# SEND Policy 2026-2027

| Designation | Name | Date | Signature |
|---|---|---|---|
| Chair of Governors | Adam Coates | | |
| Headteacher | Jemma Southgate | | |

**Governor Committee Responsible:** FGB

**Staff Lead:** Headteacher

**Status**:

**Review Cycle:** Annually

**Last Review**: October 2026

**Next Review Date:** October 2027

Special Educational Needs and Disability Co-ordinator (SENDCo) is **Mrs Leigh James** who can be contacted through the school office on 01452 619154 or admin@dinglewell-inf.gloucs.sch.uk

Special Educational Needs and Disability Governor is **Mr Adam Coates**

This policy complies with the Statutory requirements laid out in the SEND Code of Practice 0-25 (January 2015), Keeping Children Safe in Education (September 2026), Part 3 of the Children and Families Act 2014 and The Special Educational Needs and Disability Regulations 2014.

## 1. INTRODUCTION

The whole team at Dinglewell Infant School is committed to providing a welcoming, attractive and stimulating environment to support the needs and develop the learning of the children and families in the community. Every child and family in our community is valued, whatever their background, and diversity is celebrated. Our school is staffed by a team of qualified teachers and teaching assistants. The school provides a broad and balanced curriculum in a safe, stimulating and caring environment which allows everyone to achieve, develop, learn, grow and succeed. Our school values; respect, responsibility, creativity, co-operation, care and honesty are at the heart of the school and are intended to encourage the best outcomes for all pupils. All areas of school life are inclusive and the teaching is tailored towards individual learning providing challenge and support; encouraging everyone to reach their full potential. Staff provide a positive ethos to enable the children to work towards the development of 'life skills' and instil life-long learning aspirations for everyone through a range of activities which are inspiring, fun and enjoyable.

### Inclusion Statement

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. This policy builds on the fact that all of our pupils are entitled to a balanced, broadly based curriculum. Our SEND policy reinforces the need for quality first teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

### Aims and Objectives of this Policy

- To reach high levels of achievement for all
- To raise the aspirations of & expectations for all pupils with SEND
- To be an inclusive school
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career
- To meet individual needs through a wide range of provision focussing on positive outcomes
- To attain high levels of satisfaction and participation from pupils, parents and carers
- To share a common vision and understanding with all stakeholders
- To give transparent resourcing to SEND
- To provide curriculum access for all
- To safeguard pupils with SEND as these pupils can face additional safeguarding challenges
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet pupil need
- We recognise that many pupils will have special needs at some time during their school life.

In implementing this policy, we believe pupils will be helped to achieve their best outcomes.

## 2. ADMISSION ARRANGEMENTS

As a maintained school the Local Authority are responsible for our school admission arrangements and the school acknowledges in full its responsibility to admit pupils with already identified special educational needs, as well as identifying and providing for those not previously identified as having SEND.
In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all **'reasonable steps'** to provide effective educational provision.

## 3. MANAGEMENT OF SEND WITHIN SCHOOL

The Governing Body has delegated the responsibility for the day to day implementation of the policy to the SENDCo, who has Qualified Teacher Status. All school staff have a responsibility for pupils with SEND in their class, firstly to ensure Quality First Teaching with personalisation to meet need. Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education, Health and Care Plan (EHCP).
A positive and sensitive attitude is shown towards all pupils by adults in school. Staff responsibilities are identified in individual job descriptions. Teaching Assistants play a major role in the support of pupils with SEND. The rationale for the deployment of TAs/staff is pupil centred.

**The Headteacher:**

- has responsibility for the day to day management of all aspects of the school's work, including provision for children with SEND
- keeps the governing body fully informed of SEND matters in the school
- works closely with the SENDCO in referring SEND pupils to specialist agencies

**The SENDCo will:**

- work with the Headteacher and SEND Governor to determine the strategic development of the SEND policy and provision in the school
- have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupil's needs effectively
- Be the point of contact for external agencies, especially the Local Authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date and secure
- be responsible for liaising & reporting to the Governor with responsibility for SEND on the day-day management of the SEND policy, as well as reporting on progress of interventions to the Curriculum & Standards Committee 3 times a year.

**The SEND Governor will:**

- help to raise the awareness of SEND issues at Governing Board meetings
- monitor the quality and effectiveness of SEND 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

## 4. IDENTIFICATION AND ASSESSMENT

We accept the principle that pupils' needs should be identified and met as early as possible.
There are four areas of need as stated in the SEND Code of Practice 2015:

- Communication and Interaction (C and I)
- Cognition and Learning (Cog)
- Social Emotional and Mental Health difficulties (SEMH)
- Sensory and/or Physical (S/P)

Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress, for instance:

- Disability (the Code of Practice outlines the "reasonable adjustments" duty for schools)
- Attendance and punctuality
- Health and welfare
- Being a Looked After Child (LAC)
- Being in receipt of Pupil Premium (PP)
- Being a child of a service woman/man
- English as an additional language (EAL)

The SENDCo is part of the senior leadership team (SLT) and works closely with the rest of the team to analyse whole school tracking data as an early identification indicator.

We also use a number of additional indicators of special educational needs including:

- Analysis of data, including entry profiles from Pre-School settings
- End of Foundation Stage data
- Y1 Phonics Assessments and National Phonic Screening Check
- Salford and YARC Reading Tests
- BPVS assessments
- Dyslexia profile
- Termly pupil assessments
- Following up of teacher concerns
- Following up parental concerns or information
- Tracking individual pupil progress over time
- Information from previous schools/pre-school settings on transfer
- Information from other services when available

The SENDCo maintains a list of pupils identified through the procedures listed; this is called the SEND register. Progress for all children is reviewed 3 times a year during pupil progress meetings, when a detailed analysis of the pupils on the SEND register also takes place. For some pupils a more in-depth individual assessment may need to be undertaken by the school or other educational or health professionals.

## 5. CURRICULUM ACCESS AND PROVISION

In order to meet the learning needs of all pupils, teachers may need to adapt children's work/curriculum. They work to meet individual learning needs and to mark work effectively.
Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs.
The range of provision may include:

- in class support for small groups with SENDCo or Teaching Assistant (TA)
- small group withdrawal with TA, Class Teacher, or SENDCo if appropriate
- individual class support / individual withdrawal
- further adaptation of resources
- interventions
- provision of alternative or adapted learning materials/special equipment
- part-time provision at a specialist setting (Outreach)
- provision of additional adult time in devising interventions and monitoring their effectiveness
- staff development/training to undertake more effective strategies
- access to Specialist Teaching and Educational Psychology Service or other support services for advice on strategies, equipment, or staff training.

## 6. MONITORING PUPIL PROGRESS

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- narrows the attainment gap between pupil and peers
- prevents the attainment gap widening
- equals or improves upon the pupil's previous rate of progress
- ensures full curricular access
- shows an improvement in self-help and social or personal skills and independence
- shows improvements in the pupil's behaviour

## 7. RECORD KEEPING

The school will record the steps taken to meet pupils' individual needs. The SENDCo will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile will include:

- Pupil's own perceptions of difficulties
- Information from parents
- Information on progress and/or behaviour
- Information from health/social services
- Information from other agencies

## 8. OUTCOMES and 'MY PLANS'

All pupils on our SEND register will have an individual 'My Plan' or 'My Plan Plus', setting out outcomes, and any provision made that is additional to and different from usual classroom provision.

For pupils with an Education Health Care Plan (EHCP), provision will meet the recommendations on the plan.

In subjects where all children have curriculum targets and next steps; these are used to inform the Action Plan.

Strategies for pupils' progress will be recorded in individual 'Plans' containing information on:

- short-term targets
- teaching strategies
- provision made
- date for review
- success &/or exit criteria
- outcomes recorded at review

The individual 'Plan' will record only that which is different from or additional to the normal adaptions of the curriculum, and will concentrate on three or four individual outcomes that closely match the pupil's needs. The Plan will be created through discussion with both the pupil, parent/carer & class teacher.

**REVIEWING AN ACTION PLAN**

Individual Plans will be reviewed at regular intervals within the school's pupil progress cycle with the inclusion of parents/carers and pupils' views.

## 9. CODE OF PRACTICE GRADUATED RESPONSE

The school adopts the levels of intervention as described in the SEND Code of Practice. The Code of Practice advocates a graduated response to meeting pupils' needs. If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENDCo, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support and add the pupil to the SEND register. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

Placement of a pupil on the SEND register will be made by the SENDCo after full consultation with parents. External support services may advise on targets for a new Plan and provide specialist input to the support process.

'My Plan' intervention will usually be triggered when despite receiving adapted teaching and a sustained level of support, a pupil:

- continues to make little or no progress in specific areas over a long period
- continues to work within the National Curriculum that demonstrates they are considerably lower (one year lower) than expected for a pupil at a similar age
- continues to experience difficulty in developing literacy/numeracy skills
- has emotional difficulties that substantially impede their learning
- has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists
- has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

Parental consent is sought before any external agencies are involved. The resulting 'My Plan' may incorporate specialist strategies. These may be implemented by the class teacher but may also involve other adults

**REQUEST FOR STATUTORY ASSESSMENT**

The school will request a Statutory Assessment from the Local Authority (LA) when, despite an individualised programme of sustained intervention within SEND Support the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- records from past interventions
- current and past 'My Plans' or 'My Plan Plus'
- records and outcomes of regular reviews undertaken
- information on the pupil's health and relevant medical history if appropriate
- National Curriculum assessments
- assessments carried out by the SENDCo
- other relevant assessments from specialists such as support teachers and Educational Psychologists
- the views of parents

- where possible, the views of the pupil
- Social Care reports if appropriate
- any other involvement by professionals

**Education Health and Care Plans**
An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP. An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- matched to the longer-term objectives set in the EHCP
- established through parental/pupil consultation
- set out in a personalised Plan
- implemented in the classroom
- delivered by the class teacher with appropriate additional support where specified

**Reviews of an EHCP**
EHCPs must be reviewed annually. The LA will inform the Headteacher at the beginning of each school term of the pupils requiring reviews. The SENDCo will organise these reviews and invite:

- the pupil's parent
- the pupil if appropriate
- the relevant class teacher/s and Teaching Assistant/s
- SENDCo from another school or setting if the pupil is transferring to a new school
- a representative from the LA
- the Educational Psychologist
- any other person the SENDCo or parent/carer considers appropriate

**The aim of the review will be to:**
- assess the pupil's progress in relation to the objectives on the EHCP
- review the provision made to meet the pupil's need as identified in the EHCP
- consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- if appropriate to set new outcomes for the next Key Stage

Transition reviews will be held at the end of Y1; receiving schools will be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school.

Within the time limits set out in the Code, the SENDCo will complete the Annual Review paperwork and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP of SEND.

## 10. PARTNERSHIP WITH PARENTS/CARERS
The school aims to work in close partnership with parents and carers by:

- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- working effectively with all other agencies supporting children and their parents giving parents and carers opportunities to play an active and valued role in their child's education

- making parents and carers feel welcome, ensuring all parents and carers have appropriate communication aids and access arrangements providing all information in an accessible way
- 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
- making parents and carers aware of the LA's Parent Partnership Service & LA Local Offer

If you have an SEND concern you can contact Mrs Leigh James, Special Educational Needs and Disability Coordinator (SENDCo) via the office (admin@dinglewell-inf.gloucs.sch.uk) or make an appointment to see her through the school office (01452 619154) or email directly (sendco@dinglewell-inf.gloucs.sch.uk)

**11. INVOLVEMENT OF PUPILS**

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress.

We endeavour to fully involve all pupils by encouraging them to:

- state their views about their learning and progress
- identify their own needs relevant to their age
- share in individual target setting across the curriculum
- self-review their progress and set new targets

In addition, pupils who are identified as having SEND are invited to participate in:

- 'My Plan'/'My Plan Plus' reviews and setting of individual targets
- Annual Reviews

**12. SAFEGUARDING**

"Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges" (Keeping Children Safe in Education, September 2026). The staff and Governors at Dinglewell Infant School ensure that the Child Protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

• assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;

• being more prone to peer group isolation than other children;

• the potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and

• communication barriers and difficulties in overcoming these barriers.

To address these additional challenges, consideration will be given for extra pastoral support for children with SEN and disabilities.

**The use of 'reasonable force'**

"There are circumstances when it is appropriate for staff to use 'reasonable force' to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by

staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom." (Keeping Children safe in Education, September 2026).

However, by carefully planning positive and proactive behaviour support, e.g. through individual behaviour plans for more vulnerable children, and agreeing them with parents/carers, we endeavour to reduce the occurrence of challenging behaviour and therefore the need to use reasonable force.
See Behaviour Policy.

## 13. SPECIAL PROVISION

The school has the following special facilities:

- ramps to outside doors to allow for wheelchair access
- Easy Access toilet with hand rails & hoist
- "reasonable" individual adaptations will be made for specific pupils e.g. chair supports, table supports and individual work stations if necessary

## 14. LINKS WITH EDUCATION SUPPORT SERVICES

We aim to maintain useful contact with support services. For pupils on our SEND register any one or more of the following agencies may be involved:

- Educational Psychology Service
- Advisory Teaching Service
- School Nursing Service

## 15. LINKS WITH OTHER SERVICES AND SCHOOLS

Effective working links are maintained with:

- Speech and Language Therapy Service (SALT)
- Health Service – including Paediatrician, Occupational Therapy Service and Physiotherapy
- Children and Young People's Services (CYPS)
- Family support and safeguarding
- Gloucester and Forest Alternative Provision School (GFAPS)
- Local Pre-School and Nursery settings
- Dinglewell Junior School
- Gloucester Schools' Partnership (GSP)
- Gloucester Schools' Sport Network (GSSN)
- The Milestone School (Outreach Service)

## 16. STAFF TRAINING

In order to maintain and develop the quality of our provision, staff undertake appropriate training and further professional development. Recent courses and in-service training opportunities undertaken are detailed in the Headteacher's report to Governors each term.
The SENDCo attends local GSP SENDCo cluster network meetings & the Annual SENDCo Conference in order to keep up to date with local & national updates in SEND.

## 17. RESOURCES

The provision for SEND is funded through the main revenue budget for the school. Funds are deployed to implement the SEND policy.

## 18. 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 SENDCo and Headteacher. The Chair of Governors may be involved if necessary (chair@dinglewell-inf.gloucs.sch.uk). In the case of an unresolved complaint the LA may be involved. Please see the school's Complaints Procedure available on the school's website.

## 19. REVIEW OF THE SEND POLICY

This policy was developed through consultation with staff, parents/carers and the SEND Governor. The policy was ratified at a Full Governing Body Meeting in **October 2026.** The policy is implemented by the school's SENDCo and shared on the school website.

The school considers the SEND Policy to be important and, in conjunction with the Governing Body, a thorough review of the policy is carried out annually to ensure all new updates are accounted for.