FROXFIELD
CE SCHOOL

Special Educational Needs and Disabilities Policy

Review Cycle:-	Annual	Date of Next Review:-	October 2027
Approver:- SEND Governor	Signed:- Susanna Shepherd Date:October 2026	Approver:- SENDCo	Signed:- Victoria Simmons Date:- October 2026

Definition of Special Educational Needs

The Special Educational Needs Code of Practice (2015) states that 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 child of compulsory school age or a young person has a learning difficulty or disability if they:

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

The person(s) responsible for the implementation of SEND provision is:

Victoria Simmons - SENDCo
Vickie Farrow – Headteacher

1. KEY PRINCIPLES

At Froxfield we always put children first; this aim is at the heart of our vision and ethos. We recognise that every child is unique and deserves the opportunity to be happy, feel valued and experience success. At Froxfield we offer high quality inclusive teaching alongside high academic standards which concentrates on the education of the whole child. Our curriculum is taught through Learning Clusters, making links between subjects wherever possible. We seek every opportunity to take learning outside of the classroom, making use of our beautiful grounds and surrounding areas. Trips and visits also enhance and contextualise the curriculum for our children.

It is our aim to ensure that all children in our school are able to fully access the National Curriculum and that all children:

i. Receive the appropriate levels of support, to enable them to reach their full potential.
ii. Receive educational provision that ensures barriers to learning are minimised for all children with Special Educational Needs and Disabilities (SEND), including needs within: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health and Physical and/or Sensory needs.
iii. Have the opportunity for provision of support for significant long term SEND as well as more focused support for a short period of time.

Our School's fundamental aim is to create an atmosphere of encouragement, acceptance, respect for achievements and sensitivity to individual needs, in which all pupils can thrive. Our school Christian values of **Love**, **Courage** and **Respect** underpin this aim.

Our vision is to 'build a learning community where our children will realise their individual potential.' Our teachers have high expectations of all learners, and our children are highly motivated learners as a result of fostering resilience to challenge within daily classroom practise.

2. OBJECTIVES

In order to ensure that appropriate provision is made for any pupil who has Special Educational Needs and/or Disabilities we will:

1. Work within the guidance provided in the SEND Code of Practice (DfE, 2015).
2. Appoint a person or persons to supervise the Special Needs requirement of the school who will oversee the implementation of the SEND policy.
3. Ensure that all teachers in the school are aware of their responsibilities and accountability for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
4. Ensure that there is a focus on high quality inclusive teaching, differentiated for individual pupils.
5. Ensure that there is transparency and an early discussion with the pupil and their parents. The discussion with parents will be structured in such a way as to help them develop a good understanding of their child's areas of strength and barriers, address or recognise any concerns the parents' have, and agree next steps and outcomes for the child, either in the short or long term.
6. Ensure that the SENDCo and teachers implement high quality and accurate formative assessment using effective tools.

7. Report annually to parents on the school's policy for pupils with Special Educational Needs, through Annual Reports.
8. Work closely with the LA and other providers to agree the range of local services required e.g. EP, CAMHS, specialist teachers, therapists.
9. Ensure that children will be assessed according to the school's assessment policy and Annual National Tests.
10. Monitor our policy annually to ensure we are successful.
11. Ensure that the School's Admission policy does not discriminate against any pupil who applies for a place who has Special Educational Needs – see 1995 Discrimination Act.
12. Ensure that liaison between schools takes place particularly at time of Key Stage transfers e.g. Key Stage 2 to Key Stage 3.

3. THE LAW

This Special Educational Needs Policy complies with the SEND Code of Practice 0-25, 2015, and has been written with reference to National and the Local Education Authority Guidelines, our school Special Educational Needs and/ or Disabilities Information Report and other relevant policies current within the school.

4. THE FOUR AREAS OF THE SPECIAL EDUCATIONAL NEEDS AND DISABILITIES IN THE SEND CODE OF PRACTICE

i. Communication and Interaction - This includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia, and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.
ii. Cognition and Learning - This includes children who demonstrate features of moderate, severe, or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia, or dyspraxia.
iii. Social, mental and Emotional Health - This includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
iv. Sensory and/or Physical Needs - This includes children with sensory, multi-sensory and physical difficulties.

5. SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions must be supported to ensure they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled, where this is the case, the school will comply with its duties under the Equality Act (2010). Some may also have special educational needs and/or disabilities (SEND) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs. The school has a policy for Supporting Pupils at School with Medical Conditions.

6. ASSESSMENT OF NEED

The progress and attainment of all children at Froxfield is closely monitored to ensure that their performance is within the range of expected academic achievement. This occurs regularly through phonics testing in KS1 and internal testing, adherence to national tests (Year 1 phonics screening, Year 4 times table check, Year 6 SATS) and reading/spelling age scores. Progress is also monitored through daily assessment for learning (AFL).
Any child who is noted as not reaching the expected milestones will be monitored closely. If they continue not to make adequate progress despite high quality inclusive teaching, then

they might be identified as having a SEND need. If this is the case, following discussions with parents, they may be placed on the SEND register.
The first step in responding to children with SEND is ensuring they are receiving high quality inclusive teaching, adapted for individual pupils as necessary. The quality of teaching is monitored at least termly, this occurs through book looks, learning walks and pupil voice discussions. As a school, we implement 'Ordinarily Available Provision' (OAP) as part of our universal offer for all children. This ensures every child is accessing inclusive education based on individual needs, removes barriers for them and supports them to develop. This is a whole school approach and centres around our school being inclusive by design, not an added extra. Some examples of OAP in our school include consistent visual timetables, visual prompts during learning, chunked instructions, dual coding of vocabulary and over-learning to promote fluency.

It may also be necessary to further improve teachers' knowledge of the SEND most frequently encountered and their understanding of strategies to identify and remove barriers for vulnerable pupils.

Alongside high quality inclusive teaching and the implementation of OAP, the teacher and SENDCO will assess the data available alongside teacher and parent views about the child's achievement and progress and decide whether to plan specialist educational provision, such as a learning intervention for a specific amount of time. At different points of the delivery, the teacher and SENDCO will review the impact of the intervention. If the intervention is not seen to be having the desired outcome, an alternative intervention may be planned as part of our 'plan, do, review' cycle.

Parents and children have a significant involvement in this process. We are proud to have an 'open door' policy at Froxfield where parents and/or carers are encouraged to come and discuss any concerns with their child's class teacher or the SENDCO. We also ensure that parents and/or carers are involved in agreeing and reviewing the desired outcomes for the child.

Pupils on the SEND register are monitored and supported in class via one of two methods. If a child is placed on the SEND Register, a 'One Page Profile' will be created for them which should include the views of the pupil, the class teacher, the SENCo and parents. This will identify important information including what the child is good at, what they find tricky and strategies/adaptations which can support them in school. The One Page Profile will ensure all adults within the classroom are able to be fully aware of any needs, provisions or adaptations for individual children. This One Page Profile will be shared and discussed with parents' at termly parents' meetings and discussed. The impact of the One Page Profile will be monitored by the class teacher and the SENCo.

If a child is not making desired progress with a One Page Profile, or if they have an EHCP (Education and Health Care Plan), they will receive a pupil passport. Similar to the One Page Profile, but the passport will contain short term targets, linked to individual areas of need or specific targets aligned to the child's EHCP. They are written by the teacher, alongside the child and shared with parents at least termly. Progress will be monitored by the SENCo through SEND tracking every half term. The SENCo may suggest provision and strategies to support the child based on the monitoring process.

For higher levels of need, we may, in consultation with parents, request support from external agencies. These professionals, such as the Primary Behaviour Service and Educational Psychology Service can support the school in tailoring provision for the child's need.

7. SEN SUPPORT

If the child's rate of progress continues to remain a cause for concern, the cycle of Plan, Do, Review will be implemented more regularly and further outside agency support will be sought. The school staff team – the teachers, LSAs and SENDCo regularly discuss children's individual needs and progress; monitoring, reviewing, and adapting provision accordingly. Pupils and parents are integral in this Plan, Do, Review cycle.

Pupils may be offered small group support, or individual interventions if appropriate, to address identified needs. A variety of forms of support mechanisms, either in class or for short periods of withdrawal, are used for children on the SEND register. Support in class includes consideration of the specific work set, resources provided, the working environment and use of adults. All interventions are carefully chosen to support each pupil's identified specific areas of difficulty.

To support Communication and Interaction interventions could cover: language for thinking, speech sound work, and work on grammar, vocabulary, word finding, and narrative skills. We are also working with Springboard Speech and Language to train a member of school staff to be our SILSA (Speech and Language Learning Support Assistant) to enable speech and language interventions to take place within the school environment as/when needs arise.

For Cognition and Learning these could include interventions supporting phonics, phonological awareness, high frequency words, reading comprehension, spelling, writing, handwriting, and mathematics.

Interventions to support Social, Emotional and Mental Health can include work on social skills, friendship, emotions including anger and anxiety management, independence, growth-mindset, bereavement, and self-esteem. This could include work with our Emotional Literacy Support Advisor (ELSA).

To support Physical and/or Sensory Needs interventions can involve: physiotherapy or occupational therapy programs working on fine and/or gross motor control.

8. THE SEND ASSESS, PLAN, DO, REVIEW CYCLE

i) Assess

In identifying a child as needing SEND support the class teacher, working with the SENDCO, will carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. We take any concerns raised by a parent seriously. These are recorded and compared to our own assessments and information on how the pupil is developing. In some cases, outside professionals from health or social services may already be involved with the child. These professionals should

liaise with the school to help inform the assessments. Where professionals are not already involved, the SENDCo may refer with the parents' consent.

ii) Plan

Where it is decided to provide a pupil with SEND support, the parents will be formally notified. The teacher and the SENDCo will agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour. All children on the SEND Register will either have a One Page Profile or a Pupil Passport. This will detail important information about the child, including their strengths, challenges and support strategies in class. The Pupil Passport will include the previously mentioned information alongside individual targets. Class teachers, parents and pupils will all contribute to the Pupil Passport. It is designed to be a working document used by the child, teacher, LSA (Learning Support Assistant) and parents and it is updated to reflect the current needs of the child.

iii) Do

The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and will be provided by staff with sufficient skills and knowledge. Where appropriate, plans will seek parental involvement to reinforce or contribute to progress at home. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. The class teacher will remain responsible for working with the child on a regular basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they will still retain responsibility for the pupil. They must work closely with any learning support assistants involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCO will support the class teacher in the further assessment of the child's particular strengths and needs, in problem solving and advising on the effective implementation of support.

iv) Review

Formal review meetings will take place at least once a term, where parents and pupils will be involved in reviewing progress and setting new outcomes. Class teachers are responsible for evidencing progress according to the outcomes described in the plan. The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions must be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class teacher, working with the SENDCO, will then 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.

9. CRITERIA FOR EXITING THE SEND REGISTER

If it is felt that children are making progress which is sustainable then they may be taken off the SEND register. If this is the case then the views of the teacher, SENDCO, pupil, and

parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off the SEND register, then all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will continue to be monitored through the school's monitoring procedures, such as pupil progress meetings, work sampling and data analysis. If it is felt, at any time, that the pupil once again requires additional assistance, then the procedures set out in this policy will be followed.

10. EDUCATION, HEALTH CARE PLANS (EHCP)

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person, the child or young person has not made expected progress, the school together with parents, will consider requesting an Education, Health and Care needs assessment from the local authority. If the local authority agrees, additional funding will be provided to enable further support to be put in place and are regularly reviewed.

11. PARENTS/CARERS

The school endeavours to build close relationships with all parents and carers. If the school or the parents/carers are concerned about any aspect of a pupil's progress, a meeting would be organised initially with the class teacher to discuss the concerns and identify the next steps. Relevant information from parents/carers will also be included on their child's Pupil Passport. Parents/carers will be invited to attend any meetings with outside agencies such as an Educational Psychologist or Speech and Language Therapist, with the support of the SENDCo. Parents are encouraged to have regular contact with the school, whereby parents can organise appointments to see their child's class teacher and/or the SENCo to discuss SEND support.

11. ROLES AND RESPONSIBILITIES

Provision for pupils with SEND is a matter for the school, Governors, Head teacher, SENCO, Class teachers and LSAs.

Governors The Governors, in consultation with the Head Teacher, have a legal responsibility for determining the policy and provision for pupils with special educational needs. It maintains a general overview and has an appointed a SEND Governor who has responsibility in this aspect of the school.

Governors ensure that:

- The necessary provision is made for any pupil with SEND.
- All staff are aware of the need to identify and provide for pupils with SEND. Pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils.
- Staff have regard to the requirements of the Code of Practice for Special Educational Needs
- Parents are notified if the school decides to make SEND provision for their child and they are encouraged to be involved in creating and reviewing their child's Pupil Passport within their child's SEND "plan, do and review" cycle.
- They set up appropriate staffing and funding arrangements and oversee the school's work for SEND.

Head Teacher the Head Teacher is responsible for:

- The management of all aspects of the school's work, including provision for pupil with Special Educational Needs.
- Keeping the governing body informed about SEND issues.
- Working closely with the SENDCo
- The deployment of all Special Educational Needs personnel within the school
- Monitoring and reporting to governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as a whole
- Being the Designated Safeguarding Lead
- Managing the school's responsibility for meeting the medical needs of pupils.

Special Educational Needs and Disabilities Co-ordinator the SENCo is responsible for:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating the provision for pupils with special educational needs.
- Ensuring that an agreed, consistent approach is adopted.
- Liaising with and advising other school staff.
- Helping staff to identify pupils with special educational needs.
- Carrying out assessments and observations of pupils with specific learning problems.
- Supporting class teachers in devising strategies and developing pupil passports
- Supporting staff to set targets appropriate to the needs of the pupils and advising on appropriate resources and materials for use with pupils with special educational needs.
- Monitoring and evaluating the effective use of materials and personnel in the classroom.
- Liaising with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process. Liaising with outside agencies e.g., Educational Psychologists, Specialist Teachers, Speech and Language Therapists, Occupational Therapists etc, arranging meetings and providing a link between agencies, class teachers and parents.
- Maintaining the school's SEND register
- Assisting in the monitoring and evaluation of progress of pupils with SEND using existing school assessment information, e.g., class-based assessments/records, end of year tests, SATs, etc.
- Contributing to the in-service training of staff.
- Liaising with the SENDCOs in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other; and taking part in county SEND moderation as necessary.
- The application for EHCP's for children within their school.

Class teachers Class teachers are responsible for:

- Providing High Quality First Teaching and learning for all children in their class.
- Being responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from learning support assistants.
- Assessing the needs of pupils with SEND and planning appropriate adjustments, interventions, and support to match the outcomes identified for the pupils (in partnership with the SENDCO, parents, and pupil).

- Regularly reviewing the impact of these adjustments, interventions, and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum.
- Retaining responsibility for all children in their class, including working with the children with SEN on a regular basis.
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND
- Directly liaising with parents of children with SEND.
- Liaising with previous settings as necessary (e.g Pre-school settings/previous school) to discuss identified needs and to aid transition.

The school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and where necessary improving teachers' understanding of strategies to identify and support pupils with SEND.

Learning Support Assistants

LSAs should:

- Be fully aware of the school's SEND policy and the procedures for identifying, assessing, and making provision for pupils with SEND.
- Use the school's procedure for giving feedback to teachers about pupils' progress.
- Work as part of a team with the SENDCo and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class; and play an important role in implementing Pupil Passports and monitoring progress.
- Deliver personalised interventions to meet the needs of pupils with SEND, as directed by the teacher and SENDCo,
- Meet regularly with the class teacher to evaluate the effectiveness of interventions and to measure impact.
- To develop use of and implement necessary resources
- To attend meetings with outside agencies and parents where necessary
- Regularly meet with the SENDCo to discuss pupil's needs and progress, and to address training and resourcing needs.

12. MONITORING AND EVALUATION OF SEND

The school regularly and carefully monitors and evaluates the quality of provision that we offer all pupils. (See above for details of the monitoring and evaluating responsibilities of the Governors, Head Teacher, SENDCo, and class teachers). In addition, the school has regular audits, sampling of parent's views, pupil's views, and staff views. Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

13. TRAINING AND RESOURCES

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. Teachers and support staff will undertake induction on taking up a post and this includes a meeting with the SENDCo/Head Teacher 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, and both teaching and support staff will be made aware of training opportunities that relate to working with children with SEND.

14. PARTNERSHIP WITH BODIES BEYOND THE SCHOOL

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- **Primary Behaviour Service**: The SENDCo can make a referral to PBS with parental consent, for children presenting with behavioural difficulties as a result of their social, emotional, or mental health. They will meet with the class teacher and SENDCo to discuss the child's current needs and produce an action plan. They also offer an advice service which staff can access. In-reach support is also offered by PBS, whereby a child can attend Robin's OAK PBS centre for part of their school week, as well as a wide variety of training for all staff.

- **Child and Adolescent Mental Health Service** (CAMHS): CAMHS supports children in the school with significant emotional and mental health issues, as well as their families. Referral can be made to the service by the parents, through their family doctor, or by the school.

- **NHS Solent Speech and Language Therapist** (SALT): If a child is not making appropriate progress with their speech, language, and communication, when receiving high quality teaching targeted to support these, the SENDCo will make a referral to the SALT, with the parent's/carer's consent. The SALT will observe, assess, report, review and provide appropriate resources to the school and the child's parents to support their next steps in their speech and language development

- **NHS Solent Occupational Therapist / Physiotherapist** the SENDCo can, with parental consent, make a referral to the OT or Physio for children who are not making appropriate progress with their gross and/or fine motor development, despite targeted work to support this.

- **Hollywater School Outreach Service**: Referrals will be made with parental/carer consent to this service to obtain further support for children in our school who have significant learning or social communication needs. This can include the use of their Thomas Outreach Programme (TOP) to support the transition of pupils to our school who have social communication difficulties or autism.

- **Specialist Teacher Advisors (STA) for Hearing Impairment (HI), for Physical Disabilities (PD), and for Communication and Language** support children with specific SEND in our school through observations, assessments, reports, and consultations with the SENCo and parents to give advice and feedback on the provision being provided to these children in class and through appropriate interventions.

- **Family Support Services: Early Help Hub/Children's Services**: The Head Teacher can refer families to Early Help Hub provision where it is identified that a coordinated multi-agency response is required to support them. Referrals to Children's Services will be made where there are safeguarding or welfare concerns.

- O**ther outside agencies or voluntary organisations** will be contacted on a need's basis.

15. STORING AND MANAGING INFORMATION

Documents relating to pupils on the SEND register will be stored with their Pupil File. SEND records will be passed on to a child's next setting when he or she leaves the school. The school has a Confidentiality policy which applies to all written pupil records and complies with GDPR.

16. MONITORING THE SCHOOL'S SEND POLICY AND SEND PROVISION

The school's SEND policy and provision is evaluated through:

- Monitoring of classroom practice by the Head Teacher
- Analysis of pupil tracking data
- Monitoring of procedures and practice by the SEND governor
- Local Authority moderation process and OFSTED inspection arrangements

17. REVEWING THE SEND POLICY

This SEND policy will be reviewed by staff and governors on an annual basis.

18. COMPLAINTS

The school has a complaints procedure which applies to complaints about SEND provision.

19 RELATED SCHOOL POLICIES AND DOCUMENTS

- School SEND Information Report
- Behaviour policy
- Complaints procedure
- Safeguarding Policy
- Data Protection Policy
- Child Protection Policy
- Meeting Children's Medical Needs Policy
- Equalities Policy

20.LOCAL OFFER AND SCHOOL SEND INFORMATION REPORT

As part of Hampshire's Local Offer, which can be accessed at:

SEND Local Offer | Hampshire CTSH

our school publishes a SEND Information Report. This is reviewed annually, and a copy is available in the school office and on our school website. The Local Offer and SEND Information report provide more information about what services are available for families with children who have SEND and how they can be accessed.