Roe Green Infant School

SEND and INCLUSION POLICY

Approved by	**Mr H Nichols**
Date approved	Jan 2026
Last reviewed on	Jan 2026
Next review date	Jan 2027

COMPLIANCE:

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

- SEND Code of Practice 0-25 (Jan 2015)
- Schools SEN Information Report Regulations (2014) (see www.sendgateway.org.uk Hampshire's Illustrative Regulations as a guide for schools completing SEND Information Report
- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND 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

Background

Roe Green Infant School is a Community school, catering for children between the ages of three and seven. The school consists of the Early Years Foundation Stage (Nursery and Reception) and Key Stage One (Year One and Year Two). Apart from the Nursery, which has a full-time nursery of 40 places, 40 morning places and 40 afternoon places, the year groups are each arranged into 4 mixed ability classes of 30 children.

Our school is a happy place, where children feel secure, enjoy their learning and develop respect for themselves, others and the environment. We have high expectations, both socially and academically, and support every pupil in achieving their full potential.

We have one full time SENDCo, who line manages our teaching support staff and our Learning Support team - all used to support those children identified as having special needs.

Aim

At Roe Green Infant School, our guiding principle is one of Inclusion. We want to identify and break down possible barriers to learning.

We believe that all children, including those with SEND, have the right to the same range of educational and social opportunities and experiences.

Staff encourage the children at RGI to make the greatest possible progress and to gain confidence in their ability. All children are valued for their individual contributions which help to enrich the school.

At RGI we aspire to provide each child with SEND with the following:

- Access to a broad and balanced curriculum.
- Participation in all curricular activities wherever possible.
- Monitoring of his/her health and well-being.
- A safe and secure environment.
- The opportunity to develop a positive self-image and sense of worth.

Every teacher is a teacher of every child including those with SEND.

The school promotes the raising of aspirations of and expectations for all pupils with SEND and provides a focus on outcomes for children.

Objectives:

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice, 2015.
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs.
- To provide a Special Educational Needs Co-ordinator (SENDCo) who will work with the SEND Inclusion Policy.
- To provide support and advice for all staff working with special educational needs pupils.

Identifying Special Educational Needs

At RGI we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child. Children's SEND are generally thought of in the following four broad areas of need and support

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

Definition

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 him or her.
A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
• has a significantly greater difficulty in learning than the majority of others of the same age,
• has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.
A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in the paragraph above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

The following may impact on progress and attainment but not necessarily be identified as SEND
:

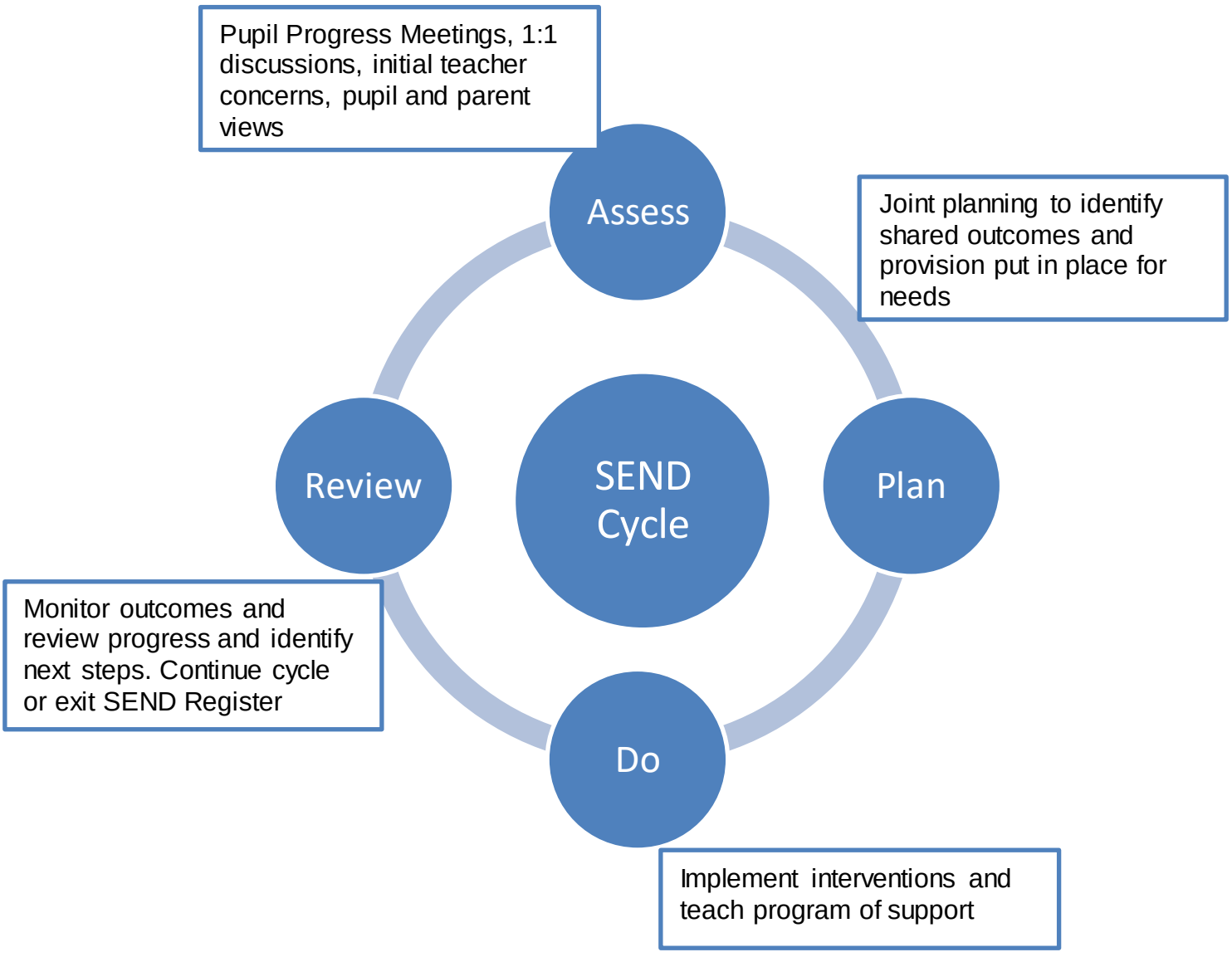
- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL

- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman /woman

It is particularly important in the early years that there is no delay in making any necessary special educational provision. Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life.

A Graduated Approach to SEND Support

We follow a graduated approach using the 4 part cycle of assess, plan, do review. We invite parents to contribute their views and to give them clear information about the impact of the support provided.



SEND SCHOOL PROVISION
A Graduated approach to SEND SUPPORT

The SEND Code of Practice demands that we respond to individual pupil needs using a graduated response according to the following thresholds: -
Quality First Teaching differentiated for individual pupils **IS THE FIRST STEP** in responding to pupils who have or may have SEND.

SEND threshold	Individual Pupil	Group/Paired	Whole school
School Support (Initial Concern)	Class teachers to meet pupils low level needs through: - Quality First Teaching Information provided to pupils and their families about possible ways of overcoming specific difficulties	SENDCO, Class room assistants to deliver the group interventions.	Teacher and LSA access to SENDCO for SEND support and advice. An adapted curriculum. Implement school policy

SEND threshold	Individual Pupil	Group/Paired	Whole school
School Support Plus	Pupils who are making limited progress despite school action support can expect: - A more involved support package (ISP) drawn up with the SENDCO to meet their needs which includes school support+ (SS+) priorities/targets. A structured programme delivered by a teacher/LSA concentrating on specific areas. e.g., speech and language, fine motor skills etc. Access to external agency assessment, intervention and consultation Curriculum Access Support	Support teachers and class room assistants to deliver interventions, targets set by outside agencies.	
Education Health Care Plan (EHCP) request and Assessment	The support is the same as school support plus, except that the pupil is undergoing assessments from one or more external agencies in order to ascertain whether the pupil's needs warrant a statement.		
EHCP	Pupils who have a statement (EHCP) can expect: - A support package drawn up between the class teacher, LSA & SENDCo at the beginning of the year. Structured programme/s delivered by a teacher/LSA concentrating on specific areas. e.g. speech and	SEMH (Social Emotional Mental Health) group intervention work can be developed if appropriate and suggested on EHC plan (LSA to implement in a small group of 2-3) Some literacy/numeracy learning can occur in pairs (to	

SEND threshold	Individual Pupil	Group/Paired	Whole school
	language, fine motor etc (as described on the statement) Access to external agency assessment, intervention and consultation Curriculum Access Support (LSAs)	be left to the discretion of CT/LSA)	

Range of external agency support mechanisms

Agency	Service provided
E.P. (Educational Psychologist)	• Link EP-offer advice and assistance and training re: SEND. Writes reports and carries out assessments for statements and reviews.
SALT (Speech and Language Therapist)	• Group and 1-2-1 sessions for pupils with communication and interaction difficulties and training for Class teachers and LSAs • INSETs • Writing reports for reviews
O.T (Occupational Therapist)	• Advice on pupils with O.T. needs (recommended exercises and reports written)
C.A.M.H.S (Child and Adolescent Mental Health Service)	• Offer advice and assistance for pupils demonstrating SEMH difficulties (assessment and intervention). • Follow up recommendations of Child Protection orders. • Work with pupils and families (parenting skills, counselling, therapy and psychiatric advice).
CAF (Common Assessment Framework)- Social Services	• Mainly involved with Child Protection issues – attending core meetings, offering advice. • Housing issues • Provide links with other governmental departments, e.g. housing, environmental health and charitable organisations.
BOAT Brent Outreach Autism Team	• Support and advice to schools & parents on ASD (Autistic Spectrum Disorder.)
Child Protection Team (CP)	• Initially involved when pupils are identified as being at risk. Make home visits. Attend CP (Child Protection) conferences and reviews.
School Nurse	• Involved in CP conferences, provides eye tests, general examinations, provides lessons on sex, hygiene and offers advice to parents re: specific medical needs.
Educational Welfare Officer	• Monitors frequency of absenteeism and lateness. Sends letters to parents. Carries out home visits.

Roles and responsibilities of all staff promoting inclusion

Staff	Roles and responsibilities
Head teacher	The head teacher will: - • Review/agree the current year's SEND budget and SEND provision based on information collected from baseline assessments, audit of need, evaluation of last years' successful programmes etc. • Line manage the SENDCo
SENDCo	The SENDCo will: - • Develop school support provision as described in section 2 and manage the day to day working system (including meetings). • Keeping the Head teacher and Governing Body informed of developments as and when necessary and at least annually. • Liaise with outside agencies as outlined above • Continue to manage statutory assessment requests and provision for statement pupils • Train staff in relevant SEND areas e.g. SEND assessment and intervention • Line manages all support staff (working with statement and non-statement pupils.) • Develop strong home school links with parents. • Undertake monitoring and evaluation activities
Class Teacher	The class teacher will: - • Identify SEND pupils and complete an initial concerns form. • Liaise with SENDCo to discuss next steps and to review each pupil's progress and development and decide on any changes to provision. • Regularly write and review ISPs with parents & SENDCo, termly in progress meetings. Liaise with support assistants as needed to plan and assess the impact of support and interventions and how they can be linked to classroom teaching • Regularly update the Provision Maps and evaluate the impact of the interventions. • Monitor the progress and development of every pupil in their class • Ensure they follow this SEND policy
Learning Support Assistant	The LSA will: - • Implement the agreed provision and record progress. • Liaise with teachers as needed • Carry out assessment of specific interventions programmes.
The SEND Governor	The SEND governor will:- • Help to raise awareness of SEND issues at governing board meetings • Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this

	• Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

Working in partnership with parents/carers

At RGI, parents/carers are involved with SEND in the following ways:

- All parents/carers will be invited to discuss their child's Individual Support Plans and/or provisions by the class teacher (and wherever possible the SENDCO) around the time that it is being developed. Parents/carers at this time will have the opportunity to contribute to the ISP and develop a home-school programme.

- All Parents/Carers will be kept informed through a continuous cycle of plan, do and review through the following mechanisms: by phone, home-school book, meetings, letters, reports, ISP review progress records.

Supporting pupils with medical conditions

We at RGI recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care plan (EHCP) which brings together health and social care needs, as well as their special educational provision and eth SEND Code of Practice (2015) is followed.

For further information on supporting pupils with medical conditions please see our Supporting children with medical needs policy.

Monitoring and Evaluation process

At RGI we monitor the quality, impact and value for money of ongoing SEND provision. RGI engages in the following qualitative monitoring activities: -

What is being monitored
Monitoring through observation the quality of planning, teaching and learning
Provision Maps
Scrutinising ISPs and School Support letters
Looking at children's work
Talking with pupils, parents/carers and other stakeholders Re: SEND and how they feel their needs are being met
Seeking external agency feedback about their perceptions of the schools SEND provision and Inclusion efforts.

RGI also uses the following quantitative self-evaluation methods: -

- Children's progress is tracked across the school using Insight Tracker.

- Collecting and analysing patterns of SEND by SEND category, gender and ethnicity. Where there is a disproportionate number represented from a particular SEND category, gender or ethnicity, Senior Leaders will explore possible causes and discuss whether any action needs to be taken in order to address the issues discussed. These actions will be included and monitored as part of the School Development Plan.

This policy was adopted by the Governing Board on 27th January 2021. It is reviewed annually.

This policy is a working document and under constant review. The next Governing Board review of this policy is scheduled for January 2027

Appendix Number	Document
1	ISP
2	School Support letter