

# SEND POLICY

## Clowne Infant and Nursery School

<b>Last Reviewed</b>	August 2024
<b>Reviewed By (Name)</b>	Laura Barnett
<b>Job Role</b>	SENCO
<b>Next Review Date</b>	Annual

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**This policy will be reviewed at least every 3 years by the SENDCO.**

## **Introduction**

At Clowne Infant and Nursery School we are committed to helping every student, irrespective of background, to access a high quality education which meets their ability, interests and which enables them to succeed in their learning. We recognise that some students may require additional support to others and we plan for them accordingly.

## **Definitions**

A child or young person has SEND 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 or a young person has a learning difficulty or disability if he or she:

- a) As a significantly greater difficulty in learning than the majority of others of the same age, or
- b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- c) For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.
- d) A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph A above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

Taken from the '*Special education needs and disability code of practice*' January 2015.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

[www.education.gov.uk/schools/pupilsupport/SEND](http://www.education.gov.uk/schools/pupilsupport/SEND)

## **Vision Statement**

At Clowne Infant and Nursery School we agree that all children are unique and have their own abilities, strengths and difficulties. We value all members of the school community regardless of ability, disability, race or gender. We ensure that all pupils are offered access to a curriculum differentiated to match their individual needs. The school is committed to providing a high quality, appropriate and inclusive education that reduces barriers to learning and allows all pupils to achieve their full potential, accepting that they all develop at different rates and have different strengths.

We believe that this is the responsibility of each class teacher to provide for the needs of all the children in their care.

We acknowledge that children make the best progress when parents/carers are fully involved in discussions about their progress and are part of the decision-making process in relation to their children's needs.

## **Aims and objectives**

### **Aims**

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum and Early Years Development Matters in line with the *Special Educational Needs Code of Practice*.

We aim to meet the diversity of all children's needs in a mainstream setting by;

- Providing a broad and varied curriculum which is relevant to all children's needs, including those with special education needs
- Provide high quality teaching that is differentiated and which results in progress
- Provide an appropriate level of challenge
- Promote a positive attitude to learning
- Working with and in support of outside agencies when pupils' needs cannot be met by the school alone.
- Creating a school environment where pupils feel safe to voice their opinions of their own needs.

### **Objectives**

Provision for pupils with SEND is a whole school matter and in line with the *Code of Practice*, we will;

- **Identify the needs of pupils with SEND as early as possible -**  
This is most effectively done by gathering information from parents, home visits, Education, Health and Care services prior to the child's entry into the school.
- **Monitor the progress of all pupils -**  
In order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- **Provide for the individual needs of all students with SEND and ensure their progress in mainstream education, alongside pupils who do not have SEND, in order to maximise their achievement.**  
This will be co-ordinated by the Headteacher, SENDCO, class teacher and designated TA's who will carefully monitor and regularly review in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents -**  
To gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, providing information on the provisions for pupils within the school as a whole, and provide regular meetings, where applicable to discuss provision for individual children within school.

- **Work with, and in support of, outside agencies -**  
When the pupils' needs cannot be met by the school alone.
- **Take the views, wishes and feelings of the pupil into account**  
We aim to discuss with pupils their barriers to learning, what we can do to help them succeed and involve them, as fully as possible, in decision making about their own education.
- **Designate a teacher responsible for the coordination of SEND provision i.e. SENDCO.**

### **The responsibility for the coordination of SEND provision**

The person co-ordinating the day to day provision of education for pupils with SEND is **Laura Barnett (SENDCO)**.

Other staff with responsibility for the provision for children with SEND includes all teachers and designated TA's at the discretion of the Headteacher and SENDCO.

### **We also have regular visits and links with:**

- Educational Psychologist
- Speech & Language Therapists
- Occupational Health
- Physiotherapists
- Health Visitors
- Hearing Specialists
- Physical impairment service

### **Arrangements for coordinating SEND provision**

We use Edukey Provision Map to hold details of all SEND support records such as provision maps and Learning Plans.

All staff can access:

- The Clowne Infant and Nursery School SEND Policy
- A copy of the full SEND register
- Guidance on identification in the Code of Practice (SEND Support and pupils with Education, Health and Care Plans);
- Information on individual pupils' special educational needs, including action plans, targets set and copies of their Learning Plans
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities

This information is made accessible to all staff in order to aid the effective co-ordination of the school's SEND provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

### **Specialist SEND provision**

We have one SENDCO who specialises in SEND provision and supports our teachers and TA's. There are also members of staff who provide one to one support to children with SEND.

Support for children who are not identified as having a special educational need or disability but who are in receipt of extra support or interventions are identified using Learning Plans. Class teachers update Learning Plans on Edukey, reviewing them termly. Intervention trackers are also completed on a termly basis to analyse and review the success of each intervention with individual children.

### **Allocation of resources for pupils with SEND**

For pupils with the most complex needs, additional funding is retained by the local authority. This is accessed and applied for by the school. The SENDCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of needs meet the threshold for this funding.

The management of Clowne Infant and Nursery School's SEND budget is the responsibility of the Headteacher, who with the Business Manager and SENDCO allocates the money making sure it is used appropriately. Provision is reviewed regularly to ensure pupils' needs are met in the best way possible. Children who have an entitlement to additional support as secured through the local authority are included on the whole school provision map.

### **A graduated approach:**

#### ***Quality First Teaching***

**Any** pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.

- a) Once a pupil has been identified as *possibly* having SEND they will be closely monitored by class teachers in order to gauge their level of learning and any possible difficulties.
- b) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that would aid the child's development.
- c) The SENDCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- d) Through (b) and (c) it can be determined which level of provision the child will need going forward.
- e) If a pupil has recently been removed from the SEND register they may also fall into this category and continued monitoring will be necessary.
- f) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school, including if any other services are involved with the child (i.e. Speech and Language therapy)
- g) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

### **SEND Support**

Where it is determined that a pupil does have a special educational need, or requires additional support in school, parents will be formally advised of this. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and to remove any barriers to learning.

The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### **Referral for an Education, Health and Care Plan**

If a child has lifelong or significant needs, they may undergo an 'Assessment Process' by the County Council which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an EHCP will be taken at a progress review and will include the views of Parents, class teacher, TA's and SENDCO.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of professionals from the both the County Council and education, health and social care about whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

### **Access to the curriculum, information and associated services**

Every effort will be made to educate pupils with an SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCO will consult with the child's parents for other flexible arrangements to be made.

Pupils and the provision they access are identified on a whole school provision map which is reviewed on a termly basis.

- Staff are kept fully informed of the special educational needs of any pupils including sharing progress reports, medical reports and teacher feedback

- Staff receive regular training and learning opportunities in all departments on the subject of SEND and SEND teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEND
- In-class provisions and support are used effectively to ensure that the curriculum is differentiated where necessary.
- Individual or group guidance is available where it is felt that pupils would benefit from this provision.
- Appropriate individual targets are set, that motivate pupils to do their best, celebrating achievements at all levels.
- Where appropriate and necessary, specialised support from outside agencies is provided.
- Any decision to provide group teaching outside the classroom will involve the SENDCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.

### **Inclusion of pupils with SEND**

The Headteacher oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed as stated to ensure that it promotes the inclusion of all pupils.

The school will seek advice, as appropriate, for individual pupils, from external support services as and when needed.

Where appropriate our pupils are also able to access specialised services based in nearby Children's Centre's and designated sensory rooms.

### **Evaluating the success of provision**

In order to make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, parents and pupils throughout the year. This is achieved through the following:

- Formal parent consultation evenings
- Learning Plan Reviews
- End of year reports

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

Interventions will be recorded and monitored through the use of EAZMAG and provision maps. It is important to see the impact of the intervention, to evaluate its effectiveness and to question why if it does not move the pupils forward.

The school's data for SEND children is monitored by the SENDCO on a termly basis. Strategic meetings with class teachers take place to discuss and implement relevant intervention/support for those individuals or groups of children who are not meeting expectations.

Provision maps are updated termly to reflect the above so that all staff are aware of the priorities for these children. These are discussed with parents termly to identify their priorities for their children.



## **Continuous Professional Development**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SENDCO attends relevant SEND courses, meetings and facilitates relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff of any SEND issues and we have funding available to support this professional development. The SENDCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

## **Links to support services**

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school.

The following services will be involved as and when is necessary:

- Speech and Language Therapist (SALT)
- Physiotherapists
- Hearing Impairment Services
- Visual Impairment Services
- Social Services
- Educational Psychologist

And any other relevant voluntary organisation.

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**Signed**

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**Mrs Susie Kirby - Headteacher**

Date

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**Signed**

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**Mrs Laura Barnett - SENDCO**

Date

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