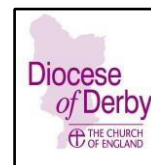




# Langley Mill Church of England (Controlled) Infant School and Nursery



## Special Educational Needs and Disabilities Policy

Always our best for God, each other and ourselves.

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

Written / Reviewed by	Date	Changes Made		New Policy Version		Next Review Date
S Brown	December 2024	Yes	No	Yes	No	December 2025
S Brown	January 2026	YES				January 2027

At this school, the SENDCO is Mrs Brown (NASENCO Award) who is a member of the Senior Leadership Team at the school. She can be contacted by phone on (01773) 713429, by email at [Sarah.brown@langleymill-inf.derbyshire.sch.uk](mailto:Sarah.brown@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 2024
- Children and Families Act 2014
- Equality Act 2010: Advice for Schools May 2014
- Teacher Standards 2011 updated 2021
- The National Curriculum in England December 2014
- What maintained schools must publish online August 2020 Updated November 2025
- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs and Disability (Coronavirus) (Amendments) Regulations 2020
- Working Together to Safeguard Children 2015 updated June 2025
- Keeping Children Safe in Education Updated September 2025
- 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 considering the current SEND reforms. 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 the early identification of special educational needs and disabilities (SEND) and adopts a graduated approach to meeting pupils' needs in line with the SEND Code of Practice (2015) and Derbyshire Local Authority guidance. The school recognises that early identification and effective provision are key to improving long-term outcomes for pupils. A range of evidence is collected through the usual assessment, monitoring and observation procedures adopted for all pupils. Action is taken where this suggests that a pupil is making less than expected progress, despite consistent, high-quality first teaching (Quality First Teaching).

In line with Derbyshire's graduated response, concerns are initially addressed through the Assess, Plan, Do, Review cycle. Targeted and time-limited interventions may be put in place to support a pupil's needs and improve outcomes. These interventions are designed to be responsive and proportionate and may be implemented without the pupil being placed on the SEND register where it is expected that progress can be secured through short-term additional support. **Short-term interventions may be put in place to address specific needs and reviewed to determine if placement on the SEND register is required.**

Any initial concerns will be discussed with the SENDCO and parents/carers, and a Cause for Concern form will be completed by staff to ensure a clear, consistent record of concerns, strategies implemented and impact over time. If progress remains limited following appropriate intervention and review, the pupil will be discussed further with the SENDCO to determine whether additional or different provision is required and what form this provision should take. Provision will be adjusted or enhanced as necessary to secure improved progress and outcomes for the pupil.

A pupil will be placed on the school's SEND register where it is determined that they require provision that is additional to or different from Quality First Teaching and targeted intervention, in order to make sustained progress and achieve agreed outcomes. The Early Years Foundation Stage Profile and the National Curriculum are used to support assessment and identification across the school.

The school recognises that slow progress and low attainment do not necessarily indicate the presence of SEND and should not automatically result in a pupil being placed on the SEND register. However, these factors may indicate a range of learning difficulties or disabilities. Equally, attainment in line with chronological age does not preclude the presence of SEND. Some learning difficulties and disabilities occur across the full range of cognitive ability and, if unmet, may lead to frustration, which can present as emotional, behavioural or social difficulties.

## What is not SEND?

The following factors do not, in themselves, constitute special educational needs or disabilities, though they may impact on a pupil's progress or wellbeing and may require appropriate support through other school systems:

- Attendance and punctuality
- Health and welfare concerns
- English as an Additional Language (EAL)
- Being in receipt of the Pupil Premium Grant (PPG)
- Being a Looked After Child (LAC)

- Being a child of a serviceperson
- Behavioural difficulties which do not arise from an underlying special educational need, and do not impact learning or achievement
- A medical condition where this does not result in a learning difficulty or disability requiring special educational provision

Pupils identified through these factors may be recognised as vulnerable and recorded on the school's vulnerable pupils list. Staff are made aware of these pupils and appropriate support is put in place through pastoral, safeguarding, attendance, wellbeing or inclusion systems, as appropriate.

## **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 provided in school each year is continually developed, reviewed and adapted in response to the identified needs of pupils within each cohort. Provision is planned strategically and recorded on a Provision Map, which is regularly evaluated and updated to reflect changes in need, effectiveness and impact. Langley Mill Church of England (Controlled) Infant School and Nursery maintains a culture of high expectations and inclusion, where teaching, learning and provision are responsive to individual and cohort needs. Staff are expected to adapt teaching, planning and assessment to remove barriers to learning and enable pupils with SEND to make progress alongside their peers. This includes adjustments to teaching approaches, learning environments, the use of additional resources and the way learning is recorded or evidenced, where appropriate.

**Provision is regularly informed by pupils' targets, One Page Profiles, Emotional Well-Being Plans, and external agency advice to ensure it is responsive and meets evolving needs.**

The school recognises that pupils' needs may change over time and that effective provision requires ongoing reflection, adaptation and enhancement. As a result, the curriculum is reviewed and, where necessary, modified or enhanced to ensure it is accessible, ambitious and inclusive. This may include flexible grouping, targeted support, alternative approaches to learning, or access to specialist spaces or interventions that enable pupils to learn, thrive and achieve.

Where appropriate, pupils with SEND are included in all aspects of school life and provided with opportunities to access the same learning experiences as their peers. However, the school also recognises that some pupils benefit from specific provision or structured support outside of the classroom, enabling them to develop skills, confidence and independence before applying these learning experiences more widely.

## **Planning, Teaching and the Curriculum**

Planning in Langley Mill Church of England (Controlled) Infant School and Nursery focuses on delivering Quality First Teaching (QFT) and learning that is differentiated and personalised to meet the individual

needs of most children. Where pupils require additional support, adaptations are planned and implemented to ensure that all children can access learning effectively. Special educational provision is always underpinned by high-quality teaching and is compromised by anything less.

For pupils who are not working at age-related expectations, teaching is informed by individual targets from their One Page Profiles, guidance from external agencies such as the Inclusion Support Teacher, Educational Psychologist, or advice within an Education, Health and Care Plan (EHCP). These targets shape planning, teaching strategies and assessment to ensure personalised progress.

All pupils have access to a broad, balanced and ambitious curriculum. The National Curriculum Inclusion Statement expects teachers to set high expectations for every pupil, whatever their prior attainment. Teachers use ongoing assessment to set targets which are deliberately ambitious, and potential barriers to learning are identified and addressed at the outset. Lessons are planned to remove barriers to pupil achievement, using appropriate scaffolding, differentiation, resources or alternative approaches as needed.

**All adaptations are intended to enable pupils with SEND to achieve ambitious outcomes, build independence, and fully access the curriculum alongside their peers.**

In many cases, such planning means that pupils with SEND are able to study the full National Curriculum, while ensuring that those with additional needs receive the tailored support, adaptations and interventions required to enable them to learn, thrive and achieve.

### **One Page Profiles (OPP)**

Provision that is different from or in addition to everyday classroom provision is recorded on a pupil's One Page Profile (OPP). OPPs are fully personalised and bespoke documents for individual children identified as having SEND and who are on the SEND register. They are developed to support pupil progress in areas where the pupil requires additional or different provision.

OPPs are written by the class teacher in conjunction with support staff, other teachers, and any relevant professionals working with the child. They are shared with parents/carers once developed and again following any review, ensuring all stakeholders are aware of current targets, strategies and outcomes.

A One Page Profile will typically include:

- What works well / what requires support
- Interventions and school support
- Targets, criteria for success, strategies, and expected outcomes
- Parent/carers signatures and comments

OPPs are informed by a range of evidence, including classroom observations, ongoing assessment, guidance from outside agencies, and, where relevant, advice contained within an EHCP.

OPPs are reviewed and updated at least termly, or more frequently if a target is met significantly before the scheduled review. In such cases, new targets will be set in consultation with the class teacher and SENDCo, ensuring provision remains personalised and responsive to the child's evolving needs.

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

Where a pupil's needs are related to emotional well-being or significant behaviour regulation difficulties, an Emotional Well-Being Plan (EWBP) will be formulated by staff to provide a clear, personalised approach to support the child. EWBP's are only created where behaviour is significant and requires understanding of individual triggers, potential behaviours, and strategies to support self-regulation.

EWBP's may be developed collaboratively with other professionals, including the Inclusion Support Team, educational psychologists, or other specialists involved with the child. Referrals to the Inclusion Support Team may be made, and their advice and recommendations are implemented by staff who work with the pupil.

The plans are aligned with the school's trauma-informed and restorative culture, and individual pupils are supported through approaches such as Emotion Coaching and other strategies designed to promote emotional regulation, resilience, and positive engagement.

**EWBP's are reviewed at least termly alongside One Page Profiles to ensure consistent, personalised support and tracking of progress, or sooner if significant changes in needs or circumstances occur.**

### **Graduated Response**

Where a pupil is identified as having SEND, the school takes action to remove barriers to learning and put effective special educational provision in place. This support is provided through a graduated response, which is a four-part cycle of Assess, Plan, Do, and Review (APDR).

- **Assess:** Teachers and support staff gather evidence of the pupil's needs through observation, assessment, data, and feedback from parents and external professionals.
- **Plan:** A targeted plan is drawn up to address the pupil's needs, setting specific, measurable, and achievable targets. Planning is informed by One Page Profiles, EHCPs, and guidance from external agencies where appropriate.
- **Do:** Provision and interventions are implemented, delivered by class teachers, support staff, and, where appropriate, external professionals.
- **Review:** The impact of interventions is evaluated regularly. Outcomes are recorded, and plans are revised in response to the pupil's progress or changing needs. This ensures support remains personalised, effective, and responsive.

Pupils may be supported within school using internal resources, or where additional expertise is required, advice and support from external agencies will be requested. External professionals may contribute to planning, delivery, and monitoring of provision where appropriate. Parents/carers are fully involved in all stages of the process and kept informed of any support or intervention provided.

Where a pupil requires support beyond the school's usual resources, an application may be made to the Inclusion Panel for additional funding or specialist provision.

**This graduated approach is ongoing and flexible, ensuring that all pupils with SEND receive timely, evidence-informed support to achieve positive outcomes and participate fully in school life.**

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

If a pupil has complex or severe SEND and is not making adequate progress despite high-quality teaching, targeted support, and interventions informed by external agencies, the school may apply for an Education, Health and Care Plan (EHCP).

Applications for an EHCP are evidence-based, drawing on the graduated approach (Assess, Plan, Do, Review), multi-agency advice, assessment outcomes, and One Page Profiles, to demonstrate the pupil's needs and the provision required.

Where the local authority decides to issue an EHCP, it will specify the special educational provision required to meet the pupil's needs, following multi-agency planning meetings. The school implements this provision, monitors progress, and contributes to the annual review, ensuring that the plan continues to meet the pupil's needs. Parents/carers and relevant professionals are fully involved throughout the assessment and review process.

**While an EHCP is being considered, the school continues to implement all reasonable provision identified through the graduated approach.**

## **Transition**

Pupils with SEND 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 within the 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. One Page Profiles (OPPs) and, where appropriate, Emotional Well-Being Plans (EWBPs) will be shared with the new teacher to ensure continuity of personalised provision. Children will spend time in their new classrooms with their new teachers and teaching assistants to familiarise themselves before they move classes. Additional provision will be provided where this has been identified as necessary. There is usually at least one transition day where children have the opportunity to experience their new classroom and teacher.

If a pupil moves to another school, their needs will be discussed with the SENDCO from the new school, and all relevant documents, including OPPs, EWBPs, and assessments, will be 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 receiving school, and transition visits will be arranged between the two schools to support continuity and ensure the graduated approach is maintained.

**Transition planning takes into account targets from OPPs/EWBPs and any recommendations from external agencies, ensuring that pupils continue to receive personalised support and interventions during periods of change.**

## **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 plan 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 healthcare 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 details of the child's name, date of birth, year group, main area of need, date of registration and/or withdrawal from the 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, One Page Profiles, Emotional Well-Being Plans, medical reports, minutes of review meetings, assessment information and reports from 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).

**Records are used to monitor progress, inform planning, and evaluate the impact of interventions and provision.**

## **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 four key aims of our local offer are 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, 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 EHCPs, 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 EHCPs, 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.
- Oversight of the progress of EHCP procedures.



## **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
- Continuing Professional Development
- 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, 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.
- 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/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**

To maintain and develop the quality of our provision, staff 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 and SEND on a page.

### **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 Local Authority 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).