



Sandbank and Valley Nursery Schools Federation

SEN Information Report



September 2024



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Introduction

Welcome to our SEN information report which is part of the Walsall Local Offer for learners with Special Educational Needs (SEN). In accordance with the Children and Families Bill 2014, all governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEN. This information will be updated every year.

Our report is co-produced with parents/carers, governors and school staff. We would welcome feedback and future involvement in the review of this statement.

If you would like to contact us, please do so via the school office (Sandbank 01922 710132 / Valley 01922 710518).

The best people to contact are;

Ms D. Kelly – Executive Head teacher

Mrs E. Sledge– SENCO

Mrs E. Sledge– DT LAC

Miss R Moorhouse- Safeguarding Lead and Family Support

Miss N. Roberts- Link Governor for SEND and LAC

Aims of our provision in regards to pupils with special educational needs and/or disability

The aims of our policy and practice in relation to special educational need and disability (SEND) in this school are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To reduce barriers to progress by embedding the principles in the Early Years Foundation Stage Statutory Framework <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need:
 1. Communication and interaction,
 2. Cognition and learning,
 3. Social, mental and emotional health,
 4. Sensory/physical.
- To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.



What are special educational needs (SEN) or a disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

Special Educational Needs: *A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.*

- *A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age.***
- *Special educational provision means **educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England;***

Disability: *Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...**a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.*

The kinds of special educational needs (SEN) for which provision is made at the school:

- Children with SEN have different needs, all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.
- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school in the EHC plan unless:
 - it would be unsuitable for the age, ability, aptitude or SEN of the child or young person;
 - or
 - the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child’s EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child’s needs can be better met in specialist provision.

How does our school know if children need extra help?

We know when a pupil needs help if:

- Concerns are raised, relating to inadequate levels of progress or inclusion, by parents/carers, external agencies, keyworkers or the pupil’s previous setting.
- Screening and observations, such as that completed on entry, or as a result of a concern being raised, indicates a developmental delay or that the child is working at a level well below age related expectation.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress;
- Observation of the pupil indicates that they have additional needs.



What should a parent do if they think their child may have special educational needs?

- If parents have concerns relating to their child's learning or inclusion then please initially discuss these with your child's keyworker. This then may result in a referral to the school Special Educational Needs Coordinator (SENCO) whose name is Liz Sledge. Parents may also contact the SENCO directly if they feel this is more appropriate.
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

How will the school support a child with SEND?

All children will be provided with high quality provision that is differentiated to meet the needs of all learners. The quality of provision for children with SEND is monitored through a number of processes that include:

1. Observation by the senior leadership team which includes the SENCO.
2. Ongoing assessment of progress made by children with SEND.
3. Scrutiny of planning and provision to ensure effective matching of work to children's need.
4. Practitioner meetings with the SENCO to provide advice and guidance on meeting the needs of children with SEND.
5. Pupil and parent feedback on the quality and effectiveness of interventions provided.
6. Attendance records.

Children with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in school and increase their access to the early years curriculum.

Children who are looked after by the Local Authority and have SEN will receive additional weekly support from the Designated Teacher for Looked After Children. Individual targets will be formulated and progress will be shared with all parties involved in the care of the child at PEP meetings as well as SEN review meetings. Provision for these pupils is quality checked by Walsall Virtual School.

All children have individual targets set in line with national Early Years Outcomes to ensure ambition. Parents are informed of these via the reporting system, review meetings and also at events such as Parents' Evenings.

Children's attainment is tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. A discussion between a member of the Senior Leadership team and the keyworker results in the identification of additional action to increase the rate of progress. Actions are recorded and will include a review of the impact of the strategies being used. If required, additional strategies or interventions to further support the success of the pupil, are initiated.

Where it is decided during this early discussion that special educational provision is required to support accelerated progress, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.



Action relating to SEN support will follow the assess, plan, do and review model:

1. **Assess:** Data on the child held by the school will be collated by the keyworker /SENCO in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and child (when appropriate) will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the keyworker with advice from the SENCO.
3. **Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant developmental targets that take into account parents' aspirations for their child. Parents will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
4. **Review:** Progress towards these outcomes will be tracked and reviewed at least termly with the parents.

What specialist resources are available at the school?

If progress rates are judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a child. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Local Authority Support Services;
2. Specialists in other schools e.g. special schools;
3. North Star Inclusion Advisory Service;
4. Educational Psychology Service
5. Social Services;
6. Health partners such as Health Visitors, Speech and Language Therapists.

For a very small percentage of children, whose needs are significant and complex and the SEN support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

How will the curriculum be matched to each child's needs?

- Keyworkers plan using pupils' achievement levels, differentiating activities to ensure progress for every child in the setting.
- When a child has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the keyworker to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the SENCO and/or external specialists.
- In addition if it is considered appropriate, pupils may be provided with specialised equipment, adapted environment or resources and/or additional adult help. All actions taken by the keyworker will be recorded and shared with parents.



How will parents know how their child is doing?

We are a child and family centred school, you can expect, “no decision about me, without me.”

Attainments towards the identified outcomes will be shared with parents termly through feedback at SEN support reviews and also through the school’s reporting system.

Learning journeys which record small step progress towards Early Years Outcomes is shared with parents. Parents are encouraged to contribute to their child’s Journey record by sharing home experiences.

Daily face to face contact between keyworker and parents allows us to tell you about the activities your child has taken part in at school.

Parents are encouraged to arrange an appointment to discuss their child’s progress with the keyworker, the SENCO or a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child’s success. Please contact the school office who will arrange this appointment for you. The contact number is 01922 710132

How will parents be helped to support their child’s learning?

Please look at the school website. It can be found at <http://www.sandbank.walsall.sch.uk> and includes whole school newsletters that identify current learning taking place.

The keyworker or SENCO may also suggest additional ways of supporting your child’s learning.

If you have ideas on support that you would like to have access to in order to further support your child’s learning, our SENCO is able to sign post parents to a range of services. She can be contacted via the school office.

Parents are invited to ‘Stay and Play’ sessions and focus activity days.

What support will there be for children overall well-being?

The School offers a wide variety of pastoral support for pupils. These include:

- Personal Social and Emotional Development a Prime Area of Learning and is an integral part of the curriculum. There are opportunities throughout the day for development of PSED skills.
- Parent voice mechanisms are in place and are monitored for effectiveness by the Governing Body.
- An Anti-bullying Policy, which follows Local Authority guidelines, is in place. This specifies how all incidents of bullying are reported and dealt with.

Pupils with medical needs

Pupils with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with the Health Visitor and parents. Staff who volunteer to administer and supervise medications, will complete formal training if required, and be verified by a trained nurse as being competent. All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within *Supporting pupils at school with medical conditions* (DfE 2014) and identified in the School Medicine Administration Policy.



What training do staff supporting children and young people with SEND undertake?

Awareness training has been provided to staff on:

- Autism
- Autism in Play
- Bucket Therapy

Medical Needs training has been received by relevant staff in diabetes

The SENCO has attended:

- Attachment Training
- Autism -Early Years Programme
- SENCO Updates and training
- Wellbeing training for staff and pupils

Specialist support is received as:

- The school has regular visits from an independent SEN Consultant who provides advice to staff support the success and progress of individual pupils,
- Walsall Educational Psychology team and EY AST team visit to observe and support target setting
- The NHS Speech Language Therapist, Occupational Therapist and Physiotherapist visits to assess and plan support for any targeted pupils. These programmes are then delivered by a Keyworker.

How will my child be included in activities outside the classroom including school trips?

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

How accessible is the school environment?

The following adaptations have been made to the school environment:

- There are ramps around school when needed to ensure accessibility to all.
- One toilet has been adapted to ensure accessibility for visitors, staff and pupils with a disability.

Our Accessibility Plan (statutory requirement) describes the actions the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website.



How will the school prepare/support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective pupils' transition. These include:

On entry:

- A planned introduction programme is delivered prior to the child starting
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the routine.
- The SENCO meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

Transition to the next school,

- The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND.
- The annual review in Autumn Term for pupils with a statement of educational need or an EHCP begins the process where parents are supported to make decisions regarding primary school or special school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENCOs of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.
- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

How are the school's resources allocated and matched to children's special educational needs?

- The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

1. A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.

2. For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation or through their allocation when the child has an Education, Health Care Plan (EHCP).

3. Children who are in need of support at the earliest stage school will apply for Early Years Inclusion funding (SENIF).

- This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through support that might include:



- In group, adult support aimed at increasing skills in specific area of weakness (communication and interaction, turn taking)
- Individual support (work station activities, building attention and focus)
- Small group adult led activities to enable catch up (subject or targeted at additional need)
- Nurture group support (distraction free environment, high level of adult support)
- Specific support, advice and guidance is provided to parents and families to improve pupil's readiness for learning (relating to pupil's difficulties in attendance, behaviour, physiological and emotional needs etc.)
- Provision of specialist resources or equipment
- Partnership working with other settings (shared expertise: support from local special school on action to improve inclusion etc.)
- Access to the health visitor and wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs)
- Access to support from charities and community sources (e.g. Youth and Church groups, local businesses)

In addition:

- The Early Year Pupil Premium funding provides additional funding for pupils who are from low income families, who are in the care of the local authority or whose parents are in the Armed Services. The deployment of this funding is published on the school website.
- For children whose parents are in receipt of Disability Living Allowance the school is entitled to DisabilityM Access Fund (DAF) that is applied for from the Local Authority on producing evidence to show they are in receipt of DLA.
- If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class/subject teacher, SENCO or a member of the Senior Leadership Team.

How is the decision made about how much support each child will receive?

- For pupils with SEN but without an EHCP, the decision regarding the support provided will be taken at joint meetings with the SENCO, keyworker and parent who will follow guidance provided by the Governing Body regarding SEN Funding deployment.
- For pupils with an EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

How will I be involved in discussions about and planning for my child's education?

This will be through:

- discussions with the keyworker, SENCO or senior leadership team member;
- during target review meetings;
- meetings with support and external agencies.



Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Your child's keyworker;
- The SENCO;
- The Head teacher;
- For complaints, please contact the School Governor with responsibility for SEN. His name is Mr Mason. He can be contacted via the school office on 01922 710132

Support services for parents of pupils with SEN include:

Walsall offers independent advice and support to parents and carers of all children and young people with SEND via Walsall's Special Educational Needs and Disabilities Information and Advice Support (SENDIAS) for independent support and advice.

<https://www.family-action.org.uk/what-we-do/children-families/walsall-sendiass/>

- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here <https://www.kids.org.uk/regional-mediation>
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here <https://www.ipsea.org.uk/appealing-to-the-send-tribunal>
- Walsall Children and young people's service directory <http://www.mywalsall.org/>
- MENCAP – <http://www.mencap.org.uk/>



Information on where the Local Authority's Local Offer can be found

Parents can find information about SEND Provision in Walsall by accessing the Local Authority Local Offer at:
<https://go.walsall.gov.uk/the-send-local-offer>

References

The **SEND Code of Practice** (July 2014)

The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Supporting pupils at school with medical conditions Sept 2014.

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Early Years Outcomes (September 2021)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf

Glossary (A glossary of SEND terms is included in the appendices of the SEND Code of Practice

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Glossary of Terms

SEN – Special Educational Need – this means that a child has a specific educational need.

SEN Support Stage – this means a child is currently having increased difficulty in specific areas and staff require further intervention to be put in place in order to meet your child's needs. This stage was previously referred to as School Action (SA) and School Action Plus (SAP).

EHCP – Education Health Care Plan – this is a process that takes place if school feel a child needs extra support that cannot be met from the school's budget and a request is made to the Local Authority and they decide if an Education Health Care Plan is required based on school and other agencies evidence. This was previously referred to as Statement of Educational Needs.

EYFS – Early Years Foundation Stage – this refers to classes Nursery and Reception.