



Inclusion Policy for Children with Special Educational Needs & Disabilities 2025-2026

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Section 1: Introduction

The purpose of this policy is to assume a consistent and inclusive approach to Special Educational Needs and Disability provision, which involves all staff, parents, children, outside agencies and governors. Positive

attitudes of the staff towards pupils learning needs and celebration of their achievements are essential to support children's progress. We believe that effective management, school ethos and the learning environment, curricular, pastoral and discipline arrangements can help prevent some special educational needs arising and minimise others.

This policy has been written in conjunction with the Inclusion Manager/SENCo, Hiltingbury Senior Leadership Team, governors and teachers. It is disseminated and shared with parents and carers via the school website and a hard copy can be viewed in the school office. This policy has been written to reflect the SEND Code of Practice, 0-25 guidance (2015) and should be read alongside our school's SEN Information Report, which is available on the school website and as a hard copy in the School Office and reviewed annually. Both of these documents will now be reviewed in November each year.

Please also refer to the following relevant policies:

- Accessibility Plan
- Anti-bullying Policy
- Behaviour Policy
- Child Protection Policy
- Complaints Procedure
- Data Protection
- Marking Policy
- Health and Safety Policy
- Intimate Care and Toileting Policy
- Teaching, Learning and Assessment Policy
- Physical Restraint Policy
- SEN Information Report
- Supporting Children at School with Medical Conditions
- School's Admission Policy
- Single Equality/Inclusion Policy
- SEND Code of Practice

Hiltingbury Infant School and The Hiltingbury Schools' Language Resource Provision are inclusive settings and all pupils are fully integrated in the life of the school. All staff and governors are committed to welcoming children of all abilities and believe that the school should be a happy, caring and secure place where all individuals are respected and valued equally. We are committed to making the curriculum accessible to all pupils through high quality teaching, which meets the needs of all children through the use of varied pedagogical approaches. We believe that all teachers are teachers of all – including those children with Special Educational Needs and/or Disabilities (SEND).

Our school fully recognises its responsibility to safeguard and promote the welfare of children at our school. Hiltingbury Infant School has a Safeguarding Policy which is available at the School Office and online. In addition, our school ensures that we have regard to the Equality Act 2010. Hiltingbury Infant School has an Equality Scheme, Accessibility Scheme and Inclusion Policy which are also available at the School Office and online.

We recognise that children are unique and learn at different rates. Many factors affect attainment, progress and overall achievement but a child who has Special Educational Needs and/or a disability (SEND) will have a significantly greater difficulty in learning than the majority of others at the same age and/or a disability which prevents or hinders him / her from making use of facilities of a kind, generally provided for others of the same age in mainstream schools (SEND Code of Practice, 2015:15-16).

The Hiltingbury Schools' Language Resource Provision serves both the Infant and Junior schools, with a maximum of 12 pupils in total during each academic year. Each pupil is a member of a mainstream class. Each pupil's needs are assessed and support in class and withdrawals are managed according to need. The Head teachers are jointly responsible for the Hiltingbury Schools' Language Resource Provision and meet with the SENCo to review progress against individual needs and the School Improvement Plan.

SEN - Definitions and Clarification

The following extracts are from the Department of Education and Department of Health's statutory guidance: Special educational needs and disability code of practice: 0-25 years (2015) help to clarify which children may be determined to have special educational needs and/or disabilities, and help to clarify the difference between special educational needs and disability.

"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 or a young person 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"*

"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'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition."

Section 2: Aims and Objectives

At Hiltingbury Infant School, we strive to raise the aspirations of and expectations for all children with SEND and we believe that children with SEND have just as much chance to succeed as any other child. Therefore, there is a focus on the outcomes of the individual child and not just on the hours of support and provision put in place. To do this, we aim:

- 1) To ensure early identification and provision for pupils who have special educational needs and/or disabilities;
- 2) To work within the guidance provided in the SEND Code of Practice, 2015;
- 3) To operate a "whole pupil" approach to the management and provision of support for SEND;
- 4) To provide a Special Educational Needs Co-ordinator (Inclusion Manager/SENDCo) who will work with the SEN Policy;
- 5) To provide training, support and advice for all staff working with pupils with SEND.

- 6) To inform and involve governors.
- 7) To integrate all children into school life.
- 8) To attend to the particular needs of the children whether they be communication and interaction, cognition and learning, social, emotional and mental health difficulties or sensory and/or physical needs.
- 9) To inform and involve parents, working in partnership with them and take into account their views.
- 10) To involve pupils, taking into account their views.
- 11) To ensure the culture, practice, management and deployment of resources are designed so that all children's needs are met.
- 12) To assist children to access the whole range of the Foundation Stage and the New Primary National Curriculum through appropriately differentiated learning activities and approaches.
- 13) To record and review provision and progress regularly.
- 14) To review the progress of pupils with EHC Plans through the 'annual review' process.
- 15) To set aspirational learning challenges
- 16) To overcome potential barriers to learning and assessment for individuals and groups of individuals.
- 17) To consult with other agencies where appropriate, and maximise co-operation between agencies.

Section 3: Identification

The SEND Code of Practice, 0-25 Years states four broad areas of SEN. These are (definitions taken from the Code of Practice):

Communication and Interaction:

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with Autistic Spectrum conditions (ASC), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning:

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health Difficulties:

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical Needs:

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

The purpose of identification is not to fit a pupil into a category, rather to establish the action needed to be taken to best support the pupil. At Hiltingbury Infant School, we identify the needs of a pupil by considering the needs of the whole child, which may include needs other than those of special educational needs.

Although not descriptors of SEN, we do recognise that there are other factors which may impact on progress and attainment. These include:

- Disability (although reasonable adjustments may be made for a disability under the Disability Equality legislation, these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being in receipt of Service Premium Grant
- Being a Looked After Child

Additionally, a pupil's behaviour does not describe SEN. Rather, any concerns relating to a pupil's behaviour are seen as a response to an underlying need which will then be identified as the needs of the whole child are considered.

Section 4: A Graduated Response to SEN Support

At Hiltingbury Infant School, there is a strong emphasis placed on high quality teaching within the classroom. We believe that all teachers have a responsibility to provide for children with SEN and maintain responsibility and accountability for the progression and attainment of all pupils, including where pupils access support from other members of staff. Pupils are only identified as having SEN if they do not make adequate progress after high quality, personalised teaching, booster interventions and where reasonable adjustments have been made. High quality, differentiated teaching for individual pupils is the first step in responding to pupils who have, or may have, SEN. However, it may be seen as necessary and beneficial for individual pupils to receive some extra support in a specific area.

The SEND Code of Practice defines SEN provision as 'educational training or provision which is *additional to* or *different from* that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post 16 institutions or by relevant early years providers.'

The quality of teaching for all pupils, including those at risk of underachievement, is regularly monitored and reviewed by the Head teacher and Inclusion Manager/SENDCo. This includes reviewing and improving, where necessary, teachers' understanding of strategies used to identify and support vulnerable pupils and their knowledge of SEN most frequently encountered.

The class teacher is the first point of contact for any concerns about a pupil. The decision about whether to make special educational provision involves discussions between the class teacher, parents/carers and the Inclusion Manager/SENDCo. It takes into consideration information gathered about the pupil's progress, alongside national data and expectations of progress. Where the decision is made by the SENDCo that a higher level of need is being presented, access is made to specialised assessments from external agencies and professionals.

The school undertakes an **Assess – Plan – Do – Review** process to identify and place children on the SEN register.

Assess: Throughout the school, regular assessments of children are made. Prior to entry to YR, there are meetings with parents, teachers and pre-schools to identify children experiencing SEND. The FS Baseline and Foundation Stage Profile (FSP) commences in the initial term of school. In the Summer Term, if it is suspected that children have dyslexic tendencies, children will be screened using a tool called DEST (Dyslexia Early Screening Test). Appropriate intervention strategies will then be put in place as necessary.

Ongoing monitoring and assessments take place with class teachers and SENDCo to assess evidence accumulated against set criteria. Children identified via this monitoring process are further assessed using relevant materials, depending upon the nature of the concern reported. For example, children with reading and comprehension difficulties may be tested using the Little Wandle Assessment Procedures, Salford Reading test and the PERA assessment tools. The Sandwell Maths Screening tests is also used to identify areas for development in Numeracy. These assessment tools are used with some of our children at interim points throughout the year in order to track progress.

Teachers will use a variety of whole school assessment methods to assess an individual pupil where adequate progress, despite high quality teaching, is not being made. This includes teacher assessment and experience of the pupil; assessments made using the tools mentioned above; information about previous progress, attainment and behaviour; the development of the pupil in comparison to their peers; the views of the parents and pupils and advice and assessment from external support services. Teachers will identify the gaps in a pupil's learning and development and, alongside the Inclusion Manager/SENDCo, will establish what the barriers to learning may be. Teachers' assessments are monitored and discussed half termly with the Headteacher and Deputy Headteacher in progress meetings.

Plan: Once assessments have been completed and discussed, if a pupil requires SEN support, parents will be formally notified. Together, the class teacher, parents and Inclusion Manager/SENDCo will agree the adjustments, interventions and support to be put in place, as well as the expected impact on development and progress. A date for review will be set. Planning for the pupil will take place in the form of a 'Personal Plan' which will list targets, support to be put in place and success criteria.

Do: As the teacher remains responsible for working with a pupil on a daily basis, they will work closely with any Teaching Assistant (TA) or specialist member of staff also involved in the delivery of support. Together, they will plan and assess the impact of support and interventions and how they can be linked to the high quality classroom teaching. Interventions at Hiltingbury Infant School may take place on a 1:1 basis or the pupil may work with a small group of their peers, inside or outside of the classroom.

Review: Personal Plan targets will be reviewed at least termly by the class teacher, in liaison with any additional adults involved in the provision for the pupil. The effectiveness of the support in place will also be reviewed and targets will be adjusted where necessary. Reviewed targets will be shared with parents and the pupils and parents will be asked to sign a copy of their son / daughter's Personal Plan. Both Pupil and parental views will be taken into account during the review process.

In addition, in cases where it is not necessary for the pupil to receive 1:1 support (i.e. where they would be on the SEN register), the class teacher and the Inclusion Manager/SENDCo may decide that a pupil, who is not on the SEN Register would benefit from some short term, targeted support in a specific area. This support given may be in class or through withdrawal from class to eliminate distractions and allow greater focus.

Section 5: Managing Pupils' Needs on the SEND Register

Where a pupil is receiving support that is additional to and different from the other children in his / her year group, regular monitoring and assessment is in place. These children are placed on our school's Special Educational Needs Register. Personal Plans which include SMART targets (specific, measurable, achievable, realistic and time related) are written to allow the class teacher, Inclusion Manager/SENDCo and other support staff involved to monitor targets set and the progress being made and these plans are shared with parents. Success criteria for each target are listed on the Personal Plan and when these have been met, the target is noted as being achieved. Class teachers liaise closely with parents, the Teaching Assistants (TA) and other staff involved with the pupil to maximise the progress potential within the classroom. TAs keep records of any interventions that they are involved in delivering, although it is the class teacher's responsibility to maintain and update the Personal Plan. Levels of provision are decided by the class teacher, along with the Inclusion Manager/SENDCo and, where necessary, any outside agencies. The impact of interventions is recorded by the TAs and shared with the class teacher and Inclusion Manager/SENDCo.

Occasionally, the Inclusion Manager/SENDCo may decide that additional support from outside agencies is necessary. Such agencies may include (but it is not an exhaustive list):

- Speech and Language Therapy
- Educational Psychology
- Occupational Therapy
- School Nurse
- Physiotherapy
- Primary Behaviour Support Team
- Outreach Services
- EMTAS

Any additional support required from outside agencies is monitored by the Inclusion Manager/SENDCo and notes of meetings and assessments are kept on file. Where additional support is required, parents will be notified and may be asked to provide any relevant information about their son / daughter as well as a signature to agree to the support or assessments put in place. Where more than one agency is involved a Team around the Child (TAC) or Team around the Family (TAF) may be implemented. Where appropriate a referral to the Early Help Hub (EHH) may be made.

Where it is felt that a pupil requires support in addition to what they are receiving under SEN support, a request for an Education and Health Care Plan (EHCP) may be made. This will require an initial assessment by the Educational Psychologist and will bring together the pupil's views, parents' views, school views and those of outside agencies. Where an EHCP is in place, annual reviews will be held to monitor, evaluate and set targets.

If children make good progress and meet their personal targets, they may come off the SEND register. These children will then be closely monitored but will no longer have a Personal Plan.

At Hiltingbury Infant school Our SEND Register has three tiers:

Tier 1 includes children with EHC Plans and any other children receiving interventions on a one to one basis with a Teaching Assistant. These interventions are supported by Personal Plans which have been written by the class teacher and sometimes the Inclusion Manager/SENDCo or outside agencies like Speech and Language Therapists for example. Children who do not have an EHC Plan but have an intervention at Hiltingbury Infant School are included in our SEND register and are identified as SEN Support. This tier is the focus of our SEND register for children with SEND.

Tier 2 or the Monitor Tier includes children who work in groups to support their learning in order to accelerate progress and 'fill any gaps' in a particular area like Phonics, Reading or Numeracy skills. Some children within Tier 2 may have previously received one to one support with a Teaching Assistant using a specific intervention to address an area of need. Subsequently as a result of the impact of an intervention and quality first teaching, they are now working at age related expectations.

Tier 3 includes children who have medical needs.

Section 6: Supporting Pupils and Families

Hiltingbury Infant School works in partnership with parents, who have a critical role to play in their child's education and progress. If it is felt that a child should be put on the SEND register or receive additional support, parents will be involved through liaison with the class teacher or Inclusion Manager/SENDCo in order to discuss any support being put in place. We strive to provide appropriate provision to all pupils and to work co-operatively with parents. If a parent has any queries or concerns over the support that their child is receiving or their child's progress, they should approach the class teacher in the first instance and then the Inclusion Manager/SENDCo.

Partnership with Parents

Parent's contributions are welcomed within the school. We foster strong links by:

1. Involving parents at every stage of their child's support
2. Valuing their contribution in decision making and the on-going support of their child

Parents will:

1. Be offered consultations three times a year formally at parent interviews
2. Be offered informal interim meetings
3. The Personal Learning Plan will be shared with parents/carers at regular intervals through the year.
4. Be asked for consent before any external agency is contacted to work with a child.

NB: Parents are able to request records held by the school concerning the educational needs of their child.

Hiltingbury Infant School SEN Information Report

The school's SEN Information Report can be accessed through the school website and can be obtained in hard copy from the school office. It is reviewed annually. Also available on both the website and through the school office are the policies for admissions and for the administration of medication.

The Local Education Authority (LEA) provides a service called SENDIASS, which provides impartial advice, information and support to parents and carers of children and young people with SEND throughout Hampshire. This service can be accessed on: 0808 164 5504

or via: <https://www.hampshiresendiass.co.uk> Hampshire County Council's Local Offer and other SEN information can be accessed by parents through the following web link: <https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

Transitions

Staff in our school aim for a smooth transition when a child joins Hiltingbury Infant School or transfers to a new school. We liaise closely with staff when receiving and transferring children, ensuring that all paperwork is shared and the needs of children are discussed. We encourage all new children to visit the school prior to their start date and they are given a buddy from their class to help them settle in.

Where a child has significant Learning or Social Emotional needs but does not have an EHCP, a Transition Partnership Agreement (TPA) will be implemented between phase transfers.

- The process of reaching a Transition Partnership Agreement will be consistent with current SEN policies (including the SEND Code of Practice), procedures and practices.
- It will always represent a collaborative, inclusive process that will be a positive contribution to sharing an understanding about a child's needs and the arrangements required to respond to those needs.
- It will provide a summary of information about a child and how that child's needs are being met if the child transfers to another school within Hampshire or to another local authority.
- Professional judgement will guide whether or not a TPA is an appropriate response to help with transition.
- A TPA will indicate action and flexibility of response.

As children approach school age, parents and carers may book appointments to view our school. When a child joins our school there is contact with their playgroup, nursery or previous school and support services in order to continue your child's provision with as little disruption as possible. All children from Playgroups and Nursery Schools have the opportunity to attend at least two sessions in our school, where they meet their new teacher and TAs and have the opportunity to become familiar with their new classroom. Parents are also invited to an induction evening during the second half of the summer term, where they can meet staff, gain knowledge of our school routines and view resources used in our Reception classes. The Year R staff also undertake home visits in the first week of the Autumn Term. Parents are offered a phased start to school for their children during September which can be extended depending on the individual needs of the child.

At Hiltingbury Infant School, as children move from Reception to Year One, staff meet to liaise and all information, including Personal Plans, Transition Partnership Agreements, Education and Health Care Plans and details of support and provision are shared. All children are given a Social Story to aid transition. Children with SEND and others who find transition times particularly unsettling will be given personalised Social Stories, and visual resources such as visual timetables, now and next boards, choice boards and transition objects may also be used. We also offer Transition Detective opportunities during the second half of the summer term, where trained staff (called ELSA) work with small groups and individuals to prepare children to transition from one class to another.

All Year 2 children at our school attend a transfer afternoon at their new school during the second half of the summer term, where they meet their new Class Teacher and classmates. If children have SEND, we encourage further visits to ensure a smooth transition and to enable children to become familiar with his or her new teacher, TAs, classmates and surroundings. Some children with SEND may require extra support, as mentioned above, in the form of Transition Detective work, social stories, visual timetables and photo

books. All relevant school information, including his or her latest Personal Plans, Transition Partnership Agreements, Education and Health Care Plans and details of support and provision are shared with their new teachers at Transition or Transfer meetings during the second half of the summer term prior to their transition visit. This enables Class Teachers in junior schools to plan for a child's individual needs. Liaison meetings take place during the summer term between Inclusion Manager/SENDCoS from both the Infant and Junior schools and the Year 2 and Year 3 Class Teachers to ensure a smooth transition.

Section 7: Supporting Pupils at School with Medical Conditions

At Hiltingbury Infant School, we recognise 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. Some may also have SEND and may have an EHCP which brings together health and social care needs, as well as their special educational provision, and the SEND Code of Practice (2014) is followed.

All essential health details of pupils will be shared with relevant staff.

The policy for supporting children at school with medical conditions can be found on the school website or can be obtained in hard copy from the school office.

Health and Safety

- The school will seek the advice from outside agencies in activities such as PE where the use of apparatus is involved, and in the height and suitability of school furniture.
- The school will follow the Guidelines for Physical Restraint (SCC) and incidents will be recorded using the appropriate forms and key staff have received manual handling training.

The policy for Health and Safety and Physical Restraint can be found on the school website or can be obtained in hard copy from the school office.

Section 8: Monitoring and Evaluation of SEND

The progress of pupils with SEND is constantly monitored by the class teacher and Inclusion Manager/SENDCo. Levels of progress are monitored and the effectiveness of interventions evaluated. Teaching Assistants (TA) delivering interventions are monitored by the Inclusion Manager/ Inclusion Manager/SENDCo and Hiltingbury Schools' Language Resource Provision Manager. All SNAs and TAs undertake performance management meetings. The Head teacher and the Senior Leadership team monitor the teaching of class teachers on a regular basis to ensure that provision is being made for those pupils with SEND. Both pupil and parent views are also taken into account when evaluating the provision for SEND.

The Inclusion Manager/SENDCo feeds back relevant information about progress and interventions to the SEN Governor and this is then disseminated in governor meetings. Governors meet twice a term to discuss matters of importance relating to many different aspects of the school and are involved in the writing of policies. The governors are made fully aware of the confidentiality policy held in school and adhere to this in their role.

Section 9: Training and Resources

The School Improvement Plan will incorporate action plans and reviews relating to raising the achievement of pupils with SEND. In-house SEND training and professional development will be arranged to meet targets and to ensure that provision for pupils experiencing SEND is appropriately delivered and co-ordinated. 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 encouraged to undertake training and development. All teachers and support staff

undertake induction on taking up a post, which will include a meeting with the Inclusion Manager/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.

The Inclusion Manager/SENDCo regularly attends cluster meetings and Hampshire Inclusion Manager/SENDCo Update meetings with other local Inclusion Manager/SENDCos in order to keep up to date with local and national updates in SEND. All staff have access to resources produced by NASEN (National Association for Special Education Needs), which provide training opportunities, resources and key updates. Additionally, updates and training opportunities are received weekly via the Hampshire Schools Communications.

Section 10: Roles and Responsibilities

The SEND Governors are Mrs Amy Ingram and Mrs Celtie Lincoln and they are responsible for meeting regularly with the Inclusion Manager/SENDCo to discuss the position of SEND within the school. They then feed back to the governing body with relevant information.

Role of the SEN Governor

- To liaise with the Inclusion Manager/SENDCo
- To overview the development of the school's SEN policy and review the SEN Information Report with the Inclusion Manager/SENDCo
- To monitor the execution and success of the Special Educational Needs Policy
- To have current knowledge about the school's broad special educational needs provision, including how funding, equipment and personnel resources are deployed.

The Governing Body

The Governing body, in co-operation with the head teacher, is responsible for ensuring that necessary provision is made for pupils with Special Educational and has a duty under the 1993 Act to:

- Make every effort to see that the necessary special arrangements are made for any pupil who has special educational needs
- Oversee the financial arrangements for special educational needs and staffing
- To appoint a governor or sub-committee to have specific oversight of the school's arrangements and provision for meeting special educational needs
- Take account of the Code of Practice when carrying out their duties towards all pupils with special education needs and disabilities and monitor accordingly
- Report each year to parents on the policy for pupils with special educational needs and disabilities. The SEND policy is available on the school website and as a hard copy at the school office.

The Inclusion Manager at Hiltingbury Infant School has responsibility for the strategic leadership and management of the SEND policy and practices and for pupil achievement and progress in partnership with Phillippa Longman the Headteacher. Phillippa Longman is the Designated Safeguarding Lead and has overarching responsibility for the funding for Pupil Premium Grants within the school. Mrs Laura Flood and Miss Katie Davies are also trained as Safeguarding Leads within the school. Miss Katie Davies manages the provision for children in receipt of Pupil Premium funding. Mrs Longman is also responsible for managing the

school's responsibility for meeting the medical needs for pupils and is the designated teacher for Looked After Children (LAC).

Mrs Laura Flood is the Inclusion Manager/Special Educational Needs Coordinator and is a practising qualified teacher. She is responsible for managing provision for children and families with SEND within our school. The key responsibilities for the Inclusion Manager/SENDCo (listed in the Code of Practice) are

- Overseeing the day to day operation of the school's SEND Policy
- Coordinating provision for SEND
- Advising a graduated approach to providing SEN support
- Ensuring relevant resources are provided to meet the needs of children with SEND
- Reviewing the SEND Policy and other SEND related policies and updating the SEN Information Report

Special Needs Assistants (SNA) are managed by the Inclusion Manager/SENDCo and the Teaching and Learning Lead. Deployment is based on pupils' needs across the school. The role of the SNA is to work alongside the class teacher to effectively deliver any agreed interventions. SNAs, although managed by the Inclusion Manager/SENDCo, are directed by the class teacher with whom they work.

Section 11: Storing and Managing Information

Relevant information for the Inclusion Manager/SENDCo regarding a pupil and SEND is kept within a digital SEND class folder. Children with EHC Plans have an individual digital folder. Any computerised information is kept within the school network which is only accessible to school staff. The school confidentiality policy can be accessed on the school website or via the office as a hard copy.

We are legally required to keep information about pupils with SEND which we retain in line with the Hampshire retention schedule. Our new SEND register includes evidence detailing the month and year when a child is placed on the SEND register and where applicable, the month and year when a pupil is removed from the SEND register.

Section 12: Reviewing the SEND Policy

The school SEND policy will be reviewed annually in conjunction with the Head teacher/Inclusion Manager/SENDCo, governors, teachers, parents and aspects with the pupils where appropriate. Any information which changes within the year will be amended in the policy as and when necessary.

Section 13: Accessibility

Hiltingbury Infant School is committed to the integration and inclusion of pupils with a wide range of needs.

- Our school site is wheel chair accessible.
- Fully ramped access is available to one classroom in each year group and back entrances.
- It has a designated accessible parking space.
- Our school building is all on one level.
- Hiltingbury Infant School has an accessible children's toilet, which has a changing table. We also have a shower.
- Each classroom has an external door, which is used as a fire exit.

- Access to suitable learning resources, including ICT
- Resources stored for ease of access and where appropriate monitored annually for safety, repair or replacement
- Access to specialist furniture and equipment – some already on school site, others acquired as necessary
- Building modifications (including within the Hiltingbury School Language Resource Provision) which have been subject to building regulations
- Hiltingbury Infant School is a secure environment. Our main entrance door and main playground exit door are fitted with a keypad. The main entrance also has a buzzer. The gates to access the campus are fitted with keypads.
- Where there are constraints, everything possible is done to remove them for adults and children with SEND alike.

Curriculum accessibility:

- All teaching and learning within class is pitched at an appropriate level so that all children are able to access according to their specific needs. Typically, this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this can be individually differentiated. The benefit of this type of differentiation is that all children can access a lesson and learn at their level.
- Progress is monitored and teachers' planning is adjusted accordingly.
- Children with SEND are carefully considered when teachers are planning.

The school accessibility plan can be accessed through the school website and the school office in hard copy.

Section 14: Dealing with Complaints

If you have any concerns, parents are always encouraged to discuss matters with your child's class teacher and view our SEND policy, which is available from the School Office and online. Following this initial contact, the Inclusion Manager/SENDCo would become involved and further to this, the Headteacher, and finally the Governing Body can be approached. External Agencies to support parents such as SENDIASS, can also be contacted. Hampshire County Council complaints procedure can be pursued once all other channels have been explored.

Please see the school's complaints procedure policy for further information. This is available on the website or can be obtained in hard copy from the school office.

Section 15: Bullying

Hiltingbury Infant School is an inclusive school; we welcome and celebrate diversity. We have a caring, understanding team looking after all of our children and our ethos fosters an attitude of respect, care and concern for one other.

Bullying at Hiltingbury Infant School is taken very seriously and all matters are dealt with promptly by class teachers and the Headteacher, where necessary. The anti-bullying policy can be accessed on the school website and as a hard copy from the school office.

Section 16: Additional Information

To contact the Inclusion Manager/SENDCo, please arrange an appointment through the school office. Additionally, she can be contacted by email on: admin@hiltingbury-inf.hants.sch.uk