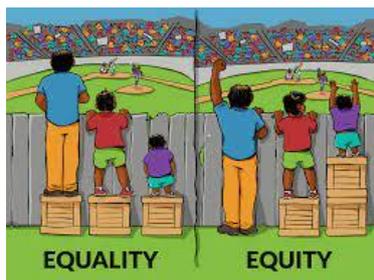




Farnborough Grange Nursery and Infant School Special Educational Needs and Disability Policy



This policy is prescribed by The Good Shepherd Trust and all reference to 'the Trust' includes all Trust schools, the central team and subsidiary organisations.

Date adopted: 03/09/2025
 Review cycle: Annually
 Approval: Headteacher
 SENDCo
 Next Review Date: 10/09/2026

Last reviewed: 11/09/2025
 Is this policy statutory? Yes
 Author: Assistant Headteacher and

Revision record

Minor revisions should be recorded here when the policy is amended in light of changes to legislation or to correct errors. Significant changes or at the point of review should be recorded below and approved at the level indicated above.

Revisions	Date	Revised by	Approved date	Comments
1	07.10.24	B. Blamires		Reviewed with new staffing details, no substantial changes
2	19.10.24	B. Blamires (with Liz Tedbury)		Procedures updated to reflect current processes within the school, following new leadership
3	23.08.25	B. Blamires		Procedures updated to reflect current processes within the school, reflecting High quality teaching and the ordinary available provision support.

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25 (January 2015), Hampshire Ordinarily Available Provision and Special Educational Needs and Disabilities Support Guidance 2025 (OAP) and has been written with reference to Section 20 of the Children and Families Act 2014.

Introduction:

Here at Farnborough Grange Nursery and Infant School, we are committed to meeting the special educational needs of all our children. We encourage and support children to succeed in all aspects of school life. We provide a supportive, respectful and inclusive environment to enable children to both thrive in learning and to grow in confidence.

We strive to identify and provide support across the wide range of needs a child may have; communication and interaction, cognition and learning, social, emotional and mental health difficulties and sensory/physical needs.

At Farnborough Grange Nursery and Infant School we:

- Embrace a person-centred approach: The focus is on the person and what they can do, not their condition or disability. Support focuses on achieving the person's aspirations and be tailored to their needs and unique circumstances.
- Ensure that parents play an active role, fully involved in supporting their child's education, through the person-centred approach.
- Provide a broad, balanced, challenging and relevant curriculum for all children, raising the aspirations of and expectations for all pupils, including those with SEN.
- Ensure classrooms are inclusive through:
 - Physical environment - adapted furniture, regulation resource, sensory aware environment, provision of resources
 - Sense of belonging - relationships, everyone is a learner, unconditional positive regard, calm
 - Language and approach - preparation and reminders for change, strengths-based approaches, consistent and explicit boundaries
- Identify children as soon as possible, removing barriers to access and participation, providing support for all.
- Provide early identification and provision for all pupils who have special educational needs and/or additional needs.
- Monitor and reflect on the progress of all pupils, making appropriate provision to overcome any barriers to learning wherever possible.
- Engage with outside agencies, when a pupil needs more specialist support, following the graduated approach.

Identifying Special Educational Needs:

The Children & Families Act 2014 defines Special Educational Needs and Disability (SEND) in the following way.

1. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
2. A child or a young person of compulsory school age has a learning difficulty or disability if he or she:
 - has a significantly greater difficulty in learning than the majority of others of the same age, or
 - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

For children aged two and over, special educational provision is additional to or different from that made generally for other children or young people of the same age.

The term SEND is used across the 0-25 age range and includes Learning Difficulty or Disability.

A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. Long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial.’

The Graduated Approach



Support for all children with SEND arises from a four-part cycle, known as the **graduated approach**, where decisions and actions are revisited, and reviewed regularly. This cycle

develops understanding about the pupil's needs and supports them in making good progress. The four stages of the cycle are: **Assess, Plan, Do, Review**. We believe early identification is vital, thus we use a variety of methods to identify children who may have special educational needs or additional needs (see Schools SEN information report September 2025).

What is the Graduated Response – Assess, Plan, Do, Review (APDR)?

When it is decided that a child would benefit from specific, targeted support/intervention, the child's teacher, supported by the SENDCo, will consider the advice in the SEND Code of Practice using the Graduated Response:

Assess

The class teacher/setting practitioner, working with SENDCo and parents, discusses the child's needs, and creates a baseline assessment by which progress will be measured.

Plan

A plan of additional support is drawn up for a pupil (SEND learning plan), a record will be kept, and the parents **MUST** be informed. The school/setting and parents will agree what progress they hope will be made (outcomes), and by what date (deadlines).

Do

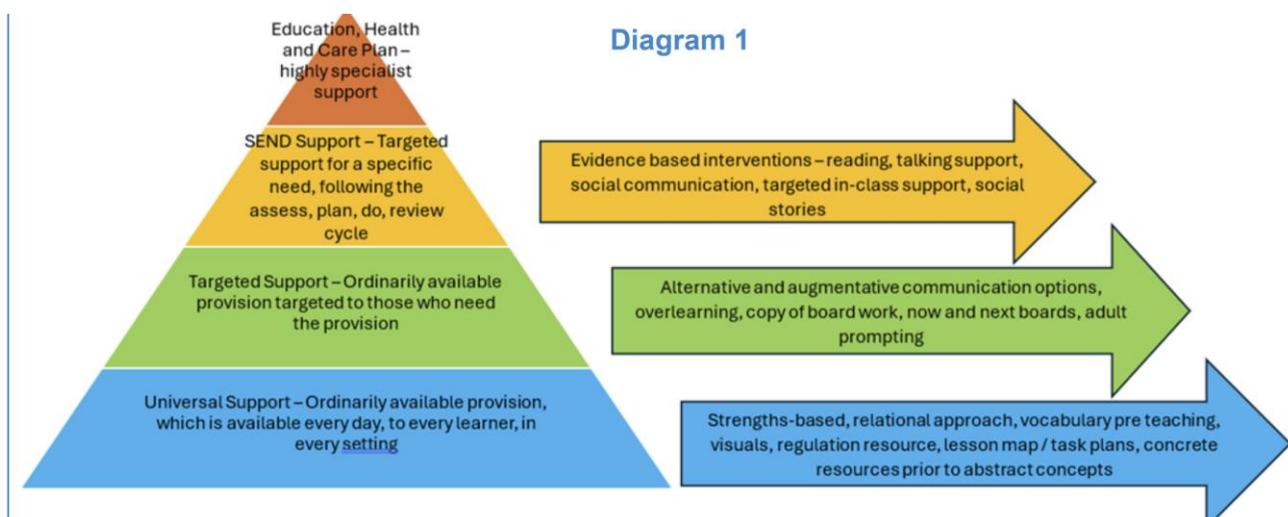
The pupil is given extra support, under the supervision of the class teacher.

Review

Termly reviews with parents are held three times per year (though may be more frequent in some cases). Parents are fully involved and children's views are also sought.

What is meant by Ordinarily Available Provision?

Quality First Teaching, which is high-quality teaching, is vital for all pupils, especially those with Special Educational Needs and Disabilities (SEND). It is delivered through Ordinarily Available Provision (OAP), which provides routine support within mainstream classrooms and does not require an Education, Health, and Care Plan (EHCP).



- Description: "Ordinarily available provision, which is available every day, to every learner, in every setting"
- Examples: "Strengths-based, relational approach, vocabulary pre-teaching, visuals, regulation resource, lesson map/task plans, concrete resources prior to abstract concepts"

Targeted Support (Middle Tier)

- Description: "Ordinarily available provision targeted to those who need the provision"
- Examples: "Alternative and augmentative communication options, overlearning, copy of board work, now and next boards, adult prompting"

SEND Support (Targeted Support for a Specific Need)

- Description: "Targeted support for a specific need, following the assess, plan, do, review cycle"
- Examples: "Evidence based interventions – reading, language support, social communication, targeted in-class support, social stories"

Education, Health and Care Plan

- Description: "Highly specialist support"

Identification, Assessment and Review

The SEND Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is additional to or different from the provision made as part of the school's usual differentiated curriculum and strategies. The school uses The Good Shepherd Trust proforma to maintain information about the identification, assessment and provision for each pupil with SEND– this is called a SEND Learning Plan. A register is kept of pupils with SEND and this is monitored and updated by the SENDCo.

Where concern is expressed that a pupil may have a SEND, a cause for concern form is completed by teachers and shared with the SENDCo. The class teacher takes early action to assess and address the difficulties and key descriptors are used to identify a child or young person's special educational needs, what level of support they are expected to offer and how to arrange and monitor the support given.

Reviews of pupils on the SEND register take place at least three times a year between parents/carers and class teachers where the child's send Learning Plan is reviewed. For pupils with Education, Health & Care plans, an annual review meeting is held in addition to this.

Supporting Pupils and Families

As a parent you may have concerns about your child's progress/development and think that they require extra support. The first point of contact should be your child's class teacher or SENDCo. You will be given the opportunity to share your concerns and plan an appropriate course of action.

We pride ourselves in working in partnership with parents and carers, who are always encouraged to take part in their child's learning and development, we consider parents to be experts on their own children. The school will make reasonable adaptations, wherever possible, for children with special educational needs and or disabilities.

There are a wide variety of services available in Hampshire for the parents of children with SEN. Information about education, health and care services, leisure activities and support groups available within Hampshire can be found at:

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer>

Managing pupils' needs on the register

All children on the SEND Register will have a SEND Learning Plan, which details important information about the child, including their areas of strengths and weakness, targets, their outcomes and steps taken to allow children to achieve them and any other professionals who have contact with the child. Class teachers, parents, pupils and other professionals will all contribute to the plan. It is designed to be a working document which is updated to reflect the current needs of the child. Formal review meetings will take place three times a year, where parents and pupils will be involved in reviewing progress and setting new outcomes. These are then shared with everyone involved with the child. The SENDCO reviews all plans written by class teachers to ensure consistency across the school, appropriateness and quality of outcomes.

Specialist Support

Schools may involve specialists at any point to advise them on early identification of SEND and effective support and interventions. Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies.

The pupil's parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEND support.

Education, Health and Care Needs Assessments

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment.

Criteria for exiting the SEND Register

If it is felt that children are making progress which is sustainable, then they may be taken off of the SEND register. If this is the case, then the views of the teacher, SENDCO, pupil and parents must be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off of the SEND register, then all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will be continued to be monitored through the schools monitoring procedures,

such as pupil progress meetings. If it is felt that the pupil requires additional assistance, then the procedures set out in this policy will be followed.

Training and Resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are provided with regular training and development opportunities. All teachers and support staff undertake induction training on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils. Staff training needs will be discussed at this stage, and both teaching and support staff will be made aware of training opportunities that relate to working with children with SEND.

Supporting Pupils at School with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Accessibility

- The school site is accessible to wheelchair users, with a disabled toilet and two rise and fall beds to accommodate changing facilities. Wherever possible, reasonable adaptations to the environment are put in place to support the needs of pupils, parents and families who join the school.
- The school has an Accessibility Plan in place, which is regularly reviewed and updated.

Key roles and responsibilities

Headteacher	Olivia Dempsey
Assistant Headteacher Inclusion	Becky Blamires
SENDCo	Becky Blamires
Local Committee Member with responsibility for SEND	????

The Headteacher will:

- Work with the SENDCO and the Inclusion Local Committee member to determine the strategic development of the SEND policy and provision in the school.

- Have overall responsibility for the provision and progress of learners with SEND and/or disability.

The SENDCo will:

- Work with the Headteacher and Inclusion Local Committee member to determine the strategic development of the SEND policy and provision within the school
- Promote a culture of inclusion within the school
- Ensure that the school is complying with the SEND Code of Practice
- Co-ordinate the identification and assessment of children's SEND in accordance with the appropriate stages of the Code of Practice, including those with an EHC plan
- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Lead, manage, develop and maintain high quality SEND provision which enables quality teaching, excellent learning outcomes and success for all pupils
- Provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils/young people with SEND receive appropriate support and high-quality teaching
- Maintain and review systems for identifying, assessing and reviewing pupils with SEND
- Identify resources to best meet the needs of all pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external providers
- Assess the impact of interventions in consultation with class teachers and co-ordinate SEND support plans for identified pupils
- Identify realistic and challenging pupil progress targets for pupils with SEND in consultation with class teachers and Phase Leaders
- Maintain the schools register of SEND pupils and ensure this is up to date and accurate
- Prepare and co-ordinate all paperwork for EHCNA
- Write, review, and implement the SEND policy and other SEND reports and plans
- Oversee the SEND provision in the nursery alongside the Resource Provision Lead

The Class Teacher will:

- Follow the SEND policy and the SEND information report effectively
- Provide high-quality teaching for all children
- Assess pupil's needs and plan appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENDCO, parents and pupil)
- Regularly review the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately adapted/scaffolded curriculum
- Communicating with parents 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' concerns and agree their aspirations for the pupil

Parent/Carer/Pupil Involvement

The school will actively seek the involvement of parents in the education of their children. We recognise that parents know their children best and are their first educators. It is recognised that it is particularly important with pupils who have SEND where the support and encouragement of parents is often the crucial factor in achieving success. Parents will always be kept informed about the special educational needs 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. We will always discuss with parents before we seek support from an external agency. The school will work to ensure that children are fully aware of their own needs and the targets in their plans.

Evaluation of provision

The SENDCo tracks the impact of intervention/support and the progress of the children who have SEND and reports these findings to the SLT/HT. The SENDCo is involved in supporting teachers with the provision for children with SEND. The Good Shepherd Trust have overall responsibility for SEND and are regularly kept informed of developments, progress and impact and oversee the provision across the school.

The success of the school's SEND policy and provision is evaluated through:

- Monitoring of classroom practice by the Headteacher and Assistant Headteacher/SENDCO
- Analysis of pupil tracking data
- Monitoring of procedures and practice by the Inclusion Local Committee member
- Monitoring of procedures from the Good Shepherd Trust
- School Self-Evaluation document
- Local Authority moderation process and OFSTED inspection arrangements
- Meetings with parents and staff, both formal and informal

Complaints

The school has a complaints procedure which applies to complaints about SEND provision. This can be found on the school website under the "Policies" tab found here: [Farnborough Grange Nursery and Infant School Policies](#).

This Policy should be read in conjunction with:

- SEN Information Report
- Accessibility Plan
- Teaching & Learning Policy
- Physical Intervention Policy

- Behaviour Policy
- Supporting Pupils with Medical Conditions
- Complaints Policy
- Safeguarding Policy

Becky Blamires
SENDCo
