



ANTON INFANT SCHOOL

ANDOVER

SPECIAL EDUCATIONAL NEEDS AND DISABILITY **POLICY**

THIS POLICY WAS PREPARED BY N JOHNSON

AGREED BY STAFF IN NOV 2025

APPROVED BY GOVERNORS IN NOV 2025

DATE FOR REVIEW: NOV 2026

Signed: _____ (Headteacher)

Signed: _____ (Chair of Governors)

RATIONALE

At Anton Infant School, we believe in Every Child Always. Children should be valued, encouraged and accepted, whatever their individual needs may be. Our objective is that, with appropriate identification, planning, action and review, children with special educational needs should learn, develop and progress. Special needs provision will be delivered as a graduated response in accordance with the 1996 Education Act and the Special Educational Needs and Disability (SEND) Code of Practice:0-25 years (2015).

The purpose of this policy is to:

- Establish an understanding of what we mean by 'Special Educational Needs and Disabilities'.
- Enable early identification of children with SEND in order to ensure that their needs are met.
- Establish an entitlement of access to the whole National Curriculum.
- Establish expectations for all teaching staff to provide for children with SEND.
- Promote continuity and coherence of SEND provision across the school.
- Record how we will fulfil the expectations of the SEND Code of Practice.
- Record how we will meet the objectives outlined in the policy.

SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND)

The definition of Special Educational Needs and Disabilities (SEND) used at Anton Infant School is the Hampshire Local Authority definition of Special Educational Need or Disability (SEND):

A child or young person has a special educational need or disability (SEND) if he or she has a learning difficulty, which calls for special provision to be made for him or her.

The SEND code of practice 0-25 (2015) identifies four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social Emotional and Mental Health
- Sensory and or Physical needs

AIMS AND OBJECTIVES

At Anton Infant School, we have high aspirations and expectations for all pupils including those with SEND and focus on outcomes for the children. We believe that all children can achieve and feel success when the support and provision is right.

Our curriculum is broad, balanced and exciting with opportunities to learn in a multisensory, dynamic way which builds on each child's unique strengths.

We will achieve this by:

- Identifying children with SEND as early as possible and assess, monitor and review their progress in line with the SEND Code of Practice 2015
- Ensuring all children have access to a broad and balanced curriculum.
- Liaising closely with families and relevant outside agencies.
- Ensuring that staff and governors are aware of their roles and responsibilities in the identification, assessment, monitoring and reviewing of special educational needs.

The school aims to ensure that SEND funding is managed effectively to meet the evolving SEND needs of the school and that appropriate resources are available.

SEND AND THE CURRICULUM

Children with SEND will be given opportunities to access the Early Years Foundation Stage and National Curriculum at the appropriate level for them through high quality inclusive teaching. We aim to engage children with SEND by using a strengths-based approach where children are given the opportunity to show their learning and understanding in ways which remove barriers and highlight their knowledge and skills.

Staff will:

- Show a strong awareness of the pupils in their class with additional needs.
- Consider pupils with SEND at every stage of their planning and resourcing.
- Provide appropriate scaffolding.
- Ensure a consistent offer of ordinarily available provision (OAP) as part of their inclusive teaching practice.
- Ensure that planning provides clear objectives and high expectations.
- Provide suitable learning challenges at an appropriate level.
- Provide opportunities for all children to feel success and pride.
- Provide a safe working environment.
- Set, monitor and review individual learning targets.
- Follow agreed behaviour support plans.
- Ensure equality of opportunity.

- Work closely with any additional staff to ensure continuity of provision.
- Follow advice provided by external agencies to the best of their ability.

TEACHING AND LEARNING:

A Graduated Approach to SEND Support

At Anton Infant School we have high expectations of all children, including those with special educational needs. We use a range of strategies to provide our children with the most appropriate support. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where children access support from teaching assistants or specialist staff. Additional intervention and support does not replace high quality inclusive teaching. Anton Infant School endeavours to offer a consistently high standard of Ordinarily Available Provision (OAP) as part of our high quality inclusive teaching.

High quality inclusive teaching will ensure:

- Teachers retain responsibility for the progress and outcomes of all children in their classes, including those with SEND.
- Teachers will plan and scaffold the curriculum to provide challenge and high expectations.
- They will use individual assessment tracking and active interventions to guide the child's learning to the next steps.
- An effective and stimulating environment that encourages independence and creativity is provided.
- OAP will improve children's access to the curriculum where possible.
- Opportunities to work in small groups with an adult will encourage confidence, improve concentration, allow greater attention to the task and create opportunities for success.
- A secure and consistent framework will be provided for all children, in accordance with the school's behaviour policy.

The Headteacher and leadership team regularly and carefully review the quality of teaching for all pupils by undertaking work scrutiny, lesson observations and analysis of pupil progress. This includes reviewing teachers' understanding of SEND. Where necessary, external support will be sought from: specialist teacher advisors, outreach support, educational psychologists, primary behaviour service and other outside agencies in order to meet a child's additional educational needs.

The Role of the Special Educational Needs and Disabilities Co-ordinator (SENDCo)

Provision for children with SEND will be co-ordinated and overseen by the SENDCo in consultation with the Headteacher.

The name of the SENDCo is Mrs Natasha Johnson. Mrs Johnson is responsible for:

- Ensuring all staff are following the SEND policy in day-to-day practice.
- Liaising with, and advising colleagues on SEND matters and responding to relevant changes in SEND policy, locally and nationally.
- Meeting with teachers regularly to discuss children with SEND within each class.
- Maintaining the SEND register and ensuring appropriate provision recording is in place.
- Ensuring that SEND Support and Achievement Plans (SAPs) are implemented and reviewed regularly.
- Support teachers and LSAs to understand children's needs and implement appropriate provision.
- Monitoring and reviewing actions taken to support children in reaching their individual targets
- Using a range of assessments to keep records of the progress of children with SEND
- Liaising with and supporting families, placing an emphasis on the contribution they can make to their child's progress
- Liaising with outside agencies
- Reporting to and informing the Governing Body on SEND issues
- Monitoring SEND provision through observation and discussion
- Identifying the training needs of the school in terms of SEND development and addressing them in terms of the School Improvement Plan
- Contribute to, and arrange training on SEND issues in order to meet the needs of the school and professional development of staff
- Updating of resources to aid the learning of children with SEND, both in class and for interventions

Emotional Literacy Support

School will endeavour to support children through ELSA whenever a trained ELSA (Emotional Literacy Support Assistant) is available.

Thrive

Anton Infant School follows a Thrive Approach. More about Thrive can be found here: <https://www.thriveapproach.com/>

The school has two trained Thrive Practitioners.

Identification of children with SEND

We use a graduated approach to the identification of children with SEND. This is conducted as followed:

- Teacher identifies a concern
- Class team carry out assessments and consider other factors impacting the child
- In class support is provided through HQIT and OAP
- Cause for concern form completed and inform SENCo
- Informal discussions held with child and parent



- School will use assessment information to match best suited provision and interventions
- Class teacher will create clear and measurable targets
- Teacher will use provision maps and resource banks
- Teacher will seek advice from SENCo or external agencies if needed
- Ongoing contact with parents.



- Class team to implement provision to address gaps identified.
- This will be carried out consistently for at least 5 weeks.
- Teacher will seek advice from SENCo or external agencies if needed



- Formal review of provision will take place between teacher and SENCo.
- Decision to whether child will be added to the SEND Register.
- If added to the SEND Register, the SENDCo will communicate with parents.

When this would differ, would be a child arriving at the school having previously been on the SEND Register or arriving with an EHCP.

SEND Support

The class teacher or SENDCo identifies a child in need of support as above. This child may then require additional supports within the classroom environment or specific targets which require separate interventions. The interventions provided are

in addition to, or different from, those provided as part of the school's usual OAP curriculum and strategies.

The child's journey on the SEND Register

- SENDCo and class teachers are involved in assessment, planning and reviewing provision and interventions
- A more detailed assessment is made of the child's needs and difficulties
- Child is placed on the SEND register
- Class teachers will draw up a SEND Support and Achievement Plan (SAP), with individual targets and plans for provision and intervention. It is the class teachers' responsibility to regularly review these plans and provide evidence of assessment. SENDCo is responsible for overseeing the whole-school intervention offer.
- The SAP will be shared with families. Progress is also discussed regularly with families.
- External specialist support may be requested and the advice received will inform the planning of support strategies
- The Local Authority receives information about children with SEND through the termly census.
- Review dates are set to monitor support and progress.

Statutory Assessment

- The majority of children's needs should be met effectively within SEND support.
- If the school feels that the child's needs extend beyond what they can provide at a SEND Support level, then an application for an EHC Needs Assessment will be submitted with agreement from parents.
- Statutory assessment will not always lead to an Education and Health Care Plan (EHCP)
- There is a time limit of 20 weeks set by the local authority for them to make assessments and decisions regarding an Education and Health Care Plan.
- The school should ensure that families are supported and given comprehensive information.
- If you feel that your child would benefit from an Education Health and Care Plan we would encourage you to arrange a meeting with the SENDCo by contacting the school office. If at any stage we feel your child would benefit from an EHCP this will be discussed with you. No action will be taken without your agreement and consent.

Education and Health Care Plans (EHCP)

The local authority may decide that the degree of the child's needs and the nature of the provision necessary to meet the child's special educational needs will lead them to require provision through an Education and Health Care Plan (EHCP).

Further information regarding Hampshire's EHCP process and content can be found at:

<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/sen-pathway>

The Annual Review

- All EHCPs must be reviewed at least annually.
- In Year R while a child is under 5 their EHCP must be reviewed on a 6-monthly basis. In practice this usually means that children with EHCPs in Year R have a review meeting twice in their first year of school.
- The purpose of the annual review is to assess the child's progress towards meeting objectives specified in the EHCP, to collate and record information from all those working with the child, to review special provision and to set new targets
- The Headteacher delegates responsibility for convening the annual review meeting and requesting written reports to the SENDCo
- The following will be invited to the meeting and to contribute a written report if appropriate:
 - Families
 - Class teacher
 - SENDCo
 - Learning Support Assistant/ SEN support (if appropriate)
 - LA representative (if specifically requested)
 - Relevant outside agencies (if appropriate)
 - New school representative where transfer to a new school is to take place
- Following the meeting, the annual review report must be submitted to the LA within 2 weeks. It is also sent to all those invited to the meeting. This is completed via the Hampshire online portal, EHCAssess.
- The LA will review the child's EHCP and provision in the light of the review and either amend, maintain or cease to maintain the EHCP
- An Annual Review meeting may be called early in certain circumstances.
- Children transitioning to the next educational phase will need an annual review in the previous year to name their next setting. For example, children transitioning to junior school in Year 2 will need to submit their school preference to the LA in the summer term of Year 1.

Working in partnership with families and children

The school recognises the importance of good relationships with families to support the child's educational progress and effectiveness of school based SEND provision. Families must be informed that special educational needs provision is being made for their child. They are consulted and informed about their child's progress at school. Families are invited to reviews and their views are sought. Children's views, if appropriate, are also taken into consideration.

It is essential that all professionals, school, the local authority and other agencies, actively seek to work with families and value the contribution they make. Families can find support and seek advice from staff at school, but support is also available through the 'Support 4SEND' service (formerly known as the Family Partnership Service). This service provides free, impartial information, advice and support to families of children and young people with SEND and to children and young people with SEND (aged 0 -25 years). More information on this service and other local services for children and young people with SEND is available through the LA Local Offer. The Local Offer can be found at: <http://www.hantslocaloffer.info>.

The school's SEND Information Report can be found on the school website at www.antoninfantschool.com This report provides families with a comprehensive overview of the SEND provision available within the school.

When children with SEND transfer between settings, additional visits are planned, as well as meetings with staff in the new setting. All information about the child and their needs is shared ensuring a smooth transition for the child. In some cases, a TPA (Transition Partnership Agreement) meeting will take place involving the child, families and staff from both settings.

Supporting pupils at school with Medical Conditions

- 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 have a disability, and where this is the case, the school will comply with its duties under the Equality Act 2010.
- The school has a policy in place to support pupils at school with medical conditions.

Monitoring and Evaluation of SEND

The school regularly and carefully monitors and evaluates the quality of provision it offers all pupils. This is done through:

- Pupil progress meetings between senior leadership and class teachers

- Half-termly review of SEND support plans for children with SEND to track progress and set targets for monitoring and assessment
- Work scrutiny and lesson observations
- Annual review meetings for children with an EHCP.
- Detailed analysis of the achievement and progress of identified groups, including those with SEND
- The Headteacher regularly reports on children's progress to the Governing Body
- The school uses a range of questionnaires and informal opportunities to gather the views of all its stakeholders
- Half termly meetings with the SEND governors
- Regular teacher SEND Reviews are conducted with the SENDCo.

Training and Resources

All mainstream schools provide resources to support pupils with additional needs, including those with Special Educational Needs and Disabilities. Most of these resources are determined by a local funding formula. Schools have an amount identified within their overall budget, called the notional SEND budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget (SEND Code of Practice 2015).

As part of our normal budget planning, we determine how to use our resources to support the progress of pupils with SEND. We consider our strategic approach to meeting SEND in the context of the total resources available, including any resources targeted at particular groups, such as the Pupil Premium.

The SENDCo meets regularly with staff to review provision and training needs. Staff are trained to ensure they have the skills and knowledge to support all children in their class. The professional development programme for all staff is under ongoing review and in response to the dynamic needs of the school.

The SENDCo also attends the Local Authority's SENDCo update meetings and conferences to keep up to date with local and national SEND issues. The SENDCo also attends local SENDCo cluster group meetings each half term.

Dealing with Complaints

If a family has a concern with any aspect of their child's education regarding SEND, they should initially contact the class teacher. Further concerns should be raised with the SENDCo or the Headteacher. Written information about a formal complaints procedure is available on the school website www.antoninfantschool.com

Linked policies

Behaviour Management policy

Child Protection policy

Equalities policy

Looked After Children policy

Supporting pupils with medical conditions at school

Link to SEND code of practice:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf