetings between appraisers and appraisees;
- Rigorous tracking of pupil progress by SLT, KS1 leader and all Teachers;
- Regular professional dialogues between staff and the SENCo;
- Meetings between the SENCo and the named governor with responsibility for SEND;
- SENCo compiles termly Inclusion reports for Governors;

- An annual report 'SEND Information Report' is compiled by the SENCo, for the Governing Board and the parents, with a copy being published on the school website.

The SENCo reviews the policy annually with the Governing Board and school staff and the policy is up-dated to ensure that it complies with latest legislation and guidelines.

Appendix

Chalkwell Hall Infant School's Local Offer (Graduated response) can be found on the school website

Glossary and explanation of the terms and procedures:
SEND: Special educational needs and disability

SEN Support –Special Educational Needs Support: children for whom intervention as described at Wave 2, of the Local Offer, has not had the desired impact and placed on the SEN Register.

ISP: Individual Support Plan: Children recognised as SEN Support all have an Individual Support Plan which documents long term desired outcomes broken into **S**pecific **M**easurable **A**ttainable **R**elevant **T**imely (SMART) targets. These plans are working documents which are updated daily/weekly as appropriate when children either achieve targets, or to alter strategies which are not working. The plans compiled by class teachers with advice from the SENCo in consultation with parents and children where appropriate.

EHFSA: Early Help Family Support Assessment: This form is currently used to refer to the Speech and Therapy Service.

EHC Plan: Education, Health and Care Plan: This document incorporates the outcomes desired for a child's education, health and care needs and facilitates all professionals working together with the parents and child at the centre.

When a child has been on SEN Support for usually two terms and still no significant progress has been made and the child's ability to access whole class teaching is lessening as the gap widens between their ability and that of their peers, then a decision is made by parents, teacher and SENCo with the advice taken into consideration from other professionals e.g. Educational Psychologist, to apply for an EHC assessment by the Local Authority with the view to the possibility for the child being issued with an EHC Plan.