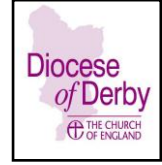




# Langley Mill Church of England (Controlled) Infant School and Nursery



## Special Educational Needs and Disabilities Policy

**This policy has been impact assessed in the light of all other school policies including the Equality Act 2010.**

Written / Reviewed by	Date	Approved by GB	Minute Number	Next Review Date
K Scrivens	October 2014	03/12/2014	GB/2014/87	September 2015
C Smith	September 2015	30/09/2015	GB/2015/71	September 2016
C Smith	September 2016	30/11/2016	GB/2016/80.1	September 2017
C Goulding	September 2017	13/09/2017	GB/2017/68	September 2018
C Goulding	September 2018	17/09/2018	GB/2018/68	September 2019
C Goulding	September 2019	24/09/2019	GB/2019/71	September 2020
C Goulding	September 2020	22/09/2020	GB/2020/44	September 2021
C Goulding	September 2021	21/09/2021	GB/2021/65	September 2022
C Goulding	December 2022	28/03/2023	GB/2023/26	December 2023

At this school, the SENDCO is Mrs Goulding (NASENCO Award) who is a member of the Senior Leadership Team of the school. She can be contacted by phone on (01773) 713429, by email at [Claire.Goulding@langleymill-inf.derbyshire.sch.uk](mailto:Claire.Goulding@langleymill-inf.derbyshire.sch.uk) or via post by the main school address. The Governor with responsibility for Special Needs Education is Emily Wood. She can be contacted using the above phone number or email at [info@langleymill-inf.derbyshire.sch.uk](mailto:info@langleymill-inf.derbyshire.sch.uk)

# LANGLEY MILL CHURCH OF ENGLAND (CONTROLLED) INFANT SCHOOL & NURSERY

## SEND POLICY

### Rationale

This policy is designed to promote the successful inclusion of pupils with special educational needs and disabilities at Langley Mill Church of England (Controlled) Infant School and Nursery. We are committed to offering and providing an inclusive environment and curriculum that will ensure the best possible progress for all pupils whatever their needs or abilities. We believe that every teacher is a teacher of every child, including those with SEND.

The quality of teaching and learning for pupils with SEND, and the progress made, is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff. School leaders and teaching staff, including the SENDCO, are all involved in identifying any patterns in the identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching and learning.

### Compliance

This policy reflects the actual practice of the school and complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (January 2015) and has been written with reference to the following guidance documents:

- SEND Code of Practice: 0 to 25 years 2015 Updated 2020
- Children and Families Act 2014
- Equality Act 2010: Advice for Schools May 2014
- Teachers Standards 2011 updated 2021
- The National Curriculum in England December 2014
- What maintained schools must publish online August 2020
- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs and Disability (Coronavirus) (Amendments) Regulations 2020
- Working Together to Safeguard Children 2015 updated 2022
- Keeping Children Safe in Education September 2022
- Reasonable Adjustments for Disabled Pupils: Guidance for Schools 2015
- Supporting pupils with medical conditions at school September 2014 (Update 2017)
- SEN support: Case Studies from Schools and Colleges 2017

This policy was created by the school's SENDCO with the SEND Governor, in liaison with the Senior Leadership Team (SLT), all staff and parents/carers of pupils with SEND in light of the current SEND reforms and guidance relating to coronavirus. It is accessible via the school website and on request from the school office.

### Aim

All our children will be able to access a broad, balanced and relevant curriculum, with recognition of their strengths, as well as any areas for development.

### Objectives

1. To identify and provide for pupils who have special educational needs and disabilities.
2. To work within the guidance provided in the SEND Code of Practice, 2015.
3. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs.
4. To provide a Special Educational Needs and Disabilities Co-ordinator (SENDCO) who will work with the SEND Policy.

5. To provide support and advice for all staff working with special educational needs pupils.

### **Identification and Assessment**

The school is committed to early identification of special educational needs and adopts a graduated response to meeting pupil's special educational needs in line with the 2015 Code of Practice. The School recognises that early identification is key to improving long term outcomes for pupils. A range of evidence is collected through the usual assessment and monitoring procedures adopted for all pupils and action is taken if this suggests that the learner is making less than expected progress, despite high quality targeted teaching and learning. If this is the case the pupil will be discussed with the SENDCO in order to decide if additional/different provision is required and if so what form this provision needs to take. Provision will be put into place immediately to secure better progress for the pupil. The pupil will also be registered on the school's SEND register if the school decides that the pupil requires different/additional support in order to make good progress and achieve the desired outcomes. The Early Years Foundation Stage Profile and the National Curriculum will be used to assess pupils.

The school recognises that slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being placed on the SEND register. However, this may be an indicator of a range of learning difficulties or disabilities. Equally, it is not assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

### **What is not SEND?**

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant (PPG)
- Being a Looked After Child (LAC)
- Being a child of a servicemen/woman
- Behaviour (if this is not impacting on achievement)
- A medical need

### **Categories of SEND**

The SEND Code of Practice 2015 identifies 4 categories of SEND. Pupils identified will be registered under one of the following categories:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

### **Provision**

The range of support made in school each year is developed in response to the identified needs of the pupils within each cohort and is identified on a Provision Map. Langley Mill Church of England (Controlled) Infant School and Nursery has established and will maintain a culture of high expectations that expects those working with children and young people with SEND to include them in all the opportunities available to other children and young people so they can achieve well.

### **Planning, teaching and the curriculum**

Planning in Langley Mill Church of England (Controlled) Infant School and Nursery focuses on delivering high quality teaching and learning that is differentiated and personalised and will meet the individual needs of the majority of the children. Some children need educational provision that includes reasonable adjustments. Special educational provision is underpinned by high quality teaching and is compromised by anything less.

All pupils have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty are identified and addressed at the outset. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEND and disabilities will be able to study the full national curriculum.

### **One Page Profiles (OPP)/My SEND Learning Programme (MSLP)**

Provision made that is different from or in addition to everyday classroom provision is recorded on a pupil's OPP or MSLP, depending on the level of need. These are developed to support pupil progress in areas where the pupil requires additional support. They are written by the class teacher in conjunction with any other teachers, support staff and any other professionals that the child works with. An OPP or MSLP is shared with parents/carers once they have been developed and again once they have been reviewed by all professionals involved where this is appropriate.

#### **An OPP or MSLP will include:**

- Pupil category of need and main concerns
- School and external agencies involved and suggested interventions
- Targets, criteria for success, strategies and outcomes

OPPs and MSLPs will be reviewed and updated three times a year with all outcomes recorded. Where a target has been met significantly before a review is due another target will be added if this is deemed appropriate by the class teacher and SENDCO.

### **Emotional Well Being Plan (EWBP)**

Where a pupil's needs are related to emotional well-being and behaviour regulation, an Emotional Well Being Plan will be formulated by staff. If appropriate a referral to the Behaviour support Service will be made and their report will be followed by staff who support the pupil. This will be reviewed on a termly basis. The individual pupil's will be supported using an Emotion Coaching approach within school. They will be written in alignment with the school's Attachment Aware Behaviour Regulation Policy.

### **Graduated response**

Where a pupil is identified as having SEND, school takes action to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. For this the cycle of 'assess, plan, do and review' is adopted.

Pupils identified as having SEND will be supported at an appropriate level. This may be internally, with school supporting and meeting pupils needs, or if required school will request additional support and further advice from external agencies to ensure pupil progress and that pupils' needs are met. Professionals from external agencies will be invited to contribute to monitoring and reviews of progress in cases where they are involved in supporting and planning provision for pupils. Parents will be kept

fully informed about the involvement of any external agencies and any proposed support/intervention. Should a pupil require support that is beyond the usual school funding then an application will be made to the Inclusion Panel for additional support.

### **Education and Health Care Plans (EHCP)**

If pupils have a high level of need and are not making adequate progress through support provided from school and external agency intervention school may apply for an Education and Health Care Plan. In these cases, assessment for an EHCP can be carried out, with the local authority deciding on the most suitable provision to meet pupil needs. If the outcome is that an EHCP will be provided then the local authority will set out the provision needed, following multi-agency meetings, and this will be reviewed yearly.

### **Transition**

SEND pupils are supported through all aspects of transition with individual needs being the driver for planning, preparation and provision. Transitions can be difficult for a child with SEND and steps are taken to ensure that any transition is as smooth as possible. When moving classes in school, information about pupils will be passed on to the new class teacher in advance and a planning meeting will take place between the new teacher and current class teacher. OPPs, EWBP and MSLPs will be shared with the new teacher and children will spend time in their new classrooms with their new teachers/assistants to familiarise themselves before they move classes. Additional provision will be provided where this has been identified as necessary.

If a pupil moves to another school their needs will be discussed with the SENDCO from the new school and we will ensure that all documents are passed on as quickly as possible. When pupils transfer to junior school the SENDCO will discuss the specific needs of pupils with the SENDCO of their junior school and transition visits will be arranged between the two schools.

### **Admissions**

For the admission of children with special educational needs and disabilities, the School adheres to the Local Authority Admissions Policy which can be found at: [www.derbyshire.gov.uk/admissions](http://www.derbyshire.gov.uk/admissions)

### **Medical conditions**

'The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have special educational needs, their provision should be planned and delivered in a co-ordinated way with the healthcare plan. Schools are required to have regard to statutory guidance supporting pupils at school with medical conditions (DfE, 2014).'

Langley Mill Church of England (Controlled) Infant School and Nursery adheres to the above and ensures pupils with medical needs have their needs met through appropriate arrangements, which often take the form of individual health care plans. Where these are required they will be developed in liaison with the Health Visitor/School Nurse and parents/carers.

### **Record Keeping**

The school keeps a central register of all pupils who have been identified as having SEND. The register records detail of the child's name, date of birth, year group, main area of need, date of registration and/or withdrawal from register. The SENDCO, Head Teacher and School Business Manager keep copies of the school register and class teachers keep their own class records. Each child identified as having SEND has their own individual file. This contains information regarding any observations, OPPs/EWBPs/MSLPs, medical reports, minutes of review meetings, assessment information and reports

form any external agencies. These files are kept on SharePoint and within a secure locked cupboard in the SENDCO's room and any SEND information is kept securely by all staff (according to GDPR May 2018).

### **SEND Information Report**

The School sets out its SEND information in the SEND Information Report developed by the staff, parents/carers and governors of the school. This report is accessible on the school's website at <http://langleymillinfantschool.co.uk> and in leaflet form, and is intended to provide parents/carers with the information that they require to make informed decisions about their child's education. The 4 key aims of our local offer is for it to be collaborative, accessible, comprehensive and transparent.

### **Roles and Responsibilities**

#### **SEND Co-ordinator (SENDCO)**

The SENDCO is responsible for:

- The day to day operation of the school's SEND policy.
- Supervising the provision of school based support for pupils, in consultation with class teachers, teaching assistants and team leaders.
- Reviewing and maintaining the Most Able Pupils policy.
- Monitoring quality of experience for pupils with Special Educational Needs and Disabilities, including OPPs/EWBPs/MSLPs, differentiation and other intervention strategies.
- Liaising with teachers and teaching assistants to ensure high quality progression and continuity for pupils.
- Offering support to all staff relating to SEND issues.
- Managing the Annual Review process and evaluation for all pupils with EHC Plans, Inclusion Panel funding and EYIF.
- Liaising with the Governing Body and Head Teacher to ensure the smooth running of the admission process for children with EHC Plans, including SEND updates on each termly Head teacher's report to Governors.
- Liaison with paramedical staff and other external agencies in relation to pupils' needs.
- Management of the SENST process.
- Liaison with parents/carers.

#### **Governing Body**

The Governing Body, through the nominated Governor for SEND, liaises closely with the SENDCO and the Head Teacher on the following areas:

- Relevant documents and legislation
- Admissions
- Continuing Professional Development
- The progress of EHCP procedures
- The LA role in providing resources to meet the needs of children who are funded through the enhanced resources
- Finance for SEND
- The success and relevance of the curriculum for children with SEND.

## **The SEND Governor**

The SEND Governor will:

- Report back to each Governing Body meeting
- Liaise with the Chair of Governors and the Head teacher before dealing with any grievances or complaints that may arise.

## **The Teaching Staff**

All teaching staff have a responsibility:

- To be involved in the development of the school's SEND policy
- To be fully aware of procedures for identifying, assessing and making provision for pupils with SEND.
- To take responsibility for any plans and reviews required and the day-to-day planning and assessing of any pupils within their class with SEND.

## **Resources**

There will be regular updating of equipment in consultation with professionals e.g. physiotherapists, SSEN teachers, occupational health professionals, school nurse, etc to ensure that the children's individual needs are met.

Every attempt will be made to ensure that:

### **Internal areas are:**

Organised to reflect knowledge of child development and, primarily, the needs and interests of the child. They are also organised to provide a full range of experiences and to allow the withdrawal of children for individual/small group work by:

- Staff working on OPP/EWBP/MSLP/Speech and Language Plans in their classes
- Staff working with children with SEND
- Other professionals
- Withdrawal of children for medical reasons
- Withdrawal of children who are upset and distracted by the classroom environment.

### **External areas are:**

- Safe, secure and enclosed
- Easily managed and supervised by staff
- Organised for adaptability with areas to stimulate a variety of opportunities for different types of play situations
- Aligned to the Health and Safety Policy.

## **Funding**

Resources will be allocated according to a priority of needs as agreed by the Head Teacher, the SENDCO and the class teachers involved. Applications will be made to the Local Authority where the school feels a pupil meets the criteria for additional funding in the form of Inclusion Panel funding or EYIF.

## **In-Service training in relation to SEND**

In order to maintain and develop the quality of our provision, staff need to undertake appropriate training. Appropriate in-service training will be made available to teaching and non-teaching staff. Recent courses undertaken are listed on the continuing professional development log.

### **Complaints**

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the Head Teacher. The chair of governors may be involved if necessary. In the case of an unresolved complaint the LA may be involved.

### **Review of the SEND Policy**

The school considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Improvement Plan (SIP).