

SAWLEY INFANT & NURSERY SCHOOL



SEND Policy

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1. Introduction

At Sawley Infant and Nursery school we welcome children with Special Educational Needs and Disabilities (SEND) into our community. We aim to raise aspirations and expectations for all pupils and improve the outcomes of all children with Special Educational Needs and Disabilities. We strive to ensure that everyone has an equal opportunity to fully engage in the whole curriculum.

A pupil has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them and receive any support which is additional to or different from everyday practice and/or receives support from outside agencies.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

This policy aims to promote a consistent approach to meeting children's Special Educational Needs, with a focus on ensuring that those needs are identified as quickly as possible and early action is taken. Class Teachers are responsible for all the children in their class, including those with Special Educational Needs.

All staff accept responsibility for providing all children with realistic learning targets in a broad-based, appropriate curriculum. We believe in nurturing and developing the educational, social, emotional, cultural and spiritual aspects through curriculum design and teaching approaches. The National Curriculum Council stated that participation in the National Curriculum by pupils with special educational needs is most likely to be achieved by encouraging good practice for all pupils and that the majority of pupils with learning difficulties simply require work to be suitably presented and differentiated to match their needs.

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCOs) and the SEN information report
- The Equality act 2010
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2013)
- School Safeguarding & Child Protection Policy
- Teachers Standards 2012 (updated 2021)

This policy also complies with our funding agreement and articles of association.

This policy links to the following documents:

- SEND Information Report
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy

2. Aims

Our SEN policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

3. Objectives

1. To welcome pupils with SEND and meet their needs in a positive manner so they achieve their best
2. To identify and assess children with SEND as early as possible by gathering information from parents/carers and other agencies
3. To provide an inclusive setting for pupils who have special educational needs, **disabilities** and additional needs and remove barriers to learning by providing high-quality teaching differentiated for groups and individuals

4. To identify and address pupils' needs through a graduated approach and the four-part process of **assess, plan, do** and **review** as outlined in the SEND Code of Practice (2014)
5. To work with parents to gain a better understanding of their child and involve them fully
6. Where possible, children are involved in the review and planning of additional provision
7. To ensure funding is allocated to provide high-quality provision for those identified as SEND
8. To make reasonable adjustment for those children with disabilities as set out in the Equality Act 2010
9. To ensure that support agencies are used effectively
10. To develop existing skills for all staff in the identification, assessment of and provision for pupils with SEND and to provide training and support as appropriate

4. How we aim to meet these objectives:

- Ongoing celebration of diversity and valuing all achievements whether they are social, emotional, cognitive or physical
- Ensuring all school activities are available to children with SEND. For some pupils 'reasonable adjustments' may need to be made, this will be done in partnership with parents/carers.
- Early identification of children who need additional support through ongoing teacher observation and assessment, outcomes from baseline assessments, progress in relation to the EYFS, National literacy and numeracy descriptors, performance against specific SEND descriptors, e.g. celebratory checkpoints, formative footprints, engagement model, discussions with parents and information provided by outside agencies.
- All staff work hard to ensure teaching and learning is of exceptionally high quality and meets the needs of all children. This is managed through regular performance management meetings, termly pupil progress meetings, whole school monitoring and observations/learning walks.
- Ensuring that all staff receive up-to-date and relevant training to support them in identifying barriers to learning, teaching, assessing and working with children with SEND
- Termly planning and reviewing of Individual Learning Plans for all pupils with SEND, involving both parents and pupils as much as possible
- Ensuring that advice from outside agencies is sought and incorporated into Individual Learning Plans
- Focus on outcomes, not difficulties. Positive reinforcement to encourage pupil's achievements and frequent celebrations of success giving equal status to physical, cognitive, social and emotional achievements enabling all children to feel valued for their efforts
- Monitor the provision and progress of children with existing EHCPs
- Ensuring that SEND has a focus within the school improvement plan
- Ensuring we have high expectations of all children, including those with SEND, setting suitable and challenging targets
- Listen to and value parents' concerns about their child's development; engaging in positive discussions to ensure the best outcomes for the child

- Supporting the social, emotional and mental health of our children through the provision of nurture and positive play sessions and the support of trained Emotional Learning Support Assistants (ELSA provision)

5. Arrangements for full access to a broad and balanced curriculum

The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.

(SEND Code of Practice 2014)

- As a school we set out to ensure that all efforts are made to overcome pupils' barriers to learning
- All classes have well-planned activities with clear learning intentions, differentiated to enable all pupils to make progress
- Teachers consider and incorporate a range of teaching styles including VAK (Visual, Auditory, and Kinesthetic (Tactile)).
- Children's successes and achievements are celebrated through the school's reward system
- Every effort is made for children to participate fully in school life.
- When pupils are withdrawn to work in small groups or individually, every effort is made to ensure that they do not miss out on the broad and balanced curriculum to which they are entitled.

6. Identification and assessment

Further information on this can be found on the school SEND information report found at www.sawleyinfantschool.co.uk

Children will have needs and requirements that may fall into at least one of the four areas defined by the SEND Code of Practice September 2014.

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

Many children will have inter-related needs; these broad categories give an overview of the range of

The Code of Practice states that:

All schools should have a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.

(SEND Code of Practice p.94 DfE)

We, therefore, aim to identify children who may have SEND as early as possible through data tracking, classroom observations, discussions with parents and collaboration with other agencies.

The Code of Practice states that:

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. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support.”

(SEND Code of Practice p.94 DfE)

Children are placed on the SEND register if they have

- A significantly greater difficulty in learning than the majority of children of the same age;
- A disability which prevents or hinders them from making use of educational facilities

Once a child is identified as having SEND they enter the four-part graduated response of the assess-plan-do-review cycle. All children with SEND have their progress reviewed termly and their level of support is adjusted accordingly.

If pupils continue to make less than expected progress following school-based support and intervention, specialist support may be sought from external agencies. If a child continues to make less than expected progress, the evidence collated through the graduated response is used to support an EYRSIF, GRIP or EHCP application.

7. Roles and responsibilities

7.1 General

The SENDCO updates information about children on the SEND register each term. Class teachers meet with the Headteacher termly to discuss children with SEND as part of pupil progress meetings. The SEND register details are shared with the local authority termly as part of the school census.

Annual reviews and multi-agency meetings provide evidence for many children on the SEND register. This is alongside the usual tracking and reporting systems already used for all children.

The monitoring of SEND provision forms part of the work undertaken by the SENDCO and is shared with the SIT team and governing body.

7.2 The SENDCO

The SENDCOs are Mrs R Morley (Co-Headteacher) and Mrs R Cross. She can be contacted via the school office.

In line with the recommendations in the SEND Code of Practice 2014, the SENDCO will oversee the day-to-day operation of this policy in the following ways:

- Work with the headteacher and SEND link governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC Plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date
- Maintain and update the SEND register
- Identify through provision mapping, those children receiving additional interventions
- Work with staff to identify pupil needs through observations
- Support staff when completing provision maps and identifying next steps through a graduated approach for individuals
- Liaise with parents of children with SEND, in conjunction with class teachers, keeping them informed of progress and listening to their views of progress.
- Oversee and support staff in the production of Individual Learning Plans
- Termly reviews of Individual Learning Plans and cohort Provision Maps
- Contribute to training for all staff
- Oversee annual reviews for EHCPs
- Carry out referrals to external agencies
- Collate evidence from class teachers to support applications for further funding streams e.g. GRIP, TAPS, EYRSIF and EHCP
- Work closely with other settings including Sawley Junior School to organise smooth transitions for children with SEND
- Monitor the impact of SEND interventions ensuring they are effective and evidence-based
- Arrange specific SEND resources

- Be a key point of contact for outside agencies, especially the local authority (LA) and its support services
- Attend local SENDCO cluster meetings and training
- Liaise with the named SEND link governor

7.3 The SEND link governor

The SEND link governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

7.4 The headteacher

The headteacher will:

- Work with the SENDCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

7.5 Class teachers

The class teacher is responsible and accountable for the progress and development of all pupils in their class. This includes:

- The teaching and monitoring of all pupils and identifying any concerns about SEND to the SENDCO
- Informing parents of concerns and the interventions that are proposed and involving them in any reviews of their child's progress
- Planning and delivery of clearly differentiated interventions for pupils with SEND. These should be additional to and/or different from those provided as part of the school's usual differentiated curriculum
- Matching classroom provision to the specific needs of the child
- Working alongside outside agencies to plan and deliver provision
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Reviewing the effectiveness of interventions in securing progress to inform the next steps in a graduated approach to support
- Reviewing the support provided by staff and its impact on the progress of SEND pupils
- Termly monitoring of progress and target setting to track progress towards planned outcomes through the use of formative and summative assessment
- Working with the SENDCO to review each pupil's progress and development, in order to decide on any changes to provision
- Completing SEND documentation in line with the Code of Practice

- Ensuring they follow this SEND policy

7.6 Teaching Assistants:

Teaching Assistants are responsible for:

- Collecting evidence of progress through formal and informal observations
- Alerting the class teacher to concerns which have been observed through working with children
- Delivering and feeding back to the class teacher the effectiveness of interventions
- Contributing to children's progress reviews

8. SEND Information Report

Our SEND Information Report is published annually and is available to access from our website or on request from the school office.

9. Admission Arrangements

Children with Special Educational Needs or Disabilities will follow the normal admission procedures with the exception of a child who already has an EHCP, where they normally take priority.

10. Transition

We work closely with other early years settings to ensure smooth transitions for children joining our school. We also hold annual meetings with Sawley Junior School to discuss children moving at the end of KS1. Those children identified as requiring further support for transition will have personalised programmes created for them.

11. External Agencies

Sawley Infant and Nursery School make full use of local specialist services that can offer support and advice on SEND. With full parental consent, referrals are made to relevant agencies. Teachers help the SENDCO in the referral process by supplying assessment data and observations of the child. Following the observation, any reports and recommendations from them can form part of individual support programmes.

12. Training

Key training and further Continuous Professional Development (CPD) will be identified by the SENDCO and the School Improvement Team and will often form part of the School Improvement Plan (SIP). Any training requirements will either take place at school and led by the SENDCO or a representative from an outside agency such as SSSSEN or through attending workshops off-site.

13. Working with families

One of the key principles of the 2014 SEND Code of Practice is that it puts children, young people and their families at the heart of the legislation. We aim to work closely with families of children with SEND at all times.

In the four-part cycle of **assess - plan - do - review** parents will have an opportunity to be part of the planning process for both short and long-term outcomes. For annual reviews children will contribute their voice in a style that best suits their development.

When applying for an EHC Plan (EHCP), part of the formal application is for families to outline their short and long-term aspirations for their child. The SENDCO will discuss this process with them before an application is completed and support can be arranged if required.

14. Storing and managing Information

All documents are stored securely in line with our data protection policy. Information is shared with professionals working with the child and at the point of transition to a new school.

15. Concerns and complaints

If parents/carers have a complaint this should be directed in the first instance to the class teacher or SENDCO. If there continues to be cause for complaint parents/carers should address their concerns to the Headteacher or the Governing Body in line with the Willows Academy Trust Complaint Procedure.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Suspensions/ Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

16. Monitoring and review

This policy and the associated SEND Information Report will be reviewed by the headteacher and the SENDCO annually. They will also be updated if any changes to the information are made during the year. They will be approved by the academy governing body.