

Balfour Infant School



Special Educational Needs and Disabilities Policy

Date: September 2025

Review Date: September 2026

SEND Policy – Balfour Infants School

(see also EAL; Equal Opportunities; Gifted and Talented; Racial Equality; Inclusion; Looked After Children, Anti – bullying, Asthma policy, Managing Medicines Policy, Safeguarding policies)

The link to the SEND policy is detailed here:

<https://www.balfourinf.medway.sch.uk/key-information/policies>

Introduction

- At Balfour Infants School we believe that all children have a right to achieve their potential as learners. We aim to identify and support children with special educational needs and disabilities as identified by **Part 3** of the **Children and Families Act 2014**. This includes relevant provisions and duties from the **Equality Act 2010** and the **Mental Capacity Act 2005**.

Definition of Special Educational Needs and disabilities

‘Children have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them.

Children have a *learning difficulty* if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders them from making use of the educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.

Special educational provision means:

Educational provision, which is additional to, or otherwise different from, the educational stipulation made generally for children of their age in schools maintained in the LA.

Principles and Values

At Balfour Infants School we believe that all children should have access to a broad, balanced, and relevant education. Children with SEND are regarded as full members of the school community and the provision is inclusive. Children have full access to the environment, resources, staff, and activities.

The Special Educational Needs and disabilities Policy (SEND) will provide a united whole school approach and be used as guidance for all who work with the children at Balfour Infants. The curriculum is planned to meet the known needs of all children; the curriculum can be further modified on a short-term planning basis to meet specific individual’s special educational needs and disabilities.

In providing for children defined as having Special Educational Needs and disabilities (SEND) we seek to:

- ensure all pupils are valued equally
- ensure that all pupils make progress
- work in close partnership with parents/carers and children
- ensure that Special Educational Needs and disabilities are identified and assessed as early as possible

- ensure pupils' needs are met as soon as is practicable
- ensure that all children have access to a broad and balanced curriculum
- work pro-actively with the LA and other agencies, in identifying, assessing, and meeting Special Educational Needs and disabilities
- maintain and develop a range of expertise within the school
- monitor, review and evaluate policy and provision on a regular and systematic basis

The four categories of need are cognition and learning, speech, language and communication, social, emotional, and mental health difficulties, physical and sensory needs. Children should not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught.

Partnerships

At Balfour Infants we believe that to successfully meet the needs of the children with SEND, strong partnership between all those involved is required – LAs/other Advisory Bodies, parents/carers, children, staff, and other agencies. We realise the importance of a clear understanding of roles and responsibilities, including clarity of information and good communication.

Partnership with Parents/Carers

The carers of Looked After Children are afforded the same rights and responsibilities as reasonable parents.

At Balfour Infants we value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents, recognising and respecting their roles and responsibilities. Parents are encouraged to work with the school and other professionals to ensure their child's needs are identified properly and met as early as possible. In order that the parents play an active part in their child's development, the school endeavours to provide relevant information so they can reinforce learning at home.

At Balfour Infants we endeavour to support parents so that they can:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- have a knowledge of their child's entitlement within the SEND framework
- understand procedures and documentation
- make their views known about how their child is educated
- have access to information, advice and support during assessment and any related decision-making process about special educational provision.

Parents are encouraged to seek help and advice from a variety of external bodies, which could provide support, information, and relevant training. The school is able to signpost parents to these sources of support.

The school informs parents when special needs are first identified and will keep the parents informed of any changes, encouraging them to participate from the outset and throughout their child's educational time at the school.

Parents are informed of the Special Educational Needs and Disabilities Policy, a copy of which is available on request and on the school website. Parents are invited to Person – Centred Annual Reviews and targets are sent home.

Outside Links

The school has links with Speech and Language therapists, the Fortis Trust Outreach Team, the Children’s Therapy Team, the Rivermead Inclusive Trust, the Educational Psychologist and a therapeutic practitioner which provide specialist advice and support. The school also calls on expertise provided by the Physical and sensory Service and medical services such as paediatricians, the health visitor, and the school nurse.

Roles and Responsibilities

Provision for pupils with special educational needs and disabilities is a matter for the school as a whole. In addition to the Governing Body, Head Teacher and Leader for Inclusion (LINC), all members of staff have important responsibilities. Strategies and advice may be sought from external agencies to allow access to the National Curriculum and Early Years Foundation Stage Curriculum.

The governing body, in co-operation with the head-teacher, determines the school’s general policy and approach to provision for children with special educational needs and disabilities, establishing the appropriate staffing and funding arrangements and maintaining a general overview of special needs provision. The policy for SEND is reviewed every two years by the governing body. They appoint a governor with responsibility for Special Educational Needs and Disabilities who liaises with the LINC. They ensure that all the teachers are aware of the importance of identifying and providing for those pupils who have Special Educational Needs and Disabilities. They ensure that a pupil with SEND joins in the activities of the school, together with pupils who do not have SEND, so far as is reasonably practical. This should be compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated, as well as the efficient use of resources.

The Head teacher is responsible the day to day management of the school’s work including provision for the children with SEND. He works closely with the LINC and keeps the governing body informed.

The LINC is responsible for:

- day-to-day operation of the school’s SEND policy
- liaising with and advising subject leaders and fellow teachers
- co-ordinating the provision for children with SEND
- maintaining the school’s SEND register and overseeing the records on all pupils with special educational needs and disabilities
- liaising with parents of children with SEND
- liaising with external agencies including the educational psychology service, the speech and language service, the Fortis Trust Outreach Team and other support and medical services
- holding In School Reviews three times a year
- transferring any relevant information between school phases
- carrying out Person – Centred Annual Reviews for pupils with an Education, Health and Care plan
- applying for Education, Health and Care plans and high needs funding for pupils
- monitoring, updating, and ordering resources for SEND
- liaison with class TAs and 1:1 TAs

- monitoring the impact of the additional support being provided

The LINC has 1.5 days per week non-contact time.

The school has developed a whole school and class provision maps for all pupils including those with SEND.

All Teaching and Non-Teaching Staff

All staff should be involved in the development of the school's SEND Policy and be fully aware of the procedures for identifying, assessing, and making provision for pupils with SEND.

Class teachers are fully involved in providing for the needs of the children in their care in the Pre-SEND, SEND with support and SEND with EHCP categories, in writing IEPs and collecting additional information for the LINC and other agencies.

Class teachers are responsible for setting suitable learning challenges, responding to pupils' diverse needs, for overcoming potential barriers to learning and for monitoring progress.

Teaching Assistants employed to support a child with SEND, have appropriate responsibility for the child's specific needs during their time with that child. The TA should liaise with the class teacher and LINC on planning, on pupil response and progress.

The school is committed to providing and facilitating attendance at in-service training around SEND.

External Agencies

Educational Psychologist (EP) through regular consultation with schools can provide help in clarifying problems and devising problem solving strategies; in carrying out specialised assessments, including techniques in managing behaviour, evaluating individual pupil progress. In addition to working with individual children, the EP can work with groups of pupils or teachers and TAs at the classroom or whole school level.

Attendance Advisory Service for Schools and Academies (AASSA) works closely with schools, parents and children trying to resolve attendance issues for all children. This may involve arranging home and school visits to discuss the situation. They will try to find out the reason for why the child is not attending school and take steps to get the child back into school. Other responsibilities include dealing with the educational provision of those children who have been excluded from school or working with the school when a child is at serious risk of disaffection or exclusion. They may also offer support and counselling to children who are not in school.

Health Services provide medical advice for the assessment of children within the statutory time limit. They also ensure that all schools have a contact for seeking medical advice on children who may have special educational needs. Health Services correspond with schools when seeking assistance in preparing reports.

Child and Adolescent Mental Health Services – NELFT provide some children, identified as having SEND with an assessment and treatment of mental health problems. NELFT can also provide advice and support and consultation to family members and education agencies.

Social Services ensure that all schools have a contact for seeking social work advice on children who may have SEND. Social Services correspond with schools when seeking assistance when preparing reports. The Head Teacher attends case conferences and review meetings when appropriate.

Admission Arrangements

The admission arrangements are the same for all children.

Early Identification

At Balfour Infants we emphasise the importance of early identification, assessment and provision for any child who may have Special Educational Needs and Disabilities.

To assist in early identification of children with SEND, the Early Years Foundation Stage practitioners make observations and assessments and record these throughout the Reception Year.

Any concerns identified here are used to inform the planning of support given to individual children as per the graduated approach. Any additional support given to children is recorded on the class provision map alongside the impact of this support. Support is also sought from the relevant outside agencies if necessary, including, the School Nurse, the Speech and Language Service and the Educational Psychology Service. Liaison with parents, nurseries, playgroups, and outside agencies ensures that necessary support is provided for the child on entry to school. Information is sought regarding medical, personal and educational matters, which alerts the school to any pupil regarding immediate support. Balfour Infants is open and responsive to expressions of concern by parents and takes account of any information the parents provide about a child.

In Year 1 and Year 2 internal assessments are carried out in each class and again can give an indication of potential special educational needs and disabilities. In Year 2 these assessments also provide information for the transfer schools.

Record-keeping

At Balfour Infants we acknowledge the importance of keeping records to meet the needs of the individual pupils. The following procedures are in place:

- Class teachers have the responsibility for keeping records of concern, interventions, and progress in class.
- The LINC is responsible for ensuring that comprehensive records are kept and available as needed.
- If the school refers a child for Statutory Assessment to the LA, a record of the child's work, including resources or special arrangements already used are made available.
- Balfour Infants uses a style agreed by the staff and parents for IEPs at SEND with support and SEND with EHCP.
- On transfer to another educational establishment the school provides full records to the receiving school. Such records include all the information held by the LINC, including IEPs (where appropriate)

Monitoring Children's Progress

At Balfour Infants, the progress of all children is monitored throughout the school by the class teachers, who should keep records and provide differentiated work, if appropriate. Where the teacher is concerned about a child's progress the following procedures should be followed as per the graduated approach.

Pre-SEND category: Teacher Concerns

In order to meet the needs of individual children and gain additional support from other agencies, it is necessary for the class teacher to monitor the progress of the pupil closely in the first

instance, before providing a range of intervention strategies and support to meet the needs of the child.

The children's parents should be kept informed of the teacher's concerns and be encouraged to contribute their knowledge and understanding of the child and raise any concerns they may have.

Records of observations, knowledge of the child's strengths and weaknesses, strategies used, and concerns expressed are kept by the class teacher.

Using this evidence, the class teacher may come to feel that the strategies in use are not resulting in the child learning as effectively as possible. In these circumstances the LINC should be consulted. Discussions with parents should also take place on a regular basis.

The starting point will be a review of the strategies used and the way these might be developed. The review might lead to the conclusion that the child requires help over and above that which is normally available in the class. Consideration should then be given to helping the child through **SEND with support**.

The principle test of the need for action is evidence that the current rates of progress are inadequate. Where progress is not adequate, it is necessary to take some additional or different action to help the pupil learn more effectively. Whatever the level of the pupil's difficulties, the main test of how far their learning needs are being met is whether they are making expected progress.

Expected progress can be defined in several ways; it might, for instance be progress that:

- Closes attainment gap between the child and peer group
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same baseline, but less than that of the majority of the peer group
- Matches, or betters the child's previous progress
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates an improvement in the child's behaviour

SEND with Support

When a class teacher or the LINC identifies a child with SEND, the class teacher should provide interventions that are additional to, or different from, those provided as part of the school's differentiated curriculum.

Triggers for intervention for SEND with support

- little or no progress even when teaching approaches are targeted particularly in a child's defined area of weakness
- shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not ameliorated by the school's usual behaviour management techniques
- has sensory or physical problems and continue to make little or no progress despite the provision of specialist equipment
- has communication and /or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

If a child's class teacher in consultation with the parents concludes that a child may need further support to help their progress, the teacher will seek the help of the LINC. The teacher and the LINC will consider the teacher's reasons for concern alongside any information already available about the child.

To help inform the decision on the nature of the additional help that might be need by the child through **SEND with support** the class teacher together with the LINC will collect all the available information about the child and seek additional information from the parents. If outside agencies are already involved with the child, the LINC will contact them with the parents' permission.

The LINC will take the lead in the further assessment of the child's strengths and weaknesses; planning future support for the child in discussion with colleagues; and monitoring and subsequently reviewing the action taken. The child's class teacher will remain responsible for working with the child on a daily basis and, with the LINC, for planning and delivering an individualised programme. Parents will always be consulted and kept informed of action taken to help the child, and of the outcome of this action.

The information collected about the child, and details of the extra help given to them, will be incorporated into the child's individual record.

SEND with support

The LINC and the class teacher will decide on the support needed to help the child to progress consulting the Head Teacher if additional resources are required. This action can take a number of forms:

- one to one tuition (this will depend on financial resources and staff availability)
- different learning materials or special equipment
- group or individual support
- staff development and training
- one off or occasional advice from external agencies

Individual Education Plans

All children with SEN with support receive an IEP. Balfour Infants uses their own staff and parent agreed format.

Strategies employed to help a child progress will be recorded within the Individual Education Plan (IEP). The IEP will include information about:

- short term targets set for or by the child
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- success and /or exit criteria
- outcomes (to be recorded at review)

The IEP will only record that which is additional to or different from the differentiated curriculum plan. It will contain three or four targets chosen from those relating to the key areas of communication, literacy, numeracy, behaviour, and social skills. The IEP will be discussed with the parents and the child where appropriate. Parents receive a copy of the IEP.

The IEP will be reviewed a minimum of 3 times a year more if it is appropriate to meet a child's needs. The review meeting will be organised by the LINC.

At an IEP review meeting the school might decide to request help from external services. Balfour Infants approaches specialist consultants when it acts on behalf of the child and parents. These consultants usually see the child in the school setting, if that is practicable, so that they can give advice to teachers on new IEPs with fresh targets and accompanying strategies. The support can include assessment and writing reports as well as advice. The kinds of advice and support vary according to the needs of the child. The parents are consulted regarding the need for external agency advice.

Triggers for involvement of outside agencies

The triggers could be that, despite receiving an individual programme and/or concentrated support, the child:

- continues to make little or no progress in specific areas over a long period
- continues working at National Curriculum or Early Years Foundation Stage levels substantially below that expected of children of a similar age
- continues to have difficulty in developing literacy and mathematical skills
- has emotional or behavioural difficulties that interfere, substantially and regularly, with the child's learning, or that of the class group, despite having an Individual Behaviour Programme
- has sensory or physical needs and requires specialist equipment or regular advice or visits by a specialist service
- has continuing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

External Support Service Intervention

Where the school seeks help from external services, the following points are taken into consideration.

- The support services need to see a child's records to establish which strategies have been employed and which targets have been set and achieved
- The support agencies can advise on new and appropriate targets for the child's IEP and accompanying strategies
- The targets set might require specialist assessment arrangements to gauge progress. If so, outside specialists, for example, Educational Psychologists could be required to do this.
- The LINC, class teacher, English and Maths Subject Leaders and the external specialists consider a range of teaching approaches, appropriate equipment, and teaching materials, including ICT
- The external specialist may act in an advisory capacity, assess the child, or be involved in teaching the child directly
- In some instances, improved management, based on advice from health professionals, might reduce the child's Special Educational Needs considerably
- The IEP will be drawn up by the LINC and class teacher using the recommendations of the external specialist
- The strategies specified in the IEP should be implemented as far as possible in the classroom setting
- The delivery of the interventions drawn up in the IEP is still the responsibility of the class teacher.

- If the LINC and the external specialist consider that the information gathered about the child is insufficient, and that more detailed advice should be obtained from other outside professionals, then the consent of the parents is sought.
- The LINC notes in the child's records what further advice is being sought.

SEND with Education, Health and Care Plan category

The Special Educational Needs and Disabilities of the majority of the children in Balfour Infants should be met effectively through SEND with support. However, in a small number of cases, where the child remains a significant cause for concern after intervention, the school will request a Statutory Assessment from the LA.

Statutory Assessment constitutes consideration by the LA, working co-operatively with the parents, the child's school and, as appropriate other agencies, to decide whether an assessment of the child's educational, health and care needs is necessary. If so, the assessment is conducted in close collaboration with the parents, school, and other agencies. The school is aware that an assessment does not always lead to an Education, Health and Care plan.

The LA seeks advice from the school that strategies and programmes implemented over a period of time have been unsuccessful. The LA needs information about the child's progress over time and clear documentation on the child's Special Educational Needs and disabilities and action taken to deal with these needs.

Evidence Needed for Statutory Assessment.

Balfour Infants should provide:

- The school's action through SEND with support
- IEPs for the child
- Costed Provision Map
- Record of regular reviews and outcomes as per the graduated approach
- School Based Support Plan
- The child's health, including medical history where relevant
- National Curriculum or Early Years Foundation Stage levels
- Evidence of progress over time
- Attainments in English and Mathematics
- Educational and other assessments, for example from an advisory specialist, support teacher or Educational Psychologist
- The views of the parents and child
- Evidence of the involvement of other professionals
- Any involvement of Social Services or Attendance Advisory Service for Schools and Academies.

The description of the child's learning difficulty and progress, with information about the specialist provision made, forms the basis on which the LA can consider whether Statutory Assessment is necessary. During **Statutory Assessment**, the child should continue to be supported through SEND with support.

Immediate Referrals

Within the Code of Practice, provision has been made for immediate referrals for those children who demonstrate such significant difficulties that the school considers it impossible or inappropriate to carry out in full the chosen assessment procedures. A child, for example could have a severe sensory or other impairment that, without specialist intervention beyond the

capacity of the school, will lead to increased learning difficulties. At Balfour Infants, such immediate referrals to the LA are made as the need arises.

Education, Health and Care Plans

When the LA has completed its assessment of the child, it will decide whether to issue an **Education, Health and Care Plan**. The Education, Health and Care Plan should clearly specify the provision necessary to meet the needs of the child.

Balfour Infants endeavours to provide education in line with the recommendations, including facilities and equipment, staffing arrangements and Curriculum, any modifications to the application of the National Curriculum and any appropriate exclusion from the application of the curriculum and changes needed to maintain a broad balanced curriculum.

All children with an Education, Health and Care Plan should have short-term targets set out in an IEP. At Balfour Infants IEPs for pupils with Education, Health and Care Plans are prepared by the LINC with the class teacher and parents and with support from the outside agencies.

Where the LA declines to provide an Education, Health and Care Plan the school can request a reassessment after six months. Parents have a right of appeal against the decision to the SEND Tribunal.

Person – Centred Annual Review

All Education, Health and Care Plans must be reviewed at least annually, when parents, the school, and other professionals involved, consider the progress made by the pupil over the previous twelve months and whether amendments need to be made to the Special Educational Provision.

The timing should reflect the circumstances of the child, for example, transfer to the next educational establishment.

The purposes of the review are:

- To assess the child's progress towards meeting the outcomes specified in the Education, Health and Care Plan
- In the case of the first annual review, to assess the child's progress towards the targets in the IEP
- To review the special provision made for the child
- To consider the appropriateness of the Education, Health and Care Plan in the light of the child's performance
- To consider if the Education, Health and Care Plan is to be maintained

Person - Centred Annual Review Procedures

At Balfour Infants, the Head Teacher has delegated responsibility for the administration of the Person – Centred Annual Review to the LINC. The Head Teacher assists with reviews where appropriate.

- The LA notifies the school at the start of each term with a list of those pupils who will require a Person – Centred Annual Review that term.
- The LINC will provide the LA with the completed form following each Person - Centred Annual review
- The LINC seeks written advice from:
 - o The child's parents

- o Anyone specified by the authority
- o Anyone else the LINC considers appropriate
- The LINC circulates a copy of all advice received to those invited to the meeting
- The school's advice should contain commentary on:
 - o The child's progress towards meeting the outcomes in the Education, Health and Care Plan
 - o Progress towards short term targets
 - o The application of the National Curriculum or Early Years Curriculum
 - o The progress in behaviour and attitude towards learning
 - o The continued appropriateness of the Education, Health and Care Plan.

Person - Centred Annual Review Meeting

The review meeting will normally be arranged in school and be chaired by the LINC.

The LINC will convene the meeting, inviting the child's parents/carers, (parents should be encouraged to attend and contribute views), a relevant teacher, the LINC, any person the LA considers appropriate, and any other person whom the Head teacher/LINC think should attend.

Wherever possible the child's views are taken into account.

Agenda items should consider:

- Whether the Education, Health and Care Plan remain
- Whether any amendments are required, e.g. change of placement, suitability of outcomes
- Whether the LA maintains the Education, Health and Care Plan, or if the LA should be recommended to cease the Education, Health and Care Plan and the child's needs be met at SEND with support
- Any new targets to meet the outcomes set out in the Education, Health and Care Plan
- Whether any additions or amendments should be made to an existing transition plan.

After the Person - Centred Annual Review the LINC should complete the form and submit it to the LA no later than 10 days after the review or the end of the school term, whichever is earlier.

In School Review

In Medway schools, an In School Review is held three times a year. Their purpose is to allow an opportunity for consultation in order to problem solve, plan and develop interventions to support children in schools who are experiencing particularly substantial barriers to learning and /or social development. Under the Code of Practice such children could be described as those whose needs would be described in terms SEND with support. Invitations are extended to anyone who can make a contribution professionally at a consultative level e.g. EP, Speech and Language Service, Educational Psychologist. There is a prepared agenda (by LINC). The parents are not usually invited (as recommended by the LA), although they are fully informed of both the proposal to raise their child for discussion at ISR and of the outcomes.

Storing and managing information

Documents about pupils are stored in pupil files in a locked filing cabinet. When pupils exit the SEND register this information is moved to another part of the filing cabinet. Any duplicate copies of documents are shredded at this time or when pupils move to another provision.

Resources

Funding for SEND is from the school's budget delegated by the LA and from the pupil premium.

The LINC maintains records of all the pupils on the Special Needs and Disabilities Register. All classes have a Special Needs File containing copies of the SEND Policy, copies of IEPs for their children and other relevant information. This file is made available to all relevant staff working with these children.

Balfour Infants has acquired a range of resources to specifically support pupils with SEND. These can be found in the Sunshine Room and Oak Class.

Balfour Infants provides disabled access and disabled toilet facilities.

Evaluation

This policy is the subject of continuous review by the Head Teacher, staff, and Governing Body. The school might from time to time set specific targets against which the success of particular aspects of the policy can be measured.

Complaints Procedures

In the first instance, concerns and complaints about SEND provision should be addressed to the Headteacher/LINC who will then meet with the parents to discuss the situation. If further steps are necessary, the complaint will be dealt with through the school complaints procedure. If there continues to be a disagreement with regard to SEND, the LA should make arrangements that include the appointment of independent persons, with a view to avoiding or resolving disagreements between parents and school. Parents have a right to appeal to a SEND Tribunal at any stage.

Reviewed by Miranda Forbes LINC September 2025