

St Laurence Church Infant School

Special Educational Needs and Disabilities Policy



Approved By: Full Governing Board

Last Reviewed on: January 2026

Next review due by: July 2026

"Do all things with love: love of learning, life and each other."

*Do all things with love (1 Corinthians 16:14)
Love of learning, life and each other*

UNICEF Rights of the Child



Article 2. No discrimination

All children have all these rights, no matter who they are, where they live, what language they speak, what their religion is, what they think, what they look like, if they are a boy or girl, if they have a disability, if they are rich or poor, and no matter who their parents or families are or what their parents or families believe or do. No child should be treated unfairly for any reason.

Article 23. Children with disabilities

Every child with a disability should enjoy the best possible life in society. Governments should remove all obstacles for children with disabilities to become independent and to participate actively in the community.

Article 28. Access to education

Every child has the right to an education. Primary education should be free. Secondary and higher education should be available to every child. Children should be encouraged to go to school to the highest level possible. Discipline in schools should respect children's rights and never use violence.

Article 29. Aims of education

Children's education should help them fully develop their personalities, talents and abilities. It should teach them to understand their own rights, and to respect other people's rights, cultures and differences. It should help them to live peacefully and protect the environment.

Introduction

The Inclusion Leader at St Laurence Church Infant School is Mrs Louise Evans. In her role as Special Educational Needs Co-Ordinator (SENCo) she co-ordinates the provision for children with SEND, giving advice on the graduated approach for providing SEN support. The majority of SEND provision comes from excellent teaching in every classroom with the support of teaching assistants. The SEND governor Mrs Sheena Rancins. She meets regularly with the SENCO and reports to the governing body.

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It is part of our school's aims

"... to develop each child spiritually, morally, intellectually and physically within a Christian environment."

Aims

- To provide an inclusive environment in which all children are able to reach their potential
- To ensure that the special educational needs of children are identified, assessed and provided for
- To identify the roles and responsibilities of staff in providing for children's special educational needs
- To ensure that parents are able to play their part in supporting their child's education

Objectives

- To implement the Special Educational Needs and Disability Code of Practice: 0 to 25 years (DfE July 2014)
- To follow the Birmingham LA guidelines for assessing and monitoring the progress of pupils with special educational needs
- To adhere to the Birmingham LA guidelines for Inclusion
- To implement the Equality Act 2010 ensuring the school's responsibilities are met with regard to reasonable adjustments and access arrangements
- To identify children with Special Educational Needs and/or Disabilities and co-ordinate provision for children with Special Educational Needs and/or Disabilities
- To manage the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- To work in partnership with parents of pupils with Special Educational Needs and/or Disabilities, allowing them to play an active and valued role in their child's education.
- To liaise with outside agencies to assist in making appropriate provision for children with special educational needs and disabilities
- To liaise with early years providers, other schools, and independent or voluntary bodies to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- To keep the records of all pupils with Special Educational Needs and/or Disabilities up to date
- To review regularly the policy and provision for special educational needs and disabilities.

What are Special Educational Needs?

According to the Education Act 1996:

"Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them."

The Special Educational Needs and Disability Code of Practice: 0 to 25 years (DfE 2015) states:

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"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 he or she:

- has a significantly greater difficulty in learning than the majority of children of the same age*
- has a disability which presents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream school."*

Four Areas of Special Educational Needs

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Autistic children and young people are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

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Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

Management of Special Educational Needs and/or Disabilities (SEND)

All children are entitled to Excellent Teaching.

Children's needs are assessed by their class teachers on a regular basis to ensure that they are reaching their potential, making appropriate progress and that suitable support is always available to them. Children who need support in addition to that available to all children are identified as having Special Education Needs.

Teachers who identify a child that is not making the expected progress despite receiving excellent teaching, complete a SEND additional needs support form which is given to the SENCO. A conversation will then take place with parent's and teaching staff to discuss next steps for the child and how their additional needs are met with extra support and/or interventions, provided by the class teacher or our experienced team of teaching assistants. The Assess plan do review cycle is then followed

Assess, Plan, Do, Review Cycle

Assess

Carry out child observations, hold discussions with key staff and parents/carers to identify and analyse the child's needs. Note the child's strengths and areas for development.

Assessments from outside agencies (Health, Educational Psychology, Social Services) may be required with parental consent.

Review

Discuss with others involved about how effective the support has been and the impact on the child in line with the review date.

Check back against observations and planned outcomes.

The next steps should be carefully planned with parents, outside agencies and the child themselves. Think about any other colleagues or specialists that might be able to help before the cycle begins again.



Plan

Hold discussions and meetings with parents, colleagues or any specialists who are involved to plan for what support will be put in place.

Make your plan 'outcome focused' - what do you all want the child to improve, develop or achieve? The plan should involve the child and parents at the centre.

Identify the interventions and support required and the expected impact on progress, development and behaviour. Set a clear date for review.

Do

Implement the support as planned with class teachers, early years practitioners, support staff and any other staff members working together with support from the SENCO.

Continue with observations to see how the child responds to the support.

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However, the support is provided, and in whatever form it takes, our aim is to ensure that each child identified as requiring additional support is able to make progress against their targets and, therefore, achieve success.

Sometimes it is necessary to use the expertise of external agencies to ensure that a child's individual needs are met. As a school we work closely with these other specialist agencies. They provide us with invaluable advice and support with a range of special needs areas including those relating to social, emotional and mental health difficulties; physical and sensory difficulties; specific learning disorders and more complex special educational needs, as well as being available to offer support to parents with any concerns that they may have.

When identifying those children who may have SEN, The Special Educational Needs and Disability Code of Practice: 0 to 25 years (DfE 2015) states:

"Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school should consider involving specialists including those secured by the school itself or from outside agencies"

"A school should always involve a specialist where a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age, despite evidence-based SEN support delivered by appropriately trained staff."

Children who are identified as having Special Educational Needs and/or Disabilities may have an Individual Target Plan (ITP), a One Page Profile, a Physical Difficulties Management Plan, Behaviour Management Plan or Emotional First Aid Plan written for them. These are reviewed regularly to ensure that progress is made against the targets and that the child has full access to the curriculum.

The ITP is a working document and can be used to plan specific activities and then assess ability to achieve this. Toolkit continuum for Speaking & Listening, Reading, Writing and mathematics threads are used to plan and assess pupils. This will then generate new appropriate targets for the child.

The interventions that are available include, Wellcomm, NELI, Language Land, Narrative Therapy, Colourful Semantics, I Can Talk Boost, METRA, precision teaching, Direct Phonics, Fun Friends, social-emotional skills, gross and fine motor control support, Power of 1 and First Class at Number. Wherever appropriate the first choice of intervention should be ones which are evidence based and time limited.

Accessibility

The school continues to review how accessible the environment, curriculum and communications are for pupils and the wider community (see accessibility plan).

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Medical Conditions

The Children and Families Act 2014 places a duty on schools to make arrangements for children with medical conditions. At St Laurence Infant School we aim to ensure that all pupils with medical conditions, in terms of both physical and mental health, are properly supported in school so that they can play a full and active role in school life (see medical policy).

Partnership with Parents

The school works closely with parents to support children with special educational needs. We acknowledge that parents know and understand their child best. We welcome an active partnership and open dialogue with parents always putting the child at the centre. At all stages we believe that pupil and parental involvement is crucial. To this end parents are kept informed as to the progress of their child and the targets that they are working towards. As part of the review process, parents with children identified on the Special Educational Needs Register are invited to take part in a review of their child's provision and progress on at least a termly basis.

We request consent for the involvement of any outside agency, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

We also acknowledge that a child can present differently in their own home to how they present at school. We endeavour to support parents when they have identified a need in their child regardless of whether we have observed the same need at school.

The Role of the SENCO

Special Educational Needs provision at St Laurence Church Infant School, in accordance with current Special Educational Needs and/or Disabilities guidance, is monitored by the Special Educational Needs Co-ordinator (SENCO) who is part of the School Leadership Team. The role of the SENCO is to ensure that children's specific needs are being met and that support is available where necessary.

The responsibilities of the SENCO are:

- Coordinating all the support for the children Special Educational Needs and/or Disabilities and delivering the school's Special Educational Needs and Disabilities Policy to make sure all children get consistent and high-quality provision to meet their needs in school.
- Ensuring that parents are involved in supporting their child's learning, kept informed about the support their child is getting and involved in reviewing the progress they are making.
- Liaising with external agencies.
- Overseeing all staff working with the children with identified Special Educational Needs and/or Disabilities and ensuring specific adjustments are made to enable them to be included and make progress.
- Making sure that all records for children with Special Educational Needs and/or Disabilities are up to date

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- Providing support for school staff so they can help all children with Special Educational Needs and/or Disabilities make the best possible progress in school.

Financial Resources

The school budget is agreed each year by the Governing Body. The SEN Notional budget is used to meet the needs of children with Special Educational Needs and/or Disabilities. Children with an Education Health and Care Plan (EHCP) or a Special Needs Support Provision Plan (SSPP) may be allocated Element Three Top up funding. This is allocated to the school depending on the individual needs of the child and the provision that they require to meet their specific needs.

Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO, in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Monitoring

This policy is monitored by the Headteacher and the SENCO. They also receive support from the School Governor designated as having a particular interest in special educational needs.