Uplands Infant & Nursery School

Head Teacher: Mrs M Orton
Melbourne Road, Leicester, LE2 0DR
0116 2625280
www.uplandsinfant.org.uk

Policy Title	SEND Policy 2025
Purpose	The SEND policy at Uplands Infant School promotes best practices and sets clear expectations for supporting children with special educational needs. It ensures that each child with SEND receives appropriate provisions, with teachers trained to identify and meet these needs. This approach enables children to fully engage in all school activities with their peers, fostering an inclusive environment.
Review Date	This policy will be reviewed every three years or earlier if considered necessary. Any amendments will be presented to the Governing Board for approval. Review Date – December 2028
Coordinator/s	Mariam Valli (SENCO)
Signed	**Numera Ismail (Chair of Governors**

Special Educational Needs and Disability Policy

Uplands Infant School has a qualified Special Educational Needs Coordinator (Mrs M. Valli) along with a named Governor who is responsible for SEND (Mrs. N Ismail). Together with the Head Teacher, they ensure that the Special Educational Needs Policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Authority, and other policies current within the school.

At Uplands Infant School, we believe all pupils have an equal right to a full and rounded education that enables them to fulfil their potential. We use our best endeavours to secure special educational provision for children for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the Special Educational Needs and Disability Code of Practice (September 2014).

The SEND policy details how, at Uplands Infant School, we do our best to ensure that the necessary provision is made for any child who has special educational needs and that those needs are met, allowing them to join in all school activities together with children who do not have special educational needs.

Definitions of Special Educational Needs & Disability

The Special Educational Needs and Disability Code of Practice (2014) states that a child of compulsory school age or a 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.
- Has a **significantly** greater difficulty in learning than the majority of others of the same age or,
- Has a disability that prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream school.

The Role of the SENCO

The Special Educational Needs Co-ordinator's responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy,
- Co-ordinating provision for children with SEND.
- Liaising with and advising and advising fellow teachers.
- Overseeing the records of all children with SEND.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the LA's support and Educational Psychology Services, Health and Social Services, and Voluntary Bodies.
- Co-ordinating and developing school-based strategies for the identification and review of children with SEND.

- Making regular visits to classrooms to monitor the progress of children on the SEND register.
- To ensure high-quality teaching for SEND children.

Aims and Principles of the SEND Policy

The aims of Uplands Infant School are based on the aims stated in the LA Policy for Special Educational Needs and Meeting Individual Needs Guidance.

- All children at Uplands Infant School are entitled to a broad and balanced curriculum and can access a full range of activities through which they can learn and develop.
- Support is given to children with special educational needs so they have full access to the curriculum.
- We recognise that special educational needs are the responsibility of all staff and aim to develop the skills of all.
- Each child is given the opportunity to achieve their personal best and to become a confident learner.
- All children are recognised as individuals and their individual needs are met.
- Children with special educational needs are fully included in the life of the school
- We encourage mutual respect and consideration as part of the ethos of our school.
- All pupils are valued and we work to "promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others.
- The school maintains effective communication with all parents/carers and other professionals and agencies

Identifying Special Educational Needs – A Graduated Response

We accept the principle that children's needs should be identified and met as early as possible.

Children with SEND are identified by one of three assessment routes all of which are part of the overall approach to monitoring the progress of all children:

1. The progress of every child is monitored at regular pupil progress meetings. Where children are identified as not making progress despite Quality First Teaching they are discussed with the SENCo and a plan of action is agreed with the teacher and shared with parents.

2. Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 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

3. Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and strive to investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, a graduated response is implemented by the school. This may result in the child being placed on the SEND register at SEN Support.

The SENCo or other trained staff may need to undertake a range of standardised tests with children. These assessments can be used to add to and inform teachers' own understanding and assessments of a child. Although the school can identify special educational needs, and make provisions to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have an underlying medical condition or disability.

If we think that a child may have special educational needs or disability (SEND), or are concerned about their progress the teachers will always discuss any concerns at parents' evenings. If the school decides, after consultation with parents, that a child requires additional support to make progress, the Special Educational Needs Co-ordinator (SENCo), in collaboration with the teacher will support the assessment of the child and have an input in planning future support. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be informed of the action and results in a follow-up meeting. If progress is still minimal, we may then decide to place your child on the Special Educational Needs register. Uplands Infant School adheres to the guidance in the SEND Code of Practice. The Code of Practice advocates a graduated response to meeting children's needs. A graduated response is used for identification assessment and support for children with SEND.

The SENCO oversees all this and keeps track of how each child is doing and if, in consultation with the child's teacher, the child is not improving despite interventions, then external specialists such as Autism Outreach, Educational Psychologists, and Speech and Language Therapists are called in to assess and make recommendations.

SEND Support and the SEND Register

Where it is determined that a child does have SEND, parents will be formally advised of this and the decision will be added to the SEND register. The aim of formally identifying a child with SEND is to help the school ensure that effective provision is in place and so remove barriers to learning.

There are four broad categories of SEND:

- Communication and interaction (such as Autistic Spectrum and Language Disorders)
- Cognition and learning (such as Dyslexia, Dyspraxia and Dyscalculia, Moderate Learning Difficulties and Global Development Delay)
- Social, emotional and mental health (such as ADHD, ADD, Attachment Disorders, Emotional Difficulties, Mental Health Difficulties)

- Physical and sensory (such as hearing or vision impaired)

We have children in all these categories of SEND, and some children may have difficulties in more than one category. This may include children with a diagnosis as well as those with learning profiles consistent with the diagnosis.

The SEND Needs types are:

- Social, Emotional or Mental Health Difficulties
- Hearing Impairment
- Visual Impairment
- Moderate Learning Difficulty
- Specific Learning Difficulty (Dyslexia, Dyspraxia, Dyscalculia)
- Severe Learning Difficulties
- Profound and Multiple Difficulty
- Speech, Language & Communication Needs
- Physical Difficulties
- Autistic Spectrum Disorder

When a child is identified as having SEND, the school should take action to remove barriers to learning and put effective special educational provisions in place. This SEND support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes. This is known as the graduated approach. The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

Curriculum Access and Provision

Teachers use inclusive teaching strategies, including high-quality questioning, developing oracy, and providing sentence stems to support and scaffold learning for all pupils, particularly those with SEND. Lessons are carefully adapted to meet individual needs through differentiation and inclusive practice to ensure that every child can access and achieve within the curriculum.

Each child is unique, therefore the support that a child receives will depend on their individual level of need and area of need.

Support for learning difficulties

- Quality first teaching: The class teacher will be expected to differentiate activities so that they are accessible to all. This may be by providing additional resources.
- Small group targeted work: The teacher will target identified children to enable them to close the gap. This may involve additional teaching time.
- Setting: Where appropriate the school will make use of ability grouping to address learning needs.
- 1-1 support: If necessary staff in school will target a specific child to accelerate progress and close the gap.
- Additional classroom support: All classes are supported by dedicated and able teaching assistants. They are directed by the class teacher and can provide support for children with additional needs through working with a small group or 1:1 if necessary.
- Specific interventions: The school uses a range of interventions designed to close the gap these include: Read, Write Inc, BRWP, Let's Talk, Dyslexia, Funtime, Motor Skills, Play Interaction, and Colourful Semantics.
- Reduced content curriculum: Where appropriate the school will adjust the content or hours of the school day to meet the needs of children.

Individual Support Plan (ISP)

An 'Individual Support Plan' is written for pupils on the SEND register in collaboration with pupils, parents, staff, and external agencies to target barriers to learning and ensure pupils are making progress and achieving well. Individual Support Plans are updated termly. Targets are SMART (specific, measurable, relevant, and time bound) and planned carefully, taking into account intervention and resources to be put into place. Strategies employed to enable the child to progress against these targets are recorded within the plan will include information about:

- The area of concern
- Target
- The teaching strategies to be used
- Targeted Interventions
- The review date

Paperwork for children a SEND Support

- Initial Concern Form
- Provision Map
- Element 3 Funding
- Positive Handling Plan (PHP)
- Individual Support Plan (ISP)
- Single Point of Contract (SPOC)
- Proposal for Education, Health & Care Plan
- Referral to an outside agency listed below:
    - Speech & Language Therapist (SALT)
    - Educational Psychology Service (EPS)

- Early Years Support Team (EYST)
- Learning, Communication and Interaction Team (LCI)
- Vision and Hearing Support Service
- Primary Social, Emotional and Mental Health Service
- Early Help
- School Nurse

Local Offer

The SEND offer is a resource that is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provisions that are available to those families in Leicester that have an Education, Health, and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health, and social care, as well as those provided by the private, voluntary, and community sectors. Local offer can be viewed at https://mychoice.leicester.gov.uk/Categories/3/Local-Offer.

Referral for an Education, Health and Care Plans

If a child has lifelong or significant difficulties they may undergo a statutory assessment process which is usually requested by the school but can be requested by a parent. This will occur where complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review or SEND Joint Planning Meeting.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Outside Agencies
- Health Professionals
- Social Care

Information will be gathered relating to the current provision provided, actions points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from Education, Health and Social Care about whether the child is eligible for an Education Health and Care Plan (EHCP). Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers to achieve these aims. We work to enable and empower parents and carers by:

- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome through the school's 'open door' policy
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for the child
- keeping parents and carers informed and giving support during assessment and any related decision-making process about the SEND provision
- making parents and carers aware of the parent partnership services (SENDIASS). This information will be provided by the SENCO according to individual need
- providing all information in a 'parent-friendly' and accessible way. Translation, either verbal or written, will be available as needed.

The school website contains details of our policy and offer for special educational needs, the special educational needs information report (called our school offer) including arrangements made for children in our school with special educational needs.

Parents always have access to the SENCO through a school email address (office@uplands-inf.leicester.sch.uk) parents and children have access to the school website (www.uplandsinfant.org.uk).

Data Sharing and Transfer of Information

To ensure continuity of support and effective provision for children with SEND, relevant information is shared appropriately within the school and, when necessary, with external professionals. Class teachers, teaching assistants, and the SENCO have access to records that enable them to understand each child's needs and plan suitable provision. When a child moves to another class or year group, their SEND information; including Individual Support Plans, assessments, and records of intervention; is shared to support a smooth transition. If a child transfers to another school, the SENDCO will securely share all necessary SEND documentation, including the SEND register entry, support plans, and reports from external agencies, in line with data protection requirements. This ensures that the receiving school can continue provision without delay and fully understand the child's needs from the outset.

Involvement of Children

We recognise that all children have the right to be involved in making decisions and exercising choice. We endeavour to fully involve all children by including them in:

- identifying their own needs and learning about their own learning (self-assessment)
- the self-review of their own progress and in setting new targets
- celebrating their own success and that of others
- encouraging them to comment on whether they enjoy activities

Links with Education Support Services

We are committed to effective joint working with external support agencies. Any one or more of the following agencies may be involved:

- SALT (Speech and Language Therapy)
- LCI (Learning, Communication and Interaction Team)
- EYST (Early Years Support Team)
- Educational Psychology Service
- SEMH Team (Social Emotional Mental Health Team)
- Hearing Support Team
- Visual Impairment Team
- School Nurses
- Early Help
- CAMHS (Child and Adolescent Mental Health)

The SENCo will maintain links with other SENCos through the SENCO networks:

- Leicester City SENCo Network
- Development Group SENCo Network
- Attenborough Learning Trust SENCo Network

Links with Other Services

Effective working links will also be maintained with:

- Community Health Service
- Social Services
- Special Educational Needs and Disability Information Advice and Support Service. (SENDIASS)
- Sure start (Local Children's Centre)

Admission Arrangements

Uplands Infant School seeks to be truly inclusive and non-discriminatory and welcomes all children into our school community regardless of need. No child will be refused admission to school on the basis of his or her special educational need. In line with the SEND and Disability Act, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision as outlined in the LA Admissions Policy. We can be

flexible in our arrangements and will consult with parents and other agencies before admission to make the transition into school a positive experience.

Special Provision

The school has the following special facilities: disabled parking bay and wheelchair access from the car park, highlighted stairs for partially sighted pupils, ramps, handrails, showers, changing beds, easy access for taxis/other transport.) The school is accessible internally with a stair lift allowing access from the front to the rear of the main building. We have an adult-disabled toilet. The staff have expertise and qualifications in the following areas: Makaton, Dyslexia, Downs Syndrome, Autistic Spectrum Disorders and Speech and Language.

INSET

All staff are kept up to date with SEND training and have the opportunity to attend relevant courses. Regular training is provided for all staff when needed either within the school or at a Local Authority specialist course.

These are some of the areas our staff are trained in:

- Funtime
- Let's Talk
- Colourful Semantics
- Play Interaction
- Autism
- Dyslexia
- Downs Syndrome
- First Aid
- Read, Write Inc.
- Better Reading & Writing Partnership
- Team Teach
- Makaton
- Lego Based Therapy
- National SENCO Award
- School Based Assessment

All staff receive regular safeguarding training. There are seven Designated Safeguarding Persons (DSPs) in school.

Resources

The provision for SEND is funded from the school's delegated SEND budget plus additional sums through Element 3 Funding application when the need arises.

Monitoring and Evaluation

Monitoring

We monitor the effectiveness of SEND provision in three areas:

- Curriculum provision
- Individual pupil progress
- SEND procedures and practice

Monitoring of curriculum provision includes:

- Scrutiny of planning
- Classroom observation
- Work sampling
- Teacher interviews
- Informal feedback from SEND staff
- Child interview

Monitoring of individual pupil progress includes:

- Sampling individual pupil work
- Analysis of assessment data relating to individual pupils
- Scrutiny of Individual Support Plans
- Minutes of review meetings and annual reviews
- Child interviews

Monitoring of implementation of SEND procedures includes:

- Analysis of assessment data and pupil tracking (including the use of P scales or PIVATs)
- Register analysis
- Analysis of systems for ensuring effective communication
- Sampling of SEND files
- Classroom observation relating to the effectiveness of support staff and SEND staff
- Performance Management discussions

Evaluation

To evaluate the effectiveness of this policy and the provision made for children with SEND, we have identified the following success criteria:

Curriculum provision:

Teachers take account of the needs of all children and plan tasks and resources appropriately.

Lessons are planned so that all children can learn and make progress and opportunities will be provided for children with additional needs to work in different ways (for example, in mixed ability groups, 1:1 support with an adult, and independently).

The school will make all reasonable adjustments to ensure that every child can take advantage of the full range of opportunities within the classroom.

Differentiation is the way a teacher prepares tasks to meet the needs of all the children in an inclusive classroom.

Differentiation not only helps children to fully participate, but it also enriches and improves the experiences of the general education of pupils. Teachers will plan and use differentiated resources to enable every child to access the curriculum.
Evaluation of individual progress

- Samples of pupil work show progression over time
- Data recording individual pupil progress is analysed and shows progression
- Individual Support Plans targets are SMART targets and shared with pupils
- There is progress with targets on Individual Support Plan

Evaluation of SEND procedures

- Pupil tracking systems are in place and include procedures for tracking children whose progress may be 'out of step' with peers
- Assessment data is analysed and used to inform provision
- The SEND register is reviewed termly
- The register is audited and analysed
- There is movement on the register, both up and down the levels of intervention
- All parents are informed of their child's special educational needs and Individual Support Plan targets
- Parents express satisfaction with the provision made
- 100% of parents attended annual reviews
- Staff feel they have sufficient information and support
- SEND files are up-to-date and accessible
- The SENCo has regular meetings with the governor with responsibility for SEND
- Resources and used effectively
- All staff undergo performance management and receive regular training

Transition arrangements

Transition into and within school

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make

transitions between classes - including from the Nursery - as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visit to the classroom environment to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places to make a transition booklet or social story

Enhanced transition arrangements are tailored to meet individual needs.

Transition to the Uplands Junior School or Special School

The SENCo from the new school is invited to Annual Reviews and other Review Meetings. Additional transition arrangements may be made at these reviews e.g., extra visits, travel training, transition booklets etc.

Governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

Complaints

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the head teacher. The chair of governors may be involved if necessary. In the case of an unresolved complaint the LA may be involved.

Parents will be signposted to the Special Educational Needs and Disability Information Advice and Support Service if they feel additional support is needed.

Monitoring and review

The day-to-day monitoring of this policy is the responsibility of the Head teacher. The outcomes of the monitoring will form part of the regular head teacher's report to the governors. This policy will be reviewed every three years or earlier if considered necessary.

Date Agreed: December 2025
Review Date: December 2028

Signed: ---------- Head Teacher

Signed: ---------- Governor