



# Turnfurlong Infant School

## Special Educational Needs & Disability (SEND) Policy – 2025-2026

### Introduction

This policy has been written to comply with the statutory requirements laid out in the 2014 Children and Families Act, the SEND Code of Practice 0-25 (July 2015) and the Equality Act (2010).

At Turnfurlong Infant School, individuals are valued and achievements are celebrated through a caring, positive and stimulating approach. In implementing our Special Educational Needs and Disability Policy, we strive to ensure that all children are fully included within the school community, that they can access a broad and balanced curriculum and they can reach their individual potential as learners.

### Coordination of Provision - Staffing

The SENDCo of the school is Sarah Gerhardt. She is responsible for coordinating Special Educational Needs provision at Turnfurlong Infant School.

Members of staff with designated responsibility for Child Protection are:

Rebecca Ochiltree – Headteacher (Designated Safeguarding Lead)  
Jenny Glen – Deputy Headteacher (Deputy Designated Safeguarding Lead)  
Vicky Stockwell - (Deputy Designated Safeguarding Lead)  
Karen Henry – (Deputy Designated Safeguarding Lead)  
Lesley Arnott – (Deputy Designated Safeguarding Lead)  
Sarah Gerhardt (Deputy Designated Safeguarding Lead)

All staff can be contacted via the school office:

Tel: 01296 489265

Email: [office@turnfurlong-inf.bucks.sch.uk](mailto:office@turnfurlong-inf.bucks.sch.uk)

## **Our Aims & Intentions**

### **At Turnfurlong Infant School we aim:**

- To provide a 'whole pupil, whole school' approach to the management and support for Special Educational Needs
- To identify, at the earliest possible opportunity, barriers to learning and participation
- To make reasonable adjustments in order to overcome any barriers; ensuring full access to the curriculum for all children
- To provide quality first teaching for all pupils, including differentiation, strategies to support individuals and groups of pupils, and on-going assessment
- To ensure that every child experiences success in their learning and achieves to the highest possible standard
- To enable all children to participate in lessons fully and effectively to the best of their abilities
- To work in partnership with parents and carers
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training, advice and resources to support quality teaching and learning for all pupils

### **We will do this by:**

- Creating a happy and safe learning environment for all children
- Ensuring that all pupils have access to an appropriately differentiated curriculum
- Making early identification of special educational needs
- Identifying and removing potential barriers to learning; ensuring that necessary and appropriate provision is made for children identified as having special educational needs
- Promoting continuity of care by using a graduated 'Assess, Plan, Do, Review' approach as recommended by the 2015 SEND Code of Practice
- Ensuring that the child and their family are kept at the centre of any identification and assessment process
- Recognising, valuing and celebrating children's personal achievements
- Working in partnership with parents/carers in developing and implementing a joint learning approach at home and in school; making sure that parents/carers are kept informed of their child's progress
- Keeping clear, up to date records of all necessary aspects of the child's special educational needs provision and progress
- Ensuring consistent implementation of the school's SEND policy by all staff
- Using the SEND Code of Practice and the Buckinghamshire Guidelines for SEND to inform and guide us

## Defining Special Educational Needs & Disability

The 2015 SEND Code of Practice states that:

*“A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a **significantly greater difficulty** in learning than the majority of others of the same age, or, 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.”*

*“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.”*

*“Many children and young people who have SEN may have a disability under the Equality Act 2010 ..... ‘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’. This definition provides a relatively low threshold and includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.”*

### **DfE Special educational needs and disability code of practice: 0-25 years**

Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities (January 2015).

#### **Provision for all**

At Turnfurlong Infant School we recognise that ‘emotional well-being is crucial for effective learning and overall happiness in school.’ (ELSA Network)

We focus on supporting and promoting all children’s social, emotional and mental health through our Relationships and Health curriculum. This includes helping children to develop strategies to be able to manage their behaviour and recognise their feelings. This is often called ‘self-regulation’. We introduce the ‘Zones of regulation’ framework in our teaching and in our classroom environments from Year 1 onwards

<https://www.zonesofregulation.com/learn-more-about-the-zones.html> In Reception, we also use the ‘Calming Cats’ programme to support the children’s emotional self-awareness and their ability to self-regulate.

A member of our support staff team has also received additional training from the Buckinghamshire Educational Psychology Team and works in school as an Emotional Literacy Support Assistant (ELSA). Their role is to provide targeted support and help children to develop their emotional literacy.

We also understand that there are times and life events when individual children may require additional support, such as bereavement, illness or parental separation. We will support children and families by:

- Working closely with families to share information between home and school
- Identifying a member of staff who will provide additional emotional support to the child in school
- Sharing resources for use in home and school e.g. picture books for discussion
- Signposting to other sources of support and information (face to face and on-line)
- Making referrals to other services with parental permission

We have experience in supporting children and families where there may be:

- Disability or illness
- Bereavement
- Attendance and punctuality difficulties
- Health and welfare concerns (including housing)
- Divorce or separation
- English as an Additional language
- Eligibility for Pupil Premium
- Looked after children and adopted children
- Service children
- Asylum and immigration issues

We work hard to develop positive professional relationships with families and the SENDCo can be contacted discreetly and in confidence for advice or support.

### **Categories of Need**

There are four broad categories of SEND outline in the 2015 Code of Practice. They are listed here with some examples.

#### **Communication and interaction**

Speech, language & communication needs (SLCN)

Autistic spectrum disorders, including Asperger's syndrome (ASD)

Down Syndrome

#### **Cognition and learning**

Moderate learning difficulties (MLD)

Specific learning difficulties (SpLD)

Global developmental delay

#### **Social, emotional and mental health**

Anxiety

Self-harming

Attention Deficit Disorder (ADD)

Attention Deficit and Hyperactivity Disorder (ADHD)

#### **Physical and Sensory**

Visual impairment (VI)

Hearing impairment (HI)

Physical disability (PD)

**It is important to remember the purpose of identification is to work out what action we need to take, not to fit a pupil into a category.**

*“In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time. For instance, speech, language and communication needs can also be a feature of a number of other areas of SEN, and children and young people with an Autistic Spectrum Disorder (ASD) may have needs across all areas, including particular sensory requirements.”*

*(DfE SEND Code of Practice 2015: p97: 6.27)*

It is also important to note that Behaviour is no longer considered as a category of SEN. However, any concerns relating to a child’s behaviour will be described as an underlying response to a need which will need to be investigated further.

*“Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment may be appropriate.”*

*(DfE Send Code of Practice 2015: p96:6:21)*

The school is fully committed to a partnership with all parents. Parents or carers are seen as important partners in the effective working relationship with the school in raising their child’s attainment. We show sensitivity, honesty and mutual respect in encouraging children to share concerns, discuss strategies and see themselves as equal partners in the school.

### **Links and use of outside agencies**

Close links are maintained with the LA support services in order to ensure that the school make appropriate provision for children with SEND. Where it is necessary to contact outside agencies the SENDco will make the necessary arrangements and referral and will inform parents accordingly. Any or all of the agencies may be involved in the construction, delivery and review of targets in a child’s Support Plan in order to ensure children’s attainment is raised.

### **Our Partnerships**

Examples of the outside agencies/schools we work with are listed here:

- Specialist Teaching Service to support students with Language and Communication needs, children with Autism and children with visual or hearing impairments, physical disabilities and sensory impairments
- Educational Psychology Services
- CAMHs (Child and Adolescent Mental Health Service)
- School Nursing Team
- Health Visiting Team
- Community Paediatrician
- Speech and Language Therapy team
- Occupational Therapy team
- Buckinghamshire County SEN team
- Buckinghamshire Social Care – including Early Help services
- Pathways Primary Pupil Referral Unit (PRU)
- Buckinghamshire SEND information, Advice & Support Service (SEND IAS) – Parent Partnership

## Identifying Special Educational Needs

We endeavour to work closely with parents and children to ensure that we take into account the child's views and aspirations as well as parents' experience of their child.

All children benefit from 'Quality First Teaching'; this means that every teacher expects to assess, plan and teach all children at the level which allows them to make progress. We have high expectations of all our children and we closely monitor the progress of children on our SEND register.

Children with SEND are identified by one of three assessment routes all of which are part of our overall approach to monitoring the progress of ALL pupils.

The progress of every child is monitored through half-termly pupil progress meetings within each year group. Where a child is identified as not making progress despite Quality First Teaching, a plan of action is agreed with the SENDco.

Teachers are continually monitoring children's learning and progress. If they observe that a child (as recommended by the 2015 Code of Practice), is making less than expected progress given their age and individual circumstances, they will seek to identify a cause.

This can be characterised by progress which:

- 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 between the child and their peers

In this instance, the teacher will meet informally with the child's parent/carer to gather views and complete an initial concern form, agreeing specific targets. This will be shared with the SENDco in order to consider a potential Special Educational Need. We take all parental requests seriously and investigate them carefully.

*"Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. This should then help determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required...The outcomes considered should include those needed to make successful transition between phases of education and to prepare for adult life."*

*(DfE SEND Code of Practice 2015; p99:6.40 and 6.42)*

## A Graduated Approach to SEN Support

### Assess

If a child has been identified as having special educational needs, then the class teacher, in conjunction with the parent, pupil (if appropriate) and SENDCo will use discussions, assessments and observations to understand the pupil's strengths, areas of need and information such as specific ways of learning or previous support. This information will be recorded on an APDR plan or SEN Support Plan and a review date will be set.

## **Plan**

Once the information above has been gathered, the class teacher, in consultation with the parent, pupil (if appropriate) and SENDCo, will agree the desired outcomes, adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour. These will be SMART (Specific Measurable, Achievable, Realistic and Timely) targets that we will be working towards.

## **Do**

The class teacher remains responsible for the child's provision on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or teacher, they still retain responsibility for the pupil.

The SENDCo is responsible for supporting the teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

## **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress must be reviewed in line with the agreed date.

The impact and quality of the support and interventions must be evaluated and recorded on the SEN Support Plan, along with the views of the pupil and their parents. This information will feed back into the analysis of the pupil's needs; enabling the class teacher, with support of the SENDCo where necessary, to revise the support in light of the pupil's progress and development, deciding on any changes to the support or outcomes in consultation with the parent and pupil.

Parents will be given clear information about the impact of the support and intervention provided. They will be invited to review progress against the agreed outcomes and contribute to planning next steps on a termly basis.

## **Education, Health & Care Plans (EHC Plans)**

If children fail to make progress, in spite of high quality, targeted support, it may be appropriate to make an application to the Local Authority for a formal assessment for an Education Health and Care plan (EHCP). This was formally known as a statement of special needs.

An EHC Plan may be requested when:

- A child with special needs is also 'Looked After' by the local authority and is therefore additionally vulnerable
- A child has a disability which is complex or lifelong and means that they are likely to always need a high level of additional support in order to access the curriculum and to learn effectively
- The child's achievements are so far below their peers that he/she may at some point benefit from special school provision

It is important to note that having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child is eligible for an Education Health and Care plan (EHCP).

If the application for an Education Health and Care plan is successful, a member of the Local Authority (LA) Educational Psychology Team will call a meeting for parents and the school together. This can sometimes also include any health or social care professionals who are involved with the family. The meeting will record the child's

strengths and their aspirations as well as the barriers they face. Following the meeting, the Education, Health and Care Co-Ordinator (EHCCo) for the Local Authority will produce the EHC Plan which will record the decisions made at the meeting. This will initially be sent in draft form for both parents and school staff to make amendments if necessary, and to confirm that they agree with the plan. All parties will have 15 days to respond. Following the agreement, a final plan will be produced.

## **Whole School Teaching and Learning for SEN**

- We promote inclusion to include children with SEN and disabilities in every aspect of their school day as well as during extra-curricular activities and educational visits.
- We believe that all children learn best with the rest of their class where they can access high-quality teaching.
- Our aim is for all children to be working independently, in class, to the best of their abilities.
- Risk assessments are carried out and reasonable adjustments are put in place to enable all pupils to participate safely.
- Teaching staff are given training on strategies to best support pupils who have specific needs.
- Teaching staff have access to a range of physical resources to support pupils in their class.
- One-page profiles are created for some children to raise awareness amongst all staff of the individual needs (from the child's perspective) and to ensure consistent and personalised support.
- We are constantly monitoring and evaluating the impact that interventions are having in the children's learning.
- Teachers develop new strategies to improve teaching so that the children are able to fully access the curriculum.
- When allocating teaching assistant (TA) support to children, our focus is on outcomes, not hours; we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a dependence on the adult.
- The school has a range of provisions/interventions available which are listed on Year Group provision maps.
- When considering an intervention, we look at the child's profile of learning so that we can select the intervention which is best matched to the child.
- Interventions are often crucial in closing the gap so are monitored closely by the class teacher, Year Group leader and SENDCo.
- Interventions are usually planned in six week blocks and at the end of the block progress is assessed against the children's targets and recorded.
- A decision is made as to whether to continue the intervention, to change to another or to allow a period of consolidation in class.

## **Transition Arrangements**

Moving between settings and school is an exciting but challenging time for many children but we are particularly aware and sensitive to some of the challenges that may arise for a child with SEND when moving into a new class or school. We therefore try to

make the transition as smooth as possible for the child and their families whether it is from Nursery provision to Reception, class to class within school or to Junior school.

We work closely with pre-schools settings prior to the children joining our school. This may involve additional visits to the child in their current setting as well as planning for the child to spend time with us in our school. Together we will create a one-page profile for school staff and a personalised welcome pack which includes photographs of new teachers and areas of the classroom for the child.

We have strong links with local feeder Junior schools and provide a detailed transition programme for Year 2 children. The SENDCo will meet with the Junior school SENDCo and other key staff where necessary to share information. In addition, where a child has an EHCP, the Junior school SENDCo will be invited to attend the Year 2 annual review or other end of year review meeting.

### **Buckinghamshire's Local Offer**

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25 years old across education, health and social care.

Buckinghamshire's Local offer is available to view here:

<http://www.bucksfamilyinfo.org/>

Turnfurlong Infant school's School Report is available to view here:

<https://www.turnfurlong-inf.bucks.sch.uk/page/?title=Special+Educational+Needs&pid=25>

You can also find here our flowchart of SEN concerns detailing the graduated approach, Buckinghamshire council's EHC assessment and plan timeline, and resources for parents / carers.

### **Parent Partnership**

Buckinghamshire SEND Information, Advice and Support Service (Bucks SENDIAS) provides support to families with children with SEN. All local authorities, by law, have to provide children and young people with SEN or disabilities, and their parents, with information, advice and support. Buckinghamshire SENDIAS Service is the information, advice and support service in our Local Authority. The service is free, confidential, impartial and at arm's length from Buckinghamshire County Council.

Bucks SENDIAS offers accurate and up to date resources and information about the law on special educational needs and disability, covering:

- education, health and social care
- national and local policy
- the Local Offer
- Parents rights and choices
- Parents opportunities to participate
- where Parents can find help and advice
- how Parents can access this support

<https://www.buckinghamshire.gov.uk/schools-and-learning/bucks-sendias-service/contact-sendias/>

Tel: [01296 383754](tel:01296383754)

Email: [https://account.buckscc.gov.uk/service/contact\\_bucks\\_sendias](https://account.buckscc.gov.uk/service/contact_bucks_sendias)

## **Staff Training**

Many of our teachers and teaching assistants are experienced in working with a wide range of SEN. Teachers are informed of any new interventions and resources that the SEN team have acquired through training and all staff are encouraged and supported to access further, or more specific training on how to support pupils with individual needs.

We have accessed specialist training through the Educational Psychology service, Speech and language Therapy service, Occupational Therapy Service, CAMHS and the Pupil Referral Unit.

## **Roles and Responsibilities**

### **The SENDCo**

The SENDCo at Turnfurlong Infant School is a member of the school's Senior Leadership Team. Their key responsibility is to ensure every child with SEND gets the personalised support that they need to make good progress. They review and refresh the SEND policy and work with the teachers and support staff to review its effectiveness in practice.

The role involves:

- Overseeing the operation of the SEND policy
- Working with the Head Teacher and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Coordinating provision for children with SEND
- Advising on the graduated approach to SEND support
- Advising on use of delegated budget/other resources
- Liaising with the parents and carers of children with SEND
- Being the point of contact and developing links with other education settings and outside agencies
- Working with the Assessment Coordinator and ensuring that SEND assessment information is up to date
- Providing professional guidance to colleagues and contribute to in-service training to assist them to carry out the tasks and use high-quality teaching approaches
- Monitoring the effectiveness of any special educational provision made for the pupil

### **Governors**

It is the statutory duty of the governing body to ensure that the school follows its responsibilities to meet the needs of the children with SEND following the requirements of the Code of Practice 2015.

The SEND Governor will:

- Help to raise awareness of SEND issues at governing body meetings

- Monitor the quality and effectiveness of provision within the school
- Work with the headteacher and SENDCo to determine the strategic development of the SEN policy and provision in the school

### **The Headteacher**

The headteacher will work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision within the school. They will also have overall responsibility for the provision and progress of learners with SEND and/or a disability.

### **Class Teachers**

Each class teacher is responsible for the progress and development of every pupil in their class. They will work closely with teaching assistants and specialist staff to plan and assess the impact of support and interventions. They will follow the SEND policy and work closely with the SENDCo to review each pupil's progress and development and decide on any changes to provision.

### **Equal Opportunities**

We are committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all respects of school life. We promote self and mutual respect and a caring, non-judgmental attitude throughout our school.

### **Compliments, Concerns and Complaints**

Turnfurlong Infant School endeavours to work in partnership with parents and carers to ensure a collaborative approach to meeting the needs of all the pupils.

For any compliments, concerns and complaints relating to Special Educational Needs & Disability please contact Rebecca Ochiltree, Headteacher.