Federation of Liphook Infant School and Liphook C of E Junior School

Special Educational Needs and Disabilities (SEND) Policy

Special Educational Needs and Disabilities

It is estimated that about 40% of children will have SEND at some time during their school career (identified by The Education Policy Institute and the Nuffield Foundation). For many children, these will be temporary and often overcome with a minimum of help. Often parents are the first to be aware that a child has difficulties, although teachers and other professionals also may raise concerns. Staff, parents and others where appropriate will work together to help the child.

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out federations' responsibilities for pupils with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out federations' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.
- The 2014 SEND Code of Practice which contains guidance on the special educational needs and disability system for children and young people aged 0 to 25.

The Education Act 1996 states that:
A child has special educational needs if he or she has a learning difficulty, which calls for special educational provision to be made for him or her.
A child has a learning difficulty if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age;
- Has a disability, which either prevents or hinders that child from making use of the educational facilities available
- A child must not be considered as having a learning difficulty solely because the language of the home is different from the language in which he or she will be taught.
- Special Educational provision means: educational provision, which is additional to, or otherwise different from, that made for other children of the child's age.

Principles

We value the contribution that every child can make in our schools and welcome the diversity of culture, religion and learning style. We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs and abilities. We seek to raise the achievement, remove barriers to learning and provide physical and curricular access to all.

A minority of children have particular learning and assessment requirements. These are likely to arise as a consequence of a child having special educational needs. A child has special educational needs and / or disability (SEND):

- if he/she has significantly greater difficulty in learning than the majority of children of the same age or

- if he/she has a disability which prevents or hinders the use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority

A child's special educational needs may relate to:

- learning difficulties in acquiring early skills
- emotional and/or behavioural difficulties
- specific learning difficulty with reading, writing and/or number work
- speech and language problems
- communication problems which affect a child's ability to understand social communication, social situations and language
- physical disability
- medical or health conditions which may impact on a child's progress and/or involve treatment that affects their education
- hearing impairment
- visual impairment

Teachers take account of these difficulties and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. As a whole staff team, we aim to provide a learning environment in which:

- All children feel included, secure and valued
- All children grow in self-confidence, develop independence and are able to achieve their best
- The effort and achievement of all children are recognised and celebrated
- We recognise that children learn in different ways and at differing rates
- The diversity of children's needs are recognised and met through a range of flexible, responsive and varied provision
- We endeavour to supply additional support at an early stage to children who are struggling in an area of their work
- We seek to work in partnership with parents; recognising the important role that parents have in their child's learning
- We expect high standards of behaviour and encourage children to develop respectful, caring relationships with one another, with staff and within the wider community

A child must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he/she is being taught.
Children may have special educational needs either throughout or at any time during their school career. 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.

Aims and objectives

The aims of this policy are:

- to ensure that the school meets the special educational needs of each child and seeks to maintain and improve provision wherever it is delivered

- to ensure that the special educational needs of children are quickly identified, assessed and provided for
- to ensure that external advice is sought as appropriate
- to make clear the expectations of all partners in the process, including parents and children, and to ensure that partnership works effectively
- to ensure that the children have a voice and their views and wishes are taken into account
- to identify the roles and responsibilities of staff in providing for children's special educational needs
- to ensure that regular monitoring and evaluation of children allows staff to know they are making appropriate progress
- to enable all children to have full access to all elements of the school curriculum

Education Inclusion

Inclusion is a process by which schools, local authorities (LAs) and others develop their cultures, policies and practices to include all children.
Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches, resources and experiences

From September 2002 the SEN and Disability Act 2001 required all education providers to ensure that children with disabilities are not treated less favourably or put at a substantial disadvantage compared to other children who do not have disabilities. Schools and local authorities have duties to prevent discrimination and facilitate inclusion.
In line with LA policy, the school has a specific policy for inclusion, a copy of which is available on the school's websites or from the office.

The role of the governing body and SEND governor

The governing body has a duty to:

- Do its best to ensure that all pupils with special educational needs are appropriately catered for and that they have the opportunity to participate as fully as possible in all aspects of school life;
- Ensure that parents are notified of a decision by the school that their child has special educational needs;
- Establish an SEN policy which is publicly available and can be easily understood by parents and review that policy on a regular basis;
- Report on how the school's SEN policy is being implemented to the governing body;
- Ensure that the SEN Code of Practice is followed;
- Meet the SENCo on a termly basis to gain information about the provision made for pupils with special educational needs and to monitor the implementation of the SEN policy and report back to the governing body on a regular basis;
- Observe at first-hand what happens in school both inside and outside the classroom to ensure that pupils with SEN are actively involved in all aspects of school life;

- Take opportunities to meet and talk with parents of pupils with SEN;
- Keep informed about developments in the area of special educational needs, nationally, locally and within the school. The Governing Body, in co-operation with SLT, determine the school's general policy and approach to provision for children with SEND.

The SEND Governor will:

- Help to raise awareness of SEN issues at governing board meetings;
- Monitor the quality and effectiveness of SEN and disability provision within the federation and update the governing board on this;
- Work with the Executive Headteacher and SENCo to determine the strategic development of the SEN policy and provision in the federation.

The role of the Executive Headteacher and Heads of School

The Senior Leadership team, which includes the Assistant Headteacher for SEND and Inclusion, Heads of School and Executive Headteacher, has responsibility for the day-to-day management of all aspects of each school's work, including provision for children with SEND. The Senior Leadership Team (SLT) keeps the Governing Body fully informed.

The role of the class teacher

The class teacher has responsibility for educating **all** children, including those with SEND, and for adaptive teaching that ensures access to the curriculum. All teachers should be aware of the procedures for identifying, assessing and meeting provision for pupils with SEND and are actively involved in the review process.

The role of the Assistant Headteacher (SEND and Inclusion)

The Assistant Headteacher (who is also the SENDCo)

- manages the day-to-day operation of the SEND policy and reviews it annually
- draws up and implements appropriate action plans for school improvement, development and maintenance
- co-ordinates the provision for, and manages the responses to children's special needs
- monitors individuals and groups and supports teachers in the classroom
- supports and advises colleagues
- draws up and maintains the school's SEND register and records all data detailing progress
- draws up and maintains the register of children with EAL
- draws up and maintains the register of vulnerable children including those with FSM, a social worker or who are young carers
- co-ordinates the support for children with emotional and behavioural difficulties and organises ELSA support
- contributes to and manages the records of all children with special educational needs
- manages the school-based assessment and completes the documentation required by outside agencies and the LA

- plans with class teachers and LSAs appropriate SEND programmes for individuals or groups and helps organise the implementation of Learning Plans
- acts as the link with external agencies and other support agencies
- acts as a link to support and advise parents
- monitors and evaluates the special educational needs provision and liaises with the SEND Governor
- manages, monitors and liaises with LSAs (Learning Support Assistants) and conducts Performance Management
- updates files containing information and advice for LSAs, class teachers and parents
- organises Annual Reviews and writes the AR report
- liaises with nurseries and schools from which, and to which, children transfer
- identifies staff development and training needs
- attends INSET courses, courses related to Special Needs and disseminates information to staff
- provides INSET for LSAs and class teachers

Learning Support Assistants (LSA)

Learning Support Assistants work under the direction of the class teacher and the SENCo, and use principles from the Scaffolding framework, cited in EEF Deployment of Teaching Assistants Guidance Report, March 2025. In addition to providing in-class support they also withdraw children both individually and in small groups. They liaise with staff over the needs of individual children and have regular discussions with the Inclusion Manager with regard to implementing programmes of work, developing independence, accessing resources etc. Some of the LSAs have had additional training to support children with specific interventions such as Speech and Language therapy support, literacy and numeracy interventions, Emotional Literacy Support, etc.

Identification, Assessment and Intervention

In line with the 2002 Code of Practice the following graduated response will be made to pupils who have SEND.

1. Action by Class Teacher - prior to the involvement of the Assistant Headteacher, class teachers will be expected to have undertaken the following:
    - Use the EEF 'Five-a-day' principle for high quality teaching to support children with SEND
        i. Explicit instruction
        ii. Cognitive and metacognitive strategies
        iii. Scaffolding
        iv. Flexible grouping
        v. Use of technology
    - Use existing information about the child as a starting point
    - Highlight areas of skills to support in class
    - Use baseline assessments to identify what the child knows, understands and can do

- Ensure ongoing observation/assessment provides feedback so that assessment informs next steps
- Involve parents and the child
- Ensure work is appropriately planned and adapted
- Ensure that records are kept up to date and passed to the next teacher
- Identify and monitor those who are still not making sufficient progress at which point the Assistant Headteacher should be informed

2. The class teacher and Assistant Headteacher gather information and co-ordinate the provision in school. At this stage, a Learning Plan (Individual Education Plan) or Pupil Plan or Individual Support Plan will be drawn up which sets out the child's strengths and specific targets to be achieved and dates for reviewing progress. It details support, which is additional to and different from that provided as part of the usual differentiated curriculum. The children are involved in this process and parents are kept informed and receive a copy of each child's plan. Plans are reviewed termly. The SENCo may use a variety of diagnostic and summative assessments to help identify strengths and weaknesses.

3. If progress is not as expected and/or more information is required, the child the teacher and the Assistant Headteacher may be supported by outside agencies. Parents are consulted before any referral takes place. These external agencies may include:
    - Educational Psychology
    - Speech and Language Therapy
    - Primary Behaviour Service
    - Ethnic Minority Achievement Service
    - Child and Adolescents Mental Health Service
    - Occupational Therapy and Physiotherapy
    - Teacher Advisors for Communication and Interaction
    - Teacher Advisers for Hearing and Vision
    - Teacher Adviser for Physical Difficulties
    - Children's Services

4. For a small minority of pupils, the support provided by school resources may not be enough to help them make progress. If there is evidence that the child's needs are long-term and complex, the LA may consider the need for statutory assessment. The LA seeks a range of advice before considering the provision of an Education and Health Care Plan (EHCP). The needs of the child are paramount in this.

   Progress – as part of the process 'progress' will be defined as one or more of the following:
   - Closing the attainment gap between the child and his/her peers
   - Preventing the attainment gap from growing wider
   - Is similar to that of peers starting from the same attainment baseline, but less than that of majority of peers
   - Matches or betters the pupil's previous rate of progress
   - Demonstrates improvement in self-help, social or personal skills
   - Demonstrates improvements in the pupil's self-esteem or behaviour
   - Improves access to the curriculum

If it is decided that all the special educational help a child needs cannot be provided from within the resources normally available to the school, an EHCP can be applied for. This document details the child's needs, support and resources required. An EHCP is reviewed at least annually.

Allocation of resources

SEND provision is funded mainly from the schools' overall budgets and is allocated largely on the basis of individual need. Support is graduated according to needs, priorities and availability of resources. Additional funding is provided annually by the LA on the basis of data submitted to them for their audit of SEND arrangements (LASC). The LA describes levels of support in terms of 'Waves'.

Waves of Intervention

Wave 1 support / Ordinarily Available Provision)

This is the effective inclusion of all children in daily 'quality first teaching'. It is appropriate for the majority of pupils who are making progress.

Wave 2 support / small group intervention

This entails small group intervention for children who need more support than the majority of children. This may take the form of additional help in the classroom - supporting adaptive teaching , e.g. providing simplified instructions, going over things at a slower pace, using practical resources, pre-teaching before a lesson, use of scaffolds, etc. or specific keep-up or catch-up programmes delivered 1:1 or in small groups.

The criteria for cognition and learning difficulties indicate that children who need this level of support are:

- those who are starting to struggle in their learning
- those who are finding it more difficult to achieve age related expectations at the end of their current key stage
- those with lower standardised scores in assessment(s)

Other considerations such as a lower spelling age and/or difficulty with writing skills will also be taken into account.

Wave 3 support

This entails additional, specific interventions delivered 1 – 1 or in very small groups. These programmes are timed and bespoke to the child's individual needs, for example Precision Teaching.

Children who will benefit from this bespoke intervention include those who are struggling to make progress and those with low standardised scores in assessment(s).

Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is adapted to enable children to: understand the relevance and purpose of learning activities; experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives. Work is adapted appropriately and assessment is used to inform the next stage of learning.
Learning Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. We aim to set '**SMARTER**' targets, i.e., targets that are **S**pecific, **M**easurable, **A**chievable, **R**elevant, **T**ime limited, **E**valuated, and **R**eviewed. This approach is helpful when setting the framework for monitoring progress.

Children are supported in a variety of ways as appropriate to their needs, including in class support, working in small groups and individual support. This is monitored and reviewed as necessary. Withdrawal sessions are used judiciously to support pupils carefully with specific academic, behavioural and/or emotional difficulties. Intervention sessions are timetabled in consultation with the class teacher to minimise the impact of sessions on delivery of the curriculum and to actively ensure that curriculum needs are met.

The federation also provides a wide range of additional activities including a range of musical, creative and sporting activities and clubs. Pupils with SEND are actively encouraged and supported to join in and benefit from these activities as it is vital to identify and nurture their self-esteem and self-worth through their strengths.

Partnership with parents

In accordance with the school's 'Open Door' policy, parents are encouraged to contact the child's class teacher and/or the Assistant Headteacher, either by telephone or by appointment, to discuss any worries or concerns.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education and provide guidance on how they can support their child's learning at home. We value the contribution that parents make and the critical role they play in their child's education.

SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service) is a free service which supports parents of children with SEND (see appendix). Additional information is available on request.

Pupil Participation

Children should be encouraged and enabled to participate in all decision-making processes in their education, including contributing to Learning Plans, discussions about choices of schools, contributions to the assessment of their needs and Annual Reviews and transition meetings. They need to be part of the process, to know that they are listened to and that their views are valued so they can self-advocate.

Monitoring and evaluation

The school, including the Governing Body, is committed to regular and systematic evaluation of the effectiveness of its work. The Governing Body report annually to parents upon the quality of education provided for and the achievement of pupils with SEND.

The school employs a series of methods to gather data including:

- regular observation of teaching by the SLT, including the SENCO
- analysis of the attainment and achievement of different groups of children with SEND, including value added data
- success rates measuring achievement of targets on Learning Plans
- scrutiny of teachers' planning and pupils' work
- the views of parents and pupils
- maintenance of assessment records that illustrate progress over time
- regular meetings between the SENCo and class teachers, LSAs and respective Heads of school
- performance management of the SENCo and LSAs
- identification of training needs and their impact
- regular liaison with the SEND Governor

As a result of the above, the school reports annually upon its successes and identifies aspects for future development.

Other school links and transition

We recognise the importance of liaising closely with any school or nursery setting from which a child transfers. We also work closely with local secondary schools to which most children transfer. The SENCo from these local secondary schools will often visit the school during the summer term. Individual children in Year 6 are discussed and arrangements are made for the smooth transition of children with special needs. All relevant information is sent to the appropriate school.

The primary SENCos and Assistant Headteachers for SEND & inclusion, of the schools transitioning to Bohunt also meet regularly to share information and discuss relevant issues.

Links with External Agencies and Support Services

We liaise with External Agencies and Support Services if we are concerned about an individual child or if we require further advice and help. During the year we may be in contact with the following services:

- Educational Psychology
- Clinical Psychology
- Speech and Language Therapy
- Children and Adolescents Mental Health Service
- Ethnic Minority Achievement Service
- Sendiass (Special Educational Needs & Disability Information, Advice & Support Service)
- School Health Nurse
- Teacher Advisor for children who have Communication and Interaction needs
- Teacher Adviser for children who are Physically Disabled
- Teacher Adviser for the Hearing or Visually Impaired
- Occupational Therapy

- Physiotherapy
- Parent and Family Support services
- Children's Services
- Primary Behaviour Service

Complaints

The school follows the guidelines set by the Local Authority in respect of any complaints from parents – please see our complaints policy for further details.

Policy Success Criteria

The success of the policy will be measured by how successfully the underlying principles have been met.
Specifically this means:

a) All children on the SEND register have Learning Plans that are reviewed half-termly.
b) Children achieve learning targets.
c) Parents are kept informed when deciding the level of support to be given to their child.
d) The effort children make at their own level is acknowledged in front of the whole school in Celebration Assembly and positive behaviour is rewarded.
e) Children on the SEND register are making personal progress consistent with their abilities and support.
f) All records of children changing classes or transferring to another school are passed on within two weeks.

This policy was formulated by the staff and governors of The Federation of Liphook Infant School and Liphook C of E Junior School and will be reviewed annually.

Signed ..... Date: September 2026

Executive Headteacher

Signed ..... Date: September 2026

Chair of Governors

Appendix Glossary:
SEND – Special Educational Needs and Disabilities
SENCo – Special Educational Needs Co-ordinator
SLT – Senior Leadership Team
LSA – Learning Support Assistant
LA – Local Authority

EP – Educational Psychologist
SaLT – Speech and Language Therapist
TPA – Transfer Partnership Agreement
MLD – Moderate Learning Difficulty
SpLD – Specific Learning Difficulty
SEMH – Social, Emotional and Mental Health
SLD – Severe Learning Difficulties
VI – Visual Impairment
HI – Hearing Impairment
PD – Physical Disability
SLCN – Speech, Language and Communication Needs
EAL – English as an Additional Language
FSM – Free School Meals
ELSA – Emotional Literacy Support Assistant
TLC club – Talking, Listening and Communication club
PSA – Parent Support Adviser

The named governors for SEND are Val Palmer and Michele Frost, who can be contacted via either school on 01428 722036 (Liphook Infant School) or 01428 722490 (Liphook Junior School) The Chairman of Governors is Steve Saycell, who can also be contacted via either school.

Sendiass (Special Educational Needs and Disability Information, Advice and Support Service)
Website: www.hampshiresendiass.co.uk
Tel. 0808 164 5504
Email: info@hampshiresendiass.co.uk