Hamp Nursery & Infants School

Special Educational Needs Policy 2026-27

Hamp Nursery and Infants School
'Where every child matters'

Happy healthy learners
Aspiring and achieving together
Motivated and making progress
Prepared for life's next steps!

Every teacher is a teacher of every child and all staff demonstrate a positive attitude to SEND and inclusion

Rationale

At Hamp Nursery and Infants' School, we believe that all children have equal rights to an education that enables them to make progress and to reach their potential. We have an inclusive approach that aims to minimise barriers to learning and takes into account children's different individual needs and life experiences.

There is a whole school approach to children with Special Educational Needs and /or Disabilities (SEND). Children are included and supported for both their educational and emotional needs. There are high expectations for all children. Children are supported with regard for the 'Special Educational and Disability (SEND) *Code of Practice 2015'* *https://www.gov.uk/government/publications/send-code-of-practice-0-to-25* and '*Somerset's Graduated Response Tool '(2023)* *https://www.somerset.gov.uk/children-families-and-education/the-local-offer/education/what-to-expect-from-education/* focusing on early identification and working in partnership with the child, parents and outside agencies.

Some children will require Special Educational Need support (SEN Support) in addition to Universal support that is ordinarily available to children in school. We are committed to providing special educational provision for whom this is required, that is 'additional to and different from' the universal provision offered to all children.

Additional needs fall into four areas as identified in the SEND Code of Practice

- Communication and interaction
- Cognition and learning
- Social, Emotional and Mental Health
- Sensory and Physical – this includes needs related to Hearing and Vision Impairment as well as self-help skills and staying safe.

Aims and Objectives

At Hamp Nursery and Infants', we intend to:

- provide an inclusive, whole school approach to children with SEND in which the teaching and learning achievements, attitudes and well being of every child matters
- provide a school where every teacher is a teacher of every child and all staff demonstrate a positive attitude to SEND and inclusion
- enable pupils with SEND to achieve their full potential
- ensure staff expertise and confidence to meet children's needs, through well targeted continuing professional development
- ensure accessibility to a broad, balanced and relevant education that takes into account the individual needs and varied life experiences of each child

- ensure that the needs of pupils with SEND are identified, assessed, planned for and regularly reviewed to improve outcomes
- provide effective learning and emotional/behavioural/pastoral support where and when children need it
- ensure support for pupils with medical conditions through consultation with health and social care professionals in order to allow full inclusion in all school activities
- provide extra support in such a way as to minimise the disruption to the child and to the class
- request, monitor and respond to parent carers and children's views in order to develop high levels of confidence and partnership
- ensure there is co-operation and productive working partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable leaners

The SEND Team

Head Teacher	Mary Weatherburn
Deputy Head Teacher	Charlotte Beresford
SENCO	Lucy Burrows
SEND Governor	Michelle Martin

All Teachers and Teaching Assistants work closely with the school Senior Leadership Team and SENCO to deliver SEND provision. Where pupils require 1:1 teaching support the class teacher and teaching assistants will also liaise with the SENCO and advisory support staff and outside agencies, as necessary.

Home School Liaison Worker - (HSLW) Nicky John~~Jo Newcombe~~

The HSLW sometimes works alongside the SENCO in providing support for families of children with SEND. The HSLW will also support the SENCO in cases where children with SEND have a social worker or are recorded as Children in Need (CIN) or Children Looked After (CLA) or Children Previously Looked After PLAC.

The role of the Special Educational Needs Co-ordinator (SENCO)

The named SENDCo is Lucy Burrows. The SENDCo works in conjunction with the Senior Leadership Team (SLT) in co-ordinating provision for SEND provision. The SENDCo is consulted by the Senior Leadership Team about relevant issues and liaises with the school SEND Governor.

The SENDCo, with the strategic support of the Head Teacher, SLT and teaching colleagues, seeks to identify and develop effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of children's needs; by monitoring the quality of teaching and standards of pupils' achievements and by setting targets for improvement. The SENDCo and SLT provide training and continuing

professional development for staff to ensure confidence and high levels of expertise in SEND areas.

The key responsibilities include:

- Overseeing the day-to-day operation of the school's SEND Policy
- Co-ordinating provision for children with special educational needs
- Overseeing the records of children with SEND
- Holding regular SEND Support reviews and Annual EHCP reviews
- Liaising with and advising class teachers, teaching assistants and nursery practitioners
- Supporting with the management of the work of teaching assistants who are supporting SEN support and high needs SEND pupils
- Liaising with external agencies including the Virtual School including services for Children Looked After and Previously Looked After; Educational Psychology Service, health and social services and voluntary bodies
- Liaising with parent carers of children with SEND
- Attending Team Around the Family (TAF) meetings where necessary to support children with SEND
- Attending Team Around the Child (TAC) meetings where necessary to support children with SEND
- Attending Team Around the School (TAS) meetings to support children with SEND
- Liaising with our school HSLW as necessary to support families of children with SEND
- Contributing to the in-service training of staff and nursery staff relating to SEND
- Liaising with local feeder nurseries and Early Years Area SENDCo's, in preparation for children entering school
- Liaising with local feeder junior/primary schools so that support is provided for Y2 pupils as they prepare to transfer into Y3
- Co-ordinating and developing school-based strategies for the identification and review of SEND
- Making regular visits to classrooms to monitor the provision and progress of children with SEND

The role of the Governing Body

The Governors are aware of their legal duties in relation to children with SEND as per 'The SEND Code of Practice 2015' and the 'Children and Families Act 2014'. They challenge the school and its members to secure necessary provision for any child identified as having SEND. They ask questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively. They help to review the SEND policy and the school's approach to meeting the needs of those children with SEN.

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The Governing Body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy. The Governing Body reviews this policy annually and considers any amendments in light of the school's annual review findings. The Head teacher reports the outcome of the review to the full governing body.

Michelle Martin is our governor who is responsible for overseeing the special educational needs provision within the school. She liaises with the SENDCo, making regular school visits to monitor provision and learning of children with identified SEND.

The role of the Class Teacher

- Ensuring progress for all children in their class including those who access support from teaching assistants and/or specialist staff.
- Delivering high quality teaching.
- Differentiating the curriculum accordingly to ensure access to learning for all children.
- Identifying needs and organising suitable interventions to help children to overcome barriers and make progress.
- Regularly referencing the School Age and Early Years Somerset Graduated Response Tools: *https://www.somerset.gov.uk/children-families-and-education/the-local-offer/education/what-to-expect-from-education/* to access support for Universal and SEND Support.
- Writing and reviewing Pupil Passports and Learning Support outcomes and targets.
- Liaising with parent carers to discuss progress, achievements and concerns.
- Monitoring progress and discussing this accordingly with the SLT and SENDCo.
- Planning for children's full participation in learning, and in physical and practical activities.
- Helping children to manage their own behaviour and to take part in learning effectively and safely.
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

The Role of the Teaching Assistant/ Nursery Practitioner

Teaching Assistants or Nursery Practitioners working with children with high needs SEND should work in partnership with the teacher, and, as necessary, the SENDCo, having access to planning and being clear on their role and the learning outcomes for the child or group of children they are supporting. Teaching Assistants should be familiar with a child's Pupil Passport and should understand their additional needs and their termly targets.

'Code of Practice 2015' and 'Somerset's Graduated Response Tool' (2022)

What is the Code of Practice?

It is a model of action and intervention in schools and early year's settings to help children who have special educational needs. It is designed to make sure pupil's needs are identified as soon as possible and action is taken to ensure they make progress that is good for them.

https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

What is Somerset's Graduated Response Tool?

Quality first teaching underpins all educational provision. It focuses on inclusive practice and breaks down barriers for learning. For the majority of children this is achieved by identifying specific barriers, followed by personalisation and differentiation, using strategies as identified in **The Somerset Graduated Response Tool.** The Somerset Graduated Response Tool breaks down SEND into four broad areas of need. This targets specific support for teachers to plan and for any interventions to take place.

https://www.somerset.gov.uk/children-families-and-education/the-local-offer/education/what-to-expect-from-education/

The Graduated Approach in the Primary Phase

Universal - School Entitlement

All children have a basic entitlement relating to a broad and balanced curriculum and strategies provided to all pupils through high quality first teaching.

Features of Provision

- General whole school approach/method
- Safe and secure learning environment
- Working with children and parent/carers
- Positive communication with staff, parent/carers and children
- Staff have a positive, relational attitude and approach to inclusion
- Broad and balanced curriculum
- Mathematics / Literacy curriculum

- Subject differentiated curriculum
- Working Relational Policy
- Subject differentiated curriculum
- Children's strengths and weakness are identified
- Children's progress is tracked and reviewed regularly
- High expectations for all children are realistic
- Classroom organisation to support learning and behaviour
- Transition is planned to support children's individual needs
- Access to SENDCo in consultation
- Class teachers may raise SEND concerns about children with the SLT/SENDCo but teachers must evidence a graduated response before higher levels of support are requested
- Parent carers are informed about local services

SEND Support

When a class teacher or nursery practitioner identifies that a child is making limited or no progress despite Universal/ High Quality teaching and is identified as needing SEND support. The class teacher or practitioner, with the advice of the SENDCo and SLT and with reference to the Somerset Graduated Response Tool, may devise/use interventions additional to **or** different from those provided as part of the usual curriculum on offer under provision for all and within the Quality First teaching. The curriculum is differentiated to cater for children with SEND and to mitigate barriers to learning.

Features of Provision

- Children are recorded as 'SEND support' on school's SEND Register and parent carers are informed
- Views of children and parent carers are regularly sought
- SENDCo may collect further relevant information on the child
- SENDCo/school staff may make further assessments of the child
- Additional support is planned, monitored and reviewed regularly in partnership with children and parent/carers
- Resources are put in place to support the child
- School staff liaise with relevant agencies and support services to support and advise on identified needs *****

At this stage, a child will have a Pupil Passport highlighting their needs and support. A child may have a Pupil Passport at Universal level if a teacher is concerned but wants to continue to monitor and assess progress prior to identifying them as needing SEND Support.

***Early Help Assessment (EHA)**

In order to make pupil referrals to external agencies and support services, the school is required to complete an Early Help Assessment (EHA) with parent carers. This helps the school to find out about the strengths and difficulties the child and family may have, and is shared with the appropriate professional agencies who may provide additional support and advice. The SENCO and/or HLSW will complete the EHA with parent carers.

There is also a Somerset Inclusion Advice Line, which the SENDCo can access to discuss a child's situation and to explore outcomes and options for support.

Pupil Passports

When children are identified as needing SEND support, class teachers, teaching assistants and pupils will develop an individual pupil passport. This will include information regarding the child and their strengths, needs and barriers to learning. The SENDCo may also contribute to a child's passport. On starting school, a pupil passport may be set up for a child in the Foundation Stage/Reception class where staff have enough prior information from the pre-school setting to place them either on the school's SEND register or where staff have some concerns and wish to monitor progress.

The pupil passport outlines a child's likes and views and highlights their particular strengths. It will identify the main type of SEND need/s that they have and what the barriers to learning/progress are. A pupil passport will record how these needs and barriers can be supported within the class.

The Pupil passport outlines specific support for barriers to learning and lists outcomes and targets to support the child to make progress in their areas of need. The monitoring of these targets forms the Assess, Plan, Do and Review (APDR) process of our graduated response to the progress of children at SEND Support level.

The class teacher or nursery practitioner remains responsible for working with the child on a daily basis and for planning and delivering a suitably differentiated curriculum and providing a pupil passport with appropriate targets. This may also involve the SENDCo or Teaching Assistants (TAs) or nursery practitioners. The class teacher is also responsible for updating and sharing the passport and targets with parent carers on a regular termly basis.

Class teachers will discuss and share a child's passport with parent carers during termly parent meetings. Pupil passports are regularly reviewed and updated each term and are passed on to the child's next class teacher with next steps and targets clearly identified. While the child continues to receive SEN support, the pupil passport will continue to be reviewed and up-dated.

Many children will return to the Universal level of support after a few cycles of the APDR process and will no longer require additional or different support. They will be removed from the school's SEND register and parents will be informed.

The Assess, Plan ,Do, Review (APDR) Process

The APDR process is part of the SEND graduated response. Pupil passport targets are planned where specific and individual provision is required to meet a child's individual needs. They are also a key means for evaluating the effectiveness of that provision. They aim to:

- Detail provision and targets that are additional and different from those generally available to all pupils
- Promote effective planning
- Help pupils monitor own progress, as appropriate
- Result in the achievement of specified learning goals for children with SEN
- Keep parents involved and informed of their child's progress and needs.

Targets

The targets should be SMART **S**pecific
Measurable
Achievable
Realistic
Time bounded

They should focus on these specific areas of need, as necessary for each child:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Well-being
- Sensory and/or Physical needs
- Self-help and independence skills, and keeping safe

The School Aged Somerset Graduated Response and Early Years Graduated Response Tools is referenced to support identification of need and specific barriers to learning and development.

https://www.somerset.gov.uk/children-families-and-education/the-local-offer/education/what-to-expect-from-education/

The APDR Process:

Assess
Following assessment at the Universal Support level children are identified as making no or limited progress. Further assessments linked to specific areas of need may be required.
Plan
Targets are set linked to the child's areas of SEND need. Advice may be sought from SENCO, specialist agencies, or from a child's Educational Health Care Plan (EHCP) if they have one in place.
Do
Planned support is carried across a term or other identified time periods.
Review
Progress towards targets is reviewed termly, or at specified periods, with all stakeholders including the child where age-appropriate. Assessment is made about success criteria and whether or not targets have been achieved. Next steps and further targets are planned as necessary. Effectiveness of strategies, interventions and support, in terms of staff and time, are also considered at this point. In some cases, children will come out of SEND Support and return to the Universal level of general class support.

Children in the Nursery and Reception classes and those working at a pre-level of the National Curriculum will be supported using the Early Years Foundation Stage Curriculum. If a child is still working below the expected standard for Year 1 at the end of Year 2, they will be targeted using the Pre-Key Stage Standards, or as necessary, the Engagement Model guidance. Children with an EHCP are assessed on progress towards their Short Term and Long-Term Outcomes as detailed in their plans. This progress will be reported in a child's EHCP Annual review.

Progress

Progress is demonstrated when:

- Some or all targets are achieved
- The child's previous rate of progress is maintained or improved
- There is evidence of improved behaviour and/or emotional development
- A higher level of independence is achieved.

High Needs

A few children may require a higher level of support for more complex and long-term difficulties. They will usually receive a high level of involvement from outside agencies, such as advisory support teachers and therapists. An Early Help Assessment (EHA) is completed with parent carers in order to refer children to appropriate services. Triggers for intervention are that, over several cycles of the APDR process, the child is continuing to make little or no progress (in specific areas) despite strategies that are additional to and different from those provided as part of a highly differentiated curriculum and SEN support.

Features of Provision

- The school and parents' carers are often provided with advice or support from outside agencies
- Additional support or resources are put into place
- Staff delivering specific support receive relevant training
- Support may include a multi-professional, co-ordinated assessment of SEND often including education, health and care services
- A SEND Support Review or Annual Review process is in place
- Children and parent carers are involved in target-setting and decision making
- A child may be considered by the Local Authority (LA) for an Education Health Care Plan (EHCP). An application is made by the SENCO for an Education and Health Care Needs Assessment (EHCNA). If the application is successful the LA will carry out an assessment in order to decide whether or not to issue a child an EHCP. If a child is given an EHCP, the plan will outline long and short-term targets to be worked on. If a change of education placement is required this will be stated in an EHCP.

Education, Health and Care Plan (EHCP)

An EHCP may be required when the nature and extent of a child's special educational needs or disability means that the additional and/or different support they require cannot be provided within the resources normally available within our mainstream setting. An EHCP is written and maintained by the Local Authority (LA) and is usually awarded with some level of funding. It will outline specific strategies and approaches that need to be delivered in a specific or personalised way to meet a child's needs. Most children with EHCPs will continue to attend mainstream school but a few may go to specialist settings.

The SENDCo, can make a request to the LA for an Education, Health and Care Needs Assessment (EHCNA) following a graduated response process. The LA may begin a

statutory assessment when the child has not responded to relevant and purposeful measures at SEND support and/or High Needs. The SENDCo is required to provide evidence that includes:

- A child's previous individual education plans, pupil passports and targets
- Records of regular SEND Support reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- EYFS assessment levels and National Curriculum attainment standards in literacy and numeracy.
- Education and other assessments, for example from an advisory specialist support teachers or Educational Psychologist.
- Views of the child and parent carers

Once the LA agree to an EHCNA, there is a twenty-week statutory framework as set out in the SEND Code of Practice. Parent carers and all services working with a child, are asked to contribute to an EHCP assessment. Parent carers are informed of the statutory assessment process throughout this period.

An Educational Health Care Plan is issued by the LA to determine:

- placement at a school with specific SEND provision/resources other than the local designated school, or
- if a child is on Somerset's co-ordination list and has a high level of multi-agency involvement
- LA action to ensure close monitoring and provision. The EHCP will quantify provision and monitoring arrangements.

Children with an EHCP will have a statutory annual assessment, known as an Annual Review. When this coincides with the child's transfer to Reception from their early years setting the SENDCo is informed and often invited to their review. A School Entry plan meeting (SEP) is planned in the summer term prior to a child's start at school. This identifies a child's needs and highlights the support that will need to be in place on school entry. Similarly, on transition to Key Stage 2 phase of a child's education, the SENCO from the appropriate Primary school will be informed of the outcome of the review and/or invited where appropriate. A SEP will also be planned.

Most of our pupils transfer to our adjoining junior school, Hamp Academy. The SENDCo liaises closely with the Academy SENDCo during the spring and summer terms to ensure that children with EHCPs have appropriate provision in place on their transition to Year 3.

Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the SENDCo and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities.

All teachers are teachers of every child including those with SEND and must provide high quality teaching which meets the needs of all learners in their class. The school will assess each child's current levels of attainment on entry in order to ensure that they build on learning and experience already established during the child's pre-school year or previous settings. If the child already has an identified special educational need, the SENDCo and class teacher will use any shared information from previous settings to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class. (This may require a School Entry Plan meeting with parent carers and all professionals involved before a child starts school).
- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observations, assessments and Pupil Progress meetings provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning

Assessment, Recording and Reporting

There are various methods of assessment, recording and reporting:

- Salford reading tests
- Singe Word Spelling Test
- British Picture Vocabulary Score
- Test of Abstract Language Comprehension (TALC)
- Levelled Writing Assessments x 1 per term
- Teacher Assessment – continuous assessment of Key Stage 1
- Year 1 Phonics screening
- Half termly phonics assessment (Little Wandle)
- Optional SATS – Standard assessment tasks undertaken by children in Year 2
- Early Years Foundation Stage Profile – continuous assessment of children throughout their reception year and beyond
- Early Years Developmental Journal
- Pre-Key Stage Standards
- Engagement Model approach
- In-house reading and phonic records, which show progression of reading and phonic levels
- External Agency assessment - Educational Psychology Service, Access to Inclusion services - Learning Support Team, Autism and Communication Team, Physical and Medical Impairment Service, Vision and Hearing Impairment Service, Speech and Language therapy, Occupational therapy, Physiotherapy
- Initial Concerns form completed by on-site Nursery SENCOs,
- The Somerset Graduated Response Tool Quick Checkers and Barriers to Learning records
- Early Years IEPS,
- Early Years Area SENDCo assessments
- Early Years transition meetings
- School Entry Plan Meetings
- SEN Support reviews
- Annual EHCP reviews
- Informal concerns expressed by Class Teacher, Nursery Practitioner, Teaching Assistant, parents, Health Visiting Team, Children's Social Care,
- Further diagnostic tests carried out by SENDCo, as necessary and outside services
- Children and Young People's Neurodevelopmental Pathway for ASC and ADHD

Monitoring and evaluation

Varieties of methods are used to monitor and evaluate the provision and achievements for pupils with SEND:

- Regular teacher observation of teaching by the senior leadership team and SENDCo.
- Half-termly Pupil Progress meetings
- Analysis of assessment data, with high expectations for the progress expected between EYFS and Key Stage 1 for all pupils
- Assessment records that illustrate progress over time
- Regular reviews of Pupil Passports and targets by class teachers and SENDCO
- The views of the parent carers and pupils are regularly sought
- Regular meetings between SENCO and head teacher, key phase leaders and subject leads.
- SEND Support reviews to report progress for some children with higher needs at SEND Support level
- Annual Reviews for children with EHCPs
- Early Years Transition and School Entry Plan reviews for Reception children with high SEND in the first term of starting school
- School Entry Plan meetings for high needs SEND children on transition to KS2 phase of education

Children with English as an Additional Language (EAL)

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about a particular child's needs, the class teacher works closely with the EAL coordinator/SENDCo and parent carers to look carefully at all aspects of the child's performance in different areas of the curriculum to establish whether the problems are due to limitations in their command of English or arises from special educational needs. Where necessary, children with EAL can be referred to the Ethnic Minority Achievement Service (EMAS) for further support and guidance and/or to other agencies as listed above.

PARTNERSHIP

Parental Participation

Participation and partnership with parent carers play a key role in enabling children and young people with SEND to achieve their potential and make good progress. Parents are invited to play a key role in discussing SEND targets and to contribute to SEND Support and Annual Reviews for children with EHCPs. Parents know their children well and can give valuable insights and information regarding their needs, strengths, interests and development.

There are various means of parental participation:

- Nursery and school staff are available to talk to parents/cares informally on a daily basis at the beginning and end of the school day
- Parent carers of SEND support and High Needs pupils will be kept informed of their child's progress at least termly, as part of their child's APDR process

- Some children and their parent carers will have access to discuss needs/progress through regular TAF meetings
- Each term parent carers will be given the opportunity to come in and discuss their child's progress and new targets to be set
- Targets may be set for the child to work on at home
- If a child is to be discussed at the school's Annual SEND plan meeting and other consultation meetings, parental permission will be sought. Parent carers will then be consulted about any plans, which are suggested
- Parent carers are invited to meet with outside agencies and professionals working with their child, as necessary
- Our SEND Information Report is available on our school website https://www.hampnurseryandinfantschool.co.uk and through the Somerset Local Offer: www.somerset.gov.uk/localoffer
- Parent carers are offered the opportunity to access support, advice and information from the Somerset Parent Carer Forum service: https://somersetparentcarerforum.org.uk
- and Somerset SENDIAS: https://www.somerset.gov.uk/send/somerset-sendias
- Parent carers are offered in-house support as necessary from our HSLW, Jo Newcombe

If parent carers have a concern about their child's needs, they should discuss this with the class teacher in the first instance. Meetings can be arranged directly with them through contacting the school office on 01278 422012 or at office@hnischool.uk. Parent carers can access the SENDCo and/or the Headteacher by making an appointment through the school office.

Pupil participation

We have an inclusive approach and believe that school should be experienced by all children as warm, welcoming, open and that all children should have access to all the activities that make up school life. Children with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like or need. They are actively encouraged to contribute to the assessment of their needs, the review and transition process.

Children should be enabled and encouraged to participate in all decision-making processes that occur in their learning including:

- Being involved in setting learning targets and goals
- Contributing to the assessment of their needs
- Contributing to their Pupil Passport, School Entry Plan Review, SEND Support Review and Annual Review

All children need to be a part of these processes, to know they are listened to and that their views are valued. As a nursery and infant school, with very young children and with many children at the SEND Support level for Speech, Language and Communication Needs (SLCN), we recognise that we may have to look for child participation in alternative ways other than asking for their verbal input. The SENCO will invite a child to their own reviews wherever this is felt appropriate and, in a manner, that the child will not be overwhelmed. Class teachers and teaching assistants who know the child best will be asked to provide evidence of strengths and interests and to work with the child as

appropriate to provide materials for participation in SEND support and Annual EHCP reviews.

Links with other settings

Pre-School

The SENDCo:

- Liaises with local pre-school settings where children are already identified as needing SEND Support
- Attends in-house Pupil Progress meetings with nursery manager, nursery SENDCo and head teacher to discuss and identify children with SEND needs prior to school entry
- Attends meetings and reviews at pre-school placements and hosts Early Years Transition and School Entry Plan and Review Meetings.
- Attends termly SEND network meetings and training courses as appropriate
- Links with outside agencies such as the Early Years SEND Support Service; Health Visiting Team; Occupational Therapist, Speech and Language Therapist, Educational Psychologist, Virtual School Support Services, Early Years Area SENDCo/ Advisory teacher to support children in our in-house nurseries

Links with other Primary Schools

- School cluster group meetings – Compass Learning Alliance, SENDCos meet to discuss current issues and develop a support network, joint problem-solving
- Termly SENDCo Local Authority Network meetings hosted by local special school
- Close link with SENDCo from our feeder junior school the Hamp Academy (see below)

Transition Arrangements

A thorough transition process is put into place for children with SEND as they move into new schools, including their Key Stage 2 phase of education. Pupils and parent carers will be fully involved in the planning for transfer to the new setting. Key information about SEND provision will be shared with the next school/setting through the review process. Where children transfer to another primary school, information about the SEND provision including the child's Pupil Passport is forwarded to the next school.

When a child transfers to our school or to another setting the following procedures are followed:

- Code of Practice paper-work is forwarded and child's SEND file/information is sent securely to receiving school
- SENDCo to phone or send letter to convey important information for child's transition to a new school mid-year
- SENDCo to host School Entry Plan meeting as required for children with higher SEN Support needs and those with EHCPs entering school
- SENDCo attends School Entry Plan meetings for children transferring to other settings

- As possible, SENDCo invites receiving schools to children's SEND Support and Annual Reviews

Links with the Academy School

We have close links with our main Key Stage 2 feeder school the Hamp Academy. The SENDCo and Academy SENDCo liaise throughout the year to ensure as smooth a transition as possible for our vulnerable children. The SLT are involved in a yearly programme of activities and events to build up links for the Year 2 children and start to develop confidence for their transition.

Liaison includes:

- Spring term meeting with Academy SENDCo to discuss children with SEND and those with EHCPs.
- SENDCo attends Hamp Academy School Entry Plan meetings and advises on external agencies/support services involved.
- Pre-transfer liaison to plan extended transition for SEND children spring term. Where necessary planning for children with EHCPs may take place earlier to ensure that appropriate provision and adaptations are in place.
- Hamp Academy SENDCo invited to Year 2 (EHCP and some SEND Support) Annual Reviews and Consultation meetings, as necessary, during spring and summer terms.
- Pupil Passports and next step targets shared with Academy SENDCo during summer term.
- SENDCo may attend TAF meetings in respect of children with SEND needs

Liaison with External Support Services

Specialist support services can be requested for involvement if a child continues to make little or no progress despite continued SEND Support. These services will use the child's records and school assessment to establish which strategies have already been tried and how successful these were. External support services may act in an advisory capacity, or provide additional specialist assessment or be involved in working with the child directly. The delivery of any support continues to be the responsibility of the class teacher and where possible any suggested interventions and additional support will be carried out, as far as possible within the normal classroom setting.

Outside agencies may become involved if a child:

- Continues to make little or no progress in specific areas over a long sustained of time, despite support and/or intervention
- Continues to have difficulty in developing literacy and mathematical skills, despite support and/or intervention

- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the whole class

- Has sensory or physical needs and requires additional specialist equipment or regular advice/visits by a specialist service

- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and causes substantial barriers to learning

- Continues to fall behind the level of their peers despite receiving interventions to develop their learning

The school works closely with outside agencies that may come into school or be directly involved with a child.

Example services/agencies:

Speech & Language Therapists
Educational Psychologist
The Virtual School Support Services
Access to Inclusion for Learning, Communication and Language support
The Bridge School
Partnership Panel for specialist outreach support
Polden Bower Special School Outreach Support
Vision Support Team
Hearing Support Team
Occupational Therapists
Physiotherapy Team
Home Liaison Support Worker (HLSW)
Physical Impairment & Medical Service Team
Community NHS nurses such as Asthma nurse, Paediatric Continence nurse, Epilepsy Nurse, Diabetes nurse, Palliative Care nurse, CLIC Sargent nurse
Early Years SENDCo Advisory Team
Somerset Support Services for Education

Liaison with SEN Governor

The named SEND Governor is. Michelle Martin

- Termly meetings with SENDCo to include learning walks to monitor provision for SEND Support and High Needs children
- Joint attendance at yearly SEND Governor/SENDCo conference (usually during summer term).
- SEND report included in Report to Governors during summer/autumn term
- Information shared as necessary.

Allocation of resources

The Senior Leadership Team in consultation with the SENDCo are responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Educational Health and Care plans. The head teacher informs the governing body of how the funding allocated to support special educational needs has been used.

Resolving Disagreements with parent/carers

As with all complaints, it is hoped that these can be dealt with in school by the class teacher, practitioner or SENCO. If the parent is not satisfied and wishes to make a formal complaint, then there is an agreed procedure which will be followed.

As per the complaint's procedure, stage one is that the complaint is heard and attempted to be resolved by the class teacher and if required the SENCo and /or the head teacher becomes involved. If the complaint is felt to be unresolved, the procedure is for that complaint to be forwarded to the head teacher. If the head teacher was already involved at stage one, the complaint can then be forwarded to the chair of Governors. Following this, members of the Governing body may consider the complaint, after which, if necessary, the local authority may become involved.

Evaluating SEND policy

This will be reviewed annually to:

- Ensure the Code of Practice is implemented
- Monitor the quality of pupil's learning including the effectiveness of class support and respective interventions
- Provide an annual report to governors
- Ensure updates to links and to Somerset's Graduated Response Tool are up-to-date

Admission

For children coming into school with Special Education Needs a School Entry Plan is drawn-up. This will outline the support that needs to be in place before a child starts school. If necessary part-time attendance may be considered with the parents to meet a child's needs. A School Entry Plan is reviewed once the child has settled in school, usually halfway through the autumn term, if in the Foundation Stage, or after a period of approximately six weeks.

Provision in Literacy and Mathematics

We are following national guidelines of inclusion for all children. Additional Literacy and Numeracy educational needs will largely be met within the structure of whole class Literacy and mathematics.

In the whole-class work and small-group work, teachers and teaching assistants will involve and support all pupils by differentiated questioning; by demonstrating skills in action and by reinforcing key points. Some children with SEND may receive interventions from Mastering Numbers and the phonics scheme Little Wandle SEND phonics for use with children needing a graduated approach.

Additional needs will be addressed through tailored work in ability groups, and where necessary with 1:1 support, with the use of support staff, where they are available to consolidate key points.

In exceptional circumstances there may be times when teaching and learning strategies cannot be adapted to meet individual needs. In this case, provision may be made separately keeping as close as possible to the class objectives.

Further details on provision for pupils with SEND can be found in the SEND Information Report. This document can be found on the school website: https://www.hampnurseryandinfantschool.co.uk

E-Safety

E-safety forms part of this and all other policies and e-safety rules/practices and procedures are followed by all staff and pupils at all times.

This policy was adopted on 27/09/24.

This policy was reviewed Autumn 2026.

To be reviewed Autumn 2027.

Signed: L Burrows Print Name: Lucy Burrows

Position Held SENDCo

Approved Governors Meeting

Signed Michelle Martin, Chair of Governors