

St Anne's Infants' School

Special Educational Needs and Disabilities (SEND) Policy



1. Rationale

At St Anne's Infants' School, we are committed to providing an inclusive education that meets the needs of all our pupils. We believe that every child, including those with special educational needs and disabilities, has the right to a broad and balanced curriculum that is accessible and promotes their overall development.

2. Aims

- To ensure the SEND Code of Practice (2014) is implemented effectively across the school.
- To identify and support children with SEND as early as possible.
- To provide a learning environment where all children are empowered, flourish and feel safe.
- To create a sense of belonging by eliminating prejudice and discrimination, listening to the voice of individuals and promoting equality of opportunity for all children.

3. Legislation and Guidance

This policy and St Anne's Infant's School SEND 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 schools' responsibilities for children with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND Co-ordinators (SENDCOs) and the SEND information report

4. Definitions

A child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children of the same age by mainstream schools.

SEND can be considered as falling under four broad areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

There are varied reasons why a child may not be meeting age-related expectations within the curriculum and where this is the case, an holistic approach is taken to consider the individual circumstances and needs; it will not automatically lead to a pupil being registered as having SEND. Similarly, challenges with behaviour do not necessarily mean that a child has a SEN and/or disability All pupils added to the school's SEND register are recorded as having a need and/or disability under the broad areas above.

5. Roles and Responsibilities

5.1 Special Educational Needs and Disabilities Co-ordinator (SENDCo)

- works with leadership and governors to determine the strategic development of the SEND policy
- oversees implementation of the SEND policy within the school's delegated budget and other resources
- advises on the graduated response to providing SEND support
- co-ordinates and monitors the quality of provision for pupils on the SEND register
- ensures that records of pupils with SEND are kept up to date
- is the point of contact regarding pupils on the SEND register
- provides professional guidance and liaises with staff, parents/carers and external agencies

The SENDCo is Anna Sutherland.

5.2 Headteacher

- works with leadership and governors to determine the strategic development of the SEND policy
- has overall responsibility for the provision and progress of pupils with SEND

At the present time, the headteacher, Anna Sutherland, is also the SENDCo.

5.3 Class teachers

- take responsibility for the progress and development of all pupils in their class, including those with SEND
- work in close collaboration with support staff to plan and assess the impact support and interventions and how they can be linked to classroom learning
- work with the SENDCo to review pupil's progress and development and decide on appropriate changes to provision
- have a responsibility to follow the school's SEND policy

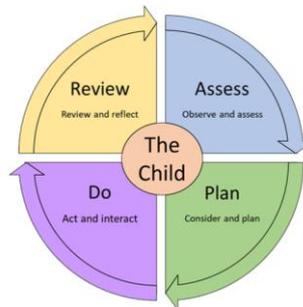
5.4 Governors

- ensure the school meets its statutory responsibilities regarding SEND
- work with leadership and the SENDCo to determine the strategic development of the SEND policy and provision in the school
- monitor the quality and effectiveness of SEND provision within the school and update the governing board on this

The SEND governor is Kia Brown.

6. Identification and Assessment

We assess each child's current skills and levels of attainment on entry to the school. Regular ongoing monitoring and assessment enables early identification of SEND through the following assess, plan, do, review cycle:



The needs of pupils whose academic, social and/or emotional progress

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

are discussed by teachers and leadership, including the SENDCo, to explore the potential reasons, determine the support that is needed and whether this can be provided by adapting our core offer, or whether something different or additional is needed.

We use a graduated approach to support in identifying the stages of support and what has been provided prior to pupils being added to the SEND register.

We collaborate with parents/carers and external agencies to support the identification process.

7. Provision

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is provided for all pupils, including use of [Ordinarily Available Provision](#) and adaptive teaching strategies to meet individual needs.

Teachers set high expectations for every child and aim to teach them the full curriculum using modified approaches as advised by professionals, whatever their prior attainment.

Where a child has significant needs, Learning Plans which set out their strengths, needs, targets and provision are developed.

We have an inclusion team who are trained to deliver interventions as well as support children within the class. The team provides support in a range of ways both in and out of the classroom, in small groups or working on a 1:1 basis, depending on the identified needs of the individual.

We work with the following agencies to provide support for pupils with SEND:

- Paediatrics
- Educational Psychology
- School Nurse
- Speech and Language Therapy

- Occupational Therapy
- Physiotherapy
- Sensory Support Service
- Behavioural Outreach
- Primary Inclusion
- Children's Services
- Bristol Autism Team
- Child and Adolescent Mental Health Service
- Play Therapy
- Hope Virtual School

Details of the interventions we provide and adaptations that can be made to the curriculum and environment are detailed in the school's SEND Information Report.

8. Partnership with Parents and Carers

Following the graduated approach, we will have an early discussion with parent/carers, and where appropriate, children when identifying whether they need special educational provision. These conversations make sure that:

- everyone develops a good understanding of the child's areas of strength and difficulty
- the school considers the parent/carers' views
- everyone understands the agreed outcomes intended for the child and how these will be supported

Once a pupil is added to the SEND register, the school will regularly communicate with parent/carers to discuss their child's progress and involve them in the review and development of Learning Plans.

The SENDCo is the main point of contact to provide information to help parent/carers understand and engage with the SEND process and signpost to external support services. The SENDCo also provides regular opportunities for parents/carers of children with SEND to meet together to enable peer support.

9. Expertise and training of staff

Our SENDCo has 20 years' experience of working in schools, specialising in Early Years teaching as well as being a previous Reading Recovery teacher and Nurture-accredited practitioner. She has been a qualified SENDCo for 14 years and worked at St Anne's Infants' for the duration of this time.

Our Pastoral Lead, Jen Owen, is a qualified Senior Mental Health Lead. She delivers intervention to support children's social, emotional and mental health as well as working with families.

Our teaching and inclusion teams receive regular training on supporting children with SEND and have undertaken a broad range of professional development opportunities to enhance their understanding of needs and support, including:

- MeLSA
- Speech, language and communication
- Executive function, memory and cognitive overload theory
- Sensory processing
- Motor skills
- Neurodiversity

- Autism
- Phonics
- Social and emotional development
- Attachment and Trauma
- Positive handling
- Manual handling
- Administration of Medication

10. Evaluating the effectiveness of SEND provision

Regular review of progress and, where necessary, adjustment of support is integrated into our overall approach to monitoring progress of all pupils, through Pupil Progress Meetings held in Terms 2, 4 and 6. Additional time to focus on the development of those with SEND is allocated in Terms 1, 3 and 5.

Additionally, we evaluate the effectiveness of provision for pupils with SEND by:

- Analysing data
- Reviewing the impact of interventions through the use of pre and post intervention assessment
- Monitoring by the SENDCo e.g. observations, learning walks, book looks, feedback from pupils, parents and staff
- Holding annual reviews for pupils with EHC Plans

11. Enabling pupils with SEND to engage in activities available in school

All of our extra-curricular activities and school visits are available to all our pupils, including our breakfast and after-school clubs.

All pupils are encouraged to take part in sports day/school plays/enrichment activities etc.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

Additional support for our pupils is usually available through additional adult support, tailored experiences to enable access, targeted experiences to engage a child's interests and of course, the involvement of our parents and carers. We ensure that all trips are risk assessed to include children with additional needs.

12. Transition

Children with SEND are supported through all aspects of transition with individual need being the driver for planning, preparation and provision. Transitions can be difficult for a child with SEND and steps are taken to ensure that any transition (including between year groups within the school) are as smooth as possible.

Transition into St Anne's Infants' from Nursery

- The SENDCo from St Anne's Infants' and from the nursery setting discuss the strengths, needs and support requirements of any children with SEND in the summer term
- Children are visited at their nursery setting by a member of the EYFS team and/or SENDCo
- A meeting between the SENDCo and parent/carers can be arranged. Where appropriate, this can involve staff from the nursery setting and/or other professionals involved.

- Opportunities for children and parent/carers to visit St Anne's Infants' are planned in the summer term
- Additional visits can be arranged to ensure children have the best and most settled start
- A social story on starting St Anne's Infants' can be provided
- A personalised transition period can be agreed between parent/carers and staff

Transfer between year groups within St Anne's Infants'

- Children with SEND who would benefit from an enhanced transition plan are identified in Term 5
- Depending on their needs, an individual or group transition plan is created to provide additional and different experiences to support them in transition to a new year group, classroom and teacher

Key Stage Transfer from St Anne's Infants' School

- The SENDCo begins initial discussions about children with SEND with senior leaders of Wicklea Academy in Term 3. This is followed by additional meetings between senior leaders. During these meetings, children who will benefit from an enhanced transition plan are identified.
- A transition timetable is shared with all children and enhanced transition plans, where necessary, are created
- Children have several opportunities to visit Wicklea Academy during Term 6 to take part in activities and experience different parts of the school
- The SENDCo, Pastoral Lead and Year 3 teachers visit children at St Anne's Infants'
- A meeting between parent/carers and the SENDCo from Wicklea Academy can be arranged. The SENDCo from St Anne's Infants can also attend.
- Year 2 and 3 teachers meet to share information and children's SEND files are transferred to the SENDCo at Wicklea Academy in Term 6

Where a child does not transfer to Wicklea Academy for Year 3, or leaves before the end of Year 2, a transition plan will be created if time allows and SEND files are transferred to the receiving school.

13. Complaints Procedure

If a parent/carer wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENDCo, who will try to resolve the situation. If the issue cannot be resolved, they should refer to the school's [Complaints Policy](#)

Policy Review Date: December 2026