

NEW MILTON INFANT SCHOOL



Special Educational Needs and Disabilities (SEND) Policy

School name	New Milton Infant School
Date of Policy Issue/Review	Published Autumn 2025 To Be Reviewed 2026
Name of responsible Manager/Headteacher	Amy Wake
Date approved by Governors if statutory	

Aims

- All children are valued equally regardless of their abilities and behaviour.
- All children will have access to a broad and balanced curriculum that is differentiated to meet individual needs.
- All children will have equality of access and opportunity.
- No child will be discriminated against on the grounds of their gender, race, colour, age, nationality, intellectual and physical capacity, social or religious background, ethnic or national origins.
- All children who need special consideration to support their physical, social, emotional or intellectual development will be identified quickly.
- All children will receive appropriate support to allow them to fully access the National Curriculum.
- All children will be fully integrated into all activities of the school.
- Parents will be involved in effective partnerships, enabling them to have full confidence in the strategies adopted by the school.

Objectives

- There will be appropriate support and training offered to all staff
- Teachers will provide a differentiated curriculum in order to increase pupil access.
- The school implements the model of assessment as identified in Hampshire County Council criteria for SEND and in line with the Code of Practice (SEND Support and Statutory Assessment).
- Teachers will plan, implement and review Gateway to Goals and small step targets
- External agencies will be used to support the school's arrangement for identification, assessment and support of pupils with SEND ensuring a graduated approach.
- The Governing body will fulfil its statutory duties towards pupils with Special Educational Needs and Disabilities. Working with the Headteacher it will decide the school's general policy and approach to meeting pupil's Special Educational Needs and Disabilities for those with and without Education, Health and Care Plans.

Special Educational Needs and Disabilities Co-ordinator (SENDCO)

At New Milton Infant School, the day to day provision for SEND is co-ordinated by the SENDCo, *Mrs Rachel Pilley*. The governor responsible for SEND is *Mrs Carole Coomber*.

Admission Arrangements

Prior to their entry, opportunities are provided for the new intake and their parents to visit the school. During the visits, the SENDCo meets the children and talks to the parents about the provision for SEND and how the school will work closely with the parents. If a child has an identified SEND prior to entry to school, the Headteacher and / or the SENDCo meet with the parents to ensure that all necessary preparations are in place. Preparations may include visiting the child in their pre-school placement and meeting with involved outside agencies. If the child's needs are complex but have not yet reached Statutory assessment level, the SENDCo, along with parents and staff from the previous setting, will complete a TPA (Transition Partnership Agreement). This document sets out the child's areas of strength, in addition to their needs, and how they will continue to be addressed at New Milton Infant School.

The Early Learning Group (ELG)

The school has a resourced pre-school unit attached for children with speech and language difficulties. For those children who go on to join our Reception, transition is simplified as the SENDCo, Mrs Rachel Pilley, works closely with the unit manager Mrs Anna van Hoyland and she continues support for children with an identified SLCN (speech, language and communication need) within the school. Opportunities are provided for the children who attend the Group to be integrated into the school community.

Nurture Group

The Nurture group supports children to develop their social and emotional skills within a safe and caring environment under the supervision of adults who are trained to meet their needs.

Facilities for pupils with SEND

The school, which is single storey, is on a level site with easy wheelchair access into the main building and most classrooms. Ramps are available to enable wheelchair users to access the outdoor classrooms if necessary. Wide-access toilet facilities are available in the main building. The school has Learning Support Assistants trained in the delivery of Speech and Language programmes and the use of 'Makaton' sign language.

Identification and assessment

The range of Special Needs fall broadly into the following areas of need:-

- Cognition and Learning: general and specific learning difficulties
- Social, Emotional and Mental Health
- Communication and Interaction
- Sensory and / or Physical

Identification is by:-

- Teacher / SENDCo observations and on-going formative and summative assessments
- School tracking documents related to progress – either related to maths, writing or reading or assessments directly linked to social and emotional progress.
- Medical records as provided by the school nurse, parents or outside agencies
- Diagnostic assessments
- Concerns and information provided by the parent
- Reports and recommendations from outside agencies.
- Using the SEND concern checklist and SEND concern form

Graduated response to Special Educational Needs and Disabilities (see appendix 1)

The school adopts a graduated response in line with National Policy by:

- Additional or different action using existing human and physical resources and Ordinarily Available Provision (OAP)
- SEND Support Provision Map
- SEND Support (Star Books)
- Education Health and Care Plans

Record Keeping

- For children on the SEND register, individual Star Books are maintained to record the yearly overview and goals, progress towards SMART targets, interventions, resources and outcomes.
- A Regulation Support Plan (RSP) is made and kept if required alongside ABCC charts (Antecedent, Behaviour, Consequences, Communication).
- The SENCO keeps individual records of all pupils with a special need.
- Behaviour is logged on our school system, CPOMs, for pupils where behaviour is a presenting need.

Strategies

Following assessment and identification of a special need, the school adopts a variety of strategies to help those children to access the curriculum at their own level in order to make progress. These include:-

- A differentiated curriculum to enable children to access learning at their level
- A comprehensive Ordinarily Available Provision (OAP) offer
- Advice and consultations with the school's linked Educational Psychologist
- Implementation of a 'Star Book' for each child on the SEND register without an EHCP comprising a yearly overview and aims, progress towards SMART targets, interventions, resources and outcomes.
- LSA in-class support working with children individually and in a small group.
- LSA in-class support to facilitate the teacher being able to work with the SEND pupils.
- Withdrawal from class in a small group or a 1-1 situation to work on focused areas where pupils have gained strategies but are unable to use them independently.
- Advice sought from Ethnic Minorities Travellers Achievement Support Team (EMTAS) for children for whom English is not their first language
- Pupils withdrawn individually and in small groups, to work on Speech and Language programmes.
- Nurture Group for pupils in need of respite and support to develop their social and emotional skills.
- Lunchtime club
- LSA support for pupils with an Education, Health and Care Plan.
- Implementing strategies from outside agencies including Occupational Therapy, Physiotherapy and LA Specialist Teacher Advisors.
- Daily or weekly home/school diaries when appropriate
- Following the school Positive Relationships and Behaviour Policy which is simple and clear and all pupils are made aware of the strategies in its implementation.
- Chunked lesson time to incorporate sensory break and reward time
- Transition Partnership Meetings take place in July with parents, the child's current class teacher, receiving teacher, and SENDCo to share best practice and strategies for individual children.

Integration

Pupils within the school are taught tolerance of others and acceptance that some pupils have additional or differing needs.

Complaints

Parents are informed when their child has been recognised as having a need. If parents are concerned that their child's needs are not being met, they should:-

1. Talk to the class teacher about their concerns
2. Meet with the SENDCo and class teacher if they require further information/support
3. Meet with the Headteacher if they feel their concerns are not being addressed to their satisfaction

Following 1, 2, and 3, above the school will then follow Hampshire complaints procedures if parents still have concerns

Liaison

The school is able to liaise with Teacher Advisors for SEND for advice and strategies regarding children with SEND. The school uses the services of the Hampshire Educational Psychology Service and maintains close links with a number of outside agencies including Children's Services and members of the Health Authority. The SENDCo meets with other SENDCos on a regular basis to share knowledge and to keep informed of the practice within other schools.

The SENDCo also meets with the SENDCo from the receiving school to make the transition for pupils with SEND as smooth as possible when they enter Key Stage 2. Prior to transition, the SENDCos meet to look at the individual's additional needs and how their need will be catered for when they move. The children with special needs are taken for pre-transition visits and also meet their new teachers. Transition Partnership Meetings take place in the summer term with parents, teachers from the identified Junior School, the child's current class teacher and SENDCo to share best practice and strategies for individual children.

Pre-school links are made with local playgroups and nurseries to ensure that the necessary provision will be in place to cater for a child with SEND when they start school.

Parent Partnership

New Milton Infant School has an 'open door' policy and is committed to working in partnership with parents and carers.

- Parents will be notified and involved when the school first becomes concerned about a pupil's learning development.
- Parents will be informed if their child is displaying unacceptable behaviour at playtimes or within the classroom.
- The school encourages parents to share their concerns at arranged parent's evenings or mutually agreed times.
- The SENDCo is available to discuss with parents how best the child's need can be met.
- Parents are welcome within the school as voluntary help.
- The SENDCo will explain referrals to outside agencies so those parents are aware of the range of help available to help meet their child's needs.
- Parents are given information regarding voluntary organisations that may be able to advise them on their child's special need.

Behaviour

The school has a separate policy for behaviour.

Anti-Bullying

The school has a separate policy for anti-bullying.

Appendix 1

The stages of intervention

All teachers have a responsibility to meet the needs of the children through appropriate differentiation and support.

Early Intervention (EI)

'Triggers' –

- Not making the same progress as the rest of the class
- Parent concerned about progress
- The pupil may be under-achieving.
- Teacher provides differentiated work but is having concerns about the pupil's progress.
- Additional or different action is taken using existing resources.
- Teacher records the concerns and continues to monitor progress towards targets closely.
- Liaises with parent and discusses concerns and asks for their support
- Class teacher will alert the SENDCo who will put the child on a monitoring register

If little or no progress is made then the pupil moves to -

SEND Support

'Triggers' –

- Little or no progress despite individualised programme and/or concentrated support.
- External support services may be used to carry out specialist assessments and advise on targets, strategies and resources.
- The SENDCo works with the class teacher to prepare and implement a Star book with which parents / carers and the child are fully involved.
- The SENDCo and Class teacher set SMART targets based on the yearly objectives. These are monitored and reviewed by the SENDCo. The class teacher is responsible for the delivery of the individualised programme.
- For a very few children, the help given through SEND Support will not be sufficiently effective to enable the child to progress satisfactorily and a Statutory multi-disciplinary assessment may be appropriate.

Statutory Assessment

- Evidence is gathered for the Local Authority.
- The Local Authority may issue an Education Health Care Plan.
- All EHCPS are reviewed annually, with parents / carers and the child to monitor effectiveness and appropriateness of provision and if they need to be maintained.

This policy should be read in conjunction with the School Equality and Accessibility Plan.