

Cumberland Infant School and Little Cumberland Pre-School

SEND Policy



Approved by: Board of Governors	Date: May 2025
Review Frequency: Annually	Statutory requirement: Yes
Last Reviewed: May 2025	Next Review due: May 2026

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School SEND Governor – Yvonne Davis

This policy should be read in conjunction with the Cumberland Infant School SEND Information Report which can be found at <https://www.cumberland.portsmouth.sch.uk/school-life/specialhttps://www.cumberland.portsmouth.sch.uk/school-life/special-educational-needs-and-disabilitieseducationalneeds-and-disabilities> or on request from the school office. This gives more detail about SEND at Cumberland.

1. Aims and Objectives

The aims of this policy are to:

- create an environment that meets the educational needs of every child
- enable all children to have full access to all elements of the school curriculum and school life
- enable children in the school to work towards promoting a positive self-image and self-worth
- regularly review and evaluate children's progress and to work in partnership with parents and children throughout the process
- make clear the expectations of all partners in the process
- identify the roles and responsibilities of staff in providing for children's special educational needs.
- ensure that any special educational needs of children are quickly identified, assessed, provided for and that provision is regularly reviewed
- reflect guidance contained within the SEND Code of Practice, 0-25

Policy Objectives are to:

- identify at the earliest opportunity those children with special educational needs and/or additional needs or disabilities
- provide, monitor and review personalised provision as appropriate and set realistic and challenging targets for pupils with SEND
- work within the guidance provided in the SEND Code of Practice 2015
- ensure that every aspect of a child's development is taken into consideration and provided for within a whole school, inclusive ethos
- appoint a Special Educational Needs and Disabilities Co-ordinator (SENDCo) to ensure that this policy is fully implemented
- provide support, advice and facilitate training for all staff working with pupils with SEND

2. School Vision and Values

At Cumberland, we aim to be a safe, happy and nurturing environment, inspiring our children to develop their skills, confidence and enjoyment of life and learning through our School's ethos, 'Together we care, inspire, succeed' and learning values of Thinking, Perseverance, Collaboration, Independence, Imagination and 'Wow!.

Cumberland Infant School provides an inclusive, broad and balanced curriculum for all children, including those children with special educational needs and disabilities (SEND). The school creates a stimulating learning environment, and the curriculum is exciting and varied. Our SEND Policy reflects the school's ethos and learning values. The school believes that each pupil's needs are individual and unique, and strategies are in place to address these needs and to help pupils learn to address their own needs in a supportive environment. The school is committed to raising the achievement of every pupil, regardless of their needs. We believe that every teacher is a teacher of every child, including those with SEND.

3. Legislation & Guidance

This policy complies with the statutory requirement laid out in [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve school attendance](#). and has been written with reference to the following guidance and documents:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- [The Schools SEN Information Report Regulations \(2014\)](#) which sets out the information required to be included in the school SEN Information Report.
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The governance guide for [maintained schools](#) which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs
 - [Statutory guidance on supporting pupils at school with medical conditions Sept 2014](#)
 - [The National Curriculum in England Key Stage 1 and 2 framework document Dec 2014](#)
 - [Child Protection and Safeguarding Policy](#)
 - [Accessibility Policy and Plan](#)
- [Teachers Standards 2012](#)

This policy was co-produced by the SENDCo and school SEND Governor, in consultation with school leaders, teachers, learning support assistants and the parents and families of the children in our school. We are committed to fostering excellent relationships with all of our children and their families, allowing us to work together to strive for the best possible outcome for every child.

4. Inclusion and equal opportunities

At Cumberland, we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5. Definitions

Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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.

Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.

AREA OF NEED	
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

6. Roles and responsibilities

The headteacher

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
 - analysis of the whole-school pupil progress tracking system
 - consultation with the SENDCo regarding the maintenance and analysis of a whole-school provision map for vulnerable learners
 - regular pupil progress meetings with individual teachers
 - regular meetings with the SENDCo
 - discussions and consultations with pupils and parents
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

The SENCO

The SENDCo at our school is Carys Reckless

In line with the recommendations in the SEN Code of Practice 2015, the SENDCo will oversee the day-to-day operation of this policy in the following ways:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- The maintenance and analysis of whole-school provision map for vulnerable learners
- Identifying, on the provision map, a staged list of pupils with special educational needs – those in receipt of additional SEND support from the schools devolved budget, those in receipt of High Needs funding and those with Education Health and Care plans.
- co-ordinating provision for children with special educational needs and disabilities
- Work with the headteacher and SEN 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 SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- Implementing a program of Annual Review for all pupils with an ECHP. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching
- Evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs and disabilities)
- Liaising and consulting sensitively with parents and families of pupils on the SEND list, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers
- Attending area SENDCo network meetings and training as appropriate

- › Reporting to the governing body and liaising with the SEND Link Governor regarding SEND within the school, comparing this with local and national trends and statistics.
- › Keeping informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs and Disabilities (nationally, locally and within school)

The governing board/board of trustees

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- › Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- › Do all it can to make sure that every pupil with SEND gets the support they need
- › Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- › Inform parents/carers when the school is making special educational provision for their child
- › Make sure that the school has arrangements in place to support any pupils with medical conditions
- › Provide access to a broad and balanced curriculum
- › Have a clear approach to identifying and responding to SEND
- › Provide an annual report for parents/carers on their child's progress
- › Record accurately and keep up to date the provision made for pupils with SEND
- › Publish information on the school website about how the school is implementing its SEND policy, in an SEN information report
- › Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- › Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- › Determine their approach to using their resources to support the progress of pupils with SEND

The SEND link governor

The SEND link governor is Yvonne Davis.

The SEND governor will:

- › Help to raise 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 SENCO to determine the strategic development of the SEND policy and provision in the school

Class teachers

Each class teacher is responsible for:

- › Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- › The progress and development of every pupil in their class
- › Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- › Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision

- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents/carers regularly to:
- Set clear outcomes and review progress towards them
- Discuss the activities and support that will help achieve the set outcomes
- Identify the responsibilities of the parent, the pupil and the school
- Listen to the parents'/carers' concerns and agree their aspirations for the pupil

Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parents or carers in any decisions made about the pupil.

The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

Identifying Special Educational Needs:

Children's needs may fall into one or more of four broad categories, these include:

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

These four categories broadly identify the aspects of SEND needs for pupils at our school, however, we will also identify the needs of pupils considering the whole child, which will include not just the special educational needs or disabilities of the child. Other issues that may impact progress and/or attainment but are not solely SEND include:

- Poor attendance and/or punctuality
- Quality of Health and Welfare
- Bereavement
- Having English as an additional language (EAL)
- Being in receipt of Pupil Premium Funding
- Being a Looked After Child
- Being a child of a Serviceman/woman
- Separation, divorce or family restructuring
- Pupil mobility (changes of school)

Although these do not constitute SEND themselves, the school has systems and procedures in place to support these children, where appropriate.

A Graduated Approach

Steps taken before SEN Support

As an infant school, we recognise that the children in our care are developing at different rates and in different ways. Where there are minor concerns about a child's progress or development, we carefully monitor and develop interventions to offer a little extra support to address gaps in understanding or to overcome barriers to achievement. Whilst these children's needs may not be sufficient cause to be categorised as requiring SEN Support, we still carefully track their progress, liaise with parents and review the impact and effectiveness of the additional support they receive. In most cases, short-term, small group or individual interventions are sufficient to allow a child to get back on track to achieve their full potential. We are proud of our child-centred approach and the personalised provision we are able to provide to enable every child to succeed.

The SEN Support Process

Assess

Some children will come to school with additional needs already identified. At Cumberland we liaise with a child's pre-school or previous school and parents/carers, so that we are aware of what support is already in place or any concerns there may be.

All children's progress is regularly monitored and tracked by their class teacher. Additionally, termly meetings are held with the class teacher and Head teacher to discuss pupil progress. Children who are not making the progress we would expect, or who are facing non-academic challenges in life, may be placed onto a watchlist, and extra support be put into place. This watchlist is reviewed termly, through discussion between class teachers, SENDCo and Head teacher. Should a child's additional needs be ongoing, a decision will be made, based on best evidence, as to whether the child should be added to the school SEND register. Should a child no longer require support which is additional or different to their peers, the child will be removed from the SEND register.

We use our teacher assessments to identify any additional needs and, if appropriate, the class teacher, SENDCo or Head teacher will arrange for additional support to be provided. Further, more specialised assessments may be undertaken in school, following consultation with parents; e.g. speech and language assessments.

Occasionally, we may involve outside agencies, such as Educational Psychologists, Speech and Language

Therapists, Sensory Impairment Team, etc. to assist us in identifying and meeting a child's needs. At all stages, parent's/carers' permission will be sought before commissioning these services and we will always discuss the findings of these reports with parents/carers.

If parents or carers are concerned that their child may have Special Educational Needs or Disabilities, we encourage them to share their concerns with their class teacher. Parents are also welcome to make appointments to talk at greater length to the class teacher. We also hold parent consultation evenings throughout the year, where any concerns or questions can be raised.

Plan

Once the need for SEND support has been identified, the School's first step in responding to a pupil's identified need is to ensure that Quality First Teaching, differentiated for individual pupils, is in place. Teachers will adapt their teaching and provision to address any barriers to learning and make changes to ensure full access to the curriculum with the support of the SENDCo and Head Teacher. The Portsmouth City Council 'Ordinarily Available Provision' document provides guidance as to adaptations/provisions/interventions to break down barriers to achievement and inclusivity. We believe that parents and pupils are an integral part of the planning process and are invited to contribute their thoughts and ideas during regular meetings throughout the year. Advice will be sought and followed from various outside agencies as required. In addition to the above, the process of planning for a child with an Education Health Care Plan (EHCP) will take account of the statutory requirements from their EHCP.

Do

The teacher is at the centre of day-to-day responsibility for working with all pupils, including those with identified SEND. It is imperative that the teacher works closely with all adults involved in 1:1 provision or small group teaching away from the class, as the teacher is ultimately responsible for assessing the impact of the targeted interventions. Interventions put in place by the class teacher may be implemented by a Learning Support Assistant (LSA), or by our Higher-Level Teaching Assistant (HLTA).

Review

As noted, teachers are continually reviewing the progress of all pupils on a daily basis through feedback, observations and regular meetings with support staff. This happens for all pupils throughout the year, both formally and informally. In addition to this, for pupils with SEND, their progress in meeting planned outcomes is assessed and reviewed regularly, at least three times a year. Teachers consider the following when discussing the progress of pupils identified with SEND:

- Have the pupils met their expected targets?
- Are the pupils on track to meet with age-related expectations?
- Is there an improvement in the pupil's previous rate of progress?
- Any difference in attainment and progress between pupils with SEND and other pupils

The role of Parents/Carers and Children in the Graduated Approach

The School, in line with the Code of Practice, is always looking for new ways in which the knowledge of parents/carers and their children can be fully shared with the relevant staff. To facilitate this, three reviews annually will be organised for parents, carers and children to contribute to the 'Assess, Plan, Do, Review' process to ensure that the needs of the child are truly reflected in the support provided by the School.

Managing Pupils Needs on the SEND Register

Under the Code of Practice 0-25 2015, there are two ways in which a child with SEND might have their level of need categorised: **SEN Support** or **Education Health Care Plan (EHCP)**. The main difference between the two categories is that children with an EHCP have their statutory rights protected by law whereas those categorised as SEN Support will be met through in-house arrangements according to personalised, specific needs (*see Assess section on the Graduated Approach to SEND Support*). A SEND register will be kept and updated at least three times a year, following data analysis and pupil progress

meetings. Using the 'Assess, Plan, Do, Review' process, teachers will address the emerging needs of each child, drawing on the skills and expertise that exist within the School.

However, on occasions, following the review and assessment process, the school may seek additional support and specialist services. If this happens, parents and carers are fully involved in the process by contributing and consenting to the referral. Parents and carers will be informed by teachers when it is felt necessary to place a child on the SEND register. At this point, parents will be fully included in the planning process. If, following a review meeting it was felt that a child had made significant progress then the child will be removed from the SEND register.

If the School alone is unable to fully meet the needs of a child, we will:

- request advice from the appropriate agencies and follow any recommendations that are made to meet individual needs
- carefully track and monitor support, progress and attainment
- liaise with other settings to develop support for a child
- request a statutory assessment in order to put in place an EHCP
- involve parents and carers throughout this process, at all stages

9. Working in partnership

Working in partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by:

- 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
- 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 all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs or disabilities, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the Parent Partnership services available as part of the Portsmouth Local Offer.
- providing all information in an accessible way, including, where possible, translated information for parents with English as an Additional Language

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of learning intentions and success criteria. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- (for some pupils with special educational needs or disabilities) monitor their success at achieving the targets on their SEN Support Plan or EHC plan

Working Together – The Local Offer

Our school will identify sources of support as they develop and evolve as the Local Offer is defined through Education, Health and Social Care (including the establishment of joint commissioning arrangements). We seek to respond quickly to emerging need and work closely with other agencies including:

- Local Authority Early Help team
- CAMHS (Child and Adolescent Mental Health Team)
- Portsmouth Neurodiversity Team
- Portsmouth Mental Health Support Team
- Educational Psychology Service
- Portsmouth Parent Partnership Service
- Sensory Impairment team
- Portsmouth Down Syndrome Association / Let's Go!
- Local NHS services
- Early Years SEND support service (Inc. Portage team)
- Multi-agency Safeguarding Hub
- Portsmouth Inclusion Outreach Service

In accordance with the SEND Code of Practice 2015, we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with special educational needs in our school. For pupils with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies. Often at the request of families, we liaise with voluntary bodies in order to be as familiar as possible with best practice when the special educational needs or disabilities of a pupil are very specific (e.g. autism, visual impairment, etc.).

We have a point of contact within the school who coordinates the support from outside agencies for each pupil. Most often this will be the SENDCo or Headteacher, but in some cases it may be another member of staff who we have identified as a key worker.

10. Transition Arrangements

We will ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education. Where a pupil is identified as having special educational needs or disabilities, we will work together with the next school to plan a smooth transition.

Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator. Pupils at SEN Support level will have a transition plan in the Summer term of their Year 2, this will be created in collaboration with the SENDCo of the child's junior school and will be passed on to junior schools to allow support/targets to be continued there.

Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits.

Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate. Parents will be given a named contact at the next phase provider with whom the SENDCo will liaise.

For children in Nursery, Year R and Year 1 moving to the next year group, transition support will be provided in the summer term. Children will have several 'get to know you' sessions with their new teacher in

the last few weeks of summer term and additional transition opportunities will be available to children with SEND, should they require them.

11. Admission Arrangements

We pride ourselves on being an inclusive school and, where possible, no child will be refused admission to school on the basis of his or her special educational need, however we need to consider each child's Educational Health Care Plan on an individual basis and before offering them a place ensure that after discussion with the child's parents and all professionals involved that we can meet the needs of that child. If we feel that Cumberland is not the best place for a child's education, we will liaise with the Local Authority Admissions and SEND to try and resolve the issue and if we still feel that we cannot cater for a child's needs we will provide a full reason for our decision.

12. Supporting Pupils at School with Medical Conditions

Our school fully supports pupils with medical conditions so that they are not excluded from any aspect of School life. Some children with medical conditions may also have a disability and, where this is the case, the School will make every effort to meet their needs. We have regard to the statutory guidance 'Supporting Pupils at School with Medical Conditions' (April 2014) and this policy can be viewed on the School's website – see Children with Medical Conditions in School. To ensure that we can meet a child's medical needs the Head Teacher will after discussion, identify staff who will work with the child and make sure that they are fully trained in any medical interventions needed.

13. Monitoring and Evaluation of SEND

Class teachers have overall responsibility for monitoring progress of children in their class. Members of the School Senior Leadership Team and subject leaders are allocated time to observe and work with members of staff on developing their practice to ensure all pupils make progress through quality first teaching/ differentiated planning. In addition, class teachers have termly pupil progress meetings with the Headteacher and SENDCo (where appropriate), where progress is discussed and evaluated. Children identified as having SEND or who are not making expected rates of progress, are further discussed to ensure a plan of action is in place. This will be monitored carefully by the class teacher, SENDCo and Headteacher, to ensure strategies and support are appropriate and have an impact on the child's progress. Details of all interventions are stored in the School's provision map. The provision map is reviewed and evaluated half-termly.

14. Training and Resources

As an inclusive school, we do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the school.

Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing pupils and providing an entirely different activity. Our deployment of additional staffing and resources funded from our devolved additional needs budget through the Local Offer, ensure that all curriculum experiences are available to all pupils in the school, (e.g. educational visits, extra-curricular activities), including those where a voluntary financial contribution from parents is requested for the activity to run, (see Charging Policy, paragraphs 2.1 and 2.2). This is in compliance with the Equality Act 2010.

All lesson planning seeks to address the learning needs of all pupils in the class. Teachers receive regular training and support to ensure they are skilled in differentiating the curriculum for vulnerable learners. When the School Senior Leadership Team or subject leaders monitor planning, work and progress data and

when they carry out observations of teaching and learning in classrooms, particular attention is given to whether the ongoing learning offer is inclusive.

Pupils are encouraged to analyse how they themselves learn and there is an ongoing dialogue about this in our classrooms. Pupils are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum.

In accordance with Section 6 of the SEN Code of Practice 2015, our SENDCo will be a qualified teacher, working at our school and will have statutory accreditation. If a new SENDCo is appointed, he/she will gain statutory accreditation within three years of appointment. The SENDCo will regularly attend local network meetings.

Ongoing professional development and the use of outside agencies ensures that staff are trained in how to best support vulnerable learners. Specific training needs are identified through the appraisal process or when a child with a specific need is admitted to the school.

Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market, accessing, as far as possible, services available as part of the Local Offer. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the Head Teacher and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.

All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised to ensure our school employs staff of the highest calibre.

When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEND support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding.

Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.

15. Storing and Managing Information

All documentation linked to children on the SEND register is securely stored with access only to the child's class teacher, the school SENDCo and Head Teacher. Where appropriate, documents will be securely transferred to a child's new school or be shared with other professionals, with parental consent.

16. Dealing with Complaints

If there are any complaints relating to the provision for children with SEND these will be dealt with in accordance with our Complaints and Procedures Policy available on the School web site.

Written by Carys Reckless, SENDCo

Policy ratified by the Governing Body - May 2025

17. Useful links

- Cumberland Infant School SEND Information Report
<https://www.cumberland.portsmouth.sch.uk/school-life/special-educationalneeds-and-disabilities>
- Cumberland Infant School Pupil Premium Grant Report to Parents
<https://www.cumberland.portsmouth.sch.uk/downloadfile/17838041?open=true>
- Cumberland Infant School Policies <http://www.cumberland.portsmouth.sch.uk/about-us/policies>
- Portsmouth Local Offer website <http://www.portsmouthlocaloffer.org/>
- Portsmouth Family Information Service [Family information - Portsmouth City Council](#)
- Portsmouth Special Educational Needs and Disabilities Advice and Support Service delivered by Barnardo's [Portsmouth SENDIASS | Barnardo's \(barnardossendiass.org.uk\)](#)
- Portsmouth Parent Voice <http://www.portsmouthparentvoice.org/>