



## Pashley Down Infant School

*Learning at Pashley is an amazing adventure*

# **Special Educational Needs & Disabilities (SEND) Policy**

Reviewed/Adopted: April 2025

Next Review: April 2026

## **Rationale**

This policy is designed to promote the successful inclusion of pupils with special educational needs and disabilities (SEND) at Pashley Down Infant School.

At Pashley Down Infant School we are committed to offering an inclusive environment and curriculum that ensures high quality outcomes and provision for all of our pupils regardless of their needs or abilities. As a school, we believe that a focus on outcomes is key to ensuring that all pupils succeed, and that provision is tailored appropriately to meet the individual needs of the child.

### **The Inclusion Team:**

Pashley Down Infant School has an Inclusion Team which are directly responsible for SEND, these are:

Amy Jones – Inclusion Leader

Claire Browning – Behaviour Mentor / HLTA

SEND Governor – Jennifer Cruse

## **Introduction**

This policy sets out our approach to supporting children with Special Educational Needs and Disabilities (SEND). For more information about how we support children with SEND, please also refer to our SEND Information Report which is updated annually and can be found on our website <http://www.pashley.e-sussex.sch.uk/>.

There is also information about the support which the Local Authority, and other services, provide in the East Sussex Local Offer for SEND.

<https://localoffer.eastsussex.gov.uk/>

Other school policies which include information that may be important for pupils with SEND are:

- Behaviour policy
- Equalities policy
- Accessibility policy
- Anti-bullying policy

## **Leadership and Management of SEND**

## **Inclusion Leader**

Our Inclusion Leader holds the National Award for Special Educational Needs Co-ordination (NASENCo) and has day-to-day responsibility for the strategic and operational aspects of our SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have Educational Health and Care Plans (EHCPs).

Our Inclusion Leader provides professional guidance to colleagues and works closely with staff, parents and other outside agencies. Our Inclusion Leader is aware of the provision in the Local Offer and works with professionals providing a support role to families to ensure that our pupils with SEND receive appropriate support and high-quality teaching.

## **The Governors**

Our Governing Body fulfils its statutory duty towards children with SEND or disabilities in accordance with the guidance set out in the SEND Code of Practice. In particular, the governing body ensures:

- arrangements are in place in school to support pupils with medical conditions;
- a SEND Information Report is published annually;
- there is a qualified teacher designated as a Leader for SEND.

In addition, our governing body works with the Inclusion Leader and Head Teacher to determine the strategic development of SEND policy and provision across the school, including establishing a clear picture of the resources available.

The governing body also ensures that the school meets its responsibilities under the Equality Act 2010 with regard to admissions, reasonable adjustments and access arrangements and publishes information about this that includes specific and measurable objectives.

## **The types of special educational needs that are provided for in our school**

The areas of need that are described in the SEND Code of Practice are:

- **Communication and interaction** – this includes children with speech language and communication needs (SLCN) and those with an Autism Spectrum Disorder (ASD).
- **Cognition and learning** – this includes children with moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). This also includes children with specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.

- **Social, emotional and mental health difficulties** – social, emotional and mental health difficulties may manifest themselves in many ways including becoming withdrawn or isolated, as well displaying challenging, disruptive or disturbing behaviour. Other children may have disorders such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) or attachment disorder.
- **Sensory and/or physical needs** - this includes children with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD).

Children with any of these areas of needs can be included in our school community, where we feel we can successfully meet their needs.

### **Identification and Assessment of SEND**

A pupil has SEND when their learning difficulty or disability requires special educational provision, namely ***provision different from, or additional to, that which is normally available to pupils of the same age.***

We will assess each pupil's current skills and level of attainment on entry to our school

We will make regular assessments of progress for all pupils. These will seek to identify pupils making less than expected progress given their age and individual circumstances.

This is progress which:

- is significantly slower than that of their peers starting from 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.

The first response to less than expected progress will always be high quality classroom teaching targeted at the pupil's area of weakness.

In identifying a child as needing SEND support, the class teacher, working with a member of the Inclusion Team, will carry out a clear analysis of the pupil's needs including the individual's development in comparison to their peers and national data.

Slow progress or low attainment do not necessarily mean that a child has SEND. Equally, attainment in line with chronological age does not necessarily mean that there is no learning difficulty or disability.

Difficulties related solely to limitations in English as an additional language are not SEND.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEND.

We are alert to emerging difficulties and will respond early. For some children, SEND can be identified at an early age. However, for other children difficulties may only become evident as they develop.

We recognise that parents know their children best and will therefore always listen and understand when parents express concerns about their child's development. We also listen and address any concerns raised by the children themselves.

Where it is decided to provide a pupil with SEND support, the decision will be noted in an Assess, Plan, Do Review (APDR) document and we will formally notify parents.

We are required to make data available on the levels and types of SEND within the school to the Local Authority. This data, collected through the School Census, is also required to produce the national SEND information report.

SEND support will be reviewed, adapted and / or replaced depending on how effective it has been in achieving the agreed outcomes.

In East Sussex, a school based *Additional Needs Plan* is used when, despite the appropriate targeted support, a child continues to make little or no progress or to work at levels considerably below those of their peers. Many of these children are likely to be receiving support from other agencies.

Where, despite taking relevant and purposeful action to identify, assess and meet the SEND of the child, the child has not made expected progress, consideration will be given to requesting an Education, Health and Care assessment. This request can be made by the school or by parents.

In considering whether an EHC needs assessment is necessary the Local Authority will consider the evidence of the action already being taken by the school to meet the child's SEND. East Sussex County Council expect an Additional Needs Plan to have been reviewed at least three times and that sufficient time has been allowed to implement and monitor recommendations from any outside agencies.

An EHC needs assessment will not always lead to an EHC plan.

The purpose of an EHC plan is to provide statutory special educational provision to meet the special educational needs of the child, to secure improved outcomes for them across their education, health and social care and, as they get older, prepare them for adulthood. The EHC plan also specifies the arrangements for setting shorter term targets at school level.

## **Working in partnership with parents**

We are committed to working in partnership with parents and carers. We will:

- Have regard to the views, wishes and feelings of parents.
- Provide parents with the information and support necessary to enable full participation in decision making.
- Support parents in order to facilitate the development of their child to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.
- Meet with the parents of children at least three times each year.
- Provide an annual report for parents on their child's progress.

If there are any disagreements with parents about SEND support for their child, we will work with them to try to resolve these. If parents have a complaint they can use the school's complaints procedure. Details about this are available from the school office or on the school website.

## **Involving children**

We are committed to involving children with SEND in decisions about their learning. We will:

- Have regard to the views, wishes and feelings of children.
- Provide children with the information and support necessary to enhance their development and help them achieve the best possible educational and other outcomes.

## **Assessing and reviewing outcomes**

We record evidence of pupil progress, with a focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEND support provided. We record details of additional or different provision made under SEND support. This forms part of regular discussions with parents about the child's progress, expected outcomes from the support and planned next steps.

SEND support takes the form of a four-part cycle: Assess, Plan, Do and Review. Decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the Graduated Approach.

Clear dates for reviewing progress are agreed and the parent, pupil and teaching staff will be clear about how they will help the pupil reach the expected outcomes. The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

## **Reviewing an EHC plan**

EHC plans are used to actively monitor children's progress towards their outcomes and longer-term aspirations. They must be reviewed as a minimum every 12 months. Reviews will be undertaken in partnership with the child and their parents, and will take account of their views, wishes and feelings. The review will focus on the child's progress towards achieving the outcomes specified in the EHC plan. The review will also consider whether these outcomes and supporting targets remain appropriate. Parents, a school representative, a Local Authority SEND officer, a health service representative and a Local Authority social care representative may be invited to the review meeting.

Before the meeting we will:

- give notice to all parties at least two weeks before the meeting and seek advice and information about the child.
- send out any advice or information gathered to all those invited at least two weeks before the meeting.

We will prepare and send out a report of the meeting to everyone invited within two weeks of the meeting.

Where a child is looked after by the Local Authority, we will endeavour to synchronise EHC plan reviews with social care reviews.

## **Transition**

The great majority of children with SEND or disabilities, with the right support, can find work, be supported to live independently, and participate in their community. We encourage these ambitions right from the start. Our SEND support includes planning and preparation for the transitions between phases of education, year groups and key stages. We will agree with parents and pupils the information to be shared as part of this process. We support children so that they are included in social groups and develop friendships. This is particularly important when children are transferring from one phase of education to another.

If a child has an EHC plan, this will be reviewed and amended in sufficient time prior to moving between key phases of education. The review and any amendments must be completed by 15th February in the calendar year of the transfer.

## **The approach to teaching children with SEND**

We set high expectations for all pupils whatever their prior attainment. We use assessment to set targets which are deliberately ambitious. We deliver high quality teaching that is differentiated and personalised and meets the individual needs of the majority of children.

Some children need educational provision that is additional to or different from this and we use our best endeavours to ensure that such provision is made for those who need it.

### **Curriculum and learning environment**

All pupils have access to a broad and balanced curriculum. Our policies and planning documents include details of how the curriculum is adapted or made accessible for pupils with SEND. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. We do what is necessary to enable children to develop, learn, participate and achieve the best possible outcomes irrespective of whether that is through reasonable adjustments for a disabled child or special educational provision for a child with SEND.

### **Training and continuing professional development (CPD) for staff**

We regularly, and carefully, review the quality of teaching for all pupils, including those at risk of underachievement. This includes, identifying particular patterns of need in the school, reviewing, and where necessary improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

Where interventions are required, we ensure staff have sufficient skills and knowledge to deliver the intervention effectively.

The quality of teaching for pupils with SEND, and the progress made by pupils, is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.

### **Evaluating the effectiveness and impact of SEND provision**

We maintain an overview of the programmes and interventions used with different groups of pupils to provide a basis for monitoring their effectiveness and impact. We use information systems to monitor the progress and development of all pupils. This helps us to develop the use of interventions that are effective and to remove those that are less so.

We will publish an annual SEND information report on the school website.

### **Inclusion**

We are committed to eliminating discrimination, promoting equality of opportunity and fostering good relationships. Pupils with SEND engage in the activities of the school together with those who do not have SEND, and are encouraged to participate fully in the life of the school and in any wider community activity.

## **Emotional and social development and well-being**

We support the emotional, mental and social development of children, if required, with SEND and disabilities by providing, if necessary, extra pastoral support arrangements for listening to their views and implementing measures to prevent bullying. We make provision for pupils' spiritual, moral, social and cultural development.

### **Involving specialists**

We will aim to involve a specialist where a child makes little or no progress over a sustained period or where they continue to work at levels substantially below those of pupils at a similar age despite evidence-based SEND support delivered by appropriately trained staff. Parents are always involved in any decision to involve specialists. We may involve specialists at any point to advise on early identification of SEND and effective support and interventions.

We work with parents and agencies to consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions to support the child's progress. Together, we agree the needs of the child, responsibilities and the outcomes to be achieved through the support, including a date by which it is reviewed. Records of involvement of specialists are kept and shared with parents and teaching staff.

Where a child is looked after by Local Authority, we will work closely with other relevant professionals involved in the child's life as a consequence of being looked after.

We work closely with the Local Authority and other providers to agree the range of local services. Some services may be commissioned directly.

### **Funding for SEND**

We have an amount identified within our overall school budget, called the notional SEND budget. This is not a ring-fenced amount. We provide high quality appropriate support from the whole of our school budget including any resources targeted at particular groups such as the pupil premium.

The Local Authority may provide additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.

In some circumstances, parents may request a Personal Budget. This is an amount of money identified by the Local Authority from which the parent or young person can be involved in independently securing the provision set out in an EHC plan themselves.

### **Data Protection**

An Education Health Care plan (EHC plan) will be kept securely so that unauthorised persons do not have access to it. EHC plans will not be disclosed without the consent of the child's parents, except for specified purposes or in the interests of the child.

*See our Data Protection policy for more information.*

**If you have any questions about this policy please contact the Inclusion Leader or Head Teacher as detailed above.**

## Appendices

### Assessment

As part of our mission to support all of our children to achieve high-quality outcomes and to respond early to any emerging difficulties, Pashley Down Infant School is able to offer the following assessments:

Language Link	Infant Language Link is an award-winning package used to identify and support children with mild to moderate SLCN and those new to English in Key Stage 1. The assessment will also identify any children who may have more severe language needs, such as Developmental Language Disorder (DLD), so that these children can be considered for further investigations and diagnostic assessment with your local Speech and Language Therapy team. Suitable for children aged 4-7 years, it focuses on vital higher-level language skills such as making inferences, complex grammar and figurative language.
Jump Ahead	The Jump Ahead assessment identifies the difficulties experienced by children with coordination problems and shows school staff how to address these through targeted intervention. The course also supports schools to fulfil the requirements of the new Occupational Therapy and Physiotherapy referral pathways which require children to have received a substantial amount of support through Jump Ahead prior to referral.
Pearson Dyslexia Screener	<p>The <i>DST-Junior</i> provides a profile of strengths and weaknesses which can be used to guide the development of in-school support for the child.</p> <p>New theoretical developments in dyslexia research suggest that it should be possible to identify both slow learners and potential dyslexic children at the <b>age of 5 or 6 years</b>, in time for greater reading support. The <i>DST-J</i> is designed for early identification of children who are at risk of reading failure so that they can be given extra support at school.</p> <p>The <i>DST-J</i> replaces the bestselling DST and reflects changes in theory and practice since this initial publication with additional subtests, validation studies and case histories and scoring software.</p>
Phonics Tracker	Phonics Tracker is an instant assessment and tracking program for phonics, high frequency words and the phonics screening check. Designed by teachers for teachers to simplify the assessment of phonics by instantly recording whether a child

	can successfully pronounce the phoneme or word, tracking progress across the primary English curriculum.
Speech Link	Speech Link is used to identify and support children with developmental speech sound difficulties. Launched in 2003, it is still used widely throughout the UK to help schools decide who needs to be seen by a Speech and Language Therapist and those at risk of literacy difficulties. Suitable for children aged 4 to 8 years, Speech Link helps demystify speech work and helps support staff work effectively with children's common speech sound errors.
York Assessment for Reading Comprehension (YARC)	The York Assessment of Reading for Comprehension (YARC) is an individually administered reading assessment that allows professionals to closely observe a pupil's reading behaviours, strengths and areas for development. When using YARC, the component skills of reading are broken down to allow staff to find precise areas to target to bring about rapid progress. Parallel forms of the assessment allow you to measure the impact of interventions.

### **Interventions**

Pashley Down Infant School offers a variety of specific and bespoke interventions to address a wide range of additional educational needs. These include:

Language Link	Infant Language Link is an award-winning package used to identify and support children with mild to moderate SLCN and those new to English in Key Stage 1. The assessment will also identify any children who may have more severe language needs, such as Developmental Language Disorder (DLD), so that these children can be considered for further investigations and diagnostic assessment with your local Speech and Language Therapy team. Suitable for children aged 4-7years, it focuses on vital higher-level language skills such as making inferences, complex grammar and figurative language.
Nurture	Our Nurture Groups offer a range of opportunities for children and young people to engage with a range of nurturing experiences, giving them the social and emotional skills to do well at school and with peers, develop their resilience and their capacity to deal more confidently with the trials and tribulations of life, for life.
Mindfulness	By teaching children meditation and mindfulness skills we help them increase their well-being and enable them to meet the stresses of the world with presence, self-compassion, and openness. In order to help our pupils find their way into practising mindfulness, our Mindfulness Coach delivers Key

	Stage 1 appropriate sessions where there are no wrong answers and participation is always an invitation.
Phonics	Phonemic awareness is the ability to hear, identify, and manipulate individual sounds in spoken words. Phonics, takes that a step further. Phonics is the ability to pair individual sounds with a visual symbol. Our phonics intervention helps our children to grasp the idea that letters and letter patterns represent the sounds of spoken language.
Reading	Reading interventions are activities and strategies that help struggling readers develop their ability to read. This includes 1:1 and small group interventions as well as our Cosy Book Club initiative.
Ready to Learn	This is a behaviour / engagement support strategy, which has at its heart a drive to improve the quality of learning for all our pupils and to ensure that every child is able to achieve their fullest personal and academic potential.
Sensory Circuits	Participation in a short sensory motor circuit is a great way both to energise and settle children into the school day.  The aim is to focus concentration in readiness for the day's learning. The circuit also encourages the development of the child's sensory processing skills. Many children can benefit from attending a Sensory Circuit, even for a short period of time
Speech and Language	Speech Link is used to identify and support children with developmental speech sound difficulties. Launched in 2003, it is still used widely throughout the UK to help schools decide who needs to be seen by a Speech and Language Therapist and those at risk of literacy difficulties. Suitable for children aged 4 to 8 years, Speech Link helps demystify speech work and helps support staff work effectively with children's common speech sound errors.
Writing	Written expression is one of the most challenging tasks for children to learn. Children who experience difficulties in acquiring fluent and efficient writing skills may struggle to generate ideas, construct meaningful sentences, sequence and organise their ideas into paragraphs, and use grammar appropriately. These pupils may also have difficulty with handwriting, punctuation and spelling. Furthermore, writing requires knowledge of text genres, text cohesion and coherence, and a sense of audience. Any weaknesses in oral language expression are likely to transfer to written work as it is very rare for someone to be able to write material they are unable to say.  Explicit instruction of component skills is likely to lead to more effective instruction and learning. When all of the component

	skills are fluent, written language skills (comprehension and expression) should be a reflection of a child's ability to use spoken language.
Zones of Regulation	The Zones of Regulation framework and curriculum teaches students scaffolded skills toward developing a metacognitive pathway to build awareness of their feelings/internal state and utilize a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This includes exploring tools and strategies for mindfulness, sensory integration, movement, thinking strategies, wellness, and healthy connection with others. The Zones of Regulation provides a common language and compassionate framework to support positive mental health and skill development for all, while serving as an inclusion strategy for neurodiverse learners, those who have experienced trauma, and/or have specific needs in terms of social, emotional, and behavioural development.

### **Outside / Partner Agencies**

We work with a range of agencies to implement a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions to support the child's progress. These include:

- Child and Adolescent Mental Health Services (CAMHS)
- Child Development Clinic - Scott Unit, Eastbourne District General Hospital
- Communication, Language and Autism Support Service (CLASS)
- Children's Integrated Therapy Service (CITES)
- Educational Psychology Service (EPS)
- Occupational Therapists
- School Health Service
- Team Around a School and Setting (TASS)

This policy sets out our approach to supporting children with special educational needs (SEND). For more information about how we support children with SEND please also see our *SEND Information Report*.