Carrington Infant School
(Carrington Schools Federation)

SEND Policy

September 2026

MISSION STATEMENT:

Rooted in community, we place children at the centre, combining strong relationships, excellent teaching and ambitious standards, guided by respect, kindness and honesty, ensuring all belong and succeed.

VISION:

Working in partnership to develop happy, resilient children with the knowledge, skills and self-belief to excel.

Date Policy last reviewed: September 2026

Context

Carrington Infant School is a LA maintained infant school situated in Flackwell Heath, High Wycombe,Buckinghamshire. There are currently 164 children on roll, aged between 4 and 7 years. The school cohort includes an ARP (Additional Resourced Provision) for up to 6 children with communication and interaction needs. These children all have a diagnosis of Autism and have their own (EHCP) Education, Health and Care Plan.

1.1 **Objectives**

We recognise that each pupil at **Carrington Infant School** is an individual and has unique needs. Some pupils require different support to others. Certain pupils require special educational provision to be made in order for them to access the curriculum and the additional opportunities on offer, within a mainstream infant school environment.

Carrington Infant School aims to provide all pupils with strategies for extending their social and academic understanding and knowledge, in a supportive environment; in order to give them meaningful access to the National Curriculum.

In particular, we aim to:

- recognise that each pupil has individual and unique needs
- enable every pupil to experience success through positive language and support that is tailored to theirindividual needs
- promote co-regulation, individual confidence and a positive attitude towards themselves and theirlearning
- strive to ensure that a child's SEND are identified at the earliest opportunity and that timely action is taken to meet those needs
- develop and foster independence in children and avoid an over-reliance on support
- ensure that all pupils, whatever their special educational needs, receive appropriate educational provisionthrough a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- give pupils with SEND equal opportunities to take part in all aspects of school life
- identify, assess, record and regularly review pupils' progress
- involve parents/carers in planning and supporting at all stages of their child's development
- work collaboratively with parents, other professionals and support services
- enable children to maximise their potential to be fully included fully in our community and make asuccessful transition to junior school and into adult life
- ensure that the responsibility held by all staff and governors for SEND is implemented and maintained

` 1.2 **Definition of SEND (Special**

Educational Need and

Disabilities)SEND Code of

Practice (2015)

SEND: 'A child or young person has Special Educational Needs if he or she has a learning difficulty or disabilitywhich 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 asignificantly greater difficulty in learning than the majority of others of the same age.'

Disability: A child who has a 'physical or mental impairment which has a long-term and substantial adverseeffect on their ability to carry out normal day-to-day activities.' (Equality Act, 2010; cited in SEND, 2015).

Disability: this 'prevents or hinders him or her from making use of facilities of a kind generally provided forothers of the same age in mainstream schools'

2.0 **Roles and Responsibilities**

2.1 The **pupil with SEND** has a responsibility to:

- endeavour to work independently, where appropriate
- ensure they attend to the interventions and support provided
- engage with the additional support provided
- show **R**esilience, **R**esourcefulness and **R**esponsibility in their learning
- question when they do not understand
- ask for further help when they need it
- indicate they need time to process information / co- regulate and choose an appropriate tool to facilitate this

2.2 The **parents/carers of the pupil with SEND** have a responsibility to:

- engage with the school, via regular liaison with the teachers, SENDCo and/or Co-Head teacher
- respond to communication from staff, such as: home school books, emails, phone call, Evidence for Learning or dojo messages
- use effective communication to alert staff to any changes in a child's routine that may affect their anxiety levels
- alert staff to any behaviours that their child shows when anxious or upset, that could pose a risk to the mental health and/or physical health and safety of their child, other pupils or staff members
- attend Parent's Evenings on a regular basis
- read and sign SEND Support Plans and other paperwork where necessary
- attend appointments with outside professionals that have been made by the school on their child's behalf
- share relevant paperwork with the school submitted from outside professionals / external agencies that may be in the interests of their child
- raise any concerns they have in an appropriate and timely manner
- support their children's learning, both at school and at home
- have joint accountability for their child's academic and pastoral welfare
- support a child to transition between home/ school and help prepare for upcoming changes e.g. transition to a new school/ class, transition to a new school
- be willing to try to use strategies taught from the interoception curriculum, implementing this at home as well at school to support effectivecommunication and language around emotions

2.3 The **Governing board,** in co-operation with the Executive Headteacher and Co-Head teachers, has a legal responsibility for determining the policy and provision for pupils with special educational needs.

Specific responsibilities are to:

- appoint a SEND governor to monitor the quality of SEND provision and report back regularly to the governing board
- develop the school's SEND policy, in-line with the Special Educational Needs and Disability Code of Practice 0-25 years (Jan 2015) and make this available to parents
- ensure that necessary provision is made for any pupil with SEND, so that they may take part in all school activities
- ensure that all staff are aware of the need to identify and provide for pupils with SEND
- ensure a meaningful dialogue with parents occurs if the school decides to make SEND provision for their pupil
- be fully informed about SEND issues
- set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEND
- ensure SEND provision is an integral part of the School Development Plan

The **Executive Headteacher and Co-Head teachers** have responsibility for:

- the management of all aspects of the school's work, including provision for pupils with SEND
- working closely with the SENDCo
- the deployment of all special educational needs personnel within the school
- monitoring and reporting to the governors, different SEND issues and the effects of inclusion policies on the school as whole

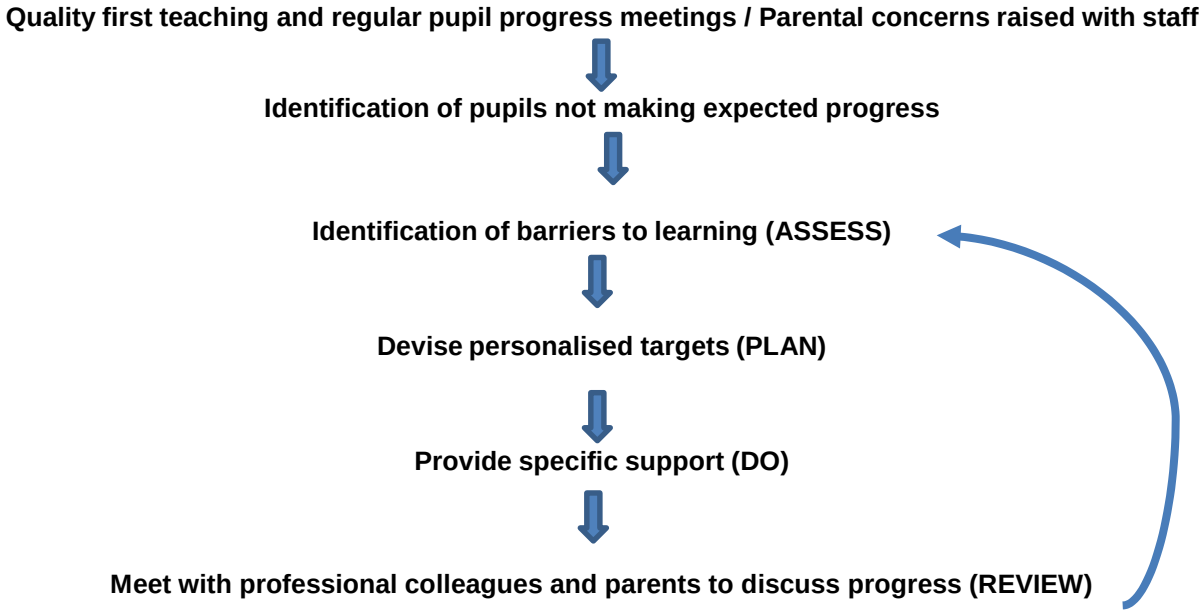
2.4 The **Special Educational Needs and Disability Co-ordinator** (SENDCo) is a qualified teacher and member of the senior leadership team. She is responsible for:

- overseeing the day to day operation of the school's SEND policy and co-ordinating the provision for pupils with SEND
- ensuring that an agreed, consistent approach is adopted
- supporting all staff by advising on appropriate targets and strategies, interventions, resources and materials for use with pupils with SEND and on the effective use of materials and personnel

- supporting staff in writing and updating SEN Support Plans / Sensory Plans
- liaising closely with parents of pupils with SEND
- achieving the National Professional Qualification in SEND award within 3 years of appointment
- maintaining all SEND paperwork and records in a timely and organised manner
- arranging, organising and conducting Annual Reviews
- liaising with the school's named (ECCO) Education, Health and care plan Co-ordinator, in the Local Authority
- establishing effective links with Outside Professionals and Multi-Agency Partners
- assisting in the monitoring and evaluation of progress of pupils with SEND
- contributing to the in-service training of teaching staff and support staff
- liaising with SENDCos in other primary schools to help provide a smooth transition from one school to the other
- networking with other SENDCos on developing best practise via termly Solution Circles Meetings and Area Liaison Meetings.

2.5 Provision for pupils with SEND is a matter for **everyone**. The main stakeholders include the child, the parents /carers, class teacher, SENDCo, C0-Head teachers, Executive Headteacher, Governors, outside professionals and Health Agencies. As emphasised in the SEND Code of Practice (Jan 2015), the ultimate responsibility lies with the class teacher as he/she has overall responsibility for ALL children in his/her care. This includes children with SEND and they arenot to be seen as separate to the class. All staff need to be fully aware of the school's SEND policy.

A Graduated Approach to SEND support at Carrington Infant School



Class teachers are responsible for:
- providing Quality First Teaching and reviewing that teaching through termly pupil progress meetings
- identify any barriers to learning, devise targets and interventions to enable children to make progress towards those targets
- including pupils with SEND in the classroom
- writing support plans to give a clear overview of the interventions happening in class
- Liaising termly with SEND pupils and their parents in order to update the SEN Support Plans which they originally drew up together and to discuss their planned long and short term outcomes and support.
- Create child-friendly targets
- Liaising termly with children who have an EHC Plan and their parents, in order to discuss their long and short term outcomes and support.
- giving feedback to parents of pupils with SEND

Learning Support Staff are responsible for:
- following lesson plans and intervention plans/programmes
- giving feedback to teachers about pupils' responses to tasks and activities as outlined on the lesson plan/intervention plan
- supporting pupils' individual needs and helping with inclusion of pupils with SEND within the class
- playing an important role in implementing interventions and monitoring progress of pupils in relation to those

interventions
- contributing to and attending Annual Review meetings
- contributing to SEN Support Plans and Sensory Plans.

2.6 **Lunchtime supervisors** are given any necessary information relating to the supervision of pupils at lunchtime, in particular to understanding the behaviour presentation and other issues for particular pupils with SEND. The expectation is for Midday Supervisors to give any pertinent feedback regarding pupils with SEND back to the Class Teacher or SENDCo.

3 Allocation of Resources

3.1 The school has a continuing commitment to purchase appropriate resources for pupils with SEND. Resources are allocated according to need and include ancillary help, teacher time and materials and ICT support.

All schools in Buckinghamshire receive funding for pupils with SEND

- the base budget which covers teaching and curriculum expenses, as well as the cost of the SENDCo
- the delegated budget for specific learning difficulties and moderate learning difficulties.
- other specific funds e.g. Pupil Premium

From April 2013, there have been changes to the way the school is funded:
(as detailed in the Bucks Interim Special Educational Needs and Disabilities Guidance, January 2013)

Supporting pupils with 'high incidence/low cost' Special Educational Needs
"In addition to the AWPU (age-weighted pupil unit) a mainstream educational institution, is expected to contribute £6000 to fund additional support for each pupil with high incidence/low cost SEND from their delegated, notional SEN budget." This equates to 13½ hours support.

Supporting pupils with high cost/low incidence Special Educational Needs
"For children… with high cost/ low incidence needs requiring substantial support likely to exceed AWPU + £6000" for example those with significant physical or sensory impairment or significant and complex needs, school will be able to request additional funding from the Local Authority's 'Exceptional Funding Request."

Supporting pupils with an EHC Plan
"Children … with severe and complex difficulties, whose need for support exceeds that which is normally available in a mainstream school's range of provision and for whom multi-agency assessment is required, may be assessed under the 1996 Education Act. Following assessment, an EHCP (Education, Health and Care Plan) may be issued outlining a pupil's needs and determining the support, facilities and resources that must be provided."

If an EHC Plan is not issued, the Local Authority will offer the parents a Way Forward meeting to discuss the reasons why the EHC Plan was not issued.

4 Identification, Assessment and Review

Involvement of Parents and Pupils in the process of identification

4.1 The SEND Code of Practice (Jan 2015) recognises four areas of need:

Code of Practice Needs	***Categories***
Communication and interaction	Speech, Language and Communication Needs (SLCN) Autistic Spectrum Disorder (ASD)
Cognition and learning	Specific Learning Difficulty (SpLD) Moderate Learning Difficulty (MLD) Severe Learning Difficulty (SLD) Profound and Multiple Learning Difficulty(PMLD)
Social, emotional and mental health	Attachment difficulty, social and emotional difficulty, mental health issues, attention and hyperactivity difficulty (ADD, ADHD)
Sensory and/or physical	Hearing Impairment (HI), Visual Impairment (VI), Multi-sensory Impairment (MSI), Physical Disability (PD)

It important to note that **behaviour** is not featured as an area of need in the new SEND Code of Practice (January 2015). Behaviour is a way of communicating anxiety of frustration. Staff are encouraged to reflect on what is the child trying to tell us and identify (where possible) what the triggers are for these behaviours.

4.2 The levels of provision to meet these needs are:

Initial concern

This is where teaching staff have an initial concern about a child. A conversation with the SENDCo will take place between the SENDCo and teacher/ learning support assistant. This pupil's rate of progress will be an area of focus at thetermly SEND pupil progress meetings. The SENDCo will hold a record of pupils for whom staff have indicated that they have initial concerns and the particular area of need for that child. The class teacher/s will speak to parents about anyadditional provision and support these children are receiving and ways parents can further support these children in the home.

SEND Support

This is where a pupil has been identified as needing significant, extra specialist support. This may be delivered by a member of staff in school or from a professional outside the school. This may include agencies, such as the Specialist Teaching Service, Speech and Language Therapy (SALT) Team or Occupational Therapy Team. Parental permission is always sought for a formal referral to any external service. The SENDCo supports the class teacher and/or support staff in planning provision and liaises with any outside agencies involved. The provision should reflect any advice given by outside agencies. A SEN Support Plan is usually put in place if the needs of the pupil require this. Not all pupils receiving support will have a SEND Support Plan, however all interventions a pupil is involved with are detailed on the Class Provision Map. Where a SEN Support Plan is required, pupils and parents are fully involved from the outset in working with the teacher and encouraged to play a meaningful part in the process. SEN Support Plans are reviewed termly.

Education, Health and Care Plans

Only a very small proportion of pupils will require an Education, Health and Care Plan. These pupils are likely to have severe or complex and lifelong difficulties, whose need for support exceeds that which is normally available in a mainstream school's range of provision and for whom multi-agency assessment is required. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. For pupils with an EHC Plan, an Annual Review Meeting is held, in addition to termly reviews. At this meeting, consideration is given to whether the Education, Health and Care plan should continue, and whether provision/strategies should be maintained or amended. It should set new long-term outcomes for the following year. Annual Reviews are normally held during the school day. All relevant professionals, including those who contributed to the original statement, are invited to attend or submit a written report.

Annual Reviews

Where appropriate, a child is invited to attend the Annual review and all adults share a positive piece of praise with the child and see videos and photos of their experiences over the past year via evidence for learning.

Where it is helpful we hold Annual Review meetings and SEND review meetings via Teams in order to support the needs of parents.

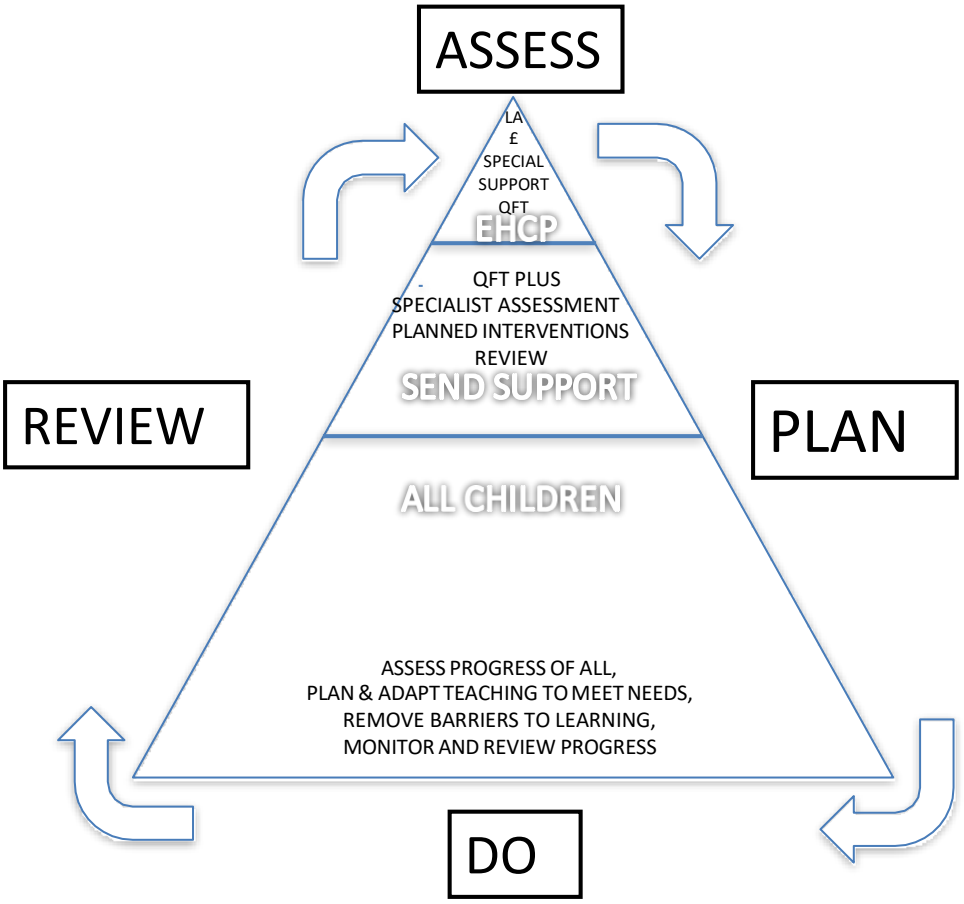
5 Evaluating Success

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

- SEND Support plans are reviewed. Key Interventions are also reviewed by meetings between the SENDCo and support staff.
- monitoring of classroom practice by the SENDCo and subject co-ordinators
- analysis of pupil tracking data and test results for individual pupils and for cohorts
- value-added data for pupils on the SEND register
- termly monitoring of procedures and practice by the SEND governor
- SEND Self evaluation
- regular updating of the SEND policy
- the School Development Plan, which is used for monitoring provision in the school
- visits from LEA personnel and OFSTED inspection arrangements, which also enable us to evaluate the success of our provision
- frequent meetings of parents and staff, both formal and informal, to plan provision and targets, revise provision and celebrate success
- SEND Information Report (published on the school's website)
- Parent Questionnaires
- Outside Professional/Multi-Agency Questionnaires
- Learning Walks
- Planning Scrutiny
- Lesson Observations
- Learning Support Assistant Observations

GRADUATED RESPONSE MODEL

RESPONSE TO INTERVENTION MODEL FOR SEND SUPPORT - CODE OF PRACTICE 2015



6 Arrangements for Complaints

Should pupils or parents/carers be unhappy with any aspect of provision, they should first discuss the problem with their child's Class Teacher. If the parent/carer is not satisfied or feels that the situation is not resolved, the next step is to speak to the SENDCo. Again, if the situation is still not resolved, the next step is to speak to the Exec Head teacher. If the parent/carer is still not happy with the resolution offered, parents are advised to follow Stage 2 of our complaints procedure which can be found in the downloadable policies section on our website: http://www.carrington-inf.bucks.sch.uk/

Date Policy last reviewed: September 2026

7 Additional resourced Provision (ARP) Our Specialist Provision

Carrington Infant School has an Additionally Resourced Provision for up to 6 pupils with social and communication needs. Many of the children in the ARP have a diagnosis of Autism Spectrum Disorder (ASD). We receive funding for two teaching assistants and one class teacher. We may receive further funding for additional support staff depending on the individual needs of the pupils placed within the ARP.

The ARP provides:

- Specialist trained staff to meet the individual needs of children on the Autism Spectrum or other social and communication needs
- A semi-formal curriculum which focuses on providing pupils with a sensory based curriculum which focuses on communication and regulation
- Daily Bucket Time and OT Sensory Circuits
- Additional activities to promote co-regulation such as the implementation of the interoception curriculum
- Social development opportunities in the wider community
- Weekly SALT input
- Additional resources such as individualised now/next, who, what where visual schedules, core communication boards
- Reverse inclusion opportunities, children with SEND from within the mainstream school have the opportunity to receive specialist support within the ARP classroom, where appropriate

The ARP children are all included within the mainstream school and have their own inclusion timetables. The children are attached to a mainstream classroom and attend classes where they are able to.

Requests for places in the ARP are dealt with by the Special Needs Admissions Team within the Local Authority.

8 Partnership with Parents

Parents are involved from the outset and encouraged to discuss any concerns with class teachers as they arise.

- Parents are always encouraged to take part in the process of reviewing and monitoring provision and progress.
- Parents will receive accurate information when they meet with teachers, so that they have a full picture of their child's skills and abilities
- Parents are consulted before outside agencies are involved and are included as far as possible in strategies instigated
- Parents have the right to access any records of their child's progress and are encouraged to contribute to these records
- Parent consultation meetings are held each term, but parents are welcome to visit the school or arrange meetings at other times to discuss any aspect of their child's progress with the class teacher or SENDCo

9 The Voice of the Child

At Carrington Infant School we encourage pupils to participate in their learning by:

- talking to parents, teachers and support staff about their learning
- achieving within class and individual reward systems where necessary

10 Links with Other Agencies, Organisations and Support Services

The school is committed to working closely with a wide range of education, health and social care professionals available in Buckinghamshire. The relationship is seen as a two-way process and the aim is to engage in meaningful dialogue to best support the child.

11 Links with Other Schools and Transfer Arrangements

- SEND records are transferred following County procedures
- There are opportunities for all pupils to visit their prospective Junior School
- Pupils with SEND are given additional visits, if required, so that they will become more confident in the new situation
- Representatives from local junior schools are available for consultation before the time for transfer
- For pupils with an EHCP, this is amended by 15th February of the year of transfer. It must be amended in the light of the recommendations of the annual review in Year 1, the parents' views and preferences and the response to consultation by the LEA with the schools concerned
- The SENDCo of the receiving school, where possible, attends the final annual review of Year 2 pupils with EHC

Date Policy last reviewed: September 2026

Plans for whom the particular school has been named

- Representatives from receiving schools, where possible visit our school to meet parents and pupils before transfer.
- Teachers liaise closely when pupils transfer to another class within the school
- Meetings are arranged wherever possible between the staff involved in monitoring the pupil's progress
- A program of transition support is in place for all pupils.
- Additional Year 2 Transition sessions are carried out for SEND pupils on an individual needs basis

12 Staff Development and Appraisal

- The school is committed to gaining expertise in different areas of SEND
- There are regular training sessions within school for teachers and support staff in response to particular needs within the school
- Reading and discussion of documentation, and SENDCo/teacher meetings are considered to be part ofstaff development, as well as a time to share information
- The SENDCo and other staff attend County meetings and INSET if deemed relevant.
- Newly appointed teaching and support staff meet the SENDCo to discuss SEND procedures and approach in the school.

13 Other Related Policies and Sources of Information

13.1 The following policies give further detail on other aspects of support for pupils with SEND. They are all available, unless noted) from the School Office or on the school website.
Accessibility Plan
Curriculum Policy
Admissions Policy (available on Buckinghamshire County Council web site)
Equalities and Cohesion Policy
Behaviour, Regulation and Relationships Policy

13.2 Local Authorities are required by legislation to publish and review information about services they have available for children and young people with Special Educational Needs and Disabilities (SEND) aged 0-25. This is the **'Local Offer'**. The Local Offer improves choice and transparency for families of children with SEND. It is an important resource for parents in understanding the range of services and provision in the local area and is an active signposting tool. Buckinghamshire's Local Offer can be found on www.bucksfamilyinfo.org under the tab at the top entitled 'Local Offer'. Schools are required by legislation to publish and review information about services they have available for children and young people with SEND. This is detailed in a report entitled '**SEND Information Report'** and can be found on our school website.

13.3 Independent support is available for parents/carers of children with SEND. Parents may find it helpful to access this support at key times such as when their child is undergoing the Education, Health and Care (EHC) Assessment and Planning Process. SEND Information, Advice and Support Service is available from (SEND IAS – formerly Parent Partnership. This is provided by Adviza, a charity whose purpose and passion is to support young peopleand others making important decisions in their lives, especially those who are vulnerable.

14 Storing and Managing Information

Current documents relating to pupils on the SEND register will be stored on the school's storage system known as the t-drive.

Any hard copies of paperwork relating to children with SEND that is temporarily stored in classrooms will be kept in a locked draw or cupboard and where possible be scanned then shredded. This is to ensure no sensitive paperwork is kept within the classrooms to protect the data protection needs of our pupils. SEND records will be passed on to the pupil's next school setting when he or she leaves Carrington Infant School. The school has a Data Protection Policy which complies with the Data Protection Act and GPDR regulations. This applies to all our pupil records.

This document has been reviewed by the SENDCO, SEND Governor, the Governing Body, a group of pupils with SEND and also by a parent of a pupil with SEND.

Reviewed by ***SENDCo:*** ***Katie Buckley***
SEND Governor ***Amy Stewart***

Signed (Executive Headteacher) …… .. Date ……..……..

Signed (SENDCo) ……..... Date ….……...

Signed (SEND Governor) …….…… Date ……;……...

Approval

This policy will be discussed by the Governing Board at their meeting in **Autumn '26.**

Date for next review: **Autumn 2027**

Committee responsible: **Teaching & Learning**

SEND Glossary of Terms

ARP – Additional Resourced Provision

This is a County provision hosted on our school site. This constitutes a class of students with specific needs. In our school all pupils have a diagnosis of ASD, other ARP cater for children whoare hearing impaired or who have physical needs. These pupils all have an EHC Plan and the school receives additional funding to support these pupils, due to their high level of needs. We refer to the ARP as Cherry Class to ensure the pupils feel they are part of a class, in the same way as their peers belong to a class.

Bucks SEND Team – Buckinghamshire Special Needs and Disabilities team

Buckinghamshire SEND teams are located in Chiltern and South Bucks, High Wycombe and Aylesbury. The job of the staff is to liaise with schools and parents to oversee the needs of pupilswith SEND in Buckinghamshire.

ECCO – Education, Health and Care Plan Co-ordinator

This is the title of the designated person from the Bucks SEND Team employed to support pupilswith EHC plans in specific schools

EHC Plan - Education, Health and Care Plan

This is a legal document which outlines the SEND needs of a pupil. It identifies the level of support, areas of need and strengths of pupils. A pupil would need to have a significant level ofneed, often across a range of areas, in order to be identified as requiring an EHC Plan.

MAPP – Multi Agency Provision Plan

This is a plan which outlines the support that children with an EHC plan are receiving. Itencapsulates the support from a range of agencies such as Speech and Language.

SALT – Speech and language Therapist

These are trained therapists who support children with speech and language needs such as:dysfluency (stammer) or speech production (talking)

SEN Support Plan – Special Educational Needs Support Plan

This is a document which outlines how the school are meeting the needs of a pupil who requires significant additional support within a mainstream school setting but does not yet require an EHCPlan.

SEND Register - Special Educational Needs and Disabilities Register

This is a document that records the names of all pupils identified as having SEND, at a school.

SENDCo – Special Educational Needs Co-ordinator

A trained teacher who has undertaken SENDCo Award training who oversees the needs of pupilswith SEND within a designated school.

Learning Support Staff

A member of teaching staff who might be utilised to support a child with SEND