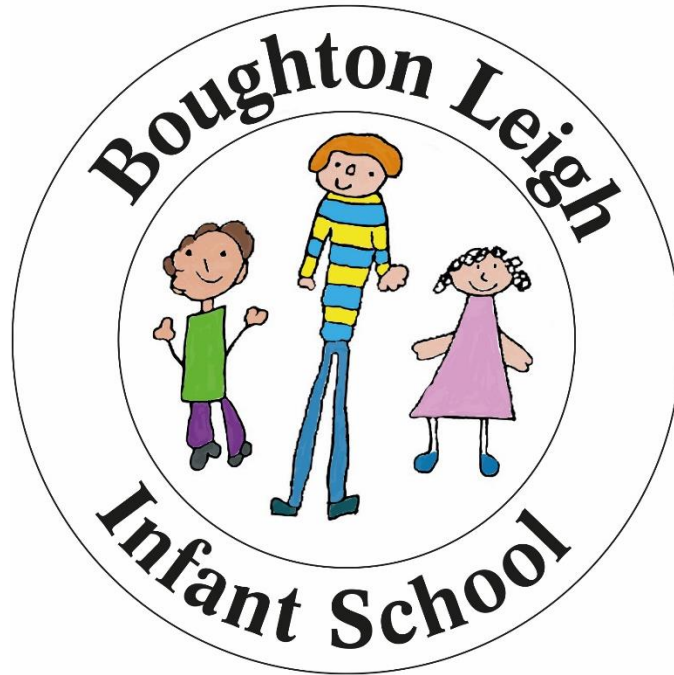


SEN Policy



Caring, Sharing and Learning together as we grow

September 2025
Review: September 2026

At Boughton Leigh Infant School we are committed to providing, for each pupil, the best possible environment for learning. We believe that all children, including those identified as having additional educational needs are entitled to a broad and balanced academic and social curriculum, which is fully accessible to them. We value the abilities and achievements of all our pupils, and we strive to eliminate prejudice and discrimination. We work to develop an environment where all children can flourish and feel safe. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. This policy describes the way in which we meet the needs of children who experience barriers to their learning.

Aims

- To ensure the SEND and Disability Act and SEN Code of Practice and guidance are implemented effectively across the school.
- To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs.
- To provide a whole school approach to inclusion which clearly focuses on early identification, assessment and appropriate strategies and provision for supporting children with SEN.
- To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of junior school life and learning.
- To provide quality learning experiences for all children and to ensure they develop a positive attitude towards learning.
- To meet the needs of children who have differing learning styles and to use a multi-sensory approach to the teaching of concepts.
- To ensure that all staff, parents and governors are familiar with school procedures relating to SEN.
- To ensure that there is equal access to the curriculum and equal opportunities for all children with Special Educational Needs.
- To encourage parents to be partners in their child's education.
- To enable children to be involved in target setting and reviews of their progress and achievement.

Objectives

- To monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- To provide full access to the curriculum through quality first teaching for all.
- To provide specific support and intervention, matched to individual needs, in addition to differentiated classroom provision, for those pupils with Special Educational Needs.
- To work within the guidance provided in the SEND Code of Practice 2014;

Equal Opportunities

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, religion, impairment, attainment and background. We pay attention to the provision for and the achievement of different groups of learners:

- girls and boys, minority ethnic and faith groups, travellers, learners who need support to learn English as an additional language (EAL), learners with special educational needs, learners who are physically disabled, those who are gifted and talented, those who are looked after by the local authority, others such as those who are sick; those who are young carers and those who are in families under stress, any learners who are at risk of disaffection and exclusion

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term. At Boughton Leigh Infant School we aim to identify these needs as they arise and provide learning opportunities which enable every child to achieve to his or her full potential.

What is a Special Educational Need?

At our school, we recognise that every child is unique and learns in different ways.

The definition of special educational needs according to the SEND Code of Practice 2014 is: A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

The code of practice has outlined 4 broad areas of need (Pg. 86 onwards in the SEND Code of Practice, 2014). These four broad areas give an overview of the range of needs or difficulties that children may have. Teachers can refer to these 4 areas of need and begin to make notes and build a picture of a child's development. They can then begin to plan for specific needs.

1. **Communication and Interaction** - difficulties with speech, language or understanding social interaction.
2. **Cognition and Learning** – difficulties with understanding, memory, or developing literacy and numeracy skills.
3. **Social, Emotional and Mental Health** – difficulties with behaviour, emotional regulation, or mental well-being.
4. **Sensory and/or Physical Need** – difficulties with hearing, vision, physical development, or sensory processing.

Having an educational need does not mean a child cannot learn' it means they may need different approaches, targeted interventions, or personalised support to help them achieve their full potential.

Assessment, Identification and Review process

Boughton Leigh Infant School follows a termly assessment cycle to monitor and record the progress of all children. Assessment information and tracking data are reviewed in pupil progress meetings to identify any children who may not be making expected progress and who may require additional support.

Concerns about a child's progress can be raised at any time by staff or parents/carers. Where concerns are identified, the SENDCo may carry out further observations and relevant assessments. Following discussion between the class teacher, SENDCo, and parent/carer, a decision may be made to place a child on the school's SEN register.

The Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all of the intervention/adjustments and good quality personalised teaching available to them. (Pg. 88 Section 6.37 onwards.)

It is essential to consider factors that are NOT SEN, but may impact on progress and attainment. These include:

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Difficulties in pregnancy or birth or prematurity
- Delay in developmental milestones such as walking/talking
- The month of the child's birth
- Attendance and Punctuality
- Health and Wellbeing
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant (PPG)
- Being in receipt of Pupil Premium Grant Plus (PPG+)
- Being a Looked After Child (LAC)
- Being a child of Serviceman/woman

Children on the SEN register are supported through the **Assess, Plan, Do, Review** process to ensure their needs are met effectively. For some children, support may be short-term to help them catch up, while others may need longer-term, more sustained support.

1. SEN Support

Teachers use *Quality First Teaching* (including differentiated work and adapted tasks) to meet the needs of children at SEN Support. Many children make progress through a differentiated curriculum, while others may also benefit from targeted interventions, such as support for speech and language. Each child will have SEN targets which are reviewed termly with staff, parents/carers, and the child. Where significant progress is made, a child may be removed from the SEN register.

If progress remains a concern, the school may, in partnership with parents, seek advice or assessment from specialist services (e.g. Integrated Disability Service, Educational Psychology, Speech and Language, Specialist Teacher Service, Mental Health in Schools Team, or health

professionals). These services work alongside the school and family to plan, monitor, and review support.

In a small number of cases, if progress remains limited despite external involvement, the school (or parents independently) may request a statutory assessment from the Local Authority. This may lead to an **Education, Health and Care (EHC) Plan**, which sets out the additional long-term support a child requires.

2. Higher Level Needs

Where we feel that a child has a higher level of need, the SENCo will draw upon support and advice from other outside professional agencies such as Speech and Language, Complex Needs (IDS), Educational Psychology, Physiotherapy, Social Services, Children's and Adolescent's Mental Health Service, the School Nurse and the Specialist Teacher Service. If the child continues to demonstrate significant cause for concern, a referral will be made to the LA (Local Authority) for them to assess the child for an Education, Health and Care Plan. A range of written evidence about the child will support the referral and will be related to the four broad areas of need, as previously mentioned. The written evidence consists of:

- Person Centred Plans (PCP's)
- Records of regular reviews and their outcomes
- Pupil's health including medical history
- NC assessment of progress and attainment
- Results of additional assessments
- Views of child and family
- Involvement of other professionals – reports etc.
- Any involvement by Social Services or Education Welfare Officers

Partnership with Parents and Carers

At Boughton Leigh Infant School, developing and maintaining positive relationships with parents and carers is a top priority. We encourage parents and carers to be actively involved in all stages of their child's education planning.

The progress of children with SEN is discussed termly with their parents during the Parent Interview evenings. The SENDCo is also always available on these evenings for parents who wish to discuss their child's needs in further detail. We request permission from parents prior to involving outside agencies and inform the parents of any subsequent interventions. Regular parents' evenings provide further opportunities to discuss progress and raise concerns. Additional appointments can be arranged on request to address specific questions or issues.

We aim to maintain regular communication between home and school so that any concerns are promptly addressed. If parents or carers feel their concerns have not been resolved, they may make a formal complaint by contacting the Headteacher, and if necessary, the Governing Body. Our complaints procedure, available from the school office, provides detailed guidance on how to make a complaint.

Staff Development

Boughton Leigh Infant School provides regular school-based training and meetings for all staff to ensure they are confident and effective in supporting the needs of SEN pupils. All staff have access to SEN-related courses and are encouraged to attend training relevant to the needs of their class or the children they support. In addition, the school implements training and guidance from specialist partners, including Speech and Language Therapy, the Specialist Teaching Service, and the Educational Psychology Service, to further enhance staff expertise and ensure high-quality support for all children.

Roles and Responsibilities

The Special educational needs co-ordinator (SENCO)

- Coordinate SEND provision across the school
- Identify children with additional needs and ensure appropriate assessments are carried out
- Support teachers in planning and reviewing targeted interventions and SEN support
- Liaise with parents/carers, external agencies, and professionals involved in a child's care
- Maintain the SEND register and ensure records are up-to-date and confidential

Class Teachers

- Plan and deliver high quality, adapted teaching to meet the needs of all pupils
- Identify children who may have additional needs and share concerns with the SENDCo
- Set, monitor, and review SEND targets in consultation with the SENDCo, parents and pupils
- Keep accurate records of progress and interventions

The Headteacher has overall responsibility for SEND provision and monitors the SENDCOs, policy and practice.

The Governing Body is involved in monitoring the school's SEND policy and the quality of SEN provision. All governors are kept up-to-date about the school's SEND provision, funding and how it is deployed. The link governor for SEND is Mrs Anna Barnes.

Allocation of resources

The Head Teacher informs the Governing Body of how the funding allocated to support special educational needs has been employed. The Head Teacher and the SENDCo meet to agree on how to use funds directly related to children's particular needs; this may include paying for staff training on SEN or interventions or buying in professional support and advice. The "Communicate in Print" program is installed on all curriculum laptops in school for staff to make use of the resources.

Admission Arrangements

- Children with special educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs.
- Parents of children with an EHCP should apply through the Local Authority (LA) which coordinates admissions for pupils with statutory plans. Prior to this parents/carer are encouraged to contact the school to arrange a visit, providing an opportunity to see the

school environment, meet the SENDCo, and discuss how the school can meet their child's needs.

- Tailored transition arrangements are made to help children settle smoothly and access the support outlined in their EHCP from their first day

The Special Educational Needs Co-ordinator is Mrs Claire Blood, who can be contacted either by telephone, 01788 571679 or by email at admin2598@welearn365.com.