

**Driffield Church of England
(VC) Infant School**



'Learn to let your light shine'

Matthew 5: 14-16

**Special Educational
Needs and Disabilities
Policy**

January 2026

Driffield Church of England Infant School
Special Educational Needs and Disabilities Policy

Statement of intent and ethos

Driffield CE Infant School welcomes all God's children and their families and is a place where children of all faiths and none flourish and are inspired by the Christian character and values of our school and learn to love God, one another and themselves (Mark 12:30-31) in order that they can 'Live life in all its fullness' (John 10:10)

It is this ethos underpinned by the words from Matthew 5: 14-16 'Learn to let your light shine' that underpins our approach to the way we support those children with special educational needs and disabilities.

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1. Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Children and Families Act 2014
- Equality Act 2010
- Education Act 2011
- SEND Code of Practice: 0-25 years (2015)

This policy operates in conjunction with the following school policies:

- Safeguarding and Child Protection policy
- Complaints Policy

2 Aims and objectives

- 2.1 The staff and governors aim to provide a broad and balanced curriculum for all children; that includes setting suitable learning challenges, responding to pupils' diverse learning needs and overcoming potential barriers to learning and assessments.

- 2.2 The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and disabilities (SEND). The Special Educational Needs co-ordinator (SENCo), will work alongside the class teacher and teaching assistants to devise an appropriate plan of action. The Headteacher will be informed of the outcome after the meetings. Those needs will be made known to all who are likely to teach them.
- 2.3 The staff and governors in the school are aware of the importance of identifying and providing for those pupils who have special educational needs and disabilities.
- 2.4 The staff will ensure that pupils with special educational needs and disabilities join in the activities of the school together with pupils who do not have SEND, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.
- 2.5 The Code of Practice (2014) covers the 0-25 age range and includes guidance relating to disabled children and young people as well as those with SEND. The Code of Practice has a clear focus on the participation of children and young people and parents in decision-making at individual and strategic levels and this is something that we feel is key to the success of our pupils with SEND.

3. Responsible Persons

- 3.1 The 'responsible persons' for SEND are the Headteacher, SENCO, Chair of Governors and the named SEND Governor.

4 Admissions and Inclusion

- 4.1 Driffield Infant School adopts a 'whole school approach' to special educational needs and disabilities which involves all the staff adhering to a model of good practice. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of the Local Authority.

The school operates an equal opportunities policy for children with special educational needs and disabilities who are afforded the same rights as other children. This includes both those children with Education, Health and Care Plans (EHCP) and those who are supported at an SEN Support Level

5 Access to the Curriculum

- 5.1 The Curriculum will be made accessible for all pupils. Where pupils have special educational needs or disabilities a graduated response will be adopted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support
- 5.2 The school will make provision for pupils with special educational needs and disabilities to match the nature of their individual needs and the class teacher and SENCo will keep regular records of the pupils' SEND, the action taken and the outcomes.

- 5.3 There will be flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts.
- 5.4 Work for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of special educational needs and disabilities.
- 5.5 Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.
- 5.6 Class teachers set suitable learning challenges that respond to pupils' diverse learning needs.
- 5.7 All classroom displays and resources are prepared in such a way that will help overcome potential barriers to learning taking place and encourage independence for all children.

6 SEND Support

- 6.1 The school offers a differentiated curriculum. When a pupil fails to make progress and shows signs of difficulty in some of the following areas: acquiring literacy and numeracy; presenting persistent Social, Emotional and Mental Health (SEMH) has sensory or physical difficulties; or communication or interaction difficulties, despite high quality inclusive teaching, targeted at all learners' needs and prior learning, the school will place the pupil on the SEND register under the heading 'SEND Support.'

A child placed at SEND Support will receive additional support that is different from the differentiated curriculum and will be provided through a 'Passport to Success.'

The support needed will be discussed and shared with parents at a meeting and they will receive a copy of the child's targets along with ideas to support their child's learning at home. As well as detailing specific targets, the child's 'Passport to Success' celebrates their strengths and achievements. The child's progress will be reviewed half-termly and if sufficient progress is not made the child will remain at 'SEND Support.'

Classroom organisation and management

- In-class support by teacher/teaching assistant
 - Intervention in the form of individual/small group work, ideally carried out in the classroom.
 - Behaviour modification programmes
 - Use of specialist equipment / resources
 - Alternative relevant teaching strategies including the use of ICT
- 6.2 If a pupil does not make progress despite the school taking the action outlined, advice will be sought from the appropriate support services referred to in Section 8, the Passport to Success will be amended accordingly and parents will be included before each stage.
 - 6.3 If progress is still not achieved despite SEND Support, the SENCO will discuss the case with other professionals such as the Educational Psychologist, Speech Therapist, Behaviour Support Teacher etc and next steps will be decided.
 - 6.4 Identification of special educational needs and disabilities will be undertaken by all appropriately involved staff, led by the SENCO and the appropriate records and Local Authority forms will be completed. Records will be developed through a process of

continuous assessment by the staff. Assessments allow the pupil to show what they know, understand and can do, as well as to identify any learning difficulties. Careful monitoring will indicate those children not making the required progress, or those exceeding expectations and needing further challenge.

- 6.5 We have an Enhanced Resource Provision (ERP) which is specifically designed to support children with cognition and learning needs. This provision is tailored to offer targeted interventions and personalised support to small groups and 1:1 work, ensuring that each child can access the bespoke curriculum effectively and achieve their full potential. The children in the ERP access the mainstream provision where suitable.

7 Liaison

- 7.1 The school will actively seek the involvement of parents and carers in the education of their children at each stage it is recognised that it is particularly important with pupils who have special educational needs where the support and encouragement of parents is often the crucial factor in achieving success.
- 7.2 Parents and carers will always be included in and kept informed about the special educational needs and disabilities experienced by their children in accordance with the recommendations outlined in the Code of Practice. Communications between the parent and the school will be consistently maintained.
- 7.3 Parents and carers will always be informed before an external agency becomes involved with their child and be encouraged to be fully involved throughout.
- 7.4 Liaison with external agencies supplements the support and assessment of the needs of individuals.

Regular liaison is maintained with the following external agencies (as appropriate) for pupils at SEND Support and pupils with an Education, Health and Care Plan (EHCP):

- Educational Psychology
- Behaviour Support Services
- Social Services & ERSCB
- Speech & Language Therapist
- Occupational Health
- Audiology Service
- Sensory and Physical Team
- Health Service
- Early Years Service
- Education welfare service
- Minority Ethnic and Traveller Attainment Service
- Children's Centre/ Family Help service

8. Vulnerable children and Children with SEN or disabilities

(To be read in conjunction with the Child Protection Policy and current Keeping Children Safe in Education)

- Children may be vulnerable because, they have additional or special educational needs or disabilities, are Looked After, have experienced or are experiencing a form of neglect or abuse. We will seek to provide such children with the necessary support and to build their self-esteem and confidence.

- Staff in contact with such children will be made appropriately aware of the child's needs and circumstances in order to maximise the effectiveness of support.
- Staff are reminded that children with SEN, disabilities, communication or behavioural issues are at greater risk of abuse, neglect and bullying than other children. They may not be identified as being at risk of harm as indicators of possible abuse such as behaviour, mood, and injury may be assumed to be related to disability or SEN rather than possible abuse, neglect or bullying and communication of abuse may be difficult. Staff specifically supporting such children and other staff will be alert to these factors.
- The Designated Teacher supporting Looked After Children will liaise with the Designated Safeguarding Lead and staff involved with the child to support the child and ensure that the needs identified in the child's Personal Education Plan are met.
- Safeguarding implications will be considered when individual support plans are reviewed in the case of children who require, for example, medication, some form of intimate care, and help with changing or physical support or physical intervention.
- If a child, who is the subject of a Child Protection Plan or is otherwise open to Children's Social care, is missing from school without a verified valid reason the DSL will contact the assigned social worker or safeguarding team.
- If a child that the school has concerns about, is missing the school will consider contacting Safeguarding early help (EHASH), the Educational Welfare Service and / or the police depending on the circumstances.

9 Monitoring and review

9.1 The governors will gauge the success of the policy by the achievements of previously agreed targets outlined in the 'Passports to Success,' progress review and/or annual review. In addition, evidence will be gathered regarding:

- Staff awareness of individual pupil need
- Success of the identification process at an early stage
- Academic progress of pupils with special educational needs
- Improved behaviour of the children, where this is appropriate
- Pupil attendance
- Number of exclusions
- Number of children supported by the funding allocation for non-statemented special educational needs
- Consultation with parents
- Number of pupils moving between stages
- Pupils' awareness of their targets and achievements.
- The school meets the statutory requirements of the SEN Code of Practice 2015.

9.2 In line with the requirements set out in The Children and Families Bill (September 2014) whereby schools and local authorities publish information about the services available for children and young people with SEND we have published a document called The Local Offer which serves to improve choice and transparency for families. In order for the Local Offer to be fully explained and accessible we have published a document called School SEND Information Report. Both of the reports are downloadable from our website, or paper copies can be obtained by contacting the SENCO.

9.3 This policy will be reviewed formally every two years.

To be reviewed January 2028