

Canvey Island Infant School & Nursery

Policy for Special Educational Needs and Disabilities 2025-2026



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Introduction

This document is a statement of the aims, principles and strategies related to the provision for children with Special Educational Needs and Disabilities (SEND) at Canvey Island Infant School and Nursery.

It has been developed in consultation with the Headteacher, Senior Leadership Team and teaching staff using the SEND Code of Practice (2015) and part 3 of the Children and families Act (2014) as a framework.

*Please also see the school's SEND Information Report on the school's website -

www.canveyislandinfantschool.co.uk

This policy was approved by the Governing Board on and will be reviewed in one year's time, or earlier if required.

Principles

At Canvey Island Infant School and Nursery, we offer high quality SEND support because we believe there should be equality of provision and opportunity regardless of special educational needs or disability.

Partnerships play a key role in enabling children to achieve their full potential. Therefore, parents/carers are encouraged to play a positive role by supporting and supplementing the provision made by the school. This is achieved by a close liaison between parents/carers, class teachers and the SEND team.

The SEND team is comprised of:

- Helen Maynard - SEND Coordinator (SENDCo)
- Classroom Learning Support Assistants (LSAs) - some of whom work closely with a specific child or children in receipt of an Education, Health and Care Plan (EHC Plan) or Individual Pupil Resourcing Allocation IPRA)

What constitutes as Special Educational Needs and Disabilities (SEND)?

Special educational provision means educational or training provision that is **different from or additional to** that made generally available to pupils of the same age.

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age has a learning difficulty or disability if he or she:

- has a learning difficulty or disability which makes it much harder for them to learn than the majority of other pupils of the same age, or
- require special educational provision to be made for them because they have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

(SEND CoP 2015)

At Canvey Island Infant School and Nursery we cater for the following range of special educational needs and/or disabilities (SEND):

The four broad areas of need

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Aims

The SEND policy promotes the notion of 'inclusion' and supports all staff with providing the best possible learning environment for all children - including those with SEND.

The aims of the SEND policy are:

- to create a positive and nurturing whole school environment that meets the special educational needs of each child through removing barriers to learning as effectively and as early as possible.
- to ensure all children reach their learning potential.
- to ensure that special educational needs are promptly and consistently identified, assessed and provided for, throughout the school.
- to ensure that children with Special Educational Needs or Disabilities have their provision and progress monitored and reviewed regularly (at least termly).
- to identify the roles and responsibilities of staff in providing for children's special educational needs.
- to ensure all pupils have full access to a broad and balanced curriculum.
- to ensure reasonable adjustments are made to enable every child to have full access to all elements of the school curriculum.
- to ensure the school has regard to the Special Educational Needs and Disabilities Code of Practice (2015) when carrying out its duties toward all pupils with special educational needs or disabilities.

Identification of pupils with SEND

Children with SEND are identified by means of the following:

Parental input

A parent/carer may bring to the attention of the school, concerns related to a child's progress, or information regarding physical or emotional problems.

External professionals/agencies

Prior identification may have been made by a previous school/nursery, doctor/paediatrician, speech therapist, health visitor, social worker, occupational therapist and/or other health professional. Where possible, we liaise with relevant professionals/agencies to ensure effective transfer of information and assessment details.

Children who have significant and/or complex needs, may be admitted to school with an Education, Health and Care plan (EHCP) already in place. Additional funding may be provided by the local authority to support the child's needs, beyond that which a school must supply out of its own budget.

Concerns raised by class teachers

Identification of SEN involves one or more of the following strategies: analysis of data created by assessments (e.g. baseline assessments, end of term assessments or tracking data), teacher/SENDCo/classroom support staff observations, discussions with the child, progress evaluations and use of assessment tools (information on assessment tools available is provided later in the document). Class teachers complete a referral form detailing their concerns, areas of needs a child has

and strategies they have already put in place to support the child. This referral form is reviewed by the SENDCo and the appropriate action is then taken.

Sometimes, with consent from a parent/carer, more specific assessments are necessary to determine particular areas of need and these can be undertaken by an educational psychologist, speech and language therapist, inclusion partner and/or health professionals – usually in collaboration with the SENDCo.

The graduated approach

Provision for children with SEND takes the form of a four-part cycle (assess, plan, do, review). This continuous cycle is known as the 'graduated approach' and ensures that earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

- High-quality teaching is recognised as the universal offer of the school and considered the foundation for all learning in our classes. These strong foundations are achieved, in part, through sound use of the SEND notional funding which is utilized to ensure each class is supported, on a regular basis, by a Learning Support Assistant/s (LSA).
- High-quality teaching naturally includes the graduated approach as teachers and support staff continually assess, plan, implement and review the teaching and learning throughout the day. Doing this leads to a growing understanding of the needs of all children, both those with and without SEND.
- Many factors can impact on a child's progress and attainment: - attendance and punctuality, health (including emotional), welfare, English as an additional language, being in receipt of pupil premium grant, joining the school during a pupil's school career. The SEND Code of Practice clearly states that slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. Therefore, if a child is not making the expected progress despite access to high quality teaching, the class teacher's first response will be to reflect on the child's learning to consider whether they may need additional support to target their area/s of weakness and if any adjustments need to be made to their learning environment (completing a referral form). Implicit in the concept of 'high quality teaching' is the use of the 'Provision Guidance Toolkit' and 'Ordinarily Available – inclusive teaching framework' draft materials (produced by the Essex Educational Psychology Service).
- A teacher may decide to place a child on the 'monitored list' to flag up their initial concerns with the Headteacher and SENDCo. Discussions with the child and/or parents may also be instigated at this point. This informal gathering of information will be recorded on the 'monitored list', to help consider how to best support the 'whole child'. Booster interventions may be planned for to help address areas of difficulty/need. Details of interventions being delivered are recorded on a termly provision map, created by the class teacher.

Interventions are part of daily practice throughout the school and are available to all children who need additional support. Interventions may take the form of short-term booster support as part of high-quality teaching, or ongoing support as part of child's One Plan/Personal Plan. Interventions are flexibly timetabled to allow the child to benefit from a broad and balanced curriculum.

Class teacher's regularly review the impact of the support and interventions provided and their impact on the pupil's progress.

- If a child continues to make less than expected progress, despite receiving high quality, differentiated/scaffolded teaching and support/booster interventions targeted at the child's area of

difficulty, it may then be determined by the class teacher and SENDCo, in conjunction with the child's parents/carers, that lack of progress is being caused by a child's underlying SEN.

- If a child is identified as having SEN, support which is **different from and additional to** standard classroom practice will then be put in place and the child's requirement for Additional School Intervention (ASI) will be acknowledged through the implementation of a Personal Plan/One Plan. Personal Plans/One Plans are created up by the class teacher and contain personalised desired outcomes and detailed intervention strategies which are agreed in consultation with parents/carers and, where appropriate, the child. ASI (also referred to as SEN support) is provided through the delivery of one-to-one sessions and/or small group sessions with either a member of our support staff, the class teacher and/or SENDCo. During these sessions, children are supported to work on the specific areas of difficulty outlined in their Personal Plan/One Plan.
- The progress and provision of the child with SEND continues to be monitored closely by the class teacher and SENDCo and reviewed (at least termly) with the child and parent/carer.
- In some cases, the school may enlist support and advice from specialist professionals, such as speech and language therapists, an educational psychologist, Essex County Council's inclusion partners and/or the health authority.
- Sometimes, despite the school making relevant and purposeful action to identify, assess and meet a child's special educational needs, the child makes less than expected progress; or a child has a recognised condition which has an effect on their ability to learn; or their learning difficulty or disability may call for a more structured educational provision the school (or parents) may decide to request an Education, Health and Care Needs Assessment by the local authority (LA). A needs assessment requires supporting evidence/assessment from external professionals such as educational psychologists, speech and language specialists and/or paediatricians.
- When an Education, Health and Care Needs Assessment is received by the LA, they will make an assessment based on information gathered by the school and reports from other outside agencies who are involved with the child, to determine the educational needs of the child. If deemed appropriate, the LA will issue an Educational, Health and Care plan (EHCP) for the child outlining the provision, resources and specialist help that should be made available. The needs of the child are formally re-assessed annually, and the provision adjusted accordingly. Children in receipt of an EHCP are usually offered a higher level of adult support.
- At all stages of the special needs process, the school will endeavour to keep parents/carers fully informed and involved. We recognise that the wishes, feelings and knowledge of parents/carers are an invaluable part of the special needs process and we fully encourage parents/carers participation and engagement.

Provision

Provision for children with special educational needs is a matter for the whole school. At Canvey Island Infant School and Nursery, we believe that all teachers are teachers of SEND.

- We provide a broad and balanced curriculum that ensures all pupils achieve their full potential. For the majority of pupils identified as having Special Educational Needs or Disabilities, provision will be made by adaptation of the normal curriculum planning.
- When planning, teachers consider the abilities and needs of all the children in their class. If considered appropriate, they may plan using objectives below age-related expectations for children with SEND (this may include extended access to our Early Years environments to encourage learning through play to meet the developmental needs of some children). This is shown on planning documents.

- Within each class adaptive planning/teaching methods (e.g. scaffolding and/or differentiation) are used to ensure all children make progress against the taught learning objective. Delivery of this provision for all children, including those with special educational needs, should wherever possible, take place in the normal classroom setting. However, children (including those with SEND) who are finding some aspects of learning difficult, despite adaptation, may be supported in a small group, or on a one to one basis - within the classroom by the class teacher or a member of our support staff.
- Children, including those with SEND, are sometimes withdrawn from lessons for short periods of time to work on their individual targets or to quickly address gaps in their learning - usually this support is given by a member of our support staff but a child's learning/progress remains the responsibility of the class teacher. Children may also be withdrawn for short periods of time from class because they are following a short-term evidence-based intervention programme, due to identification of a need to accelerate learning or target key skills.
- Our out-of-class provision room, The Rockpool, is available for children, with or without SEND as a place to regulate their emotions, complete group interventions and to work on their individual targets with support given by a member of our SEND team.

Learning environment:

- The school building (including the Nursery) is all one level and fully wheelchair/walking frame friendly (ramps have recently been provided on the side entrance door with a step).
- An auditory hearing loop system is accessible at the school reception and in the school hall.
- There are disabled toilet facilities at either end of the school building.
- To allow full access to the school environment and curriculum, basic equipment will be funded, when required, from the school budget. More specialist equipment may be provided by external professionals e.g. occupational therapy.
- Additional top-up funding may accompany an EHC Plan and if so will be used to benefit and support the relevant child.

Teaching and Learning Provision:

All classrooms aim to provide a highly effective learning environment but for children with special educational needs this may also include:

- The use of individual visual timetables/ first and then boards
- Hover support and/or periods of more intensive adult support
- Timers
- The use of visuals e.g. staff sometimes wear class routine/expectation lanyards.
- Use of alternative communication systems e.g. Makaton signing, communication boards.
- Alternative recording methods e.g. adults acting as a scribe, the use of talking postcards, the use of ICT.
- Specialist equipment provided by external professionals e.g. occupational therapy
- The use of sensory resources e.g. fidget toys, peanut balls, sensory cushions, chewelry.
- Access to a calmer, quieter environment when required e.g. The Rockpool, or an individual work station.
- Tasks broken down into manageable chunks.
- Children may be given 'thinking time' to process information.

This list is not exhaustive, but through using approaches such as those listed above and through referring to useful documents such as the Provisional Guidance Toolkit/Ordinarily Available, we aim to give all our children the opportunity to succeed and reach the highest level of personal achievement.

Roles and Responsibilities

Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school. The Headteacher works in collaboration with the SENDCo to monitor the effectiveness of the school's SEND policy and keeps the Governing Board informed about all aspects of SEND provision. The Headteacher is also the designated lead for Safeguarding/Child Protection.

Teachers

Teachers are responsible and accountable for the progress and development of all the pupils in their classes, including where pupils access support from teaching assistants, SEND support Assistants or specialist staff.

(SEND CoP 2015)

Our teachers respect the fact that children:

- have different educational needs, behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate, and communicate information at different rates
- need a range of different teaching approaches and engaging experiences
- deserve to feel their contributions and achievements are valued/celebrated and teachers recognise the importance of all pupils experiencing success.

For children on the SEND register who have been recognised as requiring additional school intervention (ASI), Personal Plans/One Plans are created and reviewed by the class teacher and monitored by the SENDCo. Reviews are undertaken at least termly in collaboration with the parent/carer and child.

For children on the SEND register who are in receipt of an Educational Health Care Plan or IPRA, the class teacher, SENDCo, LSAs, child, parent/carer and any relevant outside agencies may all be involved in the review process. The views of the child are gained termly, so that they are an integral part of the processes and know that they are listened to and that their views are valued.

Class Teachers are also responsible for creating One Page Profiles for children who have been identified as having SEND and whose name has been recorded on the SEND register. One Page Profiles help to capture the views of the child and their parents/carers. They identify and record the child's strengths, interests, what is important to the child, what is important for the child and how best to support them. One Page Profiles are updated at least annually.

SENDCo

The responsibilities of the SENDCo are as follows:

- To operate, and monitor the effectiveness of, the school's SEND policy with regard to the Code of Practice 2015.
- To co-ordinate and monitor the provision for children with SEND.
- To liaise with the relevant Designated Teacher where a looked after pupil has SEND.
- To advise on the graduated approach to providing SEND support.
- To advise, where appropriate, on the deployment of the school's delegated budget and other resources to meet pupil's needs effectively.
- To liaise with parents/carers of children with SEND, offering information and advice.
- To be a key point of contact with external agencies, especially the local authority and its support services.
- To liaise with potential next providers of education to ensure parents are informed about options and a smooth transition is planned.
- To work with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

- To undertake a review of the school's SEND policy annually.
- To assist in the identification and assessment of children with SEND.
- To liaise with colleagues on SEND issues, ensuring that relevant information is disseminated appropriately and to contribute to the in-service training of all staff.
- To support class teachers, where required, to develop effective One Plans/Personal Plans.
- To co-ordinate and host One Plan meetings and Annual Review meetings for children in receipt of an EHCP.
- To co-ordinate and host TAF meetings where appropriate.
- To compile and maintain the SEND records, including an up-to-date SEND register.
- To compile an annual report for Governors on the school's provision for children with SEND.
- To make regular visits to classrooms and/or scrutinise work recorded in Personal Plan/One Plan books/folders to monitor the progress of children with SEND.

Governing Board

Governors have a statutory duty to ensure that the school's provision is appropriate to meet the needs of all children with SEND and that the SEND policy has regard to the Code of Practice 2015. A designated SEND Governor normally assumes these duties, monitoring the provision and reporting to Governors.

Local Authority (LA)

The LA has lead responsibility for determining the support provision for children with EHCPs, in accordance with the Code of Practice 2015, and should work closely with the school to provide the expertise and resources detailed in each plan.

Funding

Schools are expected to provide additional support which costs up to a nationally prescribed threshold per pupil, per year.

The responsible local authority, usually the authority where the child or young person lives, should provide additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold. This additional funding is related to the child's level of need and usually assigned via an EHCP or IPRA funding.

Report to Governors

A report compiled by the SENDCo is presented to the Governors each academic year. This report contains attainment data, attendance data, updates and achievements from throughout the academic year and highlights areas of focus for the coming year.

Periods of transition

Continuity of provision is achieved by:

- Effective liaison with external pre-school
- In-house liaison between Year Groups (including the Nursery)
- Working in partnership with parents/carers
- Working collaboratively with external professionals
- Close liaison with Canvey Junior School's SEND manager
- Transitional visits for all children (additional transitional visits for children with SEND, if required)
- Use of personalised transition books where required

Training

- The SENDCo is an active member of the Canvey Island SENDCo Cluster to ensure cooperation and the sharing of good practice.
- Relevant support staff have been trained to deliver the Speech and Language Link Programme
- Relevant support staff have been trained to deliver the Kaufman Speech Programme.
- Relevant staff are trained to deliver Precision Teaching.
- Relevant staff have received training in supporting children with Downs Syndrome
- Relevant support staff are trained to deliver Lego Therapy.
- Relevant staff are trained to deliver Numicon's Breaking Barriers intervention.
- Relevant staff have received online training using the Elklan Language course for 3-5 year olds.
- Relevant support staff have been trained to deliver Colourful Semantics
- Relevant support staff have been trained to deliver Barrier Games.
- Relevant staff have been trained to deliver Musical Communication sessions.
- Relevant support staff have been trained to deliver Attention Builder.
- Relevant staff are trained in supporting children with Autistic Spectrum Disorder.
- Relevant staff are Paediatric First Aid trained.
- Relevant staff have attended training on Masking.
- Relevant staff have attended training on the relationship between SLCN (Speech, Language and Communication Needs) and SEMH (Social, Emotional and Mental Health).
- Staff continue to be trained in Trauma, Perceptive Practice (Essex's approach to understanding behaviour and supporting emotional wellbeing).
- Relevant staff have received training in Makaton (introductory level) to support children with verbal communication difficulties.
- Relevant staff have received training in attention and listening, vocabulary development and speech sound development.
- Relevant staff have received training in "Access for All – Introduction to supporting children with Physical and Neurological Impairment"
- Relevant staff have completed the online training in physical disabilities (level 1).
- Relevant staff have received training for the Wellcomm language programme
- Teachers received online training in 'Quality first teaching for children with SEND' from the Education Endowment Foundation.
- Teachers receive regular CPD on the Ordinarily Available documents.

Complaints Procedure

Any complaints related to children with SEND are dealt with in accordance with the school's Complaints Procedures. Complaints related to children at Statutory Assessment and those with an EHCP are dealt with in accordance with the guidelines set out by the LA.