

# **Mrs Bland's Infant Nursery School**

## **Special Educational Needs & Disability**



**Policy Date: April 2014**

**Policy Ratified: July 2020**

**Policy Review Date: July 2021**

## Contents

1. Aims and objectives
2. Responsibility for the coordination of SEND provision
3. Arrangements for coordinating SEND provision
4. Admission arrangements
5. Specialist SEND provision
6. Facilities for pupils with SEND
7. Identification of pupils' needs
8. Access to the curriculum, information and associated services
9. Inclusion of pupils with SEND
10. Evaluating the success of provision
11. Complaints procedure
12. In service training (CPD)
13. Links to support services
14. Working in partnership with parents
15. Links with other schools
16. Links with other agencies and voluntary organisations

## **Definitions of special educational needs and disabilities (SEND) taken from section 20 of the Children and Families Act 2014.**

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above

**or would do so if special educational provision was not made for them.**

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

## **The Local Offer**

From September 2014 every Local Authority is required to publish information about services in their area for children and young people from birth to 25 who have special educational needs and/or disabilities (SEND); and also services outside of the area which children from their area may use. This will be known as the "Local Offer".

The Local Offer will put all the information about education, health and care services, voluntary agencies, leisure activities and support groups in one place.

To access West Berkshire Council's Local Offer please visit <http://fis.westberks.gov.uk> and click on the Local Offer button. For Mrs Bland's Infant and Nursery School Local Offer see Appendix 1.

## Aims and objectives

### Aims

Special Educational Needs is part of the mainstream curriculum delivered to all pupils and is the responsibility of all our teachers. All pupils have an entitlement to opportunities for personal, social and intellectual development and to achieve their potential.

Quality First Teaching (QFT) is a style of teaching that emphasis high quality, inclusive teaching for all pupils in a class. QFT includes differentiated learning, strategies to support SEN pupils' learning in class, on-going formative assessment and many others. Additional support is provided, where appropriate through planning, Support and Achievement (and Play) Plans (SAPs and SAPPs), LSAs, TAs or other external agencies.

- We aim to ensure that all pupils are given these opportunities as early as possible.
- We aim to give the entitlement of a creative, broad, balanced and relevant curriculum for all pupils in our school.
- We aim to ensure that age, gender, race, creed or individual needs do not constrain any educational entitlement.
- The school aims to assist all staff in the delivery of educational entitlement.
- We aim to encourage parents as partners in the learning process for their children.
- We aim to ensure that teaching strategies are appropriate to different learning styles to facilitate meaningful and effective learning for all pupils.
- We aim to ensure that all children have an entitlement to support if required and that Special Needs are identified early and dealt with appropriately.
- We aim to ensure that the Support and Achievement Plans are written concisely, accurately and discussed with parents on a regular basis.
- We aim to ensure that the Special Needs register is updated on a termly basis.

### Objectives

- **Staff members seek to identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and early years settings 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.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the SENDCo and Headteacher and will be carefully monitored and regularly reviewed 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 and providing regular feedback on their child's progress.

- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. Some of these services include: Cognition and Learning Team (CALT), Speech and Language (SALT), Educational Psychology Service, and Children and Adult Mental Health Service CAMHS, Early Development and Inclusion Team (EDIT), Special Schools Inclusion Service (SISS)
- **Create a school environment where pupils can contribute to their own learning.**  
This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals.

## 1. Responsibility for the coordination of SEND provision

Provision for children with special educational needs is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEND in their class, and to be aware that these needs may be present in different learning situations. **All staff** are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The governing body, in co-operation with the headteacher, has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview and has appointed a representative governor (the SEND Governor), who takes particular interest in this aspect of the school.

The **headteacher** has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with SEND
- keeping the governing body informed about SEND issues
- working closely with the SEND personnel within the school
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

The **governing body** will ensure that:

- SEND provision is an integral part of the school improvement/development plan
- the necessary provision is made for any pupil with SEND
- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- they report to parents on the implementation of the school's SEND policy
- they have regard to the requirements of the *SEND Code of Practice (2015)*
- parents are notified if the school decides to make special educational provision for their child
- they are fully informed about SEND issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEND
  - the quality of SEND provision is regularly monitored
  - they are involved in developing this policy

The **special educational needs and disabilities co-ordinator** (SENDCo) is responsible for:

- overseeing the day-to-day operation of this policy
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other staff
- helping staff to identify pupils with SEND
- carrying out detailed assessments and observations of pupils with specific learning problems
- co-ordinating the provision for pupils with SEND
- supporting class teachers in devising strategies, drawing up Support and Action (and Play) Plans (SAPs/SAPPs/GAPs), setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEND and on the effective use of materials and personnel in the classroom
- liaising closely with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process.
- liaising with outside agencies, arranging meetings, and providing a link between these

agencies, class teachers and parents

- maintaining the school's SEND register, Provision Map and individual records
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of school assessment information, e.g. class-based assessments/records, end of year tests and SATs
- contributing to the in-service training of staff and planning/leading termly staff meeting.
- managing learning support staff/teaching assistants
- ensuring that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils
- liaising with the SENDCos in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other
- taking part in LA SEND moderation.

**Class teachers** are responsible for:

- including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENDCo for advice on assessment and strategies to support inclusion
- making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEND
- giving feedback to parents of pupils with SEND

## **2. Arrangements for co-ordinating SEND Provision**

The SENDCo will hold details of all SEND records for individual pupils.

### **All staff can access:**

- The School Inclusion Policy – on the staff Safeguarding and Policies Board in staffroom
- A copy of the full SEND Register
- Guidance on identification of SEND in the Code of Practice
- Information on individual pupils' special educational needs, including pupil profiles, targets set and copies of their provision map.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through SEND Local Offer

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.

This policy is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEND provision.

## **3. Admission arrangements**

Please refer to the Local Authority Admission arrangements and policy. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

## **4. Specialist SEND provision**

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEND provision and training from SEND services where necessary.

## **5. Facilities for pupils with SEND**

The school complies with all relevant accessibility requirements, please see the school accessibility plan and Local Offer for more details.

## **6. Identification of pupils needs**

### **Identification**

See definition of Special Educational Needs at start of policy.

## **A Graduated Approach:**

### **Quality First Teaching QFT**

Quality First Teaching (QFT) is a style of teaching that emphasises high quality, inclusive teaching for all pupils in a class. QFT includes differentiated learning, strategies to support SEN pupils' learning in class, on-going formative assessment and many others. The core principals of QFT at Mrs Bland's are for personalised learning for pupils and encouraging greater inclusion of pupils with SEN needs and working to narrow the attainment gap.

- a) Any pupils who are falling outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be closely monitored.
- b) These pupils will have a GAP (Graduated Approach Plan) with clear, smart targets for their individual progress. These GAPs will be shared with parents/carers.
- c) Any pupils who continue to fall significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be identified as possibly having SEN.
- d) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- e) 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 needs to be applied.
- f) The SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- g) Through (d) and (f) it can be determined which level of provision the child will need going forward.
- h) If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- i) 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.
- j) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parents' evenings.
- k) Parents' evenings are used to monitor and assess the progress being made by children.

## **SEND Support**

Where it is determined that a pupil does have SEND, parents will be formally advised of this and once parents have agreed, the pupil will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help the school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and 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.

### **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### **Plan**

Planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement will be sought, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of the individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one

teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

## **Review**

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and the parents. The class teacher, in conjunction with the SENDCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

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

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process 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 Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including but not exclusively:

- Parents
- Teachers
- SENDCo
- Social Care
- Professionals including the Educational Psychologist
- Health professionals- SALT, OT, Physiotherapy, Paediatrician

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 people from education, health and social care about whether or 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.

## **Education, Health and Care Plans (EHC Plan)**

- a. Following Statutory Assessment, an EHC Plan will be provided by West Berkshire Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

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

Pupils with SEND will be given access to the curriculum through QFT and the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with 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.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and across the family of schools. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.

We set appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

## **8. Inclusion of pupils with SEND**

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

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

Advice will be sought from the West Berkshire Behaviour Intervention Team for children who have behavioural concerns.

Advice will be sought from the Emotional Health Academy for children who have emotional or mental health concerns

## **9. 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 done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. SEND provision and interventions are recorded on an individual provision map, which are updated when the intervention is changed. These are updated by the class teacher and are monitored by the SENDCO. These reflect information passed on by the SENDCO at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENDCO and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

## **10. Complaints Procedure**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or SENDCO, who will be able to give advice on formal procedures for complaint. Complaint procedures will also be available on the website.

## **11. In Service Training (CPD)**

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, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on 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.

## **12. 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. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCO who will then inform the child's parents.

### **13. Working in Partnerships with Parents**

Mrs Bland's Infant and Nursery School believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCo may also signpost parents of pupils with SEND to the Local Authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

### **14. Links with other agencies and voluntary organisations**

Mrs Bland's Infant and Nursery School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENDCo is the designated person responsible for liaising with outside agencies.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

---

Policy Written:  
April 2020

Policy Reviewed:  
July 2020

Reviewed and agreed by Governors:

**This policy will be reviewed annually**

#### **Appendix 1**

##### **West Berkshire Local Offer**

<https://directory.westberks.gov.uk/kb5/westberkshire/directory/home.page>

<https://directory.westberks.gov.uk/kb5/westberkshire/directory/localoffer.page?localofferchannel=0>

## Appendix 2

### GAP – Graduated Approach Plan



Mrs Bland's Infant and Nursery School

#### GAP: the graduated approach

Name of Pupil:		Class Teacher:	
GAP Number:	Level of support – (Highlight box below)		
	Class teacher support	Class teacher and SENCo support	Class teacher, SENCo and external agency support
Date GAP started:		Date of GAP Review:	
Stage	Date Started	Actions/Comments/Next Steps	
<b>Assess</b> Identifying need at the earliest point and then making effective provision improves long-term outcomes for the child.		Needs to be met through this GAP	
<b>Plan</b> Support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness.		Interventions	
<b>Action</b> The class /subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the class teacher – the teacher is still responsible for progress and outcomes.		Outcomes	
<b>Review</b> The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed regularly in line with the agreed date.		Successes and Next Steps	

Signed \_\_\_\_\_ Class teacher

Signed \_\_\_\_\_ Parent

Signed \_\_\_\_\_ SENCo

Date \_\_\_\_\_

# SAPP – Support and Achievement Play Plan



Mrs Bland's Infant and Nursery School  
Support and Achievement Play Plan (EYFS)



Name of child:	DOB:	Current age in months:	Code of Practice stage:	Agencies involved with the child: (e.g. SALT, EOT, Physiotherapist, etc.)
Eye Test Date and Outcome				
Hearing Test Date and Outcome				

Please summarise relevant detail of strengths and difficulties. It may be appropriate to refer to the following 6 areas:

Communication	Learning and Development	Behaviour and emotions	Health	Everyday Life	Family and Community
---------------	--------------------------	------------------------	--------	---------------	----------------------

What are the child's areas of strength, likes and interests? <i>(With the parents, please consider strengths at home and in your setting)</i>	What are the child's area(s) of difficulty? <i>(With the parents, please consider difficulties at home and in your setting)</i>

What are the joint outcome(s) for the child? <i>(Long Term Aspirations identified by parents in conjunction with the setting)</i>
1
2
3

Name of child:	Current age in months:	Key Person:	SAPP number:	Date of SAPP meeting:
<b>Short-term outcomes</b> <i>(SMART statements towards long-term outcome(s))</i> <i>– see page 1 for outcome number</i>	<b>How will you know the target has been achieved?</b>	<b>Action/Support strategies</b> <i>(How/Where/Who?)</i>		<b>Review of progress towards Outcomes</b>
OC No. I will be able to...	You will know when I have achieved my short-term outcome if you see me...	You can help me at home by...	You can help me here by...	You will know I have made progress because...
Parent/child comments:		Additional information/further action required:		SAPP completed by:
				Date of next review:

# SAP – Support and Achievement Plan

Comments