

# Special Educational Needs and Disabilities (SEND) Policy

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## 1. Aims

Our special educational needs and disabilities (SEND) policy aims to:

- Set out how our schools will support and make provision for pupils with special educational needs and disabilities (SEND)
- Make sure our schools fully implement national legislation and guidance regarding pupils with SEND
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

## 2. Vision and values

At Bilston and Eastfield Nursery Schools we will:

- Provide all pupils with access to a broad and balanced curriculum
- Recognise the individual and special needs of all children and make adaptations so that they are able to access the curriculum and learning opportunities available
- Take into regard the child's and parents views when planning to meet the child's needs

- Ensure that resources, the curriculum, activities and services are accessible for all children and families wherever possible
- Ensure that staff feel confident to deliver care, education and services which are fully inclusive
- Ensure that our policy permeates the work of the whole School

### 3. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

### 4. Inclusion and equal opportunities

At our schools we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

### 5. Definitions

#### 5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

**Special educational provision** is educational provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

#### 5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

### 5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul>
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>

AREA OF NEED	
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## 6. Roles and responsibilities

### 6.1 The SENCO

Our SENCO's are:

Eastfield Nursery School - Emma Smith

Bilston Nursery School - Lisa Clare

They will:

- Work with the SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy

- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

## **6.2 The Deputy SENCO**

The Deputy SENCO at Eastfield Nursery School is Sukdev Jassal

They will:

- Work with the SENCO to provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Work alongside the SENCO to advise on the graduated approach to providing SEN support
- In the absence of the SENCO, have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans

## **6.3 The governing board**

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

## **6.4 The SEND link governor**

The SEND link governor is Jill Taylor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

## 6.5 The Executive Headteacher

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

## 6.6 Teachers

Each Teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any support staff or specialist staff to plan and assess the impact of support and interventions and how they can be linked to teaching and learning
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy and the SEN information report
- Communicating with parents regularly to:
  - Set clear outcomes and review progress towards them
  - Discuss the activities and support that will help achieve the set outcomes
  - Identify the responsibilities of the parent, the pupil and the school
  - Listen to the parents' concerns and agree their aspirations for the pupil

## 6.7 Support staff

Staff who are key workers or room leaders are responsible for:

- Providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of pupils they are responsible for
- Working with the SENCO to contribute to the review of each pupil's progress and development

- Notifying the SENCO when their professional judgement of children's progress or development indicates that children require additional support or assessment to meet their needs
- Ensuring they follow this SEN policy and the SEN information report

## **6.8 Parents or carers**

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil

The school will take into account the views of the parent or carer in any decisions made about the pupil.

## **7. SEN information report**

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

## **8. Our approach to SEND support**

### **8.1 Identifying pupils with SEN and assessing their needs**

When children arrive at School we encourage parents/carers to share information about their child and share any concerns they might have. In addition to this information we will assess each pupil's skills and levels of attainment on entry, building on previous settings assessments where appropriate. We observe children on a daily basis and during the first half term in Nursery the information gathered is used to assess children's attainment and development levels and identify children's next steps.

Observations and assessments are monitored and the key workers discuss the progress with the SENCO or a Senior member of staff and together they assess if each child is making progress and achieving expected outcomes for their age.

Staff will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start by looking at the child's outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

## **8.2 Consulting and involving parents**

It is our aim to ensure that all parents and carers are valued as partners in supporting their child's educational journey. We believe that parent partnership is key to working together to meeting the children's needs.

We will have an early discussion with parents when identifying whether their child may need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEN support.

## **8.3 The graduated approach to SEN support**

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

### **1. Assess**

Key staff and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil's parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

### **2. Plan**

In consultation with the pupil's parents, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be made accessible to staff in the pupil's individual education plan.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

### **3. Do**

They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

### **4. Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils



- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

## **8.4 Levels of support**

### **School-based SEN provision**

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. There is no additional funding for the provision for these pupils.

Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving the LA Special Needs Early Years Team (SNEYS) or Educational Psychology as soon as possible. The provision for these pupils is funded through the school's main budget and if agreed with the LA the school may be able to apply for some additional Inclusion Funding for Nursery aged pupils.

On the census these pupils will be marked with the code K.

### **Education, health and care (EHC) plan**

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the LA from the high-level needs funding block of the dedicated schools grant.

On the census these pupils will be marked with the code E.

## **8.5 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Meeting with outside agencies who support the child including the Early Years SEN Team and Educational Psychologist.
- Monitoring by Executive Head Teacher, Head of School and external advisors.
- Holding annual reviews for pupils with Education Health Care plans
- Termly visits by the Governor responsible for SEND

## **9. Expertise and training of staff**

Provision for pupils with SEND is included in our regular monitoring of quality of teaching across the schools. This helps to identify priorities for our ongoing programme of training to support whole school inclusive practice and to support new and less experienced staff.

Each Nursery is staffed by qualified and experienced staff. Each school has staff who are qualified teachers and early years educators and the school employs staff who have specialist training in supporting children with special educational needs.

All staff receive regular training which develops the knowledge, skills and confidence to meet the needs of SEND pupils.

## **10. Links with external professional agencies**

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Special Needs Early Years Service (SNEYS)
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- Health Visitors
- Social services

## **11. Admission and accessibility arrangements**

### **11.1 General admission arrangements**

The school manages its own admissions arrangements and parents apply to the school directly.

School admission arrangements are detailed in the schools Admission Policy.

Where the school has been notified by the parent or professionals working with the family, that the child has additional needs the school will work parents and those involved to gather information about the child's needs and how best to support those needs including identifying resources or adaptations that are required.

### **11.2 Resource Base / SEN Unit admission arrangements**

The LA is responsible for allocating places in the specialist SEND provision at Bilston Nursery School.

Places are allocated by the Special Needs Early Years Service (SNEYS) for Nursery aged pupils and by the LA SENSTART team for Reception aged pupils as part of the EHC plan process.

Parents of prospective pupils are offered a visit to the school and once a place has been accepted, the SENCO will meet with parents and the professionals working with the child to plan the transition into school. The induction process is based upon the individual needs of the child.

### **11.3 Accessibility arrangements**

Staff plan to meet all children's needs by planning activities, which can be accessed by all children and can be differentiated according to need. Staff use a range of strategies to differentiate the curriculum including:

- adapting their teaching styles taking into account children's preferred learning styles
- providing more time for children to process
- adapting questioning styles
- using alternative methods of communication including signing or Makaton
- using additional resources or learning aids
- providing developmentally appropriate resources
- designing the learning environment to provide quiet spaces for reflection or time out

The school will endeavor to make any reasonable adaptations to the school building, where this is feasible to do so, or provide equipment to improve access for pupils.

The schools have an Accessibility Plan which is available on the school websites.

## **12. Complaints about SEN provision**

The school recognises the importance of good relationships between home and school and will, endeavor to do what we can to establish and maintain them. This includes seeking to resolve any concerns or complaints promptly and find suitable solutions.

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher or Assistant Headteacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Executive Headteacher in the first instance. They will be handled in line with the school's complaints policy.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint.

A full explanation of suitable avenues for complaint, is available in pages 246 and 247 of the [SEN Code of Practice](#).

The school will support families by signposting to disagreement resolution and mediation services if this is appropriate and will encourage families to seek further support from the IASS Information Advice and Support Service.

## **13. Monitoring arrangements**

This policy will be reviewed annual by the governing board. It will also be updated if any changes to the information are made during the year.

## **14. Links with other policies and documents**

This policy links to our policies on:

- SEN Information report
- Accessibility plan
- Behaviour policy
- Admissions policy
- Equality information and objectives
- Supporting pupils with medical conditions
- Complaints policy

Reviewed: May 2024

Approved by the Full Governing Board on 10<sup>th</sup> May 2024