Churchfields Infants' School

Special Educational Needs and Disabilities Policy September 2026

Approved by GB: **25th September 2026**

Signed by Chair:

Next Review Date: **September 2027**

Introduction

Our guiding principle is one of Inclusion and we aim to provide Quality First Teaching for all our pupils. This includes appropriate personalisation for individual pupils, high quality resources and effective use of additional adult support. We aim to identify and break down possible barriers to learning so that all our pupils experience success. This does not mean treating all pupils equally; it means treating all pupils as individuals and ensuring they have the required provision to achieve the best possible progress and outcomes.

This SEND policy details how we ensure that the needs of all our pupils with special educational needs are met.

When carrying out our duties towards our pupils with SEND, we have regard to the Special Educational Needs Code of Practice January 2015.

Principles

- We value all children in our school equally.
- All pupils are entitled to a broad and balanced curriculum which is personalised to meet their individual needs and abilities.
- All children are entitled to experience success.
- All children are entitled to have their particular needs recognised and addressed.
- All children should be helped to reach their full potential – we have high expectations for everyone.
- Good special needs practice is good practice for all pupils.
- Additional intervention and support cannot compensate for Quality First Teaching.
- Pupils and their parents/carers know their child best and should be full partners in planning and reviewing support for their child.
- Pupils with SEND have a unique perspective on their own needs and should be central to all decision-making processes about their support. As we are an Infant School this is done as and when appropriate given the age of the child and their level of understanding.

Aims

- To ensure that we take the views of the child into account when planning and evaluating their SEND provision. These views may be talked about by the child but may also be shown through their behaviour or body language given that our children are still very young and some are non-verbal, non-talking or pre-verbal.
- To develop and maintain partnerships and high levels of engagement with parents.
- To raise the aspirations and expectations for all pupils with SEND.

- To ensure that every child has their individual needs recognised and addressed through Quality First Teaching and effective additional support.
- To ensure that all pupils have equal access to a broad, balanced curriculum which is personalised to meet individual needs and abilities. This may not be the same curriculum as their peers.
- To ensure that pupils with SEND engage in all the activities of the school alongside pupils who do not have SEND where it is appropriate for them to do so.

This policy will contribute to achieving these aims by ensuring that provision for pupils with SEND is a matter for the whole school and is a part of the continuous cycle of assess, do and review.

Definition of Special Educational Needs and Disabilities (SEND)

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

At our school we use the definition for SEND and for disability from the SEND Code of Practice (2015). This states:

- Special Educational Needs: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.
- Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England
- Disability: Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is '…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

Children are not regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

Identification and assessment of pupils with special educational needs

The identification of SEND is built into our overall approach to monitoring the progress and development of all pupils. This allows us to identify pupils who are making less than expected progress at an early stage. Inadequate progress might be that which:

- is significantly slower than that of their peers starting at the same baseline.
- 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.

We are aware that a number of factors may affect a child's progress and attainment, including having English as an additional language, attendance and punctuality, and family circumstances. Therefore, we do not immediately assume that a child has special educational needs.

The first response to inadequate progress is high quality teaching targeted at the child's areas of weakness. Most pupils will have their needs met through Quality First Teaching. This may include appropriate differentiation of learning tasks, adaptations to the curriculum and learning environment, the provision of additional practical or visual resources, and time-limited interventions. We focus on early intervention to ensure 'gaps' are targeted and intervention is put in place at the earliest opportunity.

Where progress continues to be less than expected, the teacher will work with the SENCo to assess whether the child has a SEND. The SENCo will gather information from the pupil, parents and class teacher. Discussions will be held with the pupil and their parents/carers in order to develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps.

At Churchfields Infants' any concerns are recorded in a Record of Intervention form that is shared between parents, teachers and the SENCo. The SENCo also has the opportunity of meeting with all teachers where children's individual needs can be monitored and planned for. After a Record of Intervention has been agreed, targets are set and these can then be assessed after a term with parents and Class Teacher. Should these concerns remain, the SENCo will liaise with teachers and parents and the decision is made about whether a child needs a more formal Individual Education Plan and be named on the school SEND list.

Special educational needs can be categorised under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

We recognise that, in practice, individual children often have needs that cut across more than one of these areas and that their needs may change over time. Our purpose is not to 'label' a child, but to work out what action the school needs to take. We consider the needs of the whole child and ensure that support is focused on individual need and personal outcomes rather than classification/label.

Teachers are responsible and accountable for the progress and development of all the pupils in their class, including those who have, or may have, SEND and who

access support from teaching assistants or specialist staff. They will document this planning accordingly.

SEND Support

When a pupil is identified as having SEND, we take action to remove barriers to learning and put effective special educational needs provision in place – SEND Support. Quality First Teaching remains our first response in relation to the identification of SEND, but we also ensure that the child receives high quality additional support and interventions carefully matched to their needs.

We adopt the graduated approach and four-part cycle of 'assess–plan–do-review' as recommended in the SEND Code of Practice. In successive cycles the SEND Support received by the child is refined or revised depending on how effective it has been in achieving the agreed outcomes. Where a pupil continues to make less than expected progress, despite the school's best efforts, and with the agreement of the child's parents/carers, we will involve appropriate specialists and outreach services.

At Churchfields Infants', all children who are named on the SEND list will have a termly Individual Education Plan. Some children will have their IEP written by their Class teacher following liaison with parents. Children who have additional support through outside professionals, such as the Educational Psychologist, Speech Therapist or an Outreach teacher have their IEP updated and reviewed with the SENCo within termly review meetings with parents and professionals.

Some pupils will make accelerated progress and cease to require SEND Support after a period of targeted intervention and these pupils will then be removed from the school's register of SEND pupils. However, we continue to monitor the progress of such pupils closely to ensure their progress is maintained.

Education, Health and Care Plans (EHCP Plan)

A small number of children with the most complex needs may need the support of an Education, Health and Care Plan (EHC Plan) to enable them to achieve the best possible outcomes. If we believe that a child's needs require provision and resourcing over and above that which we make available to our SEND pupils from delegated funding, we will request that the Local Authority conduct an assessment of the child's education, health and care needs. We will involve the child and their parents/carers at every stage of the assessment process.

How Churchfields Infants' School adapts the curriculum and learning environment for pupils with SEND

It is the responsibility of teachers to make the appropriate adaptations to the curriculum and learning environment to enable pupils with SEND access to learning opportunities and experience success alongside their peers. Our teachers have a clear understanding of the needs of the SEND pupils in their class and know a range of strategies that can be used to support pupils. They can draw on the expertise of the SENCo, outreach teachers and professionals from other external agencies for advice as needed. e.g. SENDATs, (Redbridge Outreach) EYSENDSS (Early Years SEN Support team) Speech Therapists, Occupational Therapists and the Educational Psychology team.

Additional support for learning available to pupils with SEND

The SENCo ensures that the school provides a range of intervention programmes or strategies to address the needs of groups of pupils and individual pupils within the school. Interventions available include:

Intervention	Area of learning intervention supports
Language for Thinking	To support reading comprehension and understanding
PECS	Picture Exchange Communication System To support communication
Colourful Semantics	To support communication and sentence structure
Circle of Friends	To support children with establishing and maintaining positive relationships
Attention Autism (Bucket Time)	To support attention and listening skills development
Box Clever	To support vocabulary building and spoken language
Numicon	To support early maths skill development
Peanut Ball	To support development of gross motor skills and balance
Drawing and Talking	Supports children to discover and communicate emotions through a non-directed technique.
TACPAC	An intervention that creates a structured sensory experience for children who have sensory impairment, developmental delay, complex learning difficulties, and limited/ pre-verbal levels of communication

Other interventions are also available and are evaluated on a regular basis by the SENCo. Other professionals such as Occupational Therapists, Speech Therapists or

Physiotherapists may recommend alternative interventions for individuals or small groups.

Some interventions are delivered by trained Learning Support Assistants (LSAs) under the direction of the teacher and/or the SENCo. Other interventions are delivered by teachers. The school-based speech and language therapist works closely with school staff to ensure that we address the needs of our pupils with language and communication needs effectively.

Some pupils are supported in class for part of the school day by a TA, either individually or in a small group. These pupils continue to have the same opportunities as their peers for learning in a group with the class teacher and the teacher remains responsible for their progress, when this is appropriate for their progress. TAs understand the need to develop independence in the pupils with whom they work and support is only assigned when it is needed.

Pathways to Success

All children are unique and benefit from quality first teaching in their home classrooms alongside their key staff and peers. Some children, particularly those with complex special educational needs, may benefit from taking a pathway that is suited to their age, needs and stage of development in all areas.

1. Sensory Pathway - This is a suitable one for children with complex Special Educational Needs and offers the child time in our low distraction space (The Ocean Room) with access to sensory and regulation activities alongside life skills development.
2. Intervention Pathway - This is a suitable one for children with Special Educational Needs that can be partially or mostly met within their home classroom successfully with appropriate adaptations and additional intervention sessions outside of the classroom.
3. Nurture Pathway - This is a suitable one for children with Social, Emotional or Mental Health needs that can be partially or mostly met within their home classroom successfully with access to the Learning Mentor.

Further details about these pathways can be found in our Pathways to Success rationale.

Support for pupils with social, emotional and mental health difficulties

Some pupils' special educational needs relate to social, emotional or mental health difficulties. Whilst some pupils display their difficulties through challenging or disruptive behaviour, other pupils may become withdrawn or isolated. These difficulties may reflect underlying mental health difficulties such as anxiety or depression. Some pupils may have disorders such as attention deficit disorder ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder. We address the needs of these pupils by individual or group interventions, liaising with relevant

outreach services and health professionals as appropriate. We have a trained Learning Mentor within our school who can deliver Drawing and Talking Therapy, gardening and Sand Worlds. We are fortunate that we have a space (Acorns) within school for these sessions to be held giving the child a space to talk confidentially to the Learning Mentor.

Specialist provision, equipment and facilities

If a child needs specialist equipment due to physical or medical needs, the SENCo will liaise with the relevant professionals to secure the equipment needed and any training for staff required in it use. e.g. Physiotherapy, Occupational Therapy, Tech Team from SENDATs. (Redbridge Outreach)

How Churchfields Infants' School evaluates the effectiveness of its provision for pupils with SEND

Intervention programmes are time-limited and the progress of children taking part is tracked. If there is no evidence that an intervention is effective, we will either adapt the intervention to more closely meet the child's needs or we will plan a different type of support.

The success of the education offered to children with SEND will be judged against the aims of this SEND policy. The SEND policy will be reviewed annually and the Governing Body's Annual Report will report on the implementation of the policy.

How Churchfields Infants' School assesses and reviews the progress of pupils with SEND

We have robust tracking systems for monitoring the progress of all our pupils, including those with SEND. When a concern is raised by a teacher, TA or parent a Record of Intervention form will be completed in order to ascertain what the relevant issue could be i.e. attendance, learning, English as an Additional Language or behaviour. An action plan is then completed in order to support the child in question.

The 'assess-plan-do-review' cycle ensures that we match provision closely to each child's needs and that we respond quickly to any evidence of inadequate progress.

The progress of SEND pupils in relation to the outcomes in their Education, Health and Care Plan are reviewed annually. A child's objectives or outcomes are broken down into smaller steps and recorded on the child's Individual Education Plan. These short-term targets are reviewed at least termly. We involve the child (when appropriate) and family fully in the planning and review process.

Admissions

Pupils with SEND are admitted to the school on the same basis as any other child. The Governing Body uses the LA admissions criteria.

Roles and responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole. However, some key individuals and groups have particular areas of responsibility:

Governing Board

- to ensure that the necessary provision is made for any pupil who has special educational needs.
- to consult the local authority and the governing boards of other schools when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- to ensure that parents are notified of a decision by the school that SEND provision is being made for their child.
- to ensure that pupils' needs are made known to all who are likely to teach them.
- to ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs.
- to ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources.
- to review the SEND policy annually and to report annually on the allocation of available resources and the success of the policy in meeting.
- to appoint a member of the Governing Body to have special responsibility for SEND within the school who will meet on regularly with the SENCo and conduct visits to the school on a planned programme. The named Governor will meet regularly with the SENCO.

The Headteacher

- to manage all aspects of the school's work, including provision for pupils with SEND.
- to keep the governing board fully informed.
- to work closely with the school's SENCo.
- to seek out and share best practice with the LA and other schools.

The Special Educational Needs Co-ordinator

The Special Needs Co-ordinator is Mrs Emma Beck. Her key responsibilities include:

- to work in collaboration with the Headteacher, school governors and staff to develop a clear strategic direction for SEND.
- to oversee the day-to-day operation of the school's SEND policy.
- to coordinate and develop high quality provision to meet the needs of pupils with SEND.
- to work in partnership with parents/carers of pupils with SEND to develop and review effective support for their child.
- to work with teachers to monitor the effectiveness of interventions and the progress made by pupils with SEND.
- to liaise with the relevant Designated Teacher where a looked after pupils has SEND.
- to advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- to liaise with professionals from outside agencies, such as educational psychologists, outreach services, health and social care professionals, and independent and voluntary bodies, ensuring that appropriate referrals are made and strategies are implemented.
- to liaise with other schools/ nurseries to ensure that pupils make smooth transitions between school placements.
- to work with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regards to reasonable adjustment and access arrangements.
- to promote the inclusion of pupils with SEND in the school community, ensuring they have access to the school's curriculum, facilities and extra-curricular activities.
- to ensure that the records of pupils with SEND are maintained and kept up to date.
- to support and advise teachers about adapted teaching methods appropriate for individual pupils with special educational needs.
- to coordinate the effective deployment of Teaching Assistants, providing support and training as needed.
- to contribute to the in-service professional development of staff in relation to SEND.

Teachers

- to provide Quality First Teaching for all the pupils in their class.
- to provide for the individual needs of all their pupils, adapting their teaching and the learning environment as appropriate.

- to be accountable for the progress of all their pupils, including those who receive additional support from learning support assistants and specialist teachers.
- to work with the SENCo to monitor the effectiveness of interventions and the progress made by pupils with SEND.

Teaching Assistants

- to support pupils with their learning under the direction of the class teacher and/or the SENCo, implementing strategies recommended by the teacher, SENCo or professionals from external agencies.
- to develop the independence of the pupils with whom they work.
- to provide feedback to the teacher and/or the SENCo on the progress of the pupils with whom they work to inform planning and review.

Arrangements for training and staff development

The school makes an annual audit of training needs for all staff taking into account school priorities as well as personal professional development. SEND training is a high priority at school and we strive to deliver this through school Inset sessions, specific training sessions for whole school (such as in Communication) or bespoke training required to meet the needs of individual children. Particular support is given to Early Career Teachers and other new members of staff.

Arrangements for partnership with parents

We recognise the importance of working in partnership with parents. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of pupils with special educational needs will be treated as partners and supported to play an active and valued role in their child's education.

We will always tell parents when their child is receiving help for their special educational needs and will involve them fully in planning and reviewing any SEND provision.

A child's class teacher will work closely with parents at all stages in their education and if parents have concerns their first port of call should be the class teacher. Parents of any pupil identified with SEND may contact the SENCo at any time or use the Parents in Partnership Service of Redbridge for independent support and advice.

Pupil participation

Pupils and young people with special educational needs often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in the decision-making processes, including the setting and evaluation of targets. We are committed to developing more person-centred ways of working to make it easier for our SEND pupils to express their views. As an Infant school, we will carefully consider whether our children are of an appropriate age to be participating in target setting and how this should be done on an individual basis. Where possible we will involve pupils in planning for their Individual Education Plans.

Storing and managing information

We take the storing of information seriously here at Churchfields Infants' and all files are saved electronically, accessed only by teachers and SENCo on the school system. Paper files are stored in a locked cupboard in the Deputy Head's office. Information is shared according to our GDPR guidelines.

Links with other mainstream schools and special schools

Advanced planning for pupils in Year 2 is essential to allow a smooth transition to Junior school. The SENCo will liaise with the SENCo and Head teacher of the chosen Junior School to ensure that effective arrangements are in place to support pupils at the time of transfer. Here at Churchfields we make transition plans for all children placed on the SEND list which includes additional visits to meet staff at the chosen Junior School and to tour the building/s.

When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000. We make every effort to contact new schools in order to have a personal handover if at all possible.

Links with other agencies and voluntary organisations.

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs.

The school receives regular visits from the nominated Education Welfare Officer for the area.

Other agencies and outreach services that the school works with include:

- SENDATS (Redbridge Outreach services)
- Speech and language therapy service
- Occupational therapy service

- Physiotherapy service
- Early Years Special Educational Needs and Disability Support Service
- CAMHS (Child and Adolescent Mental Health Service)
- Redbridge Specialist Children's Centre
- Virtual School for Children Looked After
- Social Care services

Complaints procedures

The schools' complaint procedures are set out in the school prospectus.
Under the Children and Families Act 2014 parents may seek advice on resolving disagreements with the LA and/or the Independent Mediation Service. The school will make further information about this process available on request.

Churchfields Infant School's Local Offer

Further information on Model School's arrangements for supporting pupils with SEND can be found in the school's Local Offer which can be accessed via the FIND website: http://find.redbridge.gov.uk. or directly through our website page for Churchfields Infants' School. Our School Local Offer forms part of the local authority's Local Offer, which is also available on this site and provides information for parents/carers on SEND services available within Redbridge and neighbouring boroughs.

Legislation and guidance relevant to this policy

Children and Families Act 2014, Part 3
Educational Needs and Disability Code of Practice: 0 to 25 years 2015
Equality Act 2010
Education Act 2011

Related school policies

Inclusion Policy
Equality Policy
Accessibility Plan
Health and Safety Policy
Medicines in School Policy