

*Growing Together, Shining Forever*

## Church Aston Infant School



# Special Education Needs and Disability (SEND) Policy

**July 2026**

Date Document Created	Date approved by Governing Body	Date of next Policy Review
May 2026	July 2026	May 2027

All staff and the wider school community will be given a copy of this policy. Copies are available from the office or via the website for parent carers and members of the wider community.

### **COMMITMENT TO REVIEW**

This policy will be flexible to change and will be reviewed on an on-going basis to reflect where there are any changes in Government Legislation or any changes in the duty of statutory agencies. If it is not appropriate to refine the policy during the year, then this will be done as a matter of course on a yearly basis by a named person responsible, who shall be accountable for that action.

**SENCO:** Mrs Paula Bundy

**SEND Governor:**

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## 1. Introduction

Church Aston Infant School is committed to celebrating the successes, achievements, and cultural diversity of all pupils, recognising and valuing individual differences across our community. The school fosters an environment in which all members contribute positively to both school life and the wider community. All staff at Church Aston Infant School share responsibility for the learning and wellbeing of every child, including those with SEND, and are dedicated to supporting each pupil to achieve their highest potential while developing as confident and capable learners. Through high-quality, inclusive teaching, Church Aston Infant School ensures that every pupil is provided with the opportunity to learn to the best of their ability, underpinned by the school's core values of respect, responsibility, and resilience.

This Policy has been developed through consultation with school stakeholders and reflects the 2015 SEND Code of Practice guidance.

## 2. Aims

At Church Aston Infant School, every pupil—including those with SEND—is entitled to a broad and balanced curriculum. This includes the Early Years Foundation Stage or the National Curriculum, as well as all relevant extra-curricular opportunities. The school is committed to raising the achievement of all pupils, ensuring that those with SEND are supported to make strong progress and reach their full potential.

- To work within the guidance provided in the SEND Code of Practice, 2015.
- To monitor the progress of all children to facilitate the early identification of the need of children with SEND.
- To make appropriate provision to overcome all barriers to learning and ensure children with SEND have full access to the Early Years Foundation Stage Curriculum and National Curriculum.
- To work with parent carers to support their children.
- To work with and in support of outside agencies who are supporting children with SEND.
- To provide support and advice for all staff working with special educational needs children.
- Create a school environment where children can contribute to their own learning.
- To operate a 'whole child, whole school' approach to the management and provision of support for special education needs.
- To provide a Special Educational Needs Co-ordinator (SENCO.)

## 3. Definition of SEND

*'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

- has a significantly greater difficulty in learning than the majority of others of the same age, 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 and young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers'.*

(Special Educational Needs and Disability Code of Practice, January 2015)

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**3.1 The SEND Code of Practice, 2015**, describes the 4 broad categories of need.

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical Needs

## **3.2 Disability**

Under the Equality Act 2010, many pupils with SEND may also be considered to have a disability. A disability is defined as “*a physical or mental impairment that has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.*” This definition sets a relatively low threshold and therefore applies to more children than may be initially recognised. Long-term refers to a duration of at least a year, and substantial means more than minor or trivial.

This definition includes sensory impairments, such as those affecting vision or hearing, as well as long-term health conditions including asthma, diabetes, epilepsy, and cancer. While pupils with these conditions do not necessarily have SEND, there is considerable overlap between disability and special educational needs. Where a disabled pupil requires special educational provision, they will also fall within the SEND definition.

## **3.3 Note that:**

- Behavioural difficulties alone do not indicate that a child or young person has SEND and should not, in isolation, result in them being identified as having special educational needs.
- Slow progress or low attainment, by themselves, do not necessarily mean that a child has SEND and should not automatically lead to a SEND designation.
- Persistent disruptive or withdrawn behaviour does not, on its own, indicate that a child has SEND.
- When identifying and assessing SEND in pupils whose first language is not English, particular care must be taken; difficulties arising solely from learning English as an additional language must not be mistaken for SEND.

## **4. Identifying Need**

All children benefit from high-quality, first-class teaching delivered by the class teacher, with support from a teaching assistant.

The purpose of identifying a pupil's needs is to determine the most appropriate actions and support the school should provide, rather than to place the child into a specific category. At Church Aston Infant School, identification is approached holistically, considering the whole child and not solely their special educational needs.

Decisions on whether to make special educational provision for pupils will be based upon:

- Discussions between the teacher and SENDCo.
- Analysis of the pupil's progress – using internal formative and summative assessments, alongside national data and expectations of progress.
- Discussion with the pupil and their parent.

Once a child has been identified with SEND, the school will employ a graduated approach to meeting the child's needs. This will be through the adoption of a four-part cycle – assess, plan, do, review – whereby 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.

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## 4.2 The SEND register

The SENCO will hold and maintain the SEND register. Individual Education Plans (IEPs) will be prepared by the class teacher with support from the SENCO. The targets included in each IEP are developed collaboratively by all involved parties, including the teacher and teaching assistant, the SENCO, any specialist professionals, the parent or carer, and, where appropriate, the child.

Targets set are:

- Specific
- Measurable
- Achievable
- Relevant
- Time limited

## 5. Graduated Response

If we identify that a child has SEND, we will always speak with parent carers and let them know formally, and with their agreement, the child will be added to our SEND register. The aim of identifying SEND is simply to make sure the right support is in place so that any barriers to learning can be removed.

To do this, we follow a helpful four-step process:

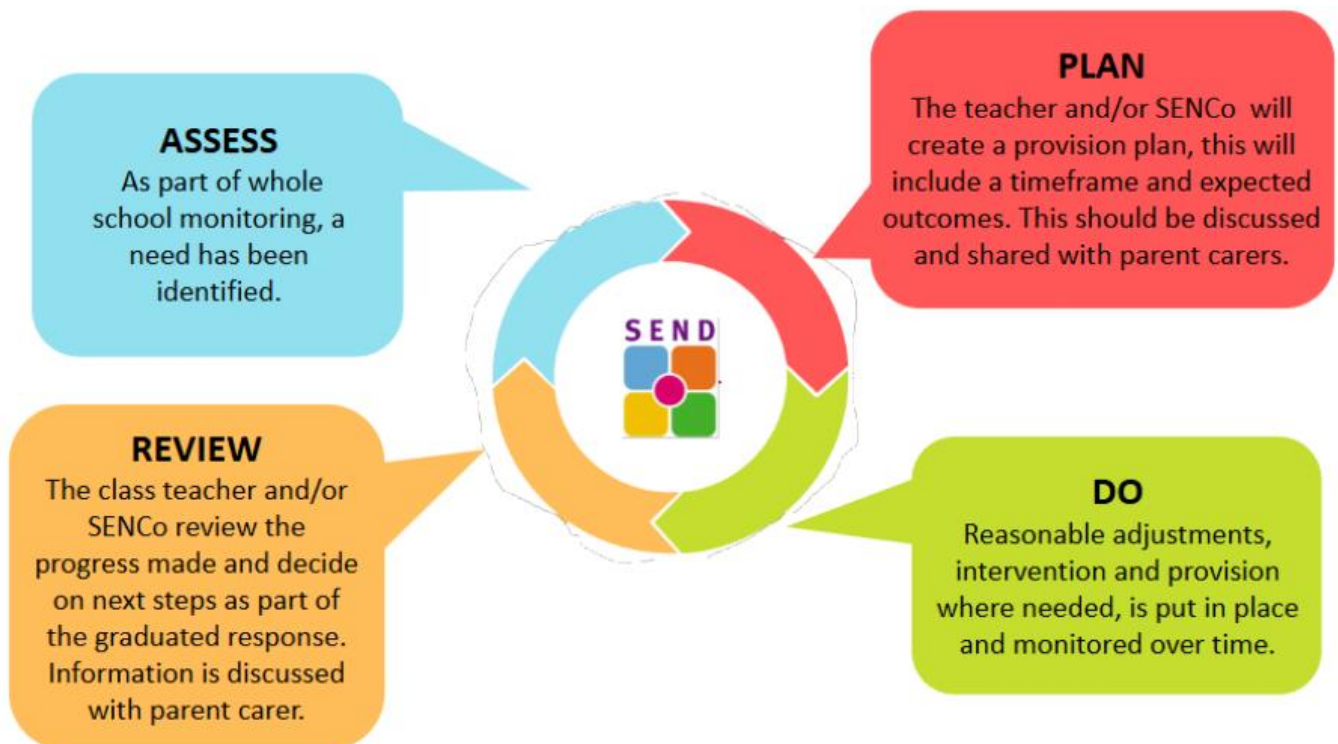
**Assess** – understanding the child's needs

**Plan** – deciding what support will help

**Do** – putting the support in place

**Review** – checking how well it's working

This cycle continues throughout the year so that we can adjust support whenever needed. By reviewing regularly, we can see which strategies make the biggest difference and help the child make confident progress and achieve positive outcomes.



## 5.1 Assess

The first step is to build a clear and caring understanding of a child's needs. We do this by looking closely at the class teacher's assessments and their everyday experience of working with the child. We also consider

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previous progress, how the child is doing compared with classmates and national expectations, and—very importantly—the thoughts and experiences shared by parent carers. When a child joins us, we spend time getting to know their current skills and strengths, using information from previous schools or early years settings whenever we can. We also listen to the child's own views, so they feel included in the process. Any concerns raised by parent carers are taken seriously and considered alongside what we see in school. We review this information regularly to make sure the support we put in place is the best possible match for the child's needs and helps us identify any barriers to learning. If external specialists are already working with the child, their insights become part of our understanding. If not, and we feel their involvement could help, we will always talk this through with parent carers first and only proceed with their agreement.

## 5.2 Plan

At this stage, we work together with the class teacher, SENCO, and parent carers to agree on the adjustments, interventions, and support that will best help the child. Together, we discuss what progress we hope to see—whether in learning, development, or behaviour—and we set a clear date to review how things are going. When helpful, we may also invite parent carers to support certain strategies at home to strengthen the child's progress. Everyone who works with the child, including support staff, will be fully informed about their needs, the support being put in place, any specific teaching approaches being used, and the outcomes we are aiming for. All of these details will be recorded in an **Individual Education Plan (IEP)**. The IEP will be shared with parent carers, signed by them, and kept safely in school as part of the child's support record.

## 5.3 Do

The class teacher continues to take the lead in supporting the child each day. Even when the child takes part in small-group sessions or one-to-one activities outside the classroom, the class teacher remains closely involved and responsible for their overall progress. They work hand-in-hand with teaching assistants to plan support, review how well interventions are working, and ensure everything links smoothly with learning in the classroom. The SENCO is also on hand to offer guidance, helping with further assessments, identifying the child's strengths and areas of need, problem-solving challenges, and advising on the most effective strategies to support the child.

## 5.4 Review

We regularly review each child's progress as part of everyday teaching and learning, and we also hold dedicated SEND review meetings each term. During these reviews, we look closely at how well the support and interventions are working and the difference they are making for the child. The child's views are an important part of this process, and we always welcome input from parent carers so we can work together in the best interests of the child. The class teacher, supported where needed by the teaching assistant and SENCO, will use this information to update the IEP and adjust the outcomes based on the child's progress and developing needs. Any changes moving forward will be discussed with both the child and their parent carers so that everyone feels included and informed. IEPs are updated regularly as part of this ongoing review cycle, ensuring support stays relevant, responsive, and effective.

## 5.5 Inclusive Schools Forum (ISF)

The Inclusive School Forum is a supportive, school-led group within Telford and Wrekin that helps mainstream schools strengthen the provision they offer for children with Special Educational Needs and Disabilities (SEND). It provides a friendly space for schools to connect, share ideas, and offer each other guidance. By learning from one another and celebrating best practice, the forum aims to nurture a truly inclusive education system across Telford and Wrekin—one where children with a wide range of needs can thrive and achieve in their mainstream settings.

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A key part of the forum's role is to help schools apply the graduated approach effectively, working through the assess–plan–do–review cycle with confidence. To enable timely and meaningful support, the forum has access to high-needs top-up funding from the Local Authority—known as Additional Inclusion Funding (AIF). Schools can apply for this funding when the criteria are met, and the necessary documentation is in place. All schools are expected to work closely with parent carers, children, and young people in a person-centred way, making sure they are fully included in both the application and review processes.

## **Which children can be discussed at the Inclusive School Forum?**

- The child's home address must be in Telford and Wrekin.
- Children must not have an EHC plan or have an EHC needs assessment underway.
- Children do not receive support via FAP, or a request has not been made for FAP resource.
- The school can demonstrate that they are already supporting a child's special educational need using quality first teaching and a high-quality graduated approach (this must involve evidence that outside agencies have been used during cycles of assess, plan, do and review) at SEN support.
- There is evidence that the school has used their normally available resources (i.e. element 2 funding of £6,000 per child per annum) over time to support the child's special educational need via a provision map.
- The school can provide evidence of progress over time and the impact of current provision.
- The school has set out what they require AIF for (based on recommendations from outside professionals), what needs they aim to address, what provision they would put in place, the cost of it and expected outcomes.

## **5.6 Education, Health and Care Plan (EHCP)**

Most children and young people with Special Educational Needs and Disabilities (SEND) are able to have their needs met within a mainstream setting. However, there are times when, despite everyone's best efforts to identify, assess and support a child's needs, they may not make the progress we hope for. When this happens, schools or parent carers may wish to request an Education, Health and Care Needs Assessment (EHCNA).

An EHCNA is a collaborative process that gathers information from the people and professionals who know the child best, including the views, interests and aspirations of the parent carers and the child themselves.

This needs assessment helps to decide whether additional support should be provided through an Education, Health and Care Plan (EHCP).

The full process—from requesting an assessment to issuing a final EHCP—should take no more than 20 weeks. It's important to know that requesting an EHCNA does not always result in an EHCP being put in place.

## **5.7 Criteria for exiting the SEND register**

When a child is making expected progress and no longer needs support that is additional to or different from their peers, the school will carry out a review to confirm this progress. Parent carers will be included in these discussions, and the child will be removed from the SEND register.

All records will be kept until the child leaves the school and will be passed on to their next setting. The child will still be monitored through the school's usual processes, such as pupil progress meetings. If at any point it

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appears that they need extra support again, the procedures outlined in this policy will be followed to ensure their needs are met.

## 6. Supporting Children and Families

The school's information report can be found on our website, and printed copies are available from the school office upon request. This report outlines the SEND provision at Church Aston Infant School, including details of our work with other agencies and links to Telford and Wrekin's Local Offer.

### 6.1 Working with parent carers

We believe that parent carers know their children best, and that working together in genuine partnership is essential to helping children with SEND thrive and make the most of their education.

At Church Aston Infant School, we involve and support parent carers through:

- regular IEP review meetings for children with SEND
- parent-teacher meetings
- training sessions and courses designed for parent carers
- an open-door approach that welcomes parent carers and values their views
- opportunities to meet or speak with the SENCO
- regular sharing of information about their child
- chances to contribute to school policies and procedures through parent carer groups

### 6.2 Working with children

Listening to children and valuing their views is essential. Their insights help us understand their needs and the kind of support that feels right for them.

At Church Aston Infant School, children are involved and supported through:

- taking part in setting their own targets, where appropriate
- being encouraged to express how they feel about the support they receive both in lessons and beyond
- ensuring their views are gathered and recorded in reports from the school and other agencies, when appropriate
- encouraging them to take part in the wider life of the school
- promoting pupil voice through the School Council and focus groups
- carefully planning transitions between classes, between schools, and when moving from Nursery into school
- providing regular opportunities for children to speak with trusted adults in school
- enabling pupil voice around their education through conversations with the SENCO

### 6.3 Supporting children at school with medical conditions

Church Aston Infant School recognises the importance of ensuring that children with medical conditions are fully supported so they can access every aspect of school life, including lessons, physical education, and school trips. Some children with medical needs may also be considered disabled, and in these cases, the school fulfils its responsibilities under the Equality Act 2010. Others may have special educational needs (SEN) and an Education, Health and Care Plan (EHCP), which brings together their health, social care and educational support. In these cases, the school follows the SEND Code of Practice (2015).

Information about admission arrangements and how the school supports children with medical conditions can be found on our school website.

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## 7. Monitoring and evaluation of SEND

At Church Aston Infant School, the progress and provision for pupils with SEND are carefully monitored by the Headteacher, SENCO and the school's SEND Governor. We regularly review the quality of support provided to all children by looking at the effectiveness of quality-first teaching, analysing progress data for every child, and paying particular attention to identified groups, including those with SEND.

We also carry out audits of SEND provision, review the impact of interventions, and gather feedback from parent carers, children and staff. This helps the leadership team gain a full understanding of how well SEND provision is working across the school.

The Governing Body plays an active role in monitoring SEND through reports shared by the named SEND Governor and the SENCO. This ongoing cycle of evaluation and reflection ensures that we continually review, refine and strengthen the support we offer all children.

## 8. Training and Resources

To ensure we continue to provide high-quality teaching and support that meets the strengths and needs of every child, all staff are encouraged to take part in ongoing training and development. We understand the importance of equipping our whole team with the knowledge and skills needed to support children with SEND.

All teachers and support staff receive an induction when they join the school. This includes an introduction to our SEND systems and structures, our approaches to inclusive practice, and, where appropriate, a discussion about the needs of individual children.

Training needs across the school are identified through our School Development Plan priorities and through individual performance management. Staff are kept up to date with relevant SEND training through staff meetings, INSET days and external courses linked to the needs of our children.

Our SENCO also attends the Local Authority SEND network meetings on a regular basis to stay informed about both local and national developments in SEND. Key updates are shared with staff through meetings and training opportunities where appropriate.

## 9. Role and Responsibilities

### 9.1 Role of the SENCO

The SENCO (Mrs Bundy) is responsible for coordinating support for all children with SEND and for developing the school's SEND Policy, ensuring that every child receives a consistent and high-quality approach to meeting their needs.

Key responsibilities include:

- supporting class teachers and teaching assistants in identifying, planning for and assessing the learning of children with SEND
- ensuring that parent carers are fully involved in supporting their child's learning and kept informed about the support being provided
- liaising with external professionals and agencies who work with the school to support children's needs
- maintaining and updating the school's SEND register to ensure accurate, up-to-date records of children's needs and progress
- sourcing and organising specialist resources to support SEND provision (such as intervention programmes and physical or visual support materials)
- providing training and guidance for teachers and teaching assistants so they can help children with SEND make the best possible progress
- writing and updating the school's SEND Policy and Information Report

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## 9.2 Role of the Headteacher

The headteacher holds overall responsibility for all children with SEND across both the school.

Key responsibilities include:

- working closely with the SENCO and the SEND Governor to shape the strategic development of the school's SEND policy and provision
- having overall oversight of the provision for, and progress of, learners with SEND and/or disabilities
- monitoring the cost, effectiveness and impact of additional support and specialist services provided for SEND pupils

## 9.3 Role of the SEND Governor

The SEND Governor has delegated responsibility for overseeing SEND provision within the school and, together with the Headteacher as the responsible person, reports back to the Governing Body.

Key responsibilities include:

- ensuring that the school has a qualified teacher appointed as the Special Educational Needs Co-ordinator (SENCO). A newly appointed SENCO must be a qualified teacher and, if they have not previously held the role for more than twelve months at any school, must complete the NPQ for SENCOs within three years of starting the post
- ensuring the school has appropriate arrangements in place to support children with medical conditions (as required under Section 100 of the Children and Families Act 2014), with the Headteacher acting as the responsible person
- ensuring the school publishes its SEND Information Report online in line with Section 69 of the Children and Families Act 2014 and works with the local authority in developing the Local Offer
- ensuring the school follows the SEND Code of Practice when carrying out its duties towards children with SEND
- ensuring the school uses its best endeavours to deliver the special educational provision required by any child with SEND
- overseeing procedures for notifying parent carers when special educational provision is being made for their child, and supporting clear communication
- ensuring teachers understand the importance of identifying SEND, know which children have specific needs, and provide appropriate teaching and support
- ensuring staff receive appropriate and up-to-date SEND training
- ensuring that children with SEND are included in everyday school activities alongside their peers, where this is compatible with meeting their needs, maintaining effective provision for all children, and using resources efficiently
- ensuring the school has suitable resources for SEND pupils and reviewing how these resources are used to ensure value for money
- monitoring the impact of SEND provision on children's progress
- reviewing external monitoring reports related to SEND practice
- undertaking training on SEND-related issues
- reviewing the school's SEND policy, procedures and overall approach each year, covering support for all children with SEND, including those with and without an Education, Health and Care Plan (EHCP)

## 9.4 Role of the Class Teacher

The class teacher is responsible for all children with SEND in their class and must ensure that the school's SEND Policy is consistently applied to support their needs.

Key responsibilities include:

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- monitoring the progress of all children with SEND in their class and identifying, planning and delivering any additional support they may require
- ensuring that all adults working with the child understand their needs so the child can make the best possible progress
- providing and using appropriate resources to support each child's individual needs
- liaising with the SENCO about Individual Education Plans (IEPs) and any support required from external agencies
- writing and reviewing IEPs each term and sharing these with parent carers
- sharing reports, recommendations and reviews from outside agencies with parent carers

## 9.5 Role of Teaching Assistants

Teaching assistants play a vital role in supporting the learning and progress of all children. They are highly skilled members of staff, and many also bring specialist expertise to their roles.

Key responsibilities include:

- working under the direction of the class teacher, who holds overall responsibility for children's learning
- supporting the class teacher in meeting the needs of individual children or groups of children with SEND, including those with an EHC Plan, whether working 1:1, in small groups or within the whole-class setting
- delivering targeted intervention programmes to identified children and reporting progress to the class teacher and/or SENCO
- liaising with external agencies when required
- working alongside the class teacher and/or SENCO to plan, deliver, monitor and review IEPs, and contributing to Annual Reviews where appropriate

## 10. Bullying

Support for vulnerable pupils, including those with special educational needs, is clearly outlined in our Bullying and Child-on-Child Abuse Policy. Our aim is to prevent and respond to any behaviour that is unkind, intimidating or harmful, ensuring that every child feels safe, happy and able to reach their full potential. All incidents of bullying are taken seriously, and by acting swiftly and effectively, we help create a positive, caring and respectful school community.

We believe it is vital for children to develop the knowledge, understanding and skills they need to manage their lives—both now and in the future. To support this, we use the Jigsaw programme, which nurtures pupils' personal development and helps them grow as individuals, family members and members of society.

Jigsaw has two central aims for all children:

- to build their capacity for learning
- to equip them with essential life skills

Jigsaw is delivered as a whole-school approach, with every year group focusing on the same theme (or Puzzle) at the same time. Each Puzzle begins with an introductory assembly, creating a shared focus for all children and staff. A weekly Celebration Assembly then highlights key messages, encouraging children to reflect on their learning and apply it in their behaviour, relationships and attitudes.

## 11. Dealing with complaints

Parent carers (and others) are encouraged to share any concerns or complaints first with their child's class teacher, a senior member of staff, or the Headteacher. They will be happy to discuss the matter either

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straight away or at a mutually convenient time. If the Headteacher is unable to resolve the concern, parent carers should follow our Complaints Procedure, which is available on the school website.

## 12. Storing and managing information

The school fully recognises its responsibilities under the Data Protection Act 2018 and is committed to handling all information with care.

We ensure that personal data is:

- used fairly, lawfully and transparently
- processed for specific and clearly stated purposes
- relevant, adequate and limited only to what is necessary
- accurate and, where required, kept up to date
- retained only for as long as necessary
- stored and handled securely, with appropriate measures to protect it from unauthorised access, unlawful processing, loss, destruction or damage

## 13. Accessibility Statutory Responsibilities

The school's Accessibility Plan outlines the Governing Body's commitments to improving access to education for all disabled pupils. It focuses on the three key areas required under the Disability Discrimination Act:

- Increasing participation in the curriculum for all disabled pupils
- Improving the school environment so that disabled pupils can access education and related services more easily
- Enhancing the delivery of written information to disabled pupils so it is accessible and meets their individual needs

## APPENDICES

Telford and Wrekin's Local Offer - <https://www.telfordsend.org.uk/site/index.php>

DFE: Special Educational Needs: A Guide for Parents and Carers - <https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Information, Advice and Support Services (IASS) - <http://www.telfordsendiass.org.uk/>

School Information Report, School Offer, Data protection, Bullying and Child-on-Child Abuse, Accessibility and Disability Policies available on the school website – <https://www.churchastoninfantschool.co.uk/>

DFE: SEND code of Practice: 0 to 25 years <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>