Special Educational Needs(SEN) Policy

Suffield Park Infant and Nursery School

October 2026- October 2027

Confident Resilient Ambitious Brilliant

Approved by:	Governors October 2026	**Date:** 22.09.2026
Last reviewed on:	October 2026	
Next review due by:	October 2027	

1. Aims

Our SEN policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN including communicating with pupils and their parent/carers and involve them in decisions and discussions about support and provision for pupils.
- Set out the vision, values and broader aims of Suffield Park Infant and Nursery School. As well as arrangements for pupils with SEN and disabilities. We embrace the ethos that all teachers are teachers of SEND and have high expectations of all our children to be Confident, Resilient, Ambitious and Brilliant.

2. Legislation and guidance

This is based on the statutory guidance Special Educational Needs and Disability (SEND) Code of Practice, Keeping Children Safe in Education and working together to improve school attendance.

- This policy is also based on the following legislation:
- 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 co-ordinators (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 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

3.Inclusion and equal opportunities

At Suffield Park Infant and Nursery School 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.

4.Definitions

4.1 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.

4.2 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.

4.3 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.
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.

5. Roles and responsibilities

5.1 The SENCO

The SENCO is Sophie Sanders.

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- 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
- 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

5.2 The governing board

- 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

5.3 The SEND Link Governor

The SEND Link governor is Alyson Appleyard

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

5.4 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 SENDCO 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 SENDCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENDCO, 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 SENDCO, 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 SENDCO 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

5.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is scaffolded 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 SENDCO 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

5.6 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

5.7 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

6. SEN Information Report

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

https://www.suffieldparkinfantschool.co.uk/parents/special-educational-needs/

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

7. Our approach to SEND support

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENDCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

The school uses the Norfolk 'INDES' (Identification of Needs Descriptors in Educational Settings) from Norfolk Inclusion and SEND team which supports accurate identification of needs and allows us to effectively work with external colleagues.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

A visual representation of our supports below:

Initial concerns raised to SENDco via teaching staff, parent/carer or pupil progress meeting. -Class teacher discussion	SENDco observation Speech and Language screening completed. Consider Boxall profile suitability. Speak to parent/carer about last eye and hearing check Consideration of past attendance/ SEN need/ academic progress/other pastoral issues.	Class Teacher or/and SENDco meeting with parent/carer to discuss concerns and share screener results. Home support discussed. If felt that an SEN need is identified, the Support Plan process is discussed with parents.	SENDco and Class teacher use Identification of Needs Descriptors in Educational Settings (INDES) to pinpoint specific areas of need. If appropriate tier 2 intervention is initiated. *(See Index of Intervention for current provision)* Assess/Plan/Do/Review (APDR) cycle initiated as part of child's Support Plan. 2 cycles of APDR to be completed before further review.	After 2 cycles of APDR, consider the progress of the child and if the ADPR is making sufficient progress or if tier 3 support may be necessary. Consider involvement from **external partners**. Consider application for EHC Needs Assessment.

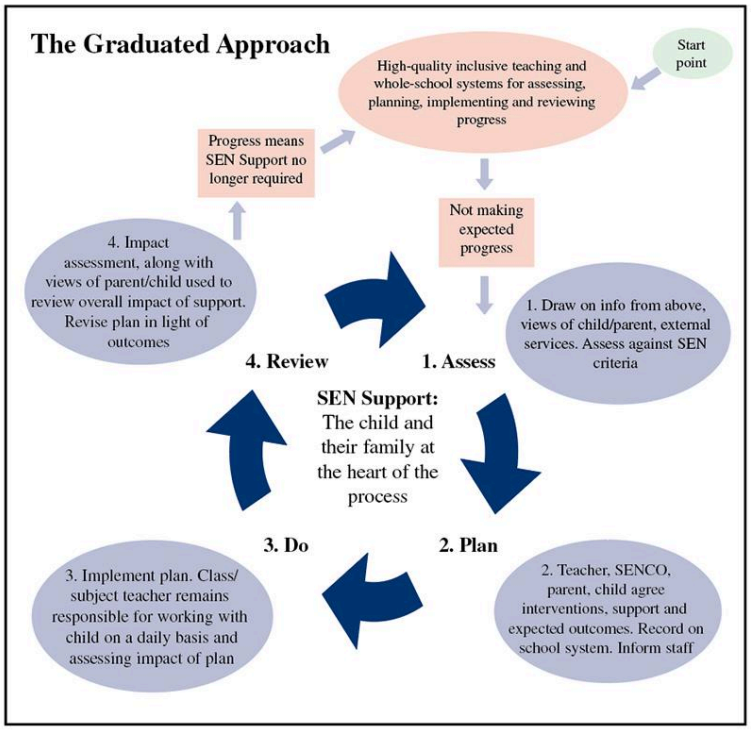
If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

Suffield Park Infant and Nursery School recognise that all children are individual and their needs fluctuate. As such a regular review and auditing process ensures accurate and up to date identification and support of children's needs.

8. Ensuring effective provision



The Graduated approach is followed through using the One Page Profile and Support plan. (See appendix 1 and 2)

We meet/discuss this with pupils and parents 3 times per year to gain their input into each pupil's plan.

Our SENDCO continuously monitors and reviews the provision that we undertake at Suffield Park Infant and Nursery School to support learners with SEND across the year groups. Modification and further support is caught in conjunction with the process outlined above.

(https://www.sec-ed.co.uk/best-practice/assess-plan-do-review-the-graduated-approach-to-sen/)

How is teaching, the curriculum and environment adapted to support all SEN children?

At Suffield Park Infant and Nursery School we ensure the curriculum is ambitious for all. This is achieved through Quality First Teaching and adaptations of regular classroom practice that may support a child in accessing the curriculum. Specific subject leaders have a responsibility to ensure their subject is meeting the needs of all pupils and ensuring they make ambitious progress.

The table below is a menu of adaptations used in school across all areas of the curriculum.

Cognition & Learning	Communication & Interaction	Social, Emotional & Mental Health	Physical & or Sensory
• Alternative means of recording (voice recorder, type, film, picture) • Sufficient time for task • Short 'bursts' of work • Step by step instructions • Visual prompts (youtube clip, model example, photos or picture cards) • Pause to ask questions • Limited choices • Now & next structure • Model to learners that mistakes are ok.	• Use concise language and visual prompts or models • Summarise key points • Pre teach key words • Check out understanding by asking questions • Explicit beginning and ending of task within agreed time limit • Advanced warning of change • Explain purpose of task • Activities related to real-life where appropriate	• Agree start and finish time • Make explicit task relevance • Praise effort & engagement • Learner & adult identifies success each day. • Set own goal for the week/day/session • Ask questions to encourage self reflection • Learner selects task order • Share 'I can' statements	• Adapt materials so more accessible • Scaffold tasks so skills broken in to small steps • Adapt working position • Reduce environmental noise and sufficient light • Pre-prepare resources to support access • Promote regular movement and posture change

The table below is a menu of resources used in school.

Cognition & Learning	Communication & Interaction	Social, Emotional & Mental Health	Physical & or Sensory
• Electronic tablet, voice recorder, camera, laptop • Cubes, counters, numicon	• Social stories • Reading comprehension cards for discussion • Story books, film clips	• PATHs emotional indicator cards • Today book identifying highlights from day and next steps. (Nurture) • Positive rewards programme: stickers.	• Headphones or ear defenders • Weighted cushion or blanket • Inflatable ball, wedge cushion, • Wobble board

• Writing boards, pencil grips, triangular pens • Post its, notebook, whiteboard, working wall • Sentence starters, word sheets, phonic cards • Story books, tv programmes, websites • Rehearse vertical, horizontal & circular shapes • Writing path cue cards: think it,say it, write it, read it	• Word lists • Social interaction focused activities and game • My turn, Your turn games • Visual cards for reference	• Visual or photographic timetable/now and next board with 'oops' cards to manage unplanned events • Use of Widgit cards for visual reminders • Fix it folder	• PE equipment, skipping rope, ball, bean bag • Accessible scissors, pencils, pens • Sensory circuits • Sensory considered environment: soft furnishings/fidget toys/bubbles/lava lamp/rainsticks/s and timers

As a school we also follow the documents outlining Provision expected in Norfolk schools
Where a pupil has received specific advised provision or specialist support, such as from a Speech and Language therapist, this will be implemented to the best of our capacity.

At Suffield Park Infant and Nursery we ensure that all of our extra-curricular activities and school visits are available to pupils appropriately, including our breakfast and tea clubs. We ensure appropriate risk assessments of site and activity ensure all are included. All pupils are encouraged to take part in all aspects of school life: sports day/school plays/special workshops.

9.Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

10. Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy.

11. Staff training and expertise:

Throughout the academic year various training is available depending on the current needs of the school and children. The SENDco will disseminate regular training updates or coordinate training opportunities for staff. Staff are encouraged to be proactive in their request for training needs and seek providers, notifying the SENDco. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development. The SENDco and Headteacher will support further strategic training and whole school training opportunities.

12. Links with external professionals

If specialist support is needed we access external services such as:
Louise Cross- Seahorse Counselling
Early Childhood and Family Services
Mental Health Support Team in Schools (MHSTS)
Children and Adolescent Mental Health team - CAMHS- Point 1
EPSS: Ed Psychologist or Specialist Support Teacher
EPSS ASD or SEMH team
Norfolk and Waveney Speech and Language Therapy Services
SOAS: Local authority advisory service
Access through technology
SEN and Inclusion Team: TAS meetings and SEND Information Line
Local Schools and Community Team
Norfolk Specialist Resource Base (SRBs)
Early Childhood and family services
Just One Number/ Just One Norfolk: Health Visiting Team and Community nursing

13. Admission and accessibility arrangements

At Suffield Park Infant and Nursery School we ensure all children are valued and supported. Further details about how this informs admission arrangements and accessibility arrangements can be found in the admission policy and accessibility policy.

Admissions | Suffield Park Infant & Nursery School

14. Contact and complaints

Where parents/carers have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher or SENCO. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the SENCO/headteacher in the first instance. They will be handled in line with the school's complaints policy

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

15 Monitoring and evaluation arrangements

15.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents/carers

15.2 Evaluating the policy

This policy will be reviewed bySENDCO and Governors **annually**. It will also be updated when any new legislation, requirements or changes in procedure occur during that period.

Appendix 1: One Page profile

<table>
<tr><td>Name: Start date:
D.O.B:</td><td colspan="2">One page profile</td><td>Photo</td></tr>
<tr><td>My own target: (One personal target the child wants to achieve.)
•</td><td colspan="3">Who's going to help me:

Other professionals involved:</td></tr>
<tr><td>Things I would like you to know about me and what I am good at:</td><td colspan="3">I find it difficult to:</td></tr>
<tr><td>How I feel about my targets…

Date meeting held with child:</td><td colspan="3">Parents: How do you feel about the support that is planned for your child? :
Comments:

Date meeting held with Parents/Carers:</td></tr>
<tr><td>Area of Need:
C + L- Cognition and Learning
C + I- Communication and Interaction
SEMH- Social Emotional and Mental Health
S + P- Sensory and Physical</td><td>K-School Support
E - Education Health and Care Plan
Date Of EHCP:
Last EHCP Annual Review:</td><td colspan="2">Diagnosis and Date:</td></tr>
</table>

Appendix 2: Support plan

SEN Support Plan

Name: DOB: Class:

Parent/Carer signature:

Please make note of any interventions currently being used for the child in 'Do'

Home ideas for support written in green and bold

Assess, Plan, Do and Review			
Assess – (Starting Point) (Assessments: School Level, NAPS, Salford, Young's, Sandwell, Maths Whizz, Phonics Phase,wellcomm etc.)	**Plan – (Target)** (Use NAPS where appropriate)	**Do – (Provision)** (Strategies for School and **Home**) (Interventions: frequency, time, duration, , group size, staff)	**Review-** (Responses, Outcomes and Progress) (Assessments) (RAG)
Wellcomm Green at section 7, needs to be section 8 Point 1,5 gap	- Understand the meaning of when - understand sentences containing 'either' 'or'	- Wellcomm section 7 intervention 2x weekly - Rehearsal of these skills in class with peers and adults **Use the word 'when, 'either' and 'or' in sentence and ask you child 'when' questions.**	
		-	
		-	