



Special Educational Needs and Disability (SEND) Policy

Date policy last reviewed: October 2024

Signed by:

_____	Headteacher	Date:	_____
_____	Chair of governors	Date:	_____

Our school motto is **“What happens early, matters for a lifetime.”**

At Maidenbower Infant School, we aim to create an inclusive, caring and challenging learning environment where all children thrive. We recognise the importance of providing children with a strong start to their schooling years, so that they can develop a lifelong love of learning. Our core belief is that **“what happens early, matters for a lifetime”**, therefore we ensure that our teaching and learning is the best it can be for all our children. We aim to develop children’s **curious** young minds and inspire them to learn about the world around them. We want our children to be **respectful** and **kind** individuals who help each other to reach their maximum potential. We support all children to be **ambitious** and achieve so that they are well prepared for their next stage of their education. Our values reflect our beliefs in developing the whole child and our school vision, curriculum and culture is demonstrated in everything we do.

1. Ethos Statement

At Maidenbower Infant School we have a child-centred and inclusive ethos. We aim to teach each pupil at an appropriate level, using suitable teaching methods and resources, thus ensuring that the curriculum successfully meets the needs of all our pupils. We believe that all pupils have individual educational needs, and we relate these needs to the pupils’ abilities as well as any disabilities. We aim to help all pupils achieve success and feel positive about themselves and learning.

At Maidenbower Infant School we aim to provide an ambitious, broad, relevant and balanced curriculum for all our pupils, including those children with additional educational needs. This is reflected in all of the school’s policies. This policy ensures that curriculum planning and assessment for pupils with additional educational needs takes their needs into account, and makes suitable provision for them using all of the resources available. Interventions for each pupil are reviewed regularly to assess their impact, the pupil’s progress and the views of the pupil, their parents and their teachers.

2. Definition of SEND

This policy 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 schools’ responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools’ responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

At our school we use the definition of SEN and disability from the revised SEND code of practice (January 2015):

SEN: A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A pupil 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. Special educational provision means educational provision that is different from or additional to that made generally for others of the same age in a mainstream setting in England.

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.

3. Key Roles and responsibilities

Inclusion Lead/SENCO

The Inclusion Lead has day to day responsibility for the operation of the SEND policy and coordination of specific provision made to support individual mainstream pupils with SEND, including those who have an EHC Plan. Part of the role of the Inclusion Lead is to coordinate arrangements with the class teacher regarding those pupils with SEN and disabilities.

Inclusion Lead/SENCO: Mrs Rachel Tomlinson

Contact details: (via school office) Office@maidenbowerinfant.w-sussex.sch.uk
01293 886324

SEND Governor – Heidi James-Dunbar, a member of the governing body of the school and has specific responsibility for overseeing the school’s provision for pupils with special educational needs.

Designated Teacher with specific Safeguarding responsibility:

Mrs Laura Roberts (Headteacher and Lead DSL)

Mrs Rachel Tomlinson (Assistant Headteacher, Designated Teacher for CLA, and Deputy DSL)

Miss Lea Kelly (Assistant Headteacher and Deputy DSL)

Member of staff responsible for managing Pupil Premium (PP)/LAC funding: Mrs Rachel Tomlinson

Pupil Premium Governor: Deepti De Araujo

4. Introduction

How was this policy put together?

This policy was created in partnership with the Inclusion Lead and SEND governor. The policy reflects the statutory guidance set out in the SEND Code of Practice: 0 to 25 Years (January 2015).

How is this policy evaluated?

This policy is subject to a yearly cycle of monitoring, evaluation and review by the Headteacher, Inclusion Lead and SEND governor, and is approved by the Full Governing Body.

The Inclusion Lead, Headteacher and Governing body annually evaluate the effectiveness of the policy against the principles and objectives set out in the policy.

How can parents access this policy?

You can see a copy of our policy on the school website or a hard copy can be requested from the school office.

Please inform the school if you need the policy to be made available to you in a different format, e.g. an enlarged font

Context

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

- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2014
- Safeguarding Policy

- Accessibility Plan
- Teachers Standards 2012
- The Children and Family Act 2014

5. Aims and Objectives

At Maidenbower Infant School all pupils, regardless of their particular needs, are provided with an inclusive environment in which the teaching and learning achievements and wellbeing of every pupil matters. This inclusive approach will enable all pupils to make the best possible progress within school and to ensure that they are a valued member of the wider school community.

- We want all pupils with SEND to become confident individuals who will be able to make a successful transition on to the next phase of their educational journey and into adulthood.
- To give all pupils with SEND the greatest possible access to an ambitious, broad and balanced Curriculum
- We will use our best endeavours to give pupils with SEND the support they need within our school setting. To ensure that suitable provision is made we will work in cooperative and productive partnership with outside agencies when required to ensure there is a multi-professional approach to meeting the needs of all learners.
- To acknowledge the importance of the role of the Parent/Carer in their child's education and to respond to parent/carers and pupil's views when planning provision for them, to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all activities, consulting with health and social care professionals in order to meet their medical needs.

6. A Graduated response to SEND Support – A Whole School Approach

Provision for children with SEND is a matter for the school as a whole. Every teacher is a teacher of children with special educational needs. Teaching all children is therefore a whole school responsibility. The Code of Practice 2015 outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is additional to or different from the provision made as part of the school's usual differentiated curriculum and strategies. Where concern is expressed that a pupil may have a special educational need, the class teacher takes early action to assess and address the difficulties.

At Maidenbower Infant school we have a systematic approach to the identification and assessment of pupils with special educational needs. We will identify the needs of each pupil by considering the needs of the whole pupil which are broader than just the SEN of the pupil or young person. This in turn will lead to the setting out of the arrangements we will put in place to address those needs. The task of identifying pupils and providing for them is initially the responsibility of the Class Teacher.

The following tool, produced by Southampton Inclusion Partnership is a monitoring tool we have adopted and adapted to ensure that all pupils receive appropriate provision according to need in our own context and identifying interventions available within our setting. We use it to:

- Break down the three stages of provision (universal, targeted and identified SEND) to further refine the graduated approach
- To assess all pupils against the five stages to ensure appropriate provision
- To check the accuracy of the school's SEND Register
- To ensure class teachers are responsible for the provision of all learners, including those pupils with SEND
- To outline and communicate expectations for different stages of provision
- To clarify assessment and monitoring systems at different stages and who is responsible
- To enable senior leaders to check provision for identified pupils as part of pupil progress meetings
- To provide early intervention to prevent pupils from developing a special educational need
- To clarify provision where lack of progress for individual pupils is causing concern
- To ensure that additional support is time limited and rooted in a Cycle of Assess Plan Do Review, in line with the SEND Code of Practice.
- To ensure that all pupils are monitored closely and no pupil 'falls through the net'.

Maidenbower Infant School

Graduated response to support and intervention for pupils with Additional Needs

Stage	Provision required	Support and provision	Assessment, recording and monitoring systems	Monitored by
1	Universal provision	<ul style="list-style-type: none"> • High quality first teaching • A broad and balanced curriculum within an inclusive classroom • Personalised learning targets • Attention paid to different learning styles • Carefully planned differentiation, including practical, visual, concrete resources • Modelling by adults within the classroom • Curriculum assessment of progress to support target setting for pupils • Assessment for learning and constructive feedback <p>See Ordinarily Inclusive Practice Document</p>	<ul style="list-style-type: none"> • Differentiated planning and outcomes • Pupil aware of learning targets • Reviewed at Pupil Progress and Phase Review meetings with Senior Leadership Team • Assessment for Learning systems used to identify strengths/gaps 	Class Teacher
2	Early intervention support (Not on SEN Register)	<p>In addition to Stage 1:</p> <ul style="list-style-type: none"> • Support within class through small groups and individual support e.g. precision reading • Adaption of the curriculum to meet individual learning needs • Tools and resources to support access <p>See Ordinarily Inclusive Practice Document</p>	<ul style="list-style-type: none"> • Adapted planning and outcomes • Pupil aware of learning targets • Reviewed at Pupil Progress and Phase Review meetings with Senior Leadership Team • Assessment for Learning systems used to identify strengths/gaps 	Class Teacher SLT
3	Targeted, additional support (On Monitoring List Not on SEN Register)	<p>In addition to Stages 1 - 2:</p> <ul style="list-style-type: none"> • Investigation of strengths and need using the First Observations Form • Early intervention and personalised provision • Inclusion of parents and child as part of a Plan – Do – Review cycle of targeted assessment using First observations form 	<ul style="list-style-type: none"> • Inclusion Lead made aware (First Observations Form completed, detailing evidence of intervention, impact and outcomes using 	Class Teacher SLT Inclusion Lead

		<ul style="list-style-type: none"> Targeted support within class through small groups and working individually with an adult Additional group or individual programmes Evidence based interventions delivered individually or in small groups between 8-20 weeks (e.g. ELSA support, phonics and reading interventions etc). Reviewed 6 weekly. Adaption of the curriculum to individual learning needs e.g. alternative methods of recording Tools and resources to support access <p>See Ordinarily Inclusive Practice Document</p>	<p>the monitoring form)</p> <ul style="list-style-type: none"> Adapted planning and outcomes Pupil aware of learning targets Reviewed at Pupil Progress meetings with Inclusion Lead Assessment for Learning systems used to identify strengths/gaps Intervention records completed weekly to record progress 	
4	Targeted, intensive additional support (SEN register)	<p>In addition to Stages 1 – 3:</p> <ul style="list-style-type: none"> Multi-professional planning and coordinated support may be in place e.g. E.P. Service, Outreach Services (LBAT, ASCT), Health colleagues, SaLT, CDC and CAMHS. Personalised support, working on an individualised curriculum High levels of adult support and modelling to enable access to the curriculum Personalised resources e.g. work station if appropriate Inclusion of parents/carers, child as part of a Plan-Do-Review cycle of targeted assessment and intervention Individual Learning Plan reviewed at least termly Identified on school provision map, reviewed at least termly Access to an adapted environment if appropriate Individual modifications to the curriculum <p>See Ordinarily Inclusive Practice Document</p>	<ul style="list-style-type: none"> One Page Profile Individual Learning Plan with at least termly review Progress meeting with Inclusion Lead Inclusion Lead monitoring provision Intervention identified on whole school provision map. 	Class Teacher Inclusion Lead
	Request for a Statutory Assessment	<ul style="list-style-type: none"> As above 		
5	Provision over and	In addition to Stages 1 – 4:	<ul style="list-style-type: none"> Annual Review Meeting 	Class Teacher Inclusion Lead

	<p>above that which would be expected at universal and targeted support levels because pupil's needs are exceptional, severe, complex and long term.</p> <p>(SEND register – EHCP or application)</p>	<ul style="list-style-type: none"> • Education, Health and Care Plan (EHCP) reviewed annually (Annual Review) • Multi-professional planning and coordinated support e.g. E.P. Service, Outreach Services (LBAT, ASCT), Health colleagues, CDC and CAMHS. • Personalised support, working on an individualised curriculum • High levels of adult support and modelling to enable access to the curriculum • Personalised resources e.g. work station if appropriate • Inclusion of parents/carers, child as part of a Plan-Do-Review cycle of targeted assessment and intervention • Individual Learning Plan reviewed at least termly • Identified on school provision map, reviewed at least termly • Access to an adapted environment if appropriate • Individual modifications to the curriculum 	<ul style="list-style-type: none"> • Annual Review Report • One Page Profile • Individual Learning Plan reviewed at least termly • Termly progress meeting with Inclusion Lead • Intervention identified on whole school provision map. 	
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***To access additional support at a higher stage, Class Teacher needs to evidence that pupil is not making progress despite consistent provision at current stage of support.**

Please see Appendix A for the table each Class Teacher will use to identify where the pupils in their class are within the graduated approach. This will be fluid and reviewed regularly.

Identification of Need

The SEND Code of Practice outlines four broad areas of need:

Communication and interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding and processing what is being said to them or they do not understand or use social rules of communication. The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children with Autistic Spectrum Disorder are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate adaption/differentiation of the curriculum. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), where children are likely to need support in all areas of the curriculum.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) will require specialist support and/or equipment to access their learning. Some children with physical needs (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Children for whom English is an additional language

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child, staff will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs. We will endeavour to acquire assessments of the children's proficiency in their first language (See Equality Policy).

If necessary an assessment in their first language and advice may be sought from the EMTAS team (Ethnic Minority and Traveller Achievement Team).

More Able Pupils

We recognise that there are some children have a different kind of special need and in the same way the pupil's Class Teacher is responsible for the assessment and identification of their needs.

7. Quality First Teaching

At Maidenbower Infant School, we adopt a Quality First Teaching approach. The key characteristics of high quality teaching are:

- highly focused lesson design with clear, defined objectives
- high expectations of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- an expectation that pupils will accept responsibility for their own learning and work independently
- regular use of encouragement and authentic praise to engage and motivate pupils

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for a lack of high quality teaching. We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, book scrutiny and pupil progress meetings. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and ensure high quality teaching. All staff are familiar with and use the West Sussex Ordinarily Inclusive Practice to inform provision and the Inclusion Lead and SLT use the Inclusion Framework documents to analyse strengths and areas for improvement.

What does Additional Support mean?

Additional support does not necessarily mean that the pupil will have Teaching Assistant support. SEND support can take many forms:

- a special learning programme for the pupil
- extra help from an adult
- making or changing materials or equipment
- working with the pupil in a small group
- observing the pupil and keeping records
- helping the pupil to take part in class activities
- supporting the pupil with physical or personal care difficulties

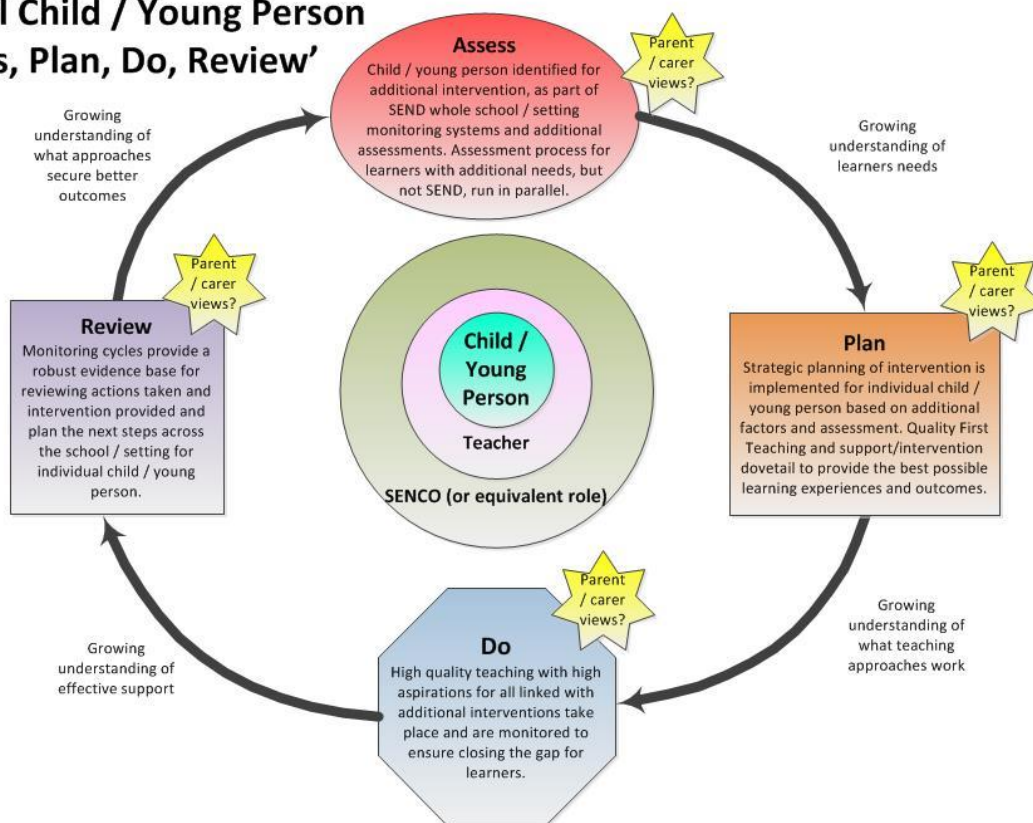
8. Managing pupils needs on the SEND Register

Children on the SEND Register on stages 4 and 5 will have an Individual Learning Plan (ILP) containing targets and the strategies required to allow the pupil to achieve them. In addition to their ILP, the pupil will have a One Page Profile (OPP) summarising the pupil's needs. Class teachers, parents, pupils and other professionals will all contribute to the plan. It is designed to be a working document which is updated to reflect the current needs of the pupil. For many children working within stage 2 or 3 intervention forms will be written for groups of pupils and reviewed as part of the Pupil Progress cycle.

Formal ILP review meetings will take place three times a year, where parents and pupils will be involved in reviewing progress and setting new targets. Class teachers are responsible for evidencing progress according to the targets described in the plan. Class teachers are responsible for maintaining and updating the plan, with support from the Inclusion Lead. This is then shared with everyone involved with the pupil. The Inclusion Lead reviews all school records provided by class teachers to ensure consistency across the school and appropriateness and quality of outcomes.

The graduated approach takes the form of a four part cycle referred to as Assess, Plan, Do, Review:

Individual Child / Young Person 'Assess, Plan, Do, Review'



Assess

A clear analysis of the pupil's need through the teacher's assessments and experience of the pupil, previous progress and attainment, the views and experiences of the parents/carers, the pupil's own views and if relevant advice from external support services. We keep track of pupils' progress through tracking meetings and using the school monitoring system. We identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

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

Plan

Where it is decided to provide a pupil with SEND support then the views of all those involved, including the parents and Inclusion Lead will be sought and interventions will be planned. We will agree which adjustments, interventions and support will be put in place, as well as the expected impact on progress, development or behaviour, along with a clear time frame for review. SEND support will be recorded on an Individual Learning Plan (ILP) that will identify a clear set of expected outcomes that take into account the aspirations for their child. An ILP will record this provision using the process of assess, plan, do, review. Parents/carers will be advised on action they can take to support the plan. A baseline will be taken to assess the impact of any intervention that is put in place.

Do

The class teacher will remain responsible for working with the pupil on a daily basis. Where the interventions involve group or one-to-one teaching away from the class teacher, they should still retain responsibility for the pupil.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed time frame. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. Pupils are encouraged to contribute to and express an opinion on their ILP targets. This will feed back into the analysis of the pupil's needs. The class teacher, working with the Inclusion Lead, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. The success of the school's SEND policy and provision is evaluated through:

- monitoring of classroom practice by the Head Teacher, SLT and Inclusion Lead
- analysis of pupil tracking data
- monitoring of procedures and practice by the SEND governor

The outcome of the provision review may be that a pupil is no longer in need of additional provision, this means they would be removed from the SEND register. This decision would be made in consultation with teachers and parents/carers. Reviews of pupils on the SEND register take place three times a year. For pupils with Education, Health & Care plans (formerly Statements), an Annual Review meeting has to be held in addition to this.

The majority of pupils in the school will have their needs met through the provision of SEND support delivered via the cycle of Assess, Plan, Do, Review. However if pupils do not make the desired progress the child may require an Education,

Health and Care Plan (EHCP) (Formerly a Statement of Special Educational Needs). Parents will be consulted before any other agency is referred to.

Where a request for an Education, Health and Care Plan (EHCP) is made by the school to an LA, the child will have demonstrated significant cause for concern. The LA will need information about the child's progress over time and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. This information may include:

- Evidence of at least 3 cycles of the Assess, Plan, Do and Review process.
- Records of regular reviews and their outcomes.
- The pupil's health including the child's medical history where relevant.
- National Curriculum level attainments in literacy and mathematics.
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist.
- Views of the parents and of the child, if appropriate.
- Involvement of other professionals such as Health, Social Services or Education Welfare Service.
- Include relevant non-educational needs of the child.

Education, Health and Care Plans (EHCP) are a child centred document that is written in collaboration with parents, pupils and professionals to meet the special educational needs of the child. (See SEND Code of Practice 2014).

9. Supporting families and pupils

Our school is committed to establishing and maintaining good working relationships with the families of all our pupils and recognises the importance of a partnership between home and school. The pupil and family is at the centre of everything we do and we will work with families to achieve the best outcomes for their child. Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. We recognise that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education and contribute to the assessment, plan, do and review process. Parents are kept informed of children's progress and are encouraged to play an active part in their children's learning and to support targets set. Parents with concerns about their pupil should discuss these first with the class teacher who will inform the Inclusion Lead if necessary. Parental choice of schools is acknowledged and we endeavour to support those children who enter school with a diagnosis and complex needs with the support of outside agencies.

Parents are invited to attend parent's evenings throughout the year as well as termly reviews for targets set. Parents are more than welcome to make additional

appointments to discuss their child's progress or to raise any concerns they may have.

Further support and help can be found in the following ways:

- Support of outside agencies
- Maidenbower Infant School's SEND Information Report (SIR) – which can be found on our website.
- The West Sussex Local Offer which can be accessed via their website <https://westsussex.local-offer.org>
- Our transition arrangements. We have excellent links with local junior schools. When the pupil makes the transition to their new school or class; we have transition plans in place to support their move if appropriate.

10. Supporting children with a medical condition

The school recognises that pupils at school 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 also have special educational needs (SEN) and may have an Education, Health and Care plan (EHCP) which brings together health and social care needs, as well as their special educational provision.

11. Training and development

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the Inclusion Lead to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils. Staff training needs will be discussed at this stage, and both teaching and support staff will be made aware of training opportunities that relate to working with children with SEND.

The school's Inclusion Lead regularly attends the Locality SENDCo Leadership network meetings in order to keep up to date with local and national updates in SEND and has achieved the PGCiPP: National Award for Special Educational Needs Coordination.

12. Monitoring and Evaluating SEND

Every leader is a leader of SEND and provision for pupils with SEND is a matter for the school as a whole. The board of governors, in consultation with the Head Teacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs. The Governing body is responsible for overseeing the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.

Respectful, Kind, Curious and Ambitious

Maidenbower Infant School

Every leader a leader of SEND

Monitoring and Evaluating SEND

SEND Governor	Headteacher	SLT and Inclusion Lead	Subject and Year Group Leaders	Class Teachers	Support Staff
Strategic overview, support and challenge	Strategic responsibility of SEND, intent, implementation and impact	<ul style="list-style-type: none"> • Coordination of SEND provision and deployment of staff • Monitoring of SEND Provision • Data analysis and evaluation of impact • Integral focus on SEND in all lesson observations 	<ul style="list-style-type: none"> • Monitoring of pupil progress • Monitoring of quality first teaching and provision for SEND • Integral focus on SEND in all lesson observations 	<ul style="list-style-type: none"> • Delivery of inclusive teaching • Target setting • Monitoring of progress of individual students • Monitoring of interventions 	<ul style="list-style-type: none"> • Delivery of interventions • Collation of data against targets/ outcomes

Maidenbower Infant School Every Leader a Leader of SEND Monitoring and Evaluating SEND

Roles	Role	Responsibilities
SEND governor	Strategic overview, support and challenge	<p>Meet with the Inclusion Lead on a half-termly basis.</p> <p>Provide written records for each visit.</p> <p>Provide support and challenge to SLT in relation to SEND and determine the strategic development of the SEN policy and provision in the school</p> <p>they monitor the quality and effectiveness of SEN and disability provision and Provide regular updates to whole Governing Body in relation to SEND</p> <p>Triangulate sources of evidence in order to understand progress the school is making towards school improvement for SEND.</p> <p>The SEND Policy is subject to a yearly cycle of monitoring, evaluation and review by the SEND governor and approval by the Full Governing Body</p>
Headteacher	Strategic responsibility of SEND, intent, implementation and impact.	<p>Hold senior leaders and Inclusion Lead to account for the quality of SEND provision through routine review meetings</p> <p>Having an overall responsibility for the provision and progress of learners with SEN and/or a disability</p> <p>Ensure the SEND Policy and Information Report are current and reflect provision</p> <p>Ensure effective communication with parents in order to keep them informed about inclusive practice within the school and in regard to the individual SEND provision and progress of their child.</p> <p>Act as a role model for all staff in regard to inclusive behaviour and expectations</p>
SLT and Inclusion Lead	<p>Strategic responsibility of SEND, intent, implementation and impact</p> <p>Co-ordination of SEND provision and deployment of staff.</p> <p>Monitoring of SEND provision.</p> <p>Data analysis and evaluation of impact.</p> <p>Integral focus on SEND in all lesson observations.</p>	<p>Ensure all staff comply with systems for SEND.</p> <p>Ensure accurate and ongoing identification of need to inform provision</p> <p>Monitor the quality of SEND provision within lessons.</p> <p>Quality assure planning for learners with SEND and provide feedback to teachers.</p> <p>Lead pupil progress meetings and support and challenge in relation to pupil progress.</p> <p>Analyse data and use information to inform planning.</p> <p>Lead self-evaluation of provision for SEND.</p> <p>Be the point of contact for external agencies, especially the local authority and its support services</p>

		<p>Liaising with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned</p> <p>Working with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangement</p>
Year leaders	<p>Monitoring of pupil progress within year group.</p> <p>Monitoring of high quality inclusive teaching and provision for SEND within year group.</p> <p>Oversight of TA deployment and intervention across year group.</p>	<p>Support teachers to complete Class/Unit Provision Map.</p> <p>Ensure all interventions are on Provision Maps and monitored for impact</p> <p>Quality assure Provision Map as part of year group meetings.</p> <p>Check Provision Map are completed within agreed timescales.</p> <p>Review and oversee graduated approach class lists.</p>
Subject Leaders	<p>Monitoring of high quality inclusive teaching and provision for SEND within their subject.</p>	<p>Monitoring of pupil progress</p> <p>Monitoring of quality first teaching and provision for SEND</p> <p>Integral focus on SEND in all lesson observations</p>
Class teachers	<p>Delivery of inclusive teaching.</p> <p>Target setting.</p> <p>Monitoring progress of individual students.</p> <p>Monitoring of interventions.</p>	<p>Oversee delivery of interventions.</p> <p>Make explicit links to interventions to support pupils in applying learning.</p> <p>Identify pupils' strengths and barriers to learning and record within One page Profiles in liaison with parents and child.</p> <p>Set long term outcomes and SMART targets for pupils.</p> <p>Contribute to annual review process in writing and through attendance at meeting.</p> <p>Contribute to statutory assessment where applicable.</p> <p>Liaise with external agencies, including completing any written documentation.</p> <p>Provide adapted work which meets the individual needs of learners.</p> <p>Implement provision for pupils with SEND, including resources and equipment.</p> <p>Provide planning for support staff to give them time to prepare for lessons.</p> <p>Facilitate time for support staff to prepare specific resources.</p> <p>Complete shared planning in good time for teachers to personalise for their class and to share with support staff.</p> <p>Identify pupils for concern and contribute to the assess, plan, do and review cycle.</p> <p>Providing high Quality First Teaching for all children</p> <p>Writing, monitoring and reviewing ILPs</p>

		<p>Retaining responsibility for the pupil, including working with the pupil on a daily basis</p> <p>Directly liaising with parents of children with SEND</p> <p>Ensuring they follow this SEND policy</p>
Support staff	<p>Delivery of interventions.</p> <p>Collation of data against targets/outcomes.</p>	<p>Deliver structured interventions following delivery protocols.</p> <p>Record and track delivery of interventions.</p> <p>Record progress towards intervention targets and communicate with class teacher.</p> <p>Support year leader in collating documentation in preparation for the Inclusion Lead.</p> <p>Read and be familiar with planning in order to be prepared for delivery.</p> <p>Scaffold pupils' learning and encourage independence.</p> <p>Supporting groups or individual pupils in accessing the curriculum under the direction of the class teacher and/or the Inclusion Lead</p>

Respectful, Kind, Curious and Ambitious

13. Storing and Managing SEND Information

Information relating to SEND is stored on the school server or in locked cupboards/rooms. When a pupil leaves Maidenbower Infant School their SEND information is passed onto their next school.

14. Complaints

Parents who are dissatisfied with the school's provision for special educational needs should in the first instance report this to the class teacher. If they remain dissatisfied, they should make an appointment to see the Inclusion Lead and Head Teacher. Should this fail to resolve the problem, the matter can be reported to the school's Governor for special educational needs, who may be contacted through the School Office. If parents are still not happy after using the school's complaints procedure, the parents should contact the LA for advice, support and information.

15. Reviewing the SEND Policy

In line with school and government policy, the SEND policy is reviewed annually by the SEND Governor in collaboration with the Inclusion Lead and approved by the Full Governing Body.

This policy has been ratified by the full governing body in October 2024.

This policy will next be reviewed in Autumn 2025.

Appendix A

Maidenbower Infant School

Graduated response to support and intervention for pupils with Additional Needs

Class:		Teacher:
Stage	Provision required	Pupils
1	Universal provision	
2	Early intervention support (Not on SEN Register)	
3	Targeted, additional support (Not on SEN Register)	
4	Targeted, intensive additional support (SEN register)	
	Request for a Statutory Assessment	
5	Provision over and above that which would be expected at universal and targeted support levels because pupil's needs are exceptional, severe, complex and long term. (SEN register – EHCP or application)	