



Special Educational Needs and Disabilities (SEND) Policy

This should be read alongside our SEND Information Reports

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1. Aims

Our SEND policy with our SEND information reports aim to:

- Set out how our school and nursery will support and make provision for pupils with special educational needs and disabilities (SEND).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

At Brook Infant School and Nursery, supporting children's SEND is integral to ensuring inclusion for all pupils, as such:

- All staff are committed to develop a whole school response to SEND and aim to recognise and address particular needs as early as possible to ensure all children experience success and have every opportunity to make good progress.
- All pupils at Brook Infant School and Nursery are valued equally, irrespective of ability, race, gender and class.
- We request, actively listen to and respond to parent/carers' and pupils' views when planning provision for them in order to evidence high levels of confidence and co-production.
- All staff use their 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.
- We ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- All our pupils are offered full access to a broad, balanced and relevant education, which means that consideration of SEND crosses all curriculum areas and all aspects of teaching and learning.

- Best endeavours are made for those with SEND so that they engage in the activities of the school alongside pupils who do not have SEND.
- We work in a cooperative and productive partnership with outside agencies to ensure a multi professional approach to meeting the needs of all vulnerable learners.

2. 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 SEND
- [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 SEND information report

3. Definitions

A pupil has SEND 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 or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

The SEND Code of Practice (Jan 2015) identifies four broad areas of need:

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

Children with EAL will not be considered to have SEND on the grounds of language difference alone.

We are aware of the specific needs of dyslexic children and endeavour to provide a rich learning environment for all children that will benefit those with specific learning difficulties. The Inclusion Manager is our designated dyslexia link person.

4. Roles and responsibilities

4.1 The SENCO

The SENCO for school is Mrs J Sexton (Inclusion Manager)

The SENCO for nursery is Mrs C Bonner (Nursery Deputy Manager)

They will:

- Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and information reports 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.
- Advise on the deployment of the school's delegated/nursery budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the Headteacher and governing board to ensure that the school/nursery meets its responsibilities under the Equality Act 2010.
- Ensure the school/nursery keeps the records of all pupils with SEND up to date.
- Maintain own CPD and cascade relevant information to all colleagues.

4.2 The Inclusion Manager

The Inclusion Manager is Mrs J Sexton

The Inclusion Manager will:

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching.
- Support parents and colleagues to produce appropriate Individual Learning Plans (ILPs).
- Advise on the graduated approach to providing SEND support.

4.3 The SEND Governor

The SEND governor is Mr G Taylor

The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school/nursery and update the governing board on this.
- Work with the Headteacher and Inclusion Manager to determine the strategic development of the SEND policy and provision in the school/nursery.

4.4 The Headteacher

The Headteacher is Mrs S Cox

The Headteacher will:

- Work with the SENCOs and SEND governor to determine the strategic development of the SEND policy and provision in the school/nursery.
- Have overall responsibility for the provision and progress of learners with SEND.

- Has responsibility for the day-to-day management of all aspects of the work in school/nursery, including provision for children with SEND.
- Will keep the Governing Body fully informed and work closely with the Inclusion Manager.
- Ensure the Inclusion Manager and SEND Governor are informed of current issues and allow for relevant training.

4.5 Class Teachers/Nursery Managers

Each Class Teacher/ Nursery Manager will:

- Be responsible for the progress and development of all the pupils in their class.
- Use the graduated approach to monitor and support with early identification of SEND.
- Work closely with parents, colleagues and specialist staff, using ILP's to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Ensure they follow this SEND policy.
- Attend and use relevant training to enhance practice to ensure high quality teaching for all pupils.

4.6 Teaching/Nursery Assistants

Where appropriate to their role each TA will:

- Implement programs and support for children with SEND under the direction of the Inclusion Manager or the Class Teacher/Nursery Manager.
- Attend relevant training.
- Keep records of all work undertaken.

5. Identification, Assessment, Monitoring and Review Procedures

(Please see our separate School and Nursery SEND information reports for more information)

Early intervention is vital to support children with SEND. However, the precise nature of learning difficulties is often problematic to identify. It is important, therefore, that assessing a child who appears to be experiencing difficulties should be based on close observation of the child in a variety of situations and over a period of time. All children are monitored through termly pupil progress meetings to inform planning and provision in discussion with Class Teachers/Nursery Manager, Inclusion Manager and Headteacher.

It may be that the class teacher/nursery team can bring about change by making slight modifications in organisation, curriculum or teaching method. The class teacher/nursery team will be monitoring the situation and will follow the school's graduated procedure.

Parental Involvement

Our aim is to work in co-production with parents, to actively listen and fully involve them in decision making about their child's education. Parental concerns are always taken seriously and the teachers are always available, by appointment, to discuss matters with parents.

Graduated Approach

In school when a class teacher or parent raises an initial concern about a child, they are monitored in class and observational notes are made. They will draw up a '*Early Observation Form*' in discussion with parents and the Inclusion Manager sharing concerns, suggested strategies and a review date. If the child's needs are still not being met, the Class Teacher, parents and Inclusion Manager will create an Individual Learning Plan to agree provision that is additional to or different from that provided as part of the school's usual differentiated curriculum. At this point, the child will be listed as needing *SEN Support* on our Special Educational Needs List. If necessary, the Inclusion Manager (in consultation with class teacher and parents) will ask for help from external services. As indicated parents are continually consulted throughout this process.

In nursery, when the team or parent raises an initial concern about a child they are also monitored and observational notes are made. Parents and Nursery SENCO will discuss their concerns with the Inclusion Manager and decide whether it is appropriate to seek Targeted Setting Support from the Early Years Advisory Team.

If the school and parents feel that it would be beneficial for a child at SEN Support to have a full Statutory Assessment then the Inclusion Manager will start the process. If the nursery, Early Years Advisor and parents feel that a nursery child would benefit from a full statutory assessment then a request will be made to the SEND Under 5 team. Once paperwork and evidence has been gathered from all parties and uploaded to the SEN Assessment Team (SENAT) there is up to a 20-week consultation period. During this time we will give parents the details of the SEND Information, Advice and Support Service 'SENDIAS' who can offer independent support. If an Education, Health and Care Plan (EHCP) is provided, then the Inclusion Manager will ensure that the appropriate school/nursery support plan is drawn up in consultation with parents and other relevant colleagues.

We follow a system of assess, plan, do and review, so once we have assessed a child's needs and planned provision to meet them, we follow the plan and then review it. We currently use Individual Learning Plans (ILP's) in school, which are reviewed and written termly for all children on the SEND list. Children are consulted before the meeting and their voice is used when making the plan. Parents are invited to the ILP meeting and invited to contribute their views on paper beforehand. Once agreed the ILP's are sent home, copied for the child's SEND file and kept in the child's classroom in order that class teachers and teaching assistants can update and annotate them as appropriate. In nursery, we follow the advice from the Early Years Team and produce ILP's for those with an EHCP in place. Other nursery children identified with SEND will have a one page profile/individual plan in place.

Statutory Annual Reviews of the provision from the EHCPs will be organised by the Inclusion Manager in collaboration with parents. (These are held six monthly for under 5's.) Relevant professionals, staff and parents will be invited and asked to contribute. The child's voice will be captured through questionnaires and using other resources such as mapping the landscape. Where appropriate for the individual children, they will attend a part of their review to celebrate their achievements. Paperwork regarding the review will be sent to all parties beforehand. A meeting report will be drawn up within two weeks of the review and sent to all attending to check before being uploaded to SENAT.

Children for whom English is an additional language (EAL)

Children with EAL should not be considered to have SEND on the grounds of language difference alone. It may be the case, however, that an EAL child is having more global learning difficulties. It is possible to allocate money from the school/nursery budget to have first language assessments done when concerns about an individual pupil have been identified. In such cases, advice should be sought from EMTAS (Ethnic Minority and Traveller Achievement Service)

6. Links with other policies and documents

This policy links to our policies on:

- Accessibility
- Behaviour and Relationship
- Equality
- Supporting pupils with medical conditions

Please see our separate School and Nursery SEND Information Reports on our school website.

**Headteacher: Mrs Sarah Cox
Inclusion Manager: Mrs Jack Sexton
Inclusion Governor: Mr Grant Taylor
Last reviewed: March 2022**