

Great Bradfords Infant and Nursery School



Special Educational Needs and Disabilities Policy

To be ratified by the Governing Board:

Signed Headteacher: _____

Chair of Governors: _____

Review Date:

Special Educational Needs and Disability Policy

Our vision for the children at Great Bradfords Infant and Nursery School is for every child, regardless of their starting point, to have the opportunity to achieve. They will have access to a curriculum that sparks their imagination, promotes independent learning and supports children to be the best they can be. Our children will be happy and confident learners who will face new challenges with enthusiasm. Children take pride in our school motto:

"Through challenge, fun and friendship, being the best we can be."

We encourage children to demonstrate their chosen school values of friendship, honesty, perseverance, respect, fairness and kindness in all that they do.

Every teacher is a teacher of every child including those with a special educational need (SEN). Every child with a special educational need has the right to a broad and balanced curriculum, including full access to the national curriculum. The needs of all our children with special educational needs, whether short or long-term, should be effectively addressed. These rights can only be ensured in a positive learning environment that fosters respect and dignity, values differences and ensures high expectation, whilst crucially providing the support necessary to meet these expectations.

The Special Educational Needs and Disability Policy (SEND policy) should always be seen in the context of our School Development Plan and the following policies:

- Behaviour
- Teaching and learning
- Equal opportunities
- Record Keeping and Assessment
- Marking and feedback
- Home school Agreement

What exactly do we mean by Special Educational Needs?

Section 20 of the Children and Families Act 2014 defines Special Educational Needs and Disability (SEND) in the following way. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

Special educational provision is defined in Section 21 as provision that is additional to or different from that which would normally be provided for children or young people of the same age in a mainstream education setting.

There are other factors which may impact on progress and attainment but that are not considered SEN include:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium (PP)
- Being a Looked after child (LAC)
- Being a child of Serviceman/woman

Aims and Objectives

The following principles underpin our ethos and practice. Within a caring and supportive atmosphere, we aim to:

- Make early identification of children's needs, and having identified the need, plan for and provide differentiated work appropriate to the children's stage of learning as part of Quality First Teaching (QFT)
- Ensure that all pupils with SEND are identified and fully integrated within their class and the school as a whole – enabling children with SEND to access a broad and balanced curriculum, enjoying the same experiences and opportunities as their peers. However, we also acknowledge that there will be times when individual children's needs require some withdrawal sessions for a specific purpose
- Identify and remove where possible any barriers to learning
- Provide a positive and caring environment where every child is valued, helped and encouraged to make progress and 'be the best that they can be'
- Ensure that the focus is on outcomes for children and not just provision or support
- Ensure that all staff are committed to the SEND Code of Practice 2014 and implement its guidance, so that we raise the aspirations and expectations for all children with SEND
- Provide appropriate training, support and advice for all staff
- Adopt good communication links with parents, carers, governors, staff and all agencies involved within the realm of SEND. Working with parents/carers as partners in their education is essential and we aim to be proactive in facilitating this
- Develop good relationships with local pre-school provision, junior, primary and special schools/hubs so that there is a smooth transition of children from one phase / school to the next

The four broad areas of need are as follows:

Communication and interaction – including:

- Autism Spectrum Condition (ASC)
- Speech, Language and Communication (SLCN)

Cognition and learning – including:

- Specific Learning Difficulties such as; those involving literacy or maths, Developmental Co-ordination Disorder (motor planning) (DCD) moderate learning difficulties and global developmental delay (GDD)

Social, Emotional and Mental Health – including:

- Attention Deficit Hyperactivity Disorder (ADHD)
- Attachment Disorders
- Oppositional Defiance Disorder (ODD)

Sensory and/or physical Needs – including:

- Physical Disability (PD)
- Complex medical needs
- Sensory Impairment such as Hearing Impairment (HI), Visual Impairment (VI) and Multi-Sensory Impairment (MSI)

These four broad areas give an overview of the range of needs which are planned for. The purpose of identification is to plan what action needs to be taken, not to 'label' or fit a child into a category. The needs of a child are identified by considering the needs of the whole child, any barriers to their learning – not just any special educational need. Further detail can be found [here](#).

A Whole school approach

Identifying children with Special Educational Needs

Children with SEND are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all children:

- The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching they are discussed with the SENCO and a plan of action is agreed
- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2015 Code of practice is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
 - Is significantly slower than that of their peers starting from the same baseline
 - Fails to match or better the child's previous rate of progress
 - Fails to close the attainment gap between the child and their peers
- Parents sometimes ask us to look more closely at their child's learning or behaviours which present at home. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, the child is placed on our SEN register.

Identification strategies used include:

- Observation
- Teacher assessment
- Discussions with Headteacher, SENCO, other staff or external agencies
- Discussions with parents
- Discussions with children
- Results of standardised assessments and tests

The Graduated Approach to Support SEND

Provision for children with SEND is a whole school responsibility. All teachers are teachers of pupils with special educational needs and disabilities. They work within a continuous cycle of assessing, planning, doing and reviewing (APDR). This takes account of the wide range of abilities, aptitudes and interests. Planning is flexible in order to recognise the needs of all children as individuals and to ensure progression, relevance and differentiation and any identification of need is addressed by the class teacher in discussion with the Special Educational Needs and Disabilities Co-ordinator (SENDCO).

Assessment

As part of the assessment system in school, each child's progress is monitored from entry in order that any difficulties that a child may have can be identified early. The children with SEND in each class will follow and be assessed using either the Early Years Profile, the National Curriculum or the Pre-Key Stage Standards for end of KS1 in English reading, English writing and mathematics statutory assessments.

The Autism Education Trust (AET) progression framework and Cherry Garden Assessment Tool are also used for some children to show those very small steps of progress and progress which may take a lateral rather than linear form.

If a child has an identified SEND on entry into school, information from records, outside agencies and parents/carers is transferred from the previous school or Early Years setting and the child's class teacher will use this information to:

- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the child within the class
- Use the assessment processes to identify any learning difficulties
- Ensure ongoing observation and assessment
- Provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning and involve the parents in implementing a joint learning approach at home.

Planning

The school's system for monitoring and assessing the progress of all children provides information about areas where an individual child is not making enough/expected progress. In the first instance the child is closely tracked (monitored) with short-term targets possibly set at pupil progress meetings, by the class teacher or with the SENDCO. If after a term children are still making little or no progress, then their name will be included on the SEND Register (although this may happen sooner i.e. if a child joins from another setting with identified SEND) and a SEN support plan will be written.

Doing

When a child is identified with SEND, the class teacher provides interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum. This is for children who:

- Despite receiving differentiated learning opportunities make little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- Show signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Present persistent emotional or social (behavioural) difficulties which are not improved by the behaviour management techniques employed in school
- Have attention and concentration problems and continue to make little or no progress despite early intervention
- Have sensory or physical problems, and continue to make little or no progress despite the provision of specialist equipment and strategies

- Have communication and/ or interaction difficulties, and continue to make little or no progress despite the provision of a differentiated curriculum

The child's class teacher remains responsible for working with SEND pupils on a daily basis and for delivering an individualised programme of study. The [Essex Provision Guidance document](#) provides an evidence-based reference for schools and other practitioners who need to check that they are doing all that could be expected to meet the needs of children with special and additional needs. It also provides clarity and consistency when deciding the level and type of support a child needs.

Special educational provision for children with SEND at Great Bradfords Infant and Nursery School is delivered in a variety of ways including:

- Differentiated work, materials or equipment for the children
- Providing additional classroom support
- Withdrawing children individually or in small intervention groups with a teacher or an LSA
- Use of Local Authority (LA) support services for strategies or equipment

We believe that effective action on behalf of children with SEND depends on close cooperation between parents, school and other professionals this may include the LA, Social Services, Family Solutions and Health Services. Referrals may be made to any of these agencies, their expertise is used to support teachers in providing resources and strategies for these children. Advice and guidance may also be sought from within our cluster of schools (Braintree Town and Village Partnership) and our Inclusion Partners.

The paperwork used for children with SEND

If your child is identified with a special educational need and/or disability they will be placed on our school's SEND register. Before this happens, parents/carers will be invited to a meeting with the class teacher and the SENDCO where the child's strengths, needs and proposed targets and support will be discussed.

To support children, we look at the individual child's barriers to learning and put the appropriate provision to remove those barriers.

SEN support might include:

- Extra support in the classroom
- Adapting and utilising different teaching styles and resources
- Adapting resources to ensure they are accessible
- Small group or one-to-one learning- both within the class and as interventions
- Support from specialists such as speech and language therapists or occupational therapists

'[One Planning](#)' is the approach and term used in Essex for effective person centred joint working. It is characterised by the principle that planning should start with the individual and must have regard to the views, wishes and feelings of the child and child's parents, their aspirations, the outcomes they wish to seek and the support they need to achieve them. As part of the One Planning process we use, amongst other documentation:

One Page Profiles

These are compiled for all children on the SEND register – they detail:

- Things they like and enjoy
- What people like and admire about them
- The best ways of supporting the child
- Potential triggers or ‘things adults should avoid doing or saying’
- Ways in which the child can help themselves – e.g. learning to learn strategies, independence skills

It may also be that those children for whom there are some initial concerns a one page profile is compiled to help build a clear picture of their potential barriers and need.

SEN support plans

Termly (or it could be more frequently if deemed appropriate) an individual support plan is produced and/or reviewed. The plan records specific and challenging targets (SMART) for the child to achieve in a term (or more frequently if deemed appropriate) together with personalised provision (which may be one-to-one or in a small group) put in place to enable the child to achieve these targets.

On tracking records, the teacher or LSA records comments about progress made towards each of the target e.g. probe sheets for Precision Teaching, 5 Minute box records, Talkboost scores etc.

Education, Health and Care Plans (EHCP)

As a result of the graduated approach it may be felt that when a child is still not making the expected progress towards their identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, the school can ask for further support and funding from the Local Authority (Essex). A request will be made to the Special Educational Needs Operations Team (SENDOps) by way of a request for an Education, Health and Care Needs Assessment.

This assessment involves all agencies supporting the child, the parent/carers and the child themselves.

The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to address those needs including any resources or special arrangements in place.

Where the evidence presented to the LA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists, and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools. The LA may then decide that the degree of the child's learning difficulty and the nature of the provision necessary to meet the child's SEND is such as to require the LA to determine the child's special educational provision through an Education, Health and Care Plan (EHCP).

An Education, Health and Care Plan brings together health and social care needs, as well as their special educational needs and provision.

Children with an EHCP continue to be the responsibility of the teacher and may access further interventions or support within school. Their progress will be monitored by the school and also through an Annual Review, where the outcomes on the EHCP will be considered

The process of requesting an EHCNA and obtaining an EHCP should be completed within a period of 20 weeks, further information can be found on the [Essex Local offer](#).

Reviewing

Children's outcomes are continually under review to ensure that they provide success for the child and progress is made.

- SEND reviews will take place throughout the year for all children on the SEND register for the academic year 2020-21 these will be in October 2020, January and May 2021.
- Children with an Education, Health Care Plan (EHCP) will also have a Person Centred Annual Review (for those children in Year 2 this must take place in the Autumn term)
- Children are encouraged to participate in the review process with adjustments being made in order for them to access this. They will help to add to and their One Page Profile which is discussed during review meetings
- Children with a Speech and Language difficulty follow a care plan written by our Speech and Language Therapist (SALT). Targets are set and reviewed regularly by the SALT.

At Great Bradfords, high quality teaching is the first step in responding to children who have or may have SEND. They will be taught strategies to overcome any difficulties or challenges they may experience.

This involves:

- Knowing how well children are achieving
- Knowing how to prevent underachievement – highlighting next steps and tracking progression
- Identifying potential barriers to learning – during a thorough hand over at the start of the year, the previous and new class teacher discuss and consider the position and progress of each child and therefore are more aware of any potential barriers
- Knowing what to do to meet all children's needs and prevent underachievement
- Continuously reviewing provision as well as its impact

Criteria for Removal from the SEND Register

During pupil progress meetings and One Planning meetings, progress and outcomes following any additional support and intervention(s) will be discussed. If all involved feel that the child has met their outcomes and that their needs can be addressed through Quality First Teaching, the child may be removed from the SEND register. They will then be placed on a Monitoring List to keep a 'close eye' on their progress and ensure that their needs continue to be met in class. At parent evenings /focus child meetings, progress will also be discussed. The class teacher will also be monitoring progress carefully.

Any systems of support may remain in place if agreed by all e.g. lunchtime clubs, checking in with a key adult.

Supporting Children and Families

At Great Bradfords Infant and Nursery School we maintain links with outside agencies and professionals on a regular basis. The school contacts them, when appropriate, for help and advice on individual children. Professionals involved with the school include:

- Educational Psychologist
- School Nurse
- Home / school liaison worker
- Home School attendance officer
- Inclusion Partners
- Speech and Language therapists
- Physiotherapists and Occupational Therapists
- Emotional Wellbeing and Mental Health and Service (EWMHS)
- Pre-school, Junior, Primary and Secondary school providers

Parents are advised on how to help their child at home and how to access further support if appropriate.

Here at Great Bradfords we are proud of our close working relationships formed with parents and carers that enable their children to make the best possible progress. A holistic approach works best when all those close to the child are involved and committed to ensuring the best possible outcomes.

Further information may be found within our school SEND Information Report which is available on request at the school office or through the school [website](#)

Admissions and Transitions

Children starting nursery will have home visits or visits to their current setting. Children starting reception in September have visits in the summer term prior to admission. They may attend mornings/afternoons only if deemed appropriate to their need and with agreement following discussions with parents/carers and any agencies supporting the child. Part-time attendance could be extended if thought necessary by school staff and agreed in consultation with parents and other professionals. The Foundation Stage Leader/class teacher and SENDCO liaise with the nurseries and pre-schools the term prior to admission and visits to see children are made. The needs of children with SEND are discussed at this point and plans made for necessary provision.

When a child with SEND transfers from another school, the SENDCO and Head teacher ensure that facilities and support are in place ready for when the child arrives. To help provide the right environment, further information is obtained from other agencies involved, the child's parents/carers and the previous school.

Transitions from class to class are very carefully managed. Teachers are given time to hand over information about the children to the new teacher, including those children on the SEND register. Children and their parents are included in this. This handover includes lengthy discussion time, as well as any relevant paperwork. The SENDCO is also available for any further discussions where needed.

Transition to KS2 whether this be Great Bradfords Junior School or another junior/primary school, special school or hub is also carefully managed. There is a meeting between the Year 2 teachers at Great Bradfords Infant and Nursery School and the Year 3 teachers of the

Junior School to discuss each child. There is also a meeting between the SENDCOs of both schools to discuss each child on the SEND register. Where appropriate individual transition packages will be implemented i.e. additional visits, transition photo books of key people and places, social stories etc.

Supporting Children at School with Medical Conditions

The school recognises that children at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010. Some children may have SEND and may also have an EHCP which brings together health and social care needs, as well as their special educational provision. In this situation, the SEND Code of Practice (2015) is followed.

For more information, see school's Supporting Pupils with Medical Conditions in School Policy.

Monitoring and Evaluation of SEND

The quality of provision offered to all children is carefully monitored and evaluated by regular audits, sampling of parent views, pupils' views and staff views. Our governor with responsibility for SEND is particularly involved in monitoring and evaluating our provision. These evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all children.

Training and Resources

Provision for SEND is funded from the school budget, with additional funding sought, where appropriate. The training needs of staff are identified by regular consultation with staff at staff meetings, performance management meetings, feedback following lesson observations etc. The SENDCO keeps updated with current research and thinking and ensures staff are aware of new strategies. Training can be from an external agency/ professional or internal expertise. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all children, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual children.

The school's SENDCO regularly attends the LA's SENDCO cluster meetings in order to keep up to date with local and national updates in SEND.

Storing and Managing Information

Please see the [Child Protection/ Safeguarding Policy](#) on the school website, regarding information management and confidentiality. All written information including reports from outside agencies are stored in a locked cabinet. Permission is sought from parents/carers before any information is shared with other professionals.

The SEND register is recorded on Arbor and records are kept within the school's secure server, which is password protected.

Reviewing the Policy

This SEND policy will be formally reviewed by the Board of Governors annually. It is important to note however, that this is a working document, detailing a coproduced policy in the spirit of current reforms. Any feedback will be gratefully received.

Dealing with Complaints

Please see the school Complaints Policy and Procedures 2019.

Compliance

This policy complies with the statutory requirements laid out within the SEND Code of Practice 0-25 years (July 2014) 3.65 and has been written with the following guidance documents:

- [SEND Code of Practice 0-25 years \(January 2015\)](#)
- Equality Act 2010: advice for schools DfE (published February 2013)
- Great Bradfords Nursery and Infant School Information Report (January 2021)
- The National Curriculum in England Key Stage 1 (published September 2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (published August 2017)
- Great Bradfords Nursery and Infant School First Aid Policy (May 2020)
- Great Bradfords Nursery and Infant School Child Protection Policy (January 2021)
- Teachers Standards 2012

Contact details for those responsible for managing our response to the provision we make for children with SEND.

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