



Special Educational Needs and Disabilities Policy

Reviewed : June 2024 for September 2024

Review Due: Summer 2025

Signed: _____ Date: _____
(Head Teacher)

Signed: _____ Date: _____
(SENCO)

Signed: _____ Date: _____
(SEND Governor)

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

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 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.

www.nottinghamshire.sendlocaloffer.org.uk

The SEND Local Offer can be found using the link above. It is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan, and those who do not have a plan but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

1. Aims and objectives

Every child is regarded as having individual needs. At Westdale Infants, each child will have an equal opportunity to work to their full potential so that they will learn to appreciate and value their own strengths. We aim to ensure that each child feels equally valued within the school community. We recognise all children have talents and abilities to celebrate and understand that magical things can and do happen. We believe all children should develop the skills and attitudes to enjoy learning.

This vision mirrors the Nottinghamshire SEND policy vision which states that ‘children with SEND will be happy and safe, have a good quality of life and opportunities to fulfil their aspirations, develop their independence and make a positive contribution to society.’

Aims

At Westdale Infants we aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.

- ◆ To ensure all children are encouraged to develop to their full potential
- ◆ To develop a curriculum which fully includes all children at Westdale Infants
- ◆ To set suitable and engaging individual learning challenges
- ◆ To work as a whole school community to help children overcome potential barriers to learning
- ◆ To assess individual children with the knowledge and understanding of individual learning needs and expected outcomes.

Objectives

- **Identify the needs of pupils with SEND as early as possible.** This is done by gathering information from parents, education, health and care services, prior to the child's entry into school. Progress meetings, at least termly, enable staff to monitor the impact and effectiveness of provision for children in school, and identify children who are not reaching their full potential.
- **Make appropriate provision to overcome all barriers to learning** and ensure pupils with SEND have full access to the National Curriculum. All class teachers are responsible for day to day provision. They will devise appropriate strategies to overcome barriers to learning. The SENCO will monitor the impact of provision termly and provide feedback to teachers and senior leaders.
- **Work with parents and carers to gain a better understanding of their child, and involve them in all stages of their child's education.** We hold two parental consultation evenings where parents can discuss progress. We also send out an annual report. Parents have the opportunity to speak to the class teacher on a daily basis. If a child is on the SEND list there will be termly review meetings with the class teacher and parents, as well as the SENCO and other professionals where possible/if appropriate.
- **Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.** Outside agencies are accessed through meeting with the Family SENCO Network termly. A request from the school can be made for support, and representatives will suggest suitable next step strategies. In addition to this we have termly SEND surgeries to discuss any concerns we have with our representative from SFSS who will offer advice. We also have close links with nearby Carlton Digby School who offer the use of their facilities i.e. soft play and sensory rooms and music sessions.
- **Create a positive and caring school environment where pupils feel safe to voice their opinions of their own needs.** Children are encouraged to reflect on their likes and dislikes from the earliest opportunity. All children are given the chance to share their feelings in an atmosphere of mutual respect. Their thoughts are recorded into individual learning logs/case studies and form a valued part of their provision.

2. Responsibility for the co-ordination of SEND provision

- The persons responsible for overseeing the provision for children with SEND are the Head Teacher - Rebecca Lewis.
- The person co-ordinating the provision of education for pupils with SEND is the SENCO – Rebecca Lewis.
- Class teachers are responsible for day-to-day planning, devising and delivering appropriate provision, (including the co-ordination of support staff), to meet the needs of all children in their class. Class teachers are also responsible for monitoring the impact of interventions on progress. This is then passed to the SENCO and Head Teacher.
- Jennifer Clarke and Erica Cresswell are responsible for the co-ordination of nurture groups, and support with planning and implementing interventions across school.
- The link governor for SEND is Paul Mullins.

Specialist Staff can often be seen working with children at Westdale Infants. These include

- Speech and Language Therapists
- Schools and Family Support Services (SFSS)
- Paediatric Physiotherapists
- Occupational Therapists
- School Nurses
- Education Psychologist
- Mental Health Team

3. Arrangements for co-ordinating SEND provision

The SENCO will hold and update details of SEND records such as whole school provision maps, SEND list, records of parental views, individual provision maps depending on the individual need of the child, and details of the involvement of outside agencies.

All teaching staff have the following information :-

- The Westdale Infant SEND Policy
- Information available through the School's Information Report published on the school website [LINK](#)
- A copy of the SEND list, updated termly
- Information on the staff IT system, Scholarpak, on individual pupils' and their special education needs and requirements
- Guidance on identification in the Code of Practice (SEND Support and pupils with Education, Health and Care Plans)
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities.

- Information available through Nottinghamshire's SEND Local Offer www.nottinghamshire.sendlocaloffer.org.uk
- School's assessment tracking data highlighting SEND pupils
- Intervention and progress monitoring sheets (EAZMAG and/or B Squared)
- Individual case studies and provision maps for SEND pupils
(Much of this information is on the school's R drive in the SEND section)

This information is made accessible to all staff and parents to aid the effective co-ordination of the school's SEN provision. In this way, every member of staff 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.

4. Admission arrangements

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. Admissions are coordinated by the Local Authority, which is the Admissions Authority. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

All children are invited to visit the school prior to their starting date. Where the child is known to have additional needs, provision will be made for them and support arranged. Home visits and visits to Little Stars are arranged before children start in our nursery and then the SENCO regularly visits to observe children as requested. If children are due to start in F2 any preschool/nursery settings will be visited by the SENCO, Head, and/or Foundation leader where appropriate, and attendance at multi agency meetings can be arranged where it is felt beneficial to the child. We welcome early contact with parents, carers and children, and encourage visits to school.

5. Facilities for pupils with SEND

The school has an Accessibility Audit and Plan, a SEN Information Report, a Learning Policy and a SEN Curriculum Statement. Reference to these policies and plans may be useful.

The school has a range of specialist SEND facilities in place. These are:

- Wheelchair access
- Disabled toilet
- Changing bed and changing facilities
- Shower
- Signs and symbols
- Nurture room and sensory areas
- Visual timetables in all classrooms

The school works hard to ensure pupils with SEND have access and opportunity to take part fully in all activities.

6. Allocation of resources for pupils with SEND

All pupils with SEND will have access to Element 1 and 2 of a school's budget. The amount will differ for all SEND pupils and will be a maximum of £6,000 (Place Funding). Some pupils with SEND may access additional funding (AFN Additional Family Needs). This additional funding is from a budget which is devolved to and moderated by the Family of Schools. The Family of Schools comprises of a secondary school, in our case Carlton Academy, and its feeder primary schools. For those with the most complex needs, additional funding is retained by the local authority (HLN High Level Needs). This is accessed through the Family of Schools. The Family SENCO 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 need meets the threshold for HLN funding.

Once a child is recognised as needing extra funding to meet their special needs, the child will be discussed, with parental consent, at a termly Springboard meeting. A detailed bid, referencing the Local Authority criteria for funding, is put forward, usually in the Spring term. This bid is either taken to the family funding meeting, or if more complex needs, to the HLN panel at Local Authority level.

For family funding AFN, bids from all schools in the family are moderated by the SENCOs from each school in the family, and money is allocated in 3 bands - Low, Medium or High. For High Level Funding – the bid is moderated by the Local Authority and HLN funded is either allocated or signposted to applying for AFN funding.

7. Identification of pupils needs

Identification

See definition of Special Educational Needs at start of policy

We follow a graduated approach in the identification of pupil needs

- **Quality First Teaching**
- a) Any pupils who are falling **significantly** outside the range of expected academic achievement, in line with predicted performance indicators, are identified in termly progress meetings between teachers and senior leaders.
 - b) Once a pupil has been identified as *possibly* having SEND, they will be closely monitored by staff; this is known as the SEN Monitoring List. The teacher is responsible for making sure provision for all children matches the needs of the child. Any adaptations and interventions are recorded on class intervention sheets and are reviewed every half term.
 - c) If a pupil has recently been removed from SEND list, continued monitoring will also be necessary at this stage.
 - d) The SENCO will be consulted, as needed, for support and advice, and may wish to observe the pupil in class.
 - e) Parents will be informed fully of any additional monitoring other than by the class teacher. Parents are encouraged to share information and knowledge.
 - f) Parental concerns may lead to a child being observed/monitored but this does not place the pupil on the school's SEND list.
 - g) Termly pupil progress meetings are used to monitor and assess the progress being made by each child. This is part of the whole school monitoring and assessment cycle. Meetings may be more frequent depending on the individual need of the child.

- **SEND Support**

Where it is determined that a pupil does have SEND, parents will be formally advised of this by the class teacher and the decision will be added to the school records. An Individual Provision Map will be started. The aim of formally identifying a pupil with SEND is to help 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 ongoing 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 be reviewed at least termly by the class teacher 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. The SENCO and senior leaders will monitor the impact of this additional provision. The SENCO may seek further advice and support from external agencies following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, any support staff involved, SENCO and families to agree the nature of support that is required, outcomes that are expected and a clear date for review of intervention. Family involvement is encouraged, to reinforce or contribute to progress at home. The additional provision and targets are recorded on an Individual Education Plan and monitored by the teaching staff and SENCO. All adults working with the pupil will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed, and the outcomes that are being sought. The child's Individual Education Plan will ensure all relevant information is in one place and accessible to all.

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 are delivered by another adult. They

will work closely with teaching assistants and/or relevant specialist staff to plan, carry out and assess the impact of interventions. Support with further assessment of the pupil's strengths and weaknesses, and advising of the implementation of effective support will be provided by the SENCO.

Review

School hold 3 SEN review meetings with families. These are each term.

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 their parents. The class teacher, in conjunction with the SENCO 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, where appropriate, the pupil.

Parents will be provided with information about the impact of support by the class teacher to enable them to be involved in planning the next steps. The school holds two family SEN review meetings a year between the class teacher and parent where individual needs will be discussed; the Senco is usually present at these meetings. A third SEN review meeting with school and families, is held in the summer, with a focus on progress and transition. An annual report with details of progress is given out at the end of the school year.

Additional parental review meetings with the class teacher, and possibly SENCO and external agencies, may take place throughout the year. The frequency of these additional meetings depends on the individual needs of the child. Records of review meetings and next steps are kept in individual files and updated throughout the year.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties, they may undergo a statutory assessment process to try to obtain an Education, Health and Care Plan (EHCP). This 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 application for an EHCP will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- 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 people from education, health and social care about whether or the child is eligible for an EHCP. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

Further information about EHCPs can found via the SEND Local Offer:

www.nottinghamshire.sendlocaloffer.org.uk

or by speaking to an Education, Health and Care Plan Co-ordinator on:

0115 9774012 or 0115 9773323

or by contacting Ask Us Nottinghamshire on:

0800 1217772 enquiries@askusnotts.org.uk

Education, Health and Care Plans [EHCP]

- a. Following Statutory Assessment, an EHCP will be provided by Nottinghamshire County 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 EHCP. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHCP 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.

8. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school, as is necessary and as far as possible, in line with 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. If at times this is not appropriate, the class teacher / SENCO will consult with the child's parents and flexible arrangements will be put in place to cater for the child's needs.

With the aim of giving every child access to the curriculum and quality first teaching, we aim to:

- keep staff fully informed of the special educational needs and disabilities of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- provide regular training and learning opportunities for staff on the subject of SEND.
- use provision and support effectively to ensure that the curriculum is differentiated where necessary.
- make sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- set appropriate individual targets that motivate pupils to do their best, and celebrate achievements at all levels.

Please see the school's SEND Local Offer for more information. Also, the school's Curriculum Policy will have details of provision of teaching and learning.

9. Inclusion of pupils with SEND

The Head Teachers and Governing Body oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub.

10. 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.

Family views are valued and recorded during review meetings or on day to day meetings (where appropriate) with the class teacher. Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

Half termly meetings are held between SENCO and staff to discuss SEND children and children who may need additional provision. In the Foundation Stage pupils who are working well below age related EYFS expectations will be assessed using the B Squared EYFS document. From the Spring term of Year 1, pupils who are working well below age related National Curriculum expectations will be assessed using the B Squared Progression Steps document. The B Squared documents enable small steps of progress to be recognised, and enable school to monitor progress closely and set targets. The effectiveness of provision, including the use of resources, is monitored throughout the year.

There is an annual formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the SENCO and Head teacher/SEND governor. Information is gathered from different sources such as child and family surveys, staff surveys, reviews and parents' evenings. This will be collated and published by the governing body on an annual basis in accordance with section 69 of the Children and Families Act 2014.

Evidence collected will help inform school development and improvement planning.

11. 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 Head teacher, who will be able to advise on formal procedures for complaint.

Please refer to the school's complaints procedure for further information.

12. In service training (CPD - Continuing Professional Development)

We recognise the need to train *all* our staff regarding SEND. The SENCO, with the central leadership team, ensures that training opportunities are matched to school development priorities, and matched to any particular SEND needs as appropriate.

Our school operates the following training programmes on a regular basis –

- making use of all class facilities and space
- using in class provisions and support effectively to ensure that the curriculum is differentiated where necessary
- First Aid Training for all, with some staff having 2 day paediatric First Aid training
- CRB (Coping with Risky Behaviours) training (formerly MAPA (Managing Actual or Potential Aggression))
- Nurture, emotion coaching, mental health wellbeing for children
- Training for staff working with individual pupils e.g. sensory diet, moving and handling, play therapy, dyslexia awareness, communication plans

The SENCO attends relevant SEND courses, Family Springboard SEND meetings, Network meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

13. Working in partnerships with parents and families

Westdale Infant School believes that a close working relationship with families is vital in order to ensure

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

Westdale is a very welcoming, inclusive school and all parent and child views are valued. There is an open door policy where parents are encouraged to meet with the class teacher or senior management.

Parents are kept up to date with their child's progress through two parent's evenings or SEN review meetings, and an end of year report. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

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.

The school's SENCO, or SEND governor may be contacted in relation to SEND matters at office@westdale-inf.notts.sch.uk.

14. Links to support services, other schools, other agencies and voluntary organisations

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 school is a member of the Carlton Academy Family and Local Authority network. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise. We work very closely with the SENCOs from the Carlton Academy Family and the Family Senco.

Westdale Infants invites and seeks advice and support from external agencies in the identification and assessment of, provision for, SEN. Rebecca Lewis, the SENCO, is the designated person responsible for liaising with the following:

- Nottinghamshire County Council Education Psychology Service (EPS)
- Schools and Families Specialist Services (SFSS)
- Children's Social Care
- Speech and Language Therapy Services (SALT)
- Child and Adolescent Mental Health Services (CAMHS)
- Mental Health Team in Schools
- Gedling Access Partnership (GAP)
- Early Help and Family Support
- Local Children's Centres

Transition:

A programme of transition activities is put in place in the Summer term for any SEND child about to transfer to a new class or the Junior School.

This may include:-

- visits with a support staff member, to meet relevant adults
- visits in small groups to the new school or classroom
- a whole morning transition session to meet new teacher and class
- a transition book of photos of the new classroom to share at home with family
- an open, empty classroom visit in our school, to allow parents and the child to visit the classroom when empty
- a visual calendar so that children can see when school starts
- junior staff and/ or the Junior Senco, are invited to attend review meetings where appropriate
- visits from junior staff/children to the child's class
- meetings between class teachers to discuss individual children
- If transferring to the Junior or an alternative school, the Senco will meet with the Senco of the receiving school – all documentation will be forwarded once the child is on role at the new school.

Westdale Infant School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The Head Teacher and SENCO are responsible for liaising with external agencies.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. [Parents / families will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.]