

# Stocksbridge Nursery Infant School



## SEND Policy

(Adopted November 2015)  
Last reviewed July 2023



## Stocksbridge Nursery Infant School

### SEND policy

This policy was created by the SENCo in conjunction with the headteacher, SEN governor and staff. It was agreed by the full governing body on 23<sup>rd</sup> November 2015 and last reviewed 6<sup>th</sup> July 2023. The SENCo is also the designated safeguarding deputy.

#### **1. Our aims**

We strive to ensure that every child at Stocksbridge Nursery & Infant School will achieve their full potential. We believe that the educational goals for pupils are all the same, all pupils have the right to a broad and balanced curriculum, which is relevant, differentiated and provides for progression.

Teachers are responsible for the development and progression of all pupils in their class, including those with SEND, to ensure that they reach their potential, although this may be in small steps. All pupils with SEND deserve the level of resourcing necessary to meet their needs, that they should, as far as possible be educated within the mainstream setting. We recognise that some pupils with complex and / or multiple learning needs may need special or alternative provision, different from the majority of their peers.

These aims are going to help us to fulfil the whole school aims of:

- Developing confident and responsible pupils, who are independent, happy and motivated to enjoy learning. Praise is at the forefront of our ethos.
- Pupils to have high expectations for themselves
- Ensuring access to a stimulating broad and balanced curriculum which enables all pupil to meet their potential.
- Developing a wide range of skills to enable all pupils to be effective communicators, using a variety of methods.

#### **2. Main principles of our policy**

To guarantee consistency, early identification of need, involvement of parents and families as partners in the process, planned provision including the effective use of resources, appropriate teaching and learning strategies, appropriate use of supporting agencies, target setting and review including monitoring of progress.

The principles are as follows:-

1. SENCo will maintain a confidential record for all SEND pupils.
2. SENCo will ensure that appropriate plans are written and target set to address all the identified needs of the pupil. Actions will be put in place and plans evaluated for progress.
3. Class teachers will retain the over-all responsibility for the development of pupils with SEND.
4. In-service training needs for all staff (teaching and non-teaching) will be reviewed annually through our performance management systems. Whole school issues will be addressed and written into the School Development Plan and the SENCo action plan.
5. Parents and carers are regarded as partners. We positively seek parental involvement, to play an active, equal and valued role in their child's development.
6. Resources are reviewed termly and developed accordingly and appropriately to meet the needs of our pupils.
7. Pupils are encouraged wherever possible to participate and contribute to the decision making process.
8. Half termly progress meetings will take place between the headteacher, SENCO and all class teachers to discuss the developmental needs of the pupils within each class, highlighting issues of SEND and 'additional need' (progress hindered by life circumstances, not their cognitive ability to learn).

9. Every child is seen as an individual.

Stocksbridge Nursery & Infant School welcomes pupils with SEND and their families. Any particular need a pupil may have is discussed with parents / carers on admission. Our admissions policy is in accordance with the Sheffield Children and Young People's Directorate.

### **3.The nature of Special Educational Needs and Disabilities (SEND).**

The DFES code of practice 2014 states that:

Children have a special educational need if they have a learning difficulty or disability which calls for special education or medical provision to be made for them.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of their peers (of the same age).
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for pupils of the same age in school within the area of the local authority.
- Are under compulsory school age and fall within the above or would do so if special provision were made for them.

It should be noted that because a child has a disability they do **not** automatically have special educational needs. Pupils with disability will have their needs met under 'Disability Equality' legislation. Each pupil's needs will be assessed individually.

Pupils with SEN require additional help to enable them to have access to a broad and balanced curriculum. This additional support or provision may be in the form of:-

- Individualised planning
- Modification of resources and learning materials
- Specific teaching or technical aids
- Allocation of additional support assistant time, within small groups or 1to1basis.
- Allocation of additional teacher time, within small groups or a 1to1 basis.
- Assessment by the SENCo or outside agency. Advice offered must be considered by the class teacher.

For some pupils the school will be dependent on the Local Authority (LA) allocating sufficient resources to meet their needs; for example a special school placement.

Schools must make changes to meet the needs of pupils with SEND. The expectation stated with the new code of practice is that these changes are 'reasonable'.

### **4. Our Provision**

Stocksbridge Nursery & Infant School have a team of committed and dedicated staff who support pupils learning, developmental, social, communication, medical needs and toileting. Our support work is undertaken both in and outside of the classroom. Support is varied.

The SENCo is available to advise and guide staff to manage plans and the delivery of interventions, facilitate the use of appropriate resources and to discuss referrals to outside agencies.

Provision for pupils with SEND is a matter for all staff and the governing bodies as a whole.

### **All teachers are the teachers of pupils with SEND.**

Teaching and learning is a whole school responsibility.

The governing body recognise the importance of prioritising SEND provision and where ever possible ensure that the SENCo has dedicated time away from their own class responsibilities to manage and lead on progress through school. The allocation of support staff time is dependent upon the budget, although governors are prepared to divert additional resources where appropriate and upon the advice of the SENCo.

## 5. Graduated Approach - Assess, Plan, Do, Review

All our SEND support fits into a four-part cycle called Assess, Plan, Do, Review.

- Assess: We decide what the child's needs are.
- Plan: We set targets. We decide how we support the child to meet these targets.
- Do: Everyone follows the plans we've agreed.
- Review: We look at how well the plans worked. We agree what to do next.

Typically, each cycle takes one school term and there are three cycles per year.

We match the level of support to the child's level of need. This matching is called our graduated response. The levels of support are often called waves of support.

Schools have three waves of support:

- Wave 1: Support and opportunities that every child gets.
- Wave 2: Support and opportunities for children who need a little extra help.
- Wave 3: Support for children to meet their very individual needs.

Teachers and support staff all work at all levels of support.

## 6. EHC plans

It is the legal duty of the LA to consider all aspects of a pupil's development by collecting information and reports from those parties involved with the pupil, both academic and medical, as well as from parents / carers and their educational establishment. They must consider whether a legally based individual plan is required or whether the pupil's needs could be best met through services available within the local offer. Should the EHC plan be denied then Local Offer providers will be signposted to the parents/carers and school.

Should the LA agree that the pupil's needs are **exceptional** and that a legally based document is required, then all parties must work in co-production to devise plans and set 'timed' targets to meet the inspirational views of the pupil. Once agreed and set in motion, this plan must be reviewed termly by all parties.

Back in school a Support Plan will be written in line with the EHC plan targets (assess, plan, do, review). This may include 1 to 1 and/or small group work; additional support within the classroom and/or withdrawn intensive support. The SENCo will facilitate the writing and delivery of the Support Plan; however the over-all responsibility of the pupils remains with the class teacher.

## 7. Additional Funding

Where a pupil is in receipt of an EHC plan (levels 4 and 5) school may request additional funding from the locality panel. The locality panel, led by the manager (Jane Townsend) will consider the needs of the pupil in line with locality need. The panel will decide if the request is to be supported in full, part or not at this stage.

## 8. Systems for coordinating the stages

All paper work is managed within our data protection procedures.

1. Copies of all records are kept by the SENCo on our CPOM (secure data base) system.
2. Each class teacher keeps an Inclusion File, containing relevant information to support their daily planning. Class teachers have access to complete records for their pupils via CPOMS in conjunction with the SENCo.
3. To aid early identification the headteacher meets with all class teachers half termly using data tracking procedures.

4. The SENCo is available at dedicated and mutually agreeable times throughout the week, to offer support and guidance to staff, parents and pupils.
5. Contact is always made with parents/carers to agree decisions which could affect changes to planning or resources for their child.
6. The SENCo manages registers of need, support agencies involved for each pupil and planned work over the three terms. This is used to support timetabling of assessment, requests for assessment and meeting reviews. Where possible outside agencies are informed of meetings six weeks before hand to increase opportunities for them to attend.

## **9.The role of the SENCo**

The SENCo is responsible for the day to day operation of the SEND policy. This may include:

- Liaising with parents / carers of pupils with SEND
- Liaising with colleagues to support and advice on suitable strategies and resources plus the use of the referral system.
- Liaising with outside agencies to facilitate assessment, and reporting arrangements and reviews.
- Arranging support timetables and co-ordinating the provision for those with SEND and additional needs.
- Managing the work of the support assistants, in particular those named to work with specific pupils.
- Liaise with and inform governors, working more closely and regularly with the named SEND governor.
- Over-see the efficacy of the SEND policy on at least a yearly basis.
- Work with colleagues to update and manage the information on the CPOMs system.  
NB CPOMs was introduced January 2015
- Contribute to the organisation of continual professional development (CPD) for all staff around SEND issues.
- Organise and facilitate annual EHC plan reviews.
- Manage SEND resources and orders for new equipment where appropriate.
- Reporting to the headteacher and governors at least termly.
- Monitoring progress of pupils with SEND.
- Monitoring the teaching and effective support of pupils with SEND.
- Work with colleagues within the family of schools to share best practise and where appropriate CPD opportunities.
- Liaise with colleagues on the safeguarding team to support those pupils with multi agency needs. Arrange consultations with our MAST school link worker.
- Liaise with all colleagues to support those pupils with 'additional' needs. This will include those with attendance issues, English as an additional language, family trauma, Looked After Child, and those with behaviour issues. Pupils with SEND issues managed in class (level 1 on the Sheffield Support Grid) will also be monitored as part of this group.
- Complete single agency referral forms with parents where required and appropriate.
- Regularly attend the LA's SENCo network meetings in order to keep up to date with local and national updates on SEND.
- Write an annual SEND report for the governing body.

## **10.Support services / external agents.**

Parents / carers will always be consulted first and permission gained, prior to assessment work being carried out. Support services will attend SEND review meetings wherever possible and in line with our allocated purchased time. Agents will work on a 1 to 1 basis with the pupils for the assessment purposes, then feedback their finding to parents and the class teacher; advice around strategies and resources will be part of that report.

Links are made with a variety of agencies:

Health visitors, speech therapists, school nurse, educational psychology, child developmental clinic; teams for communication, behaviour and learning support plus exclusions; MAST (multi agency support) services are requested to support issues of parenting and family life, gender issues for pupils, attendance and mental health and well-being. Services requests via a consultation with our school link worker.

### **11.Resources**

The SENCo will work with staff, headteacher, governors and LA representatives to ensure that resources to address SEND issues are managed effectively and efficiently. It is the responsibility of every staff member to alert the SENCo to resourcing needs and issues.

Resources and generic equipment for SEND are housed within the school hall or our 'Den' room.

Resources allocated to pupils with specific needs are stored within the class base.

Resources are purchased with the aim of:

- Helping the class teacher to differentiate tasks and provide access to the full curriculum to all pupils.
- Helping to eliminate barriers to development, either physical or sensory, or due to medical needs.

### **12.School access arrangements**

The school is easily accessible for those with mobility issues. Ramps are in place to enter school at various points leading to both the top and bottom corridors.

There are changing, medical and toileting facilities for pupils and adults with physical and medical needs, located on the bottom corridor. Hand rails are fixed to stairways.

### **13.Teaching and Learning principles**

Every child matters. We provide a fully inclusive learning environment which aims to deliver a broad and balanced curriculum for all pupils including those with SEND. We provide additional support for SEN pupils through individual planning, modification of resources and materials, differentiated resources, specific teaching aids and interventions and the allocation of non-teaching support time.

This information is recorded, either on a single page profile, where a child has an identified need and on the whole school termly provision map. An extended support plan will be written by class teachers, SENCo, and outside agencies to address multiple and complex needs.

**We believe that early identification and support is the best way forward.**

### **14. Equality of opportunity and inclusion**

Progress of all pupils is tracked and monitored to identify those in need of additional support, action to be put into place to address issues of underachievement and SEND.

We will work towards overcoming barriers to learning to ensure inclusion and progress for all. Our aim is that all pupils achieve to their potential.

### **15. Assessment**

All pupils are assessed on a half termly basis using teaching assessments. Those receiving additional support following a research based program will also be assessed according to the intervention criteria. Those at SEND level 3 and above will be assessed on a continual basis by the class teacher and their progress shared with parents either verbally or through review at SEND review meetings. We use Tracker Plus to monitor the progress of all pupils within school on a termly basis using PITA (point in time assessments). Children in foundation stage are assessed using the [EYFS framework](#). Where a child is approximately two terms behind in an area of academic learning, teachers will use the Birmingham toolkit to support the identification of gaps in learning.

Additional assessments may be carried out using the following frameworks to provide additional guidance:

AET assessment framework  
SCERTS framework  
Boxall profile  
Leuven scales  
Locke and Beech profile  
Birmingham Toolkit

At the end of each year our final data is reported to the Local Authority and to the Government (DFES).

## **16. Recording and reporting**

- SEND support

The class teacher will meet with parents / carers to discuss intervention and support, its purpose and success, progress towards targets and the impact that intervention has made upon the pupil's development and progress, areas for further development and how the family can work with school in partnership to support the pupil to achieve new goals.

Where little or no progress has been made, a discussion will centre on learning and health needs, attitude towards learning at home and at school, attendance and punctuality, support from the family and school, and whether the team feels that further assessment is required through the SENCo.

Where parents do not engage in discussion, school will make decisions that they feel are in the best interests of the pupil. Referral or assessment cannot be made without a parent's consent.

Parents are invited to three meetings per year (termly) to review progress with their child, class teacher, SENCo and wherever possible, outside supporting agencies involved. All parties are encouraged to share reports and assessment information undertaken that term. Notes are made of the discussion and then all paper work is shared with all parties following the meeting. Review notes are held confidentially in both a central file (used by the headteacher and SENCo) and within the classroom by the class teacher.

Discussion centres around intervention and support, its purpose and success, progress towards targets and the impact that intervention has made upon the pupil's development and progress, areas for further development and how the family can work in partnership with school to support the pupil to achieve new goals. The views of the pupil will be sought and considered to inform the review and target setting processes.

Where little or no progress has been made, a discussion will centre on learning and health needs, attitude towards learning at home and at school, attendance and punctuality, support from the family and school, and whether the team feels that further assessment is required through an additional agency. A plan will be created clearly indicating targets and areas of responsibility for members of this team with recommended dates by which targets should be met.

Where a parent is unable to attend a meeting at short notice and we are unable to re-schedule the meeting, we will endeavour to ascertain parent's views over the phone.

Where parents do not engage in discussion, the team will make decisions that they feel are in the best interests of the pupil to be undertaken within school. Referral or assessment cannot be made without a parent's consent.

Where a parent does not meet the health needs of their child or support attendance at 96% over a sustained period of time, school will consult with and seek advice from the Multi Agency Support Team (MAST) and our EWO (educational welfare officer). A referral may be made to Social Care at this stage.

- A biannual report is written for all pupils throughout school in February and June. Where pupils join our school after February, regardless of their year group, parents receive a copy of the report on June.
- For Year 1 pupils, parents are informed about their child's attainment in the National Phonics screening test in June.
- There is always contact and discussion with parents before any discussion is made to place a child on the SEND register, or to transfer them between stages, to increase or reduce support.
- Close liaison and transition work is a priority with all of our feeder schools and child care providers. Discussion between parents, the pupil, class teachers and SENCoS ensures that pupil's needs are discussed and information is shared in full, which in turn may affect our approach or practise. Our joint aim is to ease the transition process making it a success point in a child's life. Particular attention is paid to those transferring from year 2 to year 3.
- Publication of the SEND information report annually on our website with regards to the efficacy of our SEND policy. This should include information regarding:
  - A) the kinds of SEND provided for
  - B) how we assess and identify pupils as having SEND
  - C) Arrangements for consulting with pupils about their learning
  - D) Assessment and review arrangements towards individual agreed targets
  - E) Transition arrangements
  - F) How we teach and adapt learning and resources for pupils with SEND
  - G) Training of staff.
- Governors receive a headteacher report each term, of which a report from the SENCo is part. The SENCo will provide data and written description explaining levels of support required at our school, progress made with additional support, current issues affecting inclusion, intervention and learning, support offered to families and staff development.
- Regular professional development meetings inform staff of current issues within education and best practise, new initiatives and address whole school training matters.
- Half termly meetings between the SENCo and support staff to monitor progress and success of interventions, resources allocations, pupil attendance and their attitudes towards support.

## **17. Partnership with parents/carers**

We know that successful partnership is crucial to the success of our policy and therefore we fully expect parents / carers / or those with legal responsibility for the child to participate and co-operate in the best interests of their child. Participation is expected through:

1. attendance at termly review meetings
2. attendance at assessment or medical appointments
3. supporting their child at home with specific activities as suggested by school or supporting outside agencies
4. entering into discussion to resolve issues around support and practise
5. informal conversation with staff to share information, updates and success of the week. Staff will endeavour to contact parents in a range of forms, over the phone, in person, letter, formal review meetings, parent's evenings and Stay and Learn sessions.

The SEND process is always explained to parents at each meeting either by the SENCo or by a member of the supporting agency team. A leaflet further explaining the process is provided and is also available on our school website.

## **18. Management of complaints**

Where a parent/carer voices their concerns with regards to progress and the well-being of their child, an appropriate member of staff will respond as soon as possible (we aim for the same day) to try and resolve the issue raised. We regard parents/carers as partners and have high regard for this and because of this, issues of complaint should rarely arise. However, should parents/carers wish to raise issues with us around policy, practice or procedure, they should contact the SENCo who will make



every effort to resolve issues in the best interests of the pupil. The SENCO may seek advice from supporting agencies at this stage. Should further action be required the headteacher will become involved at this stage and if required inform the SEND governor. Should the matter remain a concern, the case would be discussed at a meeting with the full governing body and the chair of governors would make a final decision of action to be taken.

We accept that, at times the process for parents with children who have SEND can feel frustrating. We endeavour at every turn to be supportive and understanding. We never intend to cause upset or offense. We therefore ask that all staff, teaching and non-teaching are treated with equal respect. We ask that in times of upset or difficulty that we enter into discussion to resolve issues around support and practice in a non-threatening or abusive manner, at a time that is mutually agreed by both parents and staff.

NB: Parents/carers may wish to seek guidance, advice directly from the local authority.

## **19. Compliance**

If you want to read more, these are the key SEND rules and laws:

SEND Code of Practice • Find out more [here](#).

Equality Act • This 2010 law outlines our duties to make reasonable adjustments and not discriminate. • Find out more [here](#).

The Children & Families Act • This 2014 law outlines our duties for children with SEND. • Find it [here](#).

## **21. SEND related responsibilities within school**

Safeguarding Lead	Jane Townsend	Headteacher
Safeguarding Deputy	Robert Barker	SENCo
Safeguarding Deputy	Carly Redgate	Safeguarding Officer
Attendance	Carly Redgate	Safeguarding Officer
Family well-being	Carly Redgate	Safeguarding Officer
Medical support	Carly Redgate	Safeguarding Officer
Governance	Charlotte Proctor	SEND
	Matthew Collins	Chair of Governors
	Matthew Collins	Safeguarding