

Special Educational Needs and Disability Policy (SEND)

November 2026

Version 1.7

Review date: November 2027

Park Hill Infant School SEND Policy

This SEND policy is a key document to support the finest inclusive practice in our school.

It outlines our statutory responsibilities and approaches to ensure that all pupils including those with SEND can achieve their best possible learning outcomes and engage successfully in all aspects of the wider school community.

This policy was developed, in conjunction with our SEN information report by the Headship team (including the SENCo's) and has been agreed by the Governing Body.

It complies with the statutory requirements and guidance set out in relevant legislation and documents.

The policy is available on our website or hard copies are available from the school office.

Our Inclusion Team, consisting of our Inclusion Leader and Special Educational Needs Co-ordinator (SENCo) take overall responsibility for the operation of this policy and coordinating specific provision for pupils receiving SEN support. The Inclusion Team also contribute to the strategic development of SEN provision.

Our Inclusion Leader is Miss Hulet, supported by Mrs McGuinness (SENCo) and Mrs Parry (Deputy Headteacher.) They can be contacted via email - enquiries@parkhilll-inf.croydon.sch.uk - or via the school office.

The Inclusion Team are qualified teachers and experienced in this role. Mrs McGuinness has achieved the National Award in Special Educational Needs Coordination.

Version Control

Date	Version	Status / Comments / Description
September 2017	1.0	Original Policy
December 2018	1.1	Reviewed and changed due to staffing changes APPENDIX 1 – removal of out of date links
February 2019 March 2019		Policy reviewed and updated. Approved by FGB on 19 March 2019
September 2020 November 2020	1.2	Leigh McGuiness reviewed policy and updated persons responsible for Sports Premium and Pupil Premium for 2020/2021 and DSLs. Equality Statement added. Approved by FGB on 16 November 2020
November 2022	1.3	Policy reviewed and updated with Locality SENd Forum information and staffing changes. Approved at FGB 14.11.22 and shared with all staff
October 2023	1.4	Policy reviewed and updated with staffing changes by Laura Hulet and Stephanie Croucher. Approved at FGB 13/11/2023 and shared with all staff.
November 2024	1.5	Policy reviewed and updated with staffing changes by Laura Hulet. Approved at FGB 11/11/2024 and shared with all staff.
November 2025	1.6	Policy reviewed and updated with staffing changes by Laura Hulet. Removed section on locality forum. Approved at FGB 10/11/2025 and shared with all staff.
November 2026	1.7	Policy reviewed and updated with staffing changes by Laura Hulet. Approved at FGB 16/11/2026 and shared with all staff.

Equality Statement

At Park Hill Infant School, we continue to teach our children about what it means to be strong, positive and productive members of society. We have always taught our pupils about equality and this remains an important part of our curriculum. We ensure that we always celebrate diversity, promote equality, demonstrate respect and stand together to challenge all forms of discriminatory language and behaviour.

We recognise that education is a vital tool for powerful, permanent and informative change. Our continuously evolving curriculum demonstrates our determination to use education to tackle issues of racism and inequality. We strive to ensure our curriculum and supporting resources reflect values of inclusivity, diversity, equality and belonging. We do this by planning to meet the needs of all genders, of children with special educational needs, of children who are more able, of children with disabilities, of children from all socio-economic backgrounds, children from different ethnic groups, religion and cultural backgrounds, and of those from diverse linguistic backgrounds.

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SECTION 1: OUR VALUES AND VISION IN RELATION TO SEN PROVISION

'ALL DIFFERENT, ALL EQUAL, ALL ACHIEVING'

"Our mission for Park Hill Infants is to provide a warm, caring and stimulating infant environment, which encourages, values and celebrates diversity and individual excellence. We aim to make a difference to every child, regardless of any barriers to learning they may face. We want to instil a life-long love of learning in every member of the school community. We wish to equip all pupils with the skills necessary to become interesting, well-rounded individuals, who in turn will make a difference to others in their lives".

For any child who has a special educational need at our school we aim to provide the best possible provision for that child to enable them to succeed.
Through consulting with, and supporting the child and their parents to make important decisions about their education, we aim to enable *every* child to reach their full potential, preparing them effectively for continued educational success and learning a valuable skill toolset to aid them through life, from infants to adults.

Aims of this policy:

- To ensure that responsibility for provision for pupils with SEND remains an integral part of the whole school provision
- To ensure that children and young people with SEND can engage successfully in all school activities alongside pupils who do not have SEND, including making reasonable adjustments for those pupils with a disability so that they have good access to the curriculum and wider school learning environment
- To work in close partnership with parents, Croydon Local Authority and other key agencies so that the needs and strengths of each pupil with SEND are fully understood and there is a collaborative and coordinated approach to planning and reviewing any provision
- To ensure a high level of staff expertise to meet pupils' needs through universal and targeted training/continued professional development
- To promote independence and resilience in pupils with SEND so that they are well prepared for transition to the next phase of education

SECTION 2: ADMISSION ARRANGEMENTS FOR PUPILS WITH SEND.

The school's admission arrangements are set out by Croydon Local Authority and make it clear that the school will not discriminate or disadvantage pupils with a disability or SEN.

The Code of Practice requires a school to admit all pupils who have an Education Health and Care Plan (EHCP) where it is has been requested by parents as their school preference and named by the Local Authority (LA).

The LA must comply with this request and name the school in the EHCP unless:

- it would be unsuitable for the age, ability, aptitude or SEND of the child
  or
- the attendance of the inclusion of the child would be incompatible with the efficient education of others at the school or the efficient use of resources.

The LA will work closely with the school so that any decisions on placement for a pupil with an Education Health and Care Plan reflect the individual circumstances of each child and the school. This will include guidance on making any reasonable adjustments and signposting to training and guidance available, including support from Croydon Specialist schools.

The Inclusion Team in collaboration with parents and other key agencies, will ensure appropriate provision is in place to support pupils with SEND entering the school (See Section 6: Transition).

SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The school uses the definition of SEN and disability as set out in the SEND code of practice and Equality Act 2010. (Appendix 2)

We recognise the importance of early identification and aim to ensure that robust measures are in place to highlight children who are falling behind or who are facing difficulties with any aspect of learning or social development at the earliest opportunity.

This process of early identification is supported by:

- Review of skills and attainment when pupils join the school, taking into account information from any previous settings or agencies as appropriate
- Regular tracking of all pupils to monitor rates of progress and attainment
- Concerns raised directly by parents or other agencies

As well as progress in core subject areas, progress in other areas will also be considered such as social development and communication skills.

In determining whether a pupil may have SEND, consideration will also be given to other factors which may be affecting achievement including;

- Attendance
- English as an additional language
- Family circumstances
- Economic disadvantage

The school acknowledges that consideration of these factors will be particularly important when a child is displaying challenging behaviour or becoming isolated and withdrawn. Such behaviours can often mask an unmet need and further assessments will be undertaken to determine any underlying factors affecting behaviour which may not be SEND.

Before deciding that a pupil requires additional SEND support, the Inclusion Team and class teacher will review current arrangements to meet the child's needs within daily class teaching and consider any further modifications and adaptations that should be put in place to support good progress.

SECTION 4: MEETING THE NEEDS OF PUPILS WITH SEND

When it is evident that a pupil will require higher levels and more tailored support than is available from everyday teaching we will offer Additional SEND Support.

Parents will be notified that their child will receive this additional support and placed on the SEND register where his/her progress and provision can be monitored more closely. A SEND support plan will also be written, in conjunction with parents and other outside agencies, to set out specific targets that a child may be working towards.

The SEND Register

The register provides an updated record of all pupils receiving additional SEND support so that:

- progress and achievements of pupils with SEND can be more closely monitored
- there is an overview of the range and level of need across the school
- school provision reflects and is responsive to current profile of need

Close monitoring of this register also provides evidence to show impact of the school provision for pupils with additional needs.

Once identified as requiring additional SEND support, pupils will receive an enhanced package of support to remove barriers to learning and put in effective special educational provision. This will be managed through a four-part cycle of assessment, planning, intervention and review. This cycle is known as the Graduated Response and follows the model described in the SEND Code of Practice. It will enable a growing understanding of the pupils' needs and the nature of support the pupil will need to make good progress and secure positive outcomes. Depending on the need of each pupil, successive cycles will draw on more detailed approaches, more frequent review and more specialist expertise.

The Graduated Response

ASSESS:

Once identified as requiring additional SEND support a more detailed assessment of the pupil's needs will be carried out. This will include discussions with parents and, when appropriate, the pupil. It may draw on assessments and reports from external agencies involved with the pupil such as speech and language. The Inclusion Team may also carry out more diagnostic assessments of needs in key areas of difficulties.
Each pupil's difficulties will be considered against the four broad areas of needs:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

The school recognises that it is highly likely that the needs of individual pupils will overlap across one or more of these areas of need or that needs may change overtime.

This comprehensive assessment will give a detailed picture of each child's strengths and their primary and secondary special needs.

PLAN:

The school will use the information from the assessment to draw up a SEND Support Plan in conjunction with parents, to show the support that will be offered. The plan will:

- Be outcome focused with the desired benefit or difference from any intervention clearly identified and to support the evaluation of any impact of any provision
- Outline a range of additional interventions and approaches that will be made available to support progress towards these outcomes
- Highlight the ways parents can be involved to reinforce and contribute to progress outside of school
- Give details of the role and input of external agencies when they are involved with a pupil
- Be shared with all key teachers and support staff so that they are fully aware of the outcomes sought, the support on offer and any particular teaching strategies and approaches that have been agreed
- Be shared with parents with the date the review date included

DO:

Class teachers, with the support of the Inclusion Team, will take the responsibility for overseeing the implementation of the plan. This will ensure that the additional support offered is linked closely to the general curriculum offer and maximises the opportunities to reinforce and consolidate key skills within the context of the class.

This will be particularly important when the intervention takes place outside of the classroom. There will be regular liaison and feedback with staff delivering interventions so that any required refinement of the support can be managed promptly.

REVIEW:

The impact of any additional support offered will be reviewed at least termly. Parents will be invited to attend along with pupils when this is appropriate.

At the review the following will be considered:

- Impact of each element of the intervention towards the identified outcomes
- Pupils' response to the support and view of their progress where this is applicable
- Views of parents and specialist agencies
- Next steps with refinement and adjustments to the support offered as required

Where progress has been limited, further analysis and assessments will be made to ensure the provision offered matches the nature and level of needs. If not already involved and with the agreement of parents, the Inclusion Team will make a referral to a specialist agency.

A full list of external agencies the school uses to support the progress and welfare of pupils with SEND is included in Appendix 3. This information is also available on the school website - www.parkhillinfants.co.uk

Education Health and Care Plans:

The additional needs of most of the pupils with SEND at Park Hill Infant School will be met by interventions and resources from the school.

In a few cases the pupils with the most significant needs will require a more comprehensive and individualised package of support to help them achieve their outcomes and remove barriers to learning. Where this is the case, the Inclusion Team, in consultation and agreement with parents and other specialist agencies will make a request to the Local Authority for an Education Health and Care Plan (EHC plan).

Full details of the process for requesting an EHC plan can be found on the Croydon SEND offer web site (details in Appendix 3).

The EHC plan will be reviewed annually (unless the pupil is under 5 years of age and then it will be reviewed after six months). Any additional support offered will continue to be reviewed and modified termly, taking into account the views and contributions of parents, pupils and external agencies.

SECTION 5: MEETING THE NEEDS OF PUPILS WITH MEDICAL CONDITIONS

In compliance with revised statutory guidance, arrangements are in place to ensure that any pupil with a medical condition is able, as far as possible, to participate in all aspects of school life and achieve their academic potential.

These arrangements are set out in an Individual Health Care Plans (IHC). (Please see the school's policy on 'Children with Medical Conditions' which is available on the school website).

The IHC plans will detail the type and nature of support that will be available. The plans will also be:

- Produced through collaboration with parents, pupil as appropriate, and health professionals
- Shared with all relevant staff
- Reviewed at least annually or sooner, to reflect changing needs and support

Where a pupil with a medical condition also has a disability or SEND, the IHC plan will be closely linked to provision to support accessibility and additional educational needs so that there is a coordinated approach.

Staff who have responsibility to support a pupil with medical needs, including the administration and supervision of medication, will receive appropriate, ongoing training and support so that they are competent and confident about their duties.

SECTION 6: TRANSITION ARRANGEMENTS - Arrangements to support pupils with SEND moving into the school or moving to a different school.

The school is proactive in seeking to ensure that there is a successful transition between phases of education and this is a key responsibility of the Inclusion Team.

Details about how we support all children through the transition to another school can be found on the SEND information report on the school's website - www.parkhillinfants.co.uk

For pupils joining the school, the Inclusion Team will seek information about the nature and level of needs for pupils identified with SEND and the provision that has already been offered to overcome these barriers.

Where there is a high level of need this may involve visits to pre-school settings and information sharing meetings with the child's family and other key agencies supporting the child.

For pupils moving to a different school, the Inclusion Team will make contact with the new school to share relevant information. As above, where the child has significant needs or has an Education Health and Care Plan, there will be a formal transition meeting when parents, pupils and where possible representatives from the new school and other key professionals, try to ensure there is continuity in the range and level of support offered.

SECTION 7: FUNDING AND RESOURCES

The school receives additional funding from the Local Authority each year to facilitate the needs of pupils requiring additional SEND support.

The school leadership, through consultation with the Inclusion Team and Governing Body decide on how this funding will be deployed to meet the range and level of need for pupils with SEND across the whole school.

SECTION 8: TRAINING

There is an ongoing programme of training and support in place to ensure that teachers and support staff have the understanding and skills to adapt and scaffold learning for the pupils with a range of SEND within everyday teaching.

We also have a team of staff with more specialist skills to support and deliver interventions for pupils with more complex needs. They have access to additional training to update their knowledge and skills and to respond to the needs of individual or groups of pupils with specific needs.

The Inclusion Team works closely alongside new staff and Early Career Teachers so that they are familiar with the schools approach to supporting pupils with SEND.

The Inclusion Team attend the termly Croydon briefing sessions to keep abreast of local and national policy and initiatives to enhance SEND provision. They are also active members of the local cluster network.

SECTION 9: ROLES AND RESPONSIBILITIES

These details are set out in the SEND Information Report which can be found via the school website -

www.parkhillinfants.co.uk

The Inclusion Team

The Inclusion Team has the day to day responsibility for the operation of the SEND policy and the provision in school. This includes the line management of learning support assistants who give support to individual and groups of pupils with SEND. The Inclusion Team provide guidance and support to all staff in relation to meeting the needs of pupils with SEND. The Inclusion Team has a key role in developing positive partnerships with parents and other external agencies in order to fully address the needs and support progress for pupils with SEND. The Inclusion Team will also take a key role in supporting the transition of pupils with SEND to different settings.

The Governing Body

The code of practice states that there should be a member of the Governing Body or a subcommittee with specific oversight of the school's arrangements for SEND. For Park Hill Infant School, we utilise the Progress and Attainment Committee to provide this oversight.

The key duties of the Governing Body are to ensure that the SEND policy is implemented and that it is effective in ensuring that pupils with SEND have the same opportunities to make good progress and play an active and fulfilling role in the life of the school alongside pupils with no SEND.

The Governing Body will ensure the school meets all its statutory duties, ensure that additional funding is deployed effectively and the views of parents and pupils are fully considered.

The lead governor will meet at least termly with the Inclusion Team to review and evaluate effectiveness of the schools' SEND provision and contribute to plans to develop and enhance this provision.

The lead governor will also ensure that updates on the quality and impact of SEND provision are regular items on the Governing Bodies cycle of meetings.

The Link Governor for SEND is: Charlie O'Sullivan

The Headship Team review and evaluate governor monitoring on a termly basis.

In addition to class teachers, other key staff who are actively involved in supporting and coordinating SEN provision and part of our wider inclusion team include:

Designated Leads for Safeguarding: Miss J Charman, Mrs N Parry, Miss L Hulet, Mrs L Newell and Mrs C Clarkson

Designated teacher for Looked After Children: Miss L Hulet

Lead teachers for effective deployment of pupil premium funding and sports funding: Miss L Newell, Mrs N Parry, Miss L Hulet, Mrs C Clarkson and Mrs C Bennett

Designated Senior Leader for Attendance: Mrs N Parry

Attendance Lead: Mrs S Croucher

Educational Welfare Officer: Mrs N Wayne

SECTION 10: MONITORING AND EVALUATING SEND PROVISION

The school undergoes an active process of continual review and improvement of provision for all pupils, including pupils with SEND.

In evaluating the quality of the SEND provision the school will take into account a range of evidence including looking at the level of achievement of pupils with SEND compared to standards achieved by this group nationally, case studies for groups and individual pupils, monitoring of interventions and views and feedback of parents and pupils.

SECTION 11: DEALING WITH COMPLAINTS

Parents are encouraged to share any concerns they have at the earliest possible opportunity. In the first instance parents should speak to the class teacher with further discussions with the Inclusion Team as required.

Where these initial attempts to resolve the issue are unsuccessful parents will be encouraged to seek advice and support from the local parent SEND Information, advice and support service (SENDIAS). This is an independent and impartial service. Parents will also be encouraged to discuss concerns with other key professionals supporting their child. This might be the educational psychologist.

If issues remain unresolved parents can choose to seek the support of the local 'Disagreement Resolution Service'. This service is commissioned by Croydon LA but operates independently. They can provide a quick and non-adversarial way of resolving disagreements.

If concerns are still unresolved parents will be asked to make a formal complaint and directed to the School Complaints Procedures.

Where the parental complaint is directly related to decisions around an EHC plan assessment of needs or provision this will be managed directly by the Croydon SEND team. Parents will be contacted directly to receive information about the mediation services available.

SECTION 12: ANTI BULLYING

We recognise that pupils with SEND are vulnerable to bullying and the impact that bullying can have on emotional health and wellbeing. All pupils with SEND have at least one named adult within their class with whom they can discuss their concerns and report any potential incidents of bullying to. This arrangement reflects the best guidance set out in Achievement for All and Anti-bullying Alliance in Reducing the Impact of Incidence of Bullying on Learners with SEND 2013.

Through careful monitoring of bullying incidents and regular review of anti-bullying policies and practices with the school community we ensure our effectiveness in reducing and responding to bullying. (Please see Anti-Bullying policy which is available on the school's website).

SECTION 13: DISABILITY ACCESS ARRANGEMENTS

In compliance with the duties set out in the Equalities Act 2010 the school has an accessibility plan which outlines the actions we will take overtime to increase the accessibility of pupils.

This includes action to:

- Increase participation in the curriculum
- Make improvements in the environment to enable pupils with disabilities to benefit from all school facilities and extracurricular opportunities
- Improve access to a range of information.

Please see our separate Accessibility Plan and Equalities Policy (both available on the school's website) which outline this information in more detail.

This policy will be reviewed annually or sooner if required.

Signed: _____

Print Name:_____

Date: _____

Appendix 1: Compliance with Statutory Duties

This policy meets requirements set out in the Children and families Act 2014. It is written with reference to the following legislation and documents:

- Special educational needs and disability code of practice: 0-25 (April 2020)

- Equalities Act 2010
- School Admissions code of practice
- Supporting pupils at school with medical conditions (August 2017)
- Best Practice Advice for School Complaints Procedures (September 2020)
- The National Curriculum
- Teachers Standards 2012
- Working together to Safeguard Children (February 2019)
- Keeping Children Safe in Education (September 2020)

Croydon's local offer for SEN:

https://localoffer.croydon.gov.uk/kb5/croydon/directory/home.page

Appendix 2: Definition of Special Educational Needs

SEND Code of Practice 2020

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.

A child 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 other pupils of the same age or
- 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 of post 16 institutions

Equality Act 2010

A disability 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.

This definition includes:

- Sensory impairments such as those affecting sight and hearing
- Long term health issues such as asthma, epilepsy and cancer

Appendix 3: Links with Local and National services and organisations to support implementation of the SEN policy

Octavo Educational Psychology Service T: 020 8241 5460

Croydon Child and Adolescent Mental Health Service (CAMHS)	T: 0203 228 0000 E: www.slam.nhs.uk
Croydon Children's Occupational Therapy Service	T: 020 8274 6854/50 E: ch-tr.croydonchildrensot@nhs.net A: Crystal Children's Development Centre Malling Close Croydon CR0 7YD
Croydon Children's Physiotherapy Service	T: 020 8274 6853 E: ch-tr.croydonchildrensphysio@nhs.net A: Crystal Children's Development Centre Malling Close Croydon CR0 7YD
Children's Speech and Language Therapy	T: 020 8714 2594 E: ch-tr.sltcroydonchildren@nhs.net A: Sanderstead Clinic 40 Rectory Park Sanderstead Croydon CR2 9JN http://www.croydonhealthservices.nhs.uk
Children's Medical Services (Community Paediatricians)	T: 020 8401 3982 (press option 1) E: ch-tr.communitypaediatrics@nhs.net A: 12-18 Lennard Road Croydon CR9 2RS
Peripatetic Visual Impairment Service	T: 020 8760 5784 E: linda.james@croydon.gov.uk A: 90 Central Parade (Area Office) New Addington Croydon CR0 0JB
Peripatetic Hearing Impairment Service	T: 020 8760 5783 E: luisa.saddington@croydon.gov.uk A: 90 Central Parade (Area Office) New Addington Croydon CR0 0JB
Croydon Locality Early Help	earlyhelp@croydon.gov.uk
Croydon Primary Behaviour Support Team	020 8686 0393

Primary Fair Access Panel	020 8726 6162 fairaccess@croydon.gov.uk
Parents In Partnership	0208 663 5626 www.pipcroydon.com/
SENDIAS (SEND support for parents and carers)	020 3131 3150 parentssupportherts@familylives.org.uk
Contact a Family	0808 808 3555 www.cafamily.org.uk/advice-and-support/
Council for Disabled Children	0207 843 1900 www.councilfordisabledchildren.org.uk/

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