



Sandbank and Valley Nursery Schools Federation

Special Educational Needs and Disability (SEND) Policy



October 2024



Special Educational Needs and Disability (SEND) Policy

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 - 25 (2014) and has been written with reference to the following guidance and documents. Equality Act 2010: advice for schools DfE February 2013 SEND Code of Practice 0 – 25 (2014) Schools SEN Information Report Regulations (2014) Statutory Guidance on supporting pupils at school with medical conditions September 2014 The Early Years Foundation Stage Statutory Framework January 2021 Safeguarding Policy Accessibility Plan Teachers Standards 2012 This policy was created by the school's SENCO, with the SEN Governor in liaison with the SLT, all staff and parents of pupils with SEND.

THE SENCO:

The person responsible for coordinating the day to day response to the provision made for pupils with SEND(SENCO) is also a member of the Senior Leadership Team at Sandbank and Valley Nursery Schools Federation. Elizabeth Sledge currently holds this post and can be contacted via the school office at Sandbank Nursery School- 01922 710132 and Valley Nursery School– 01922 710132. Mrs Sledge holds the Postgraduate Certificate Education (Special Needs and Inclusion).

AIM AND OBJECTIVES:

At Sandbank and Valley Nursery Schools Federation, our guiding principle is one of Inclusion. All children are entitled to a broad, balanced curriculum. The School will endeavour to identify and break down possible barriers to learning.

All practitioners are teachers of special educational needs. We recognise that it is the practitioners responsibility to meet the needs of all children in their group through their group organisation, resources, teaching style and differentiation. However, if the pupil does not make adequate progress even when teaching approaches are targeted at a pupil's identified area of weakness, then the pupil may be identified as having special educational needs.

Objectives in making provision for pupils with SEN

- To value all the pupils in our school equally.
- To ensure that all pupils have equal access to a broad, balanced early years curriculum which is differentiated to meet individual needs and abilities
- To work within the guidance provided in the SEND Code of Practice, 2014
- To ensure the aims of education for pupils with difficulties and disabilities are the same as those for all pupils.
- To ensure that all staff know it is the responsibility of all practitioners to identify and meet the needs of SEN pupils. In this they can draw on the resources of the whole school.
- To recognise that every child is entitled to have his or her particular needs recognised and addressed.
- To offer high quality support to ensure that all needs are met to the highest standard possible.
- To maximise the opportunities for pupils with special educational needs to join in with all the activities of the school
- To ensure all pupils have the opportunity to experience success.
- To ensure consideration of SEN crosses all early years curriculum areas and all aspects of teaching and learning.



- To fully involve parents in the process of setting and reviewing targets and to take account of their knowledge, wishes and feelings.
- To seek the views of the child and take them into account.

IDENTIFICATION OF SPECIAL EDUCATIONAL NEEDS

‘A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.’ (6.15, SEN Code of practice 2014) The purpose of identification is to work out what action we need to take, not to fit a pupil into a category.

At Sandbank and Valley Nursery Schools Federation, we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child. The majority of pupils will have their needs met through normal provision arrangements and appropriate differentiation. The Code of Practice suggests, that pupils are only identified as SEN if they do not make adequate progress once they have had intervention/adjustments and good quality personalised teaching (pg. 88 Section 6.37 onwards).

We will identify additional needs early by:

- Listening to concerns raised by parents/carers, teachers, keyworkers or the pupils previous setting;
- Tracking attainment outcomes to identify lack of progress
- Observing pupils and noticing any indications that they have additional needs in one of the four areas;
 1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health
 4. Physical/ Sensory needs

Pupils will not be regarded as having a difficulty solely because of poor progress and attainment. The following circumstances will not be used alone to identify special educational need:

- Disability (the Code of Practice 2014 outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Early Years Pupil Premium Grant
- Being a Looked After Child
- Being a child of serviceman/woman

A GRADUATED APPROACH TO SEN SUPPORT

All pupils will receive help through differentiation and high quality first teaching, but if the pupil does not make adequate progress, the school will do more to help. All practitioners are responsible for identifying pupils with special educational needs. The SENCO will work with staff to ensure that those pupils who may need additional or different support are identified at an early stage. A record of initial concerns will be kept, individual targets recorded and parent’s views gained.

The progress of all pupils (including those at risk of under achievement), and quality of teaching, is regularly monitored and reviewed and performance data analysed by the Senior Leadership Team. This includes reviewing



and, where necessary, improving, practitioners understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

Pupils are only identified as having special educational needs if additional or different action is being taken. When identifying the need for special educational provision, the practitioner and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include high quality and accurate formative assessment, using effective tools and early assessment materials

Once special educational needs have been identified, through 'SEN School Support', the pupil will get help that is either extra to and/or different from the help that the school usually gives pupils through differentiation. Information gathered from the pupil, parents, keyworker and assessment records will help the school to decide what help may be needed. The help will be recorded in an Individual Education Plan (IEP). The IEP will only record that which is additional to, or different from, the differentiated curriculum and will focus on two or three individual targets that match the pupil's needs.

The delivery of the interventions recorded in the Individual Target Plan and progress of pupils will be the responsibility of the SENCO (a qualified teacher), including where pupils access support from teaching assistants or specialist staff.

Targets will be reviewed regularly, at least three times each academic year, and the outcomes will be recorded. Pupils will participate fully in the review process according to their age and abilities. Parents will also be invited to participate in the target-setting and review process. New targets will be set in response to previous outcomes, assessment data, pupil and parent views.

If the pupil does not make adequate progress receiving 'SEN School Support', the school may seek further advice and support from other specialists. A referral will be made by the SENCO. Other professionals may include Educational Psychologists, Advisory Teachers, Speech Therapists, Physiotherapists, and Occupational Therapists. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions. Involvement of additional agencies means that the child is receiving 'Intensive Support'. The range of 'Intensive Support' will typically be more individualised. Advice from outside professionals will be incorporated into the Individual Education Plan and these professionals will be invited to contribute to the monitoring and review of progress.

If a pupil demonstrates significant cause for concern, the school may request an assessment for an Education and Health Care Plan (EHCP). Whilst the statutory assessment is being carried out, the pupil will continue to 'Intensive Support' provision

A number of pupils may have Education and Health Care Plans. In addition to the regular review of their IEPs, their progress and the specific support outlined in their plan will be reviewed annually and a report provided for the Local Authority. When pupils are due to transfer to another phase, planning for this will be started in the year prior to the year of transfer. Following receipt of this report, the Local Authority will decide what centrally funded support will be provided in the following year. If a pupil makes sufficient progress an EHCP may be discontinued by the Local Authority.

The provision for pupils with EHCP's will be in line with the recommendations of the plan.



CRITERIA FOR EXITING THE SEN RECORD

Pupils may exit the SEN record when all of the following apply:

- progress has accelerated and been maintained for at least one term
- the gap between the SEN pupil and their peers has closed, the pupil is now in-line with age related expectation
- the child's individual needs are being met through differentiation and high quality teaching.

SUPPORTING PUPILS AND FAMILIES

The school will always tell parents when their child is receiving help for their SEN.

Partnership with parents plays a key role in enabling pupils and young people with SEN to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of pupils with special educational needs will be treated as partners and will be expected to play an active and valued role in their pupil's education and will therefore be invited to all reviews.

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

The Walsall SEND local offer provides information in a single place for children and young people with special educational needs (SEND) and their parents/carers.

You can find information on what services children, young people and their families can expect from:

- special educational provision;
- health provision;
- social care provision;
- Post 16 and training provision

Sandbank and Valley Nursery Schools Federation's SEN Information report gives details of the provision in our school and can be accessed via the school website.

Parents of any pupil identified with SEN may contact Walsall's Special Educational Needs and Disabilities Information and Advice Support (SENDIAS) for independent support and advice.

<https://family-action.org.uk/services/walsall-sendiass/>

Keyworkers will work closely with parents at all stages in a child's education and should be the first port of call if parents have any concerns. If parents concerns remain unresolved, they should make an appointment to discuss this with the SENCO.

Links with other agencies and voluntary organisations.

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs.

The school receives regular visits from a SEN Advisory Teacher from the local authority or from North Star Inclusion Advisory Service. In addition the school may seek advice from specialist advisory teaching services for pupils with sensory impairment, physical difficulties or behaviour difficulties; speech and language therapy as well as advice and support from Educational Psychologists.

Special Educational Needs and Disability (SEND) Policy



ADMISSIONS AND INCLUSIONS

The Governing Body uses the LEA admissions criteria. Pupils with SEN are admitted to the school on the same basis as any other child. The Local Authority will make decisions about the placement of pupils in receipt of an Education, Health and Care Plan.

If a place is requested within the federation the Local Authority will send consultation request and school will consider the request and respond within 15days.

Transition Arrangements:

The school will prepare, and provide support, for transition in line with the Local Authority guidelines. We work closely with other schools in our cluster in order to ensure a smooth transition for all pupils.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some pupils may also have special educational needs and may have a statement, or an Education, Health and Care Plan which brings together health and social needs as well as their special educational provision and the SEN Code of Practice (2014) is followed.

The arrangements made at Sandbank and Valley Nursery Schools Federation for supporting pupils with medical conditions are explained fully in the 'Supporting Pupils with Medical Conditions Policy' which has been written in line with guidance produced by the DFE September 2014. A copy of the policy can be requested via the school website

SUPPORTING PUPILS AT SCHOOL WITH COMPLEX NEEDS

The school recognises that pupils at school may have needs that require Positive Handling. These children should be properly supported so that they have full access to education, including school trips. Some children with SEND may need additional help to stay safe in school. If this were to be the case then parents sign a Positive Handling Agreement.

MONITORING AND EVALUATION OF SEND

The school's senior leadership team regularly monitors and evaluates the quality of SEND provision offered to all pupils. This is done by sampling parent and pupil views, monitoring SEND pupil progress and observing teaching and learning. The SEND link governor regularly meets with the SENCO to discuss provision and identify strengths and weaknesses.

Evaluation and monitoring arrangements promote and active process of continual review and improvement of provision for all pupils.



TRAINING AND RESOURCES

Additional support funding for SEN pupils is an identified figure within the delegated budget, received annually by the school, from the Local Authority. “High Needs Top up” funding for individual pupils with a high level of need can be accessed on the basis of the child’s needs as assessed by the Local Authority.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of the pupils, all staff are encouraged to undertake training and development. Training needs for staff are identified by taking into account school priorities, national priorities and personal professional development.

Particular support will be given to Newly Qualified Teachers and other new members of staff. Special needs issues are included within all school training. In addition staff attend training organised by the LEA and other agencies e.g. universities, private providers

All teachers and support staff undertake induction on taking up post and this includes a meeting with the SENCO to explain the systems and structures in place around the school’s SEND provision and practice and to discuss the needs of individual pupils.

ROLES AND RESPONSIBILITIES

Sandbank and Valley Nursery Schools SEN Governor – Mrs N Roberts;
Designated Teacher for Child Protection – Dawn Kelly (Executive Head Teacher);
Responsibility for Looked After Children – Elizabeth Sledge (SENDCo);
Responsibility for meeting the medical needs of pupils – Elizabeth Sledge (SENDCo)

STORING AND MANAGING INFORMATION

SEN documents are kept securely and in line with the procedures set out in the ‘Records Management Toolkit for Schools’ Version 4, May 2012. This can be viewed at the school office. Add in reference to new GDPR guidance

ACCESSIBILITY

The Disability and Discrimination Act as amended by the SEN and Disability Act 2001, places a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement plans. Information about how Sandbank and Valley Nursery Schools Federation is meeting these requirements is set out in our Accessibility Plan.

DEALING WITH COMPLAINTS

The schools’ complaint procedures are set out in a policy which can be viewed on the school website the SEN and Disability Act 2001 parents may seek advice on resolving disagreements via the LEA and/or the Independent Mediation Service. The school will make further information about this process available upon request.



BULLYING

Sandbank and Valley Nursery Schools Federation has a zero tolerance of bullying and takes any accusations seriously. The Anti-bullying Policy gives details of the steps that are taken to prevent and deal with any instances of bullying.

POLICY REVIEW

The policy will be reviewed annually by the Governing Body and will be available to parents on the school website.

Policy written October 2024

To be reviewed October 2025