The Alderton Infant School

Special Educational Needs & Disabilities (SEND) Policy 2026-2027

Welcome to Our SEND Policy for Parents and Carers
This policy is designed to help you understand how we support children with Special Educational Needs and Disabilities (SEND) at Alderton School. It explains our approach to making sure every child gets the support they need to learn and thrive.

We recommend reading this policy alongside our:

- **SEND Information Report:** This report gives you more detail about the specific support available at our school.
- Equality Information and Objectives: This explains how we ensure fairness and equal opportunities for all children.
- Behaviour & Relationships Policy: This outlines our approach to positive behaviour.
- Child Protection Policy: This explains how we keep children safe.

You can find all these important documents on our school website. This policy sets out the framework for how we consistently apply our values and principles throughout the school.

Our Commitment to Every Child
At Alderton Infant School, we truly value what every child brings to our school community, and we also value the contributions from you, our parents and carers, and other professionals. By working closely with families, our governors, and the wider community, we create a caring, safe, and happy environment where every child matters and feels valued and secure.
We strongly believe that all pupils, no matter their differences, should have access to inclusive teaching and learning opportunities. This means we adapt our teaching to make sure every child can make the best possible progress. Each child is a valued member of our school community. The support we offer will be specifically designed for your child's individual needs, based on careful assessments carried out by our school staff and, sometimes, by outside experts.

Who Leads and Manages SEND Support in Our School?

The SENDCo (Special Educational Needs and Disabilities Coordinator)

Our SENDCo is Miss Davies. She is responsible for:

- Making sure our SEND policy is put into practice every day.
- Organising the specific support given to individual children with SEND. This includes children who receive SEN Support (extra help within school) and those who have an Education, Health and Care Plan (EHCP) (a legal document outlining a child's support).
- Guiding other staff members and working closely with teachers, parents, and outside organisations.
- Ensuring our children with SEND receive the right support and high-quality teaching.

The Governing Board

Our school's Governing Board is made up of volunteers who oversee the school. They make sure we meet our legal duties for children with SEND. This includes:

- Having plans in place to support pupils with medical conditions.
- Publishing our SEND Information Report every year.
- Making sure we have a qualified teacher as our SENDCo.

The Governing Board also works with the SENDCo and Head Teacher to plan how we will continue to develop our SEND support and make sure we have the necessary resources.

They also ensure the school follows the Equality Act 2010, which means we welcome all children, make reasonable adjustments for those with disabilities, and have an accessible environment.

Our Expertise and Partnerships
We have an ongoing training programme to make sure our teachers and support staff have the right skills and knowledge to improve their teaching and support for children with SEND. Our SENCO has extensive knowledge of current local and national initiatives and policies that support pupils with different needs.

Assessment & Tracking
We continuously assess children to keep track of their progress and provide any necessary support. Children with a One Plan have their progress regularly monitored, and new targets are set as needed, or at least three times a year, in addition to our usual progress tracking. Teachers and Teaching Assistants meet regularly with the SENCO to discuss children's progress. Pupil notes are kept securely on file by the SENCO or on our secure school Google platform.

Our Partnerships
Alderton Infant School is an active member of the Epping Forest Schools Partnership Trust. This means we are part of a network that provides support, resources, training, and professional advice for children with SEND. We work closely with a range of professional services to support specific needs, including:

- Play Therapist, Family Support Worker & Counsellor (from Child & Families Services)
- Educational Psychologists & Inclusion Partner (from Essex County Council)
- EWMHS (Emotional Wellbeing & Mental Health Services) – previously known as CAMHS (Child and Adolescent Mental Health Services)
- Occupational & Physiotherapy Service
- SAS (Statutory Assessment Service) – manages the Education, Health and Care Plan process.
- School Nurse and Health Visitor Service
- Specialist Teaching Service (for children with physical, visual, and hearing impairments only)
- Speech and Language Therapists

Identifying and Supporting SEND
Most pupils' needs are met within a supportive classroom environment through high-quality teaching and targeted differentiation (adjusting teaching to meet individual needs). Special Needs can be identified by school staff, parents, or sometimes by an outside agency.
For a small number of children, SEND may be identified before they even start school. In these cases, we hold a planned meeting involving various professionals to ensure we can meet their needs from day one. For most children who need different or extra support, this can become clear at any point during their time at school.

The SEND Code of Practice (2014), which is the legal guidance for schools, outlines broad areas of need. These are:

- Communication and Interaction: This includes children who have difficulty with speech, language, or understanding social rules.

- Cognition and Learning: This includes children who learn at a slower pace, or who have specific learning difficulties like dyslexia.
- Social, Emotional and Mental Health: This includes children who may have difficulties with their emotional wellbeing, behaviour, or mental health.
- Sensory and/or Physical: This includes children with visual or hearing impairments, or physical disabilities.

SEND Provision: Our 'Assess, Plan, Do, Review' Approach
The way we provide support for children with SEND follows a graduated approach, which means it's tailored to each individual. We use a person-centred 'assess, plan, do, review' model, as recommended by The SEND Code of Practice (2014). This involves:

- Assess: Understanding your child's needs.
- Plan: Deciding what support they will receive.
- Do: Putting the support into action.
- Review: Looking at the impact of the support and deciding on next steps.

The effectiveness and quality of the support and interventions are evaluated by the teachers and SENCO, and importantly, we always consider the views of your child and yourselves as parents/carers.

Equal Access and Medical Conditions
The Children and Families Act (2014) states that schools must make arrangements to support pupils with medical conditions. If your child has a medical condition, we will work with you, our staff, and the school nurse (where appropriate) to create an Individual Health Care Plan. This plan will be in line with the statutory guidance 'Supporting pupils at school with medical conditions' (2015).
Our curriculum is adapted to ensure all children can take part in all aspects of school life, including out-of-school activities. Depending on your child's needs, we may sometimes ask parents or carers to accompany pupils on trips to ensure their safety.
Our building is accessible for wheelchairs, and we have accessible toilets. We work with the School Nurse Service for advice, staff training, and help in writing Health Care Plans. Many of our staff are first aid trained and can administer medicines as directed by parents.

Positive Behaviour and Social & Emotional Development
We understand that behaviour is a form of communication (you can find more information in our Behaviour & Relationships Policy). Our staff are trained in Trauma Perceptive Practice, which helps us understand how past experiences can affect a child's behaviour. Unusual or withdrawn behaviours don't automatically mean a child has SEND. If we have concerns, we will assess the situation with you, their parents and carers. Many factors can affect a child's well-being and behaviour.
We run various intervention programmes to help children develop emotional literacy (understanding and expressing emotions), self-regulation (managing their own emotions and behaviour), and social interaction skills.
We provide a caring and secure environment where every child matters. We strongly encourage a Growth Mindset (believing that abilities can be developed through hard work) and resilience (the ability to bounce back from challenges) through our pastoral support. Staff appreciate, praise, and value every child's best efforts. The Head Teacher and SENCO offer advice and liaise with families as needed.

Where to Find More Information
Local Authorities (like Essex County Council) and schools are required to publish and regularly update information about the services available for children and young people with SEND (from birth to 25 years old). For more details, please see our school's SEND Information Report and the Essex Local Offer.

We hope this policy helps you understand how we support children with SEND at Alderton Infant School. If you have any questions, please don't hesitate to speak to your child's class teacher or Miss Davies, our SENCO.