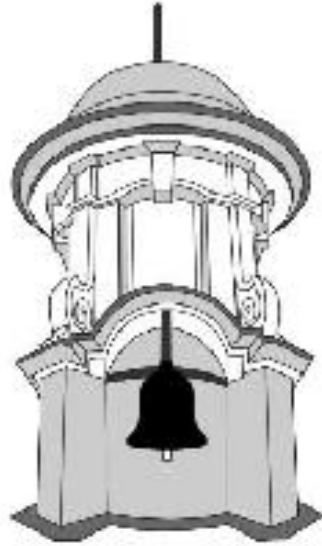


Special Educational Needs Policy



South Farnborough
Infant School

Date of policy: September 2026

Date of review: September 2027

Person responsible: Myette Blannin

Presented to staff and Governors: September 2026

1. Our Main Legal Duties under The Code of Practice, SEND 2014

Compliance – This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 and the Equality Act 2010.

South Farnborough Infant School will meet its legal duties by:

- meeting our Equality Act duties for children with disabilities
- using our 'best endeavours' to meet pupils' SEN
- informing parents when their child receives support for SEN and involve them in reviews of progress
- admitting a child, where the school is named in an EHC plan
- producing and publishing a School SEND Information Report (available on our school website)
- having regard to the 0-25 SEND Code of Practice

2. Our Aims

At South Farnborough Infants we want our children to achieve their personal best by raising the aspirations of and expectations for all with SEN. South Farnborough Infant School provides a focus on outcomes for all children with SEN.

3. Our Objectives

- To identify and provide support for children with SEN
- To work within the guidance provided in the SEN Code of Practice, 2014
- To operate a "whole child, whole school" approach to the management and provision of support for special educational needs
- To provide support and advice for all staff in school
- To deliver Ordinarily Available Provision (OAP) in every class

The following are not in themselves SEN, but may impact on progress and attainment;

- Disability
- Attendance and punctuality
- Health and welfare
- EAL (English as an Additional Language)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being the child of a Serviceman/woman

4. A Graduated Approach to SEN Support

- Our criteria for entering a child on our SEN register is as follows:

- 4.1 A child is only identified as having SEN if they do not make adequate progress once they have had all suitable classroom interventions and good quality personalised tracking.
- 4.2 Teachers are responsible for the progress and development of the children in their care, including where children access support from teaching assistants or specialist staff.
- 4.3 At South Farnborough Infant School, we review information gathered from within School about a child's progress, alongside any appropriate national data and expectations of progress. This includes formative assessments, observations made by teachers and support staff and any reports from outside agencies.
- 4.4 For higher and more complex levels of need, we draw on specialised assessments from external agencies and professionals.

We work closely with Hampshire's SEND Local Offer to identify and access additional support for pupils with SEND such as:

Family Information and Services Hub (FISH)- used to signpost families to services covering education, health, social care.

We can make referrals to Speech and Language Therapy. Occupational Therapy, if the child has an EHCP.

The school also directs families to Hampshire's Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS) for impartial guidance on SEND law and processes.

Families of pupils undergoing an Education, Health and Care needs assessment can track progress directly through the Hampshire SEN Hub.

- 4.5 We use the Assess-Plan-Do-Review cycle to monitor children we are concerned about. These cycles are reviewed at the end of each term. If no or limited progress is made, we would seek to involve outside agencies. This is The Graduated Approach described in the Code of Practice as a "cycle through which earlier decisions and actions are revisited, refined and revised with the growing understanding of pupils' needs and of what supports the pupil in making good progress and securing good outcomes".

5. SEN Support

- Records of targets and interventions are kept for children deemed to have learning difficulties or disabilities which calls for special educational provision to be made for him or her, often involving external agency or professional support. These records are stored on Arbor, the school's administration system. A one-page profile is created for each child added to the SEN register. This document highlights the child's specific needs and what strategies are being used to support progress. This is shared with all who work with the child.

All children on the SEN register will have a Learning Plan. This outlines the child's short-term targets with strategies to support the removing barriers to learning.

These targets are time specific and reviewed termly by teachers and the SENCo. The Learning Plans are shared with parents and carers.

- If teachers and members of the Senior Leadership Team feel the school cannot meet the needs of a child through our own provision, we will invite parents to discuss this and work with the Local Authority in applying for an Education, Health Care Plan.
- We engage with additional support as soon as a special need is identified. This may be through referrals to health and therapy services, or appointing a Special Needs Assistant to provide extra and dedicated support. This can only be provided when funding is available.
- Parents are involved at every stage of the process.

6. Formal Assessment – Education, Health & Care Plan (EHC Plan)

- The individualised needs of the child are kept at the heart of our strategies and approaches. We will only apply for an EHC Plan if all other strategies have been tried and a specific referral and/or diagnosis (ASD;SALT;ADHD; etc.) received. This is sought with the agreement of parents or carers and our Educational Psychologist and health professionals.

7. Supporting Children and Families

- We will signpost parents towards the LA local offer, as well as our own SEN Information Report on our website (Regulation 51, Part 3, section 69 of the Act).
- We have highly trained staff at all levels, especially our SEN assistants.
- In-house provisions are made to deliver speech and language programmes via Language Links, occupational therapy and play therapy programmes.
- Identified SEN children receive Sensory Circuit input at the beginning of each day to support their regulation and readiness to learn.
- We have a Sensory Room where children can go if they are feeling dysregulated or need time away from overstimulating environments.
- We provide a Lunchtime Club for children needing a space to play that is quiet with more structured activities than the school playground offers.
- We recognise that children at school with medical conditions should be properly supported so that they have full access to education, including school trips and P.E. Parents complete a Health Care Plan which is available to anyone working with these children.

8. Good Practice at SFIS

- We plan targeted provision that is based on reliable evidence of effectiveness.
- We use the NHS Therapy Pack interventions when first identifying needs.
- We ensure staff who are tasked with delivering and monitoring targeted provision have appropriate training and support.
- Designated areas are provided for the out-of-class provision with quiet areas for any calming or confidential sessions.
- All skills learned during targeted provision are practised back in class.
- Time is made for appropriate and regular feedback from staff providing targeted support.

- Parents are invited to share and agree the interventions with their child and are informed of the support and impact they can expect to receive.
- We set clear dates to review progress and evaluate the effectiveness of support.
- Planning and review time is explicitly planned for and regularly takes place.
- A high level of pedagogical discussion around how a child's day to day learning is developing is crucial to moving teachers and support staff skills on in a process of continual refinement and response to what is happening in the classroom.

9. Roles

- The SEN governor is Ollie Fraklin
- The SENCo is Myette Blannin.
- The Designated Teacher for LAC is Carolyn Lidington.

10. Safeguarding

Adults who work with children and young people with SEND should be aware of the additional needs' children may have that could mean they are more vulnerable to abuse and/or less able to speak out if something is not right. The barriers to identifying and intervening are also higher. It is therefore important that all staff at South Farnborough Infant School maintain an open mind about what we are seeing and maintain a professional curiosity at all times. All concerns are recorded on CPOMs. All members of staff have access to this platform.

11. GDPR

South Farnborough Infant School aims to ensure all personal data collected about staff, pupils, parents, governors, visitors and other individuals is stored and processed in accordance with the General Data Protection Regulation (GDPR) and the provisions set out in the Data Protection Act.