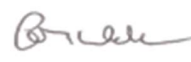





Charlton Kings Infants' School and Kindergarten

Special Educational Needs and Disabilities (SEND) policy

Governor committee responsible:	Curriculum and Standards	Governor lead:	Chair of Curriculum and Standards
Status:	Statutory	Review cycle:	Annual
Last review:	December 2025	Next review due:	December 2026

Designation	Name	Date	Signature
Chair of Governors	Alan Waller	09.12.2025	
Headteacher	Katie James	09.12.2025	

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1. Purpose

This policy is a working and reference document for the staff of Charlton Kings kindergarten and Infants' School. It will be reviewed annually and is available to all staff, parents, governors, inspectors and other visitors to the kindergarten and school. The policy has been written with the knowledge and collaboration of the whole staff and links with other kindergarten and school policies including:

1. Safeguarding and Child Protection Policies and procedures
1. Accessibility Policy
2. Admissions Policy
3. Attendance Policy
4. Building Positive Relationships Policy (Behaviour and Anti-Bullying)
5. Equal Opportunities Policy
6. Intimate Care Policy
7. Children in Care Policy
8. Supporting Pupils with Medical Conditions Policy

These policies can be found on our school website; [Policies - Charlton Kings Infants' School \(ckis.org.uk\)](http://Policies - Charlton Kings Infants' School (ckis.org.uk))

The policy has been written to comply with the Special Educational Needs and Disability Code of Practice 2014. If you require further information about the provision for SEND in the school, or require this policy in an alternative format, please contact the Special Educational Needs and Disabilities Coordinator (SENDCO)

Mrs Frances Tyler sendco@ckis.org.uk

Phone: 01242 514483

2. Aims

At Charlton Kings Infants' School we value the individuality of all of our children, irrespective of need and we aim to provide an environment in which all children can reach their full potential and flourish.

The school recognises that for some children, their individual needs become Special Educational Needs. In order to identify and meet these Special Educational Needs and to ensure the best outcomes are achieved for each child the school works closely with parents and follows the guidelines set out in the SEND Code of Practice 2014. We want pupils to leave our school as confident individuals equipped to cope to the best of their ability with the challenges of the next step in their learning.

3. Objectives

We use our best endeavours to:

- ensure access to the curriculum for all pupils
- identify and meet the needs of pupils who have special educational needs and disabilities
- work in partnership with parents and carers
- work in partnership with outside agencies when a multi-professional approach is needed to meet the needs of the pupil
- work within the guidance provided in the SEND Code of Practice 2014
- choose the most appropriate form of intervention to ensure good learning outcomes

4. Identifying Special Educational Needs

The SEND Code of Practice 2014 definition of special educational needs is-

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

The SEND Code of Practice describes four broad categories of need which can be used to help identify a pupil's primary area of need.

1. Communication and Interaction
2. Cognition and Learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

However, it is important to take into account that a child can have needs which link to more than one category of need. At Charlton Kings Infants' School, while having regard for these categories of need, we consider the whole range of needs and strengths of the child. This helps us match our provision to the pupil's individual needs.

We are aware that slower progress and lower attainment do not necessarily mean that a child has SEN. We also look for pupils who may achieve in line with expectations for their age but who could have SEN. Many factors may have an impact on a pupil's ability to learn but do not necessarily constitute SEN. These include disability*, attendance at school, health, English as an additional language, being a looked after child, being in receipt of pupil premium or being the child of service personnel.

Where unacceptable or unusual behaviour is a concern, we will seek to investigate the underlying causes of the child's behaviour. We recognise that behaviour is not a need but a likely response to a need.

**Many children 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’. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition. SEN CofP 2014*

5. A Graduated response to SEND

At Charlton Kings Infants' School, class teachers are responsible and accountable for the progress of the children/pupils in their class.

At Charlton Kings Kindergarten and Infants' School we follow the graduated approach to SEND in line with The Graduated Pathway of Early Help and Targeted Support from Gloucestershire Local Authority as follows:

Level 1- Universal

We believe that high quality teaching which is skilfully differentiated to support individual needs is the best first approach for all children/pupils. There are times, within this level, when despite high quality class teaching,

some pupils do not make adequate progress towards the desired level of outcome for that pupil. These could be pupils who are underachieving and need to make accelerated progress but will not necessarily be pupils with special educational needs. At this point the teacher will review the possible barriers preventing the pupil's progress. The teacher will adapt their teaching by applying suitable scaffolds to learning. The teacher may identify interventions that may help to overcome these barriers. Parents will be informed during parent consultation of any additional interventions recommended by the teacher and notified of any ways in which the teacher is adapting lessons to support their child. We refer to these interventions within school as Wave 1 interventions. **These Wave 1 interventions are recorded on the class and school provision map** held within Insight (on-line school management system).

Level 2 – Additional

If a child is still not making progress, despite high quality teaching and scaffolding of support and interventions then it is possible a child may have SEN. The class teacher and SENDCO will review all of the information gathered and discuss the next steps with the parents/carers. At this point on the graduated pathway a 'My Plan' will be written and the four stage process of: assess, plan, do, review described in the Code of Practice (see below) will be used to support the intervention programmes for each pupil. We refer to these interventions within school as Wave 2 interventions. **These Wave 2 interventions are recorded on the class and school provision map held within Insight (on-line school management system).**

The pupil will be recorded on the SEN register under the category of SEN Support. Parents/carers will already be aware of their child's individual learning differences and the potential challenges faced. Parents/carers will be invited into school to discuss the additional support their child receives and how they can support their child's learning at home through a My Plan/Team around the Child meeting.

Level 3 – Intensive

If a child demonstrates multiple and/or complex needs or is not meeting the targets set as part of the 'My Plan' cycle and there are still concerns over the progress of the child/pupil, the teacher will discuss with the SENDCO what the next steps should be for that child. This is likely to include involving multi-agencies professionals and a 'My Assessment' (documenting the child's story and identifying details regarding the 'whole child's' individual needs) will be written by an appropriate member of staff who has built a good relationship with the child/family. School staff, **parents** and other professionals will all contribute to the My Assessment which will be reviewed annually. The pupil's voice will also be part of the process in the form of a one page 'My Profile'.

Level 4 – Specialist

If the child demonstrates significant and/or complex needs or the level of need continues to increase despite all previous interventions and support from other multi-agency professional partners, then an Education, Health Care Plan (EHCP) assessment will be considered. At this point, we will have identified that the child has complex needs that require a statutory response. This request will be sent to the Local Authority. Parents will be involved with this process and will be asked to contribute **their views**. The pupil's voice will also be captured as part of this statutory process.

We refer to interventions used for children/pupils at Level 3 or 4 as Wave 2 or 3 interventions.

6. Using the 'Assess, Plan, Do, Review' cycle to support learning

Assess: The class teacher and SENDCO will use the assessment data held by the school and the teacher's own assessment information on the pupil to identify the pupil's need and individual learning differences. Parent/carers will be asked to contribute to this information gathering and assessment process.

Plan: Class teachers with the SENDCO will plan specific strategies (which may be supported by staff from outside agencies) to address the learning difference experienced by the child/pupil. We will involve parents/carers and where appropriate the pupil in this process. An intervention log called a 'My Plan' will be completed. This will set out what the pupil's difference is, what intervention is to be used to enable the pupil to overcome the challenges they face, the pupil's starting level and the outcome to be achieved in the given time. Parents/carers will be given a copy of the 'My Plan'.

Do: The pupil will work on the intervention regularly and frequently. Although the intervention may be delivered by a trained Teaching Partner, the class teacher is responsible for the progress the child/pupil makes. The adult running the intervention will keep accurate records about the progress being made and will contribute to the review of the intervention. We will ask parents/carers to work with us to support their child's learning. We may ask them to do specific things at home and to keep in regular contact with us.

Review: At the end of the intervention period, the child/pupil's progress will be assessed. Based on this, the class teacher and SENDCO, in consultation with parents/carers, will plan the next step. Outside agency advice will be sought where appropriate.

As discussed above, we follow the structure of the Gloucestershire model of support, which is a single graduated pathway of Early Help and Support for children, young people and families.

My Profile

My Profiles 'All about me' are a one-page sheet completed with the child and an adult who has a good relationship with that child. My Profile's are completed as part of the My Plan and My Plan + process for individual children and are used to gather pupil voice. They help to gain an understanding about the child's thoughts and feelings.

My Plan

As soon as a child is identified as having additional needs that need extra support, an intervention plan referred to as a 'My Plan' is completed which identifies the needs, outcomes and actions needed to address the identified needs. Timescales are set for measurable outcomes to be met. Parents are invited to be a part of this process and are encouraged to support their child at home. At the end of the intervention period, the child's progress is reviewed and depending on progress, the intervention may end or continue, if necessary. These plans are registered (including the child's name, date of birth, type of plan, start/review/end date and reason for closure, if appropriate) with the Gloucestershire Early Help team to inform strategic development of services within the locality.

My Assessment & My Plan+

Where a child has more complex needs that require assessment and intervention from a number of different agencies, the My Assessment & My Plan+ format is used. This can be used to inform the statutory Education, Health and Care Plan application process should that become necessary in the future. These plans are registered (including the child's name, date of birth, type of plan, start/review/end date and reason for closure, if appropriate) with the Gloucestershire Early Help team to inform strategic development of services within the locality.

Education, Health and Care Plan

We will consider requesting an Education, Health and Care needs assessment in consultation with parents/carers if the child demonstrates the following:

- Significant and complex learning differences that require statutory assessment.
- Continues not to make expected progress (despite the use of specific and reviewed interventions and scaffolds of support) or the gap between the pupil's level of attainment and their expected level widens.

Pupils with an Education Health and Care Plan will have an Annual Review of their plan, or a six monthly review if they are in the Early Years Foundation Stage – Kindergarten/Year R. These plans are registered (including the child's name, date of birth, type of plan, start/review/end date and reason for closure, if appropriate) with the Gloucestershire Early Help team to inform strategic development of services within the locality.

Exiting the SEN register

Once a child has reached and maintained the level of attainment appropriate for their age for at least one term, they will be removed from the SEN register. If outside agencies have supported the pupil, their advice will be sought before removing a pupil from the SEN register. Parents/carers will be informed that their child is no longer on the SEN register. The pupil will continue to be closely monitored by the class teacher to ensure they continue to make acceptable progress by accessing high quality differentiated class teaching and Wave 1 support if necessary.

7. Supporting pupils and families

Please refer to our SEND Information Report and the Gloucestershire Local Offer of 'Early Help'. Links to these are on the SEND information page of our web site; [SEND Information - Charlton Kings Infants' School \(ckis.org.uk\)](https://www.ckis.org.uk). Both explain in detail how parents/carers can access a range of support.

We aim to work in partnership with parents to achieve the highest possible outcomes for all children. The child must be at the centre of all decision making. Parents/carers will be invited to participate in the planning and implementation of strategies to support their child from the earliest possible time. Where it is appropriate, the child may also be involved in discussions about their learning.

8. Supporting pupils at school with medical conditions

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 of these pupils may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Please refer to the school's policy for supporting pupils with medical conditions for information about the arrangements in place to support pupils at school with medical conditions.

9. Monitoring and evaluation of SEND

The progress of pupils with SEND is closely monitored by class teachers on a regular basis as part of the planning, teaching and assessment cycle. Formative assessments are used three times a year and results are scrutinised by the Senior Leadership Team (SLT) and class teachers. Book looks, learning walks, Pupil Progress Meetings, School Improvement Partner and Governor visits are used throughout the school year to monitor learning and progress. The SLT (including the SENDCO) meet regularly to discuss provision made for SEND pupils and to plan for future provision.

10. Training and funding

Staff are trained in how best to support vulnerable learners in order to maximise their achievement. This is either through sharing good practice from within the school or through the use of external training courses which are relevant to the needs of the current cohort. Staff are signposted to and encouraged to identify their training needs in advance of receiving a child or group of children with SEND. The school's SENCO regularly attends local SENCO cluster meetings in order to keep up to date with local and national updates in SEND. The school is a member of Nasen (The National Association for Special Educational Needs) a charitable organisation that aims to promote the education, training, advancement and development of all those with special and additional support needs.

The local authority provides funding for schools to meet the needs of all children with SEND. Currently funding is divided into 3 parts:

1. **Core Funding:** this is the money schools receive based on the total number of pupils in the school.
2. **Additional SEND Funding (notional SEND funding):** this is the funding received by school to help meet the needs of pupils with special educational needs both at the 'SEN Support' level and also the initial costs of pupils with EHCPs. (School is expected to use the notional SEN budget to pay for up to £6000 of SEN provision). This funding is based on the school's annual census returns.
3. **Top-Up Funding:** this is provided by the Local Authority where resources in excess of £6000 are required by a child/pupil as set out in their EHC plan.

11. Child Protection and Safeguarding for children with SEND

As a school, we are aware that additional barriers can exist when recognising abuse and neglect in this group of children (See also Keeping Children Safe in Education 2025) and we will ensure any indicators of possible abuse are identified early and not assumed to be related to a child's SEND.

Staff know that:

- They should not make assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration as to their cause.
- Children with SEN and disabilities can be disproportionately impacted by things like bullying - without outwardly showing any signs.
- Communication barriers and difficulties may make it difficult for children to express their concerns.

- They must overcome any reluctance to challenge carers (professionals may over empathise with carers because of the perceived stress of caring for a disabled child).
- Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased.
- A child (including those with SEND) may not perceive that they are being abused.
- Some children with SEND can be very isolated.

The Senior Leadership Team, particularly the SENCo in co-ordination with other members of the Inclusion Team at CKIS, will maintain close monitoring of children with SEND.

Bullying at CKIS will not be tolerated - Please see our 'Building positive relationships' policy (Behaviour and anti-bullying) which can be found on the policies page of our school website; [Policies - Charlton Kings Infants' School \(ckis.org.uk\)](https://www.ckis.org.uk/policies)

12. Roles and responsibilities

Governors (Trustees): The Governors support the school with strategic decision making and in evaluating the quality of the learning experience for all children through the employment of the School Improvement Partner. Link Governors for SEND and Children in Care routinely visit the school to evaluate its policies and practice.

The link Governor for Inclusion and SEND is Miss Amy Coole a.coole@ckis.org.uk

The link Governor for Child Protections and Safeguarding (including Children in Care) is Mr Vincent Costello v.costello@ckis.org.uk

SENDCO: The current SENDCO has over 12 years' experience as a class teacher and is currently in the process of completing the National Professional Qualification for SENDCOs. The Head teacher has nearly thirty years experience of working with SEND pupils, both in mainstream schools, specialist provision and as the SEND Early Years lead within a Local Authority for six years.

At Charlton Kings Infants' School the SENDCO is an associate member of the Senior Leadership Team.

The SENDCO's role includes:

- overseeing the day-to-day operation of the school's SEND policy and procedures
- co-ordinating provision for children with SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of resources, including teaching partners, to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- being a key point of contact with external agencies
- liaising with feeder schools to ensure smooth transitions between schools occur for SEND pupils
- ensuring that the school keeps the records of all pupils with SEND up to date

Class teachers: At Charlton Kings Infant School, class teachers are responsible and accountable for the progress of their children/pupils. Teachers are responsible for putting in place appropriate scaffolds and adaptations to ensure children/pupils of all abilities are challenged as they work towards ambitious targets. Class teachers work with the SENDCO to implement strategies which support the learning of children/pupils with SEND.

Teaching Partners: Teaching Partners are deployed to support learning for all children/pupils in kindergarten and school. They work alongside the class teacher and their work is planned and directed by the class teacher. Teaching Partners work with pupils of all abilities and are trained to run interventions for SEND pupils.

Pastoral Care Team: CKIS has a growing pastoral care team with the PSHE curriculum lead and mental health champion maintaining oversight of provision alongside the Head teacher and SENDCO. In addition, the school has a part time Family Support Worker in post and the team work in close partnership with the school's link Educational Psychologist, speech therapist and Play Therapist.

Designated Teachers with specific Child Protection and Safeguarding responsibility: Designated Safeguarding Lead (DSL): Neil Owens -Acting Headteacher, Deputy Designated Safeguarding Lead (DDSL): Primary DDSL; Rebecca Koller – Year 2 Lead, Additional DDSLs: Sara Durant – School Business Manager, Frances Tyler – SENDCo, Sarah Pritchard – Family Support Worker, Gemma Ralph- Kindergarten Lead Practitioner, Nicky Jones – Reception Lead, Lauren Smart – Year 1 Lead

Teacher responsible for managing Pupil Premium Funding and providing oversight for Children in Care: Emma Turner – PSHE and PPG/CiC lead

Teacher responsible for managing the school's responsibility for meeting the medical needs of pupils: Frances Tyler – SENDCO

13. Storing and managing information

Information about pupils is treated as confidential and is kept electronically on our school management system (Arbor), on our assessment data management system (Insight), and on our Child Protection and Safeguarding management system (CPOMs), with some paper copies kept in lockable filing cupboards. Each class teacher has a file for storing information concerning their SEND pupils which is kept in a locked or secure place in their classrooms. SEND information is passed to SENDCO of the pupil's next school in a secure manner.

14. Managing complaints

Our policy is to seek to solve any disagreement at the lowest level. We seek to provide the best opportunity for all children and any complaint should be discussed with the appropriate staff member in the first instance. If you wish to make a complaint about the service you receive, please follow the procedures set out in the complaints policy which can be found on the school website; [Policies - Charlton Kings Infants' School \(ckis.org.uk\)](https://www.ckis.org.uk/Policies)

15. Reviewing the policy

This policy will be reviewed annually.

16. Useful links

SEND Information Report – this can be found on the SEND information page of our website; [SEND Information - Charlton Kings Infants' School \(ckis.org.uk\)](https://www.ckis.org.uk/SEND-Information)

We also refer you to the SEN Information Report of Charlton Kings Junior School as the setting to which most of our pupils transfer at the end of KS1; <http://www.charltonkings-jun.gloucs.sch.uk/>

The Gloucestershire Local Offer [Glofamilies Directory](#)

Special Educational Needs and Disability Information Advice and Support Service SENDIASS

Gloucestershire provides information, advice and support on matters relating to children and young people with special educational needs and disabilities (SEND). The service is offered to parents and carers of children and young people aged between 0 and 25 years old. <http://sendiassglos.org.uk/>

Freephone telephone helpline 0800 158 3603 available Monday to Friday 9.00 am – 5.00 pm all year round. Callers who are using a mobile phone can dial 01452 389345 as alternative.