

Learning happily together

**Lowe's Wong Infant School
Special Educational Needs
& Disability Policy**

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Definitions of Special Educational Needs and Disability (SEND) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Details about the SEN Code of Practice can be found on the Department for Education's website:

[SEND Code of Practice January 2015.pdf](#)
(publishing.service.gov.uk)

Children with the most complex needs may have an EHCP (education, health care plan). These plans are supported by an education, health, and care plan pathway.

You can view an animation describing this pathway on Nottinghamshire's SEND Local Offer website:

www.nottinghamshire.sendlocaloffer.org.uk

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities, and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need or disability. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Mission statement

At Lowe's Wong Infant School, we aim to:

- Develop positive attitudes and British values within a secure environment.
- Maximise each child's potential and progress in all areas.
- Encourage independence, enthusiasm, and enquiring minds.
- Provide an enriched curriculum to meet the needs of all children.
- Promote links between the school, the parents and carers, and the local community.

It is the aim of this school to provide every child with the best education possible. Our objective in setting out the school's Special Educational Needs & Disability Policy is to make everyone aware that we want all pupils to benefit as fully as possible from the education provided within the school.

We can cater for pupils who have:

- cognition and learning needs.
- communication and interaction needs.
- social, emotional, and mental health needs.
- sensory, medical and/or physical needs.

The school has provision for pupils with physical disabilities.

We acknowledge that it is the responsibility of each class teacher to provide for the needs of all the children in their care.

We believe that children should have equal opportunities within school to develop their abilities to their full potential, accepting that they develop at different rates and have differing strengths.

1. Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum, and the Curriculum for Early Years Foundation Stage (EYFS), in line with the *Special Educational Needs Code of Practice*.

Our objectives are:

- To identify pupils with special educational needs as early as possible and ensure that their needs are met.
- To have in place systems whereby teachers and support staff are aware of those pupils, and their needs.
- To provide all children with a broad and balanced curriculum that is adapted to meet the needs and ability of the individual.

- To be sympathetic towards each child's needs, and provide a strong partnership between children, parents/carers, governors, the Local Authority, and outside agencies.
- To ensure all pupils make effective progress and realise their full potential.
- To ensure all pupils take a full and active part in school life.
- To work with other schools to share good practice and ensure a smooth transition for children with SEND.

Objectives

- **Identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents/carers, education staff, health, and care services and from pre-school setting and child minders.
- **Monitor the progress of all pupils** to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers and support staff will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum and the EYFS Curriculum.** This will be co-ordinated by the SENDCo and will be carefully monitored and regularly reviewed to ensure that individual targets are being met, and that all pupils' needs are catered for.
- **Work with parents/carers** to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, and providing information on the provision for pupils within the school as a whole, and the effectiveness of the SEND policy and the school's SEND work.
- **Work with and in support of outside agencies** when the pupil's needs cannot be met by the school alone.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** This means enabling meaningful discussion between pupils and their teachers and support staff, and their parents/carers. Pupil participation is a right, and will be reflected in decision-making, but also encouraged through wider opportunities for participation in school life e.g. joining clubs, membership of the School Council.

2. Responsibility for the coordination of SEND provision

- The Headteacher has responsibility for the overall management of the school, determining the use of financial resources, staffing levels and deployment, as well as making decisions on pupil groupings and staff development.
- The person responsible for overseeing the provision for children with SEND is the SENDCo, Mrs Sarah Segasby
- The Governor responsible for SEND is Mrs Laura Tovey.
- The Governors of the school are responsible for ensuring that appropriate provision is made for pupils with special educational needs and that pupils are well integrated into school. They are responsible for adopting the SEND policy.
- The class teacher is responsible for teaching the pupils, with or without extra support.
- The teaching assistants work with the teacher and the child. Sometimes this will be on a one-to-one basis, and sometimes within small groups, supporting the children's progress towards identified targets. This support will take place in classrooms alongside peers wherever possible and appropriate, in line with current best practice.
- The LA assists in the support of children with the most significant needs and is responsible for statutory assessments.
- Lowe's Wong Infant School is an academy and part of the Mitre Trust for Education (MITRE). MITRE monitor SEND through the school improvement cycle and review visits.
- The school is supported by the Schools and Families Specialist Services, Speech and Language Therapists, the Educational Psychology Service, the Physical Disability Support Service, the Behaviour Support Service, Health Professionals (such as Community Paediatricians), and the Healthy Families Team.

3. Arrangements for coordinating SEND provision

The SENDCo will hold details of all SEND support records such as provision maps, IEPs, and behaviour Plans for individual pupils.

All staff can access:

- The Lowe's Wong Infant School SEND Policy
- A copy of the full SEND Register
- Guidance on identification in the Code of Practice (SEND Support and pupils with Education, Health, and Care Plans)
- Information on individual pupils' special educational needs, including action plans, targets set and copies of their reviews
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information on the staff IT system on individual pupils and their special needs, disabilities, and requirements (if applicable)
- Information available through Nottinghamshire's SEND Local Offer

This information is made accessible to all staff and parents in a summary, to aid the effective co-ordination of the school's SEND provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and disabilities, and their requirements, which will enable them to provide for the individual needs of all pupils.

4. Admission arrangements

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans, and those without. The Admissions Arrangements for Lowe's Wong Infant School are available on the school website: www.lwi.org.uk

During transition to the school, close liaison takes place between the school, any preschool settings, parents and carers, and all parties who have a current input towards the child's learning, physical and emotional needs.

5. Facilities for pupils with SEND

The school has a range of specialist SEND facilities in place. These are:

1. Wheelchair access in school & around the site
2. Resources for visual timetables, signs and symbols (Makaton)
3. Visualiser, adapted texts and other equipment to support VI pupils
4. Hygiene suite and disabled toilet
5. Disabled parking
6. Resources for supporting language development and SALT programmes
7. Resources to support sensory needs

In addition, teaching and support staff have completed training in the provision for pupils with complex needs including ASD, PDA, ADHD, & Attachment Disorder. Two TAs have completed the CRB training, and one TA has completed Draw & Talk and ELSA training.

6. Allocation of resources for pupils with SEND

All pupils with SEND will have access to Element 1 and 2 of a school's budget (AWPU & ASN) which equates to £6,000.

Some pupils with SEND may access additional funding from the AFN budget which is devolved to, and moderated by the Minster Family of Schools.

For those children with the most complex needs, additional funding is retained by the Local Authority. This funding (HLN) is also accessed through the Family of Schools. The Family SENDCo will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

The Headteacher and SENDCo work together to determine how allocated resources are used to support individual pupils e.g. allocation of Teaching Assistant hours, purchase of specialist equipment.

7. Identification of pupils' needs

Identification

Teaching and support staff closely monitor the progress and attainment of all pupils. The system for monitoring, assessing, and recording pupil progress is used to identify any child who is not progressing satisfactorily, and who may have additional needs. The evidence used for such monitoring may include:

- Information from preschool settings and/or previous schools
- Baseline assessment results
- Foundation Stage Profile results
- Progress measured against the National Curriculum & the Curriculum for EYFS (recorded on Scholarpack termly)
- Progress measured using B Squared
- Observations by staff or external agencies
- An existing EHCP
- Assessments carried out by specialist services (e.g. SFSS, SALT, EPS)

If a child has a significantly greater difficulty in learning than most others in their class or has a disability which prevents or hinders them from making use of the educational facilities at our school, they may be identified as having SEND (in line with the definition at the start of this policy).

A graduated approach:

Standard Provision – Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEND, they will be closely monitored by staff to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide adapted learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) If necessary, specific support and training will be available to staff – teaching and support – to enable appropriate provision to be put in place.

Through (b) and (d) it can be determined which level of provision the child will need going forward.

Parents/carers will be informed fully at every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

The child is formally recorded by the school on the School Aware Register as being under observation due to concern by parents/carers or teacher, but this does not place the child on the school's SEND support list at this point. Parents/carers are given this information. It is recorded by the school as an aid to further progression and for future reference.

Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

If a pupil has recently been removed from the SEND support list they may also be placed on the School Aware register as continued monitoring may be necessary.

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this, and the decision will be added to the pupil's school record and SEND Register. The aim of formally identifying a pupil with SEND is to help the school ensure that effective provision is put in place and so remove barriers to learning.

Within SEND Support, schools may use targeted support, and specialist support from outside agencies. Targeted support is initiated when a pupil has received quality first teaching but has not made expected progress and requires additional support in school. The adaptations and additions that are made as part of targeted support are internal to the school. If targeted support is not sufficient to meet the pupil's needs, they will require specialist support involving outside agencies.

At Lowe's Wong Infant School a pupil is considered SEND support if they are experiencing learning difficulties and are significantly behind expected attainment and/or progress.

Any support or provision that is additional to and/or different from that which is given as part of the standard educational provision will result in pupils being identified as SEND support on the school's SEND Register. A pupil who is SEND support may have an Individual Education Plan (IEP) which will be reviewed every term by the teachers and the SENDCo, in collaboration with parents/carers. In some instances, a child may be on the SEND register due to their medical needs and have an Individual health care plan.

Specialist Support

Where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to their area of need, school will consider involving specialists. Parents/carers will always be involved in any decision to involve specialists. The involvement of specialists and what is discussed or agreed will be recorded and shared with the parents/carers, and teaching staff supporting the child, in the same way as other SEND support.

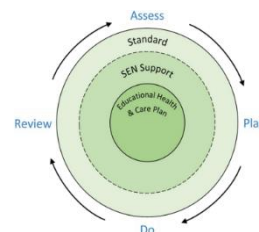
Where assessment indicates that support from specialist services is required, it is important that children and young people receive it as promptly as possible. This might include the school working with specialist services directly. Such specialist services include, but are not limited to:

- Educational Psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Specialist teachers (SFSS) or support services, including specialist teachers with a mandatory qualification for children with hearing and vision impairment, including multi-sensory impairment, and for those with a physical disability.
- Therapists (including speech and language therapists, occupational therapists, and physiotherapists).

The SENDCo and class teacher, together with the specialists, and involving the pupil's parents/carers, will consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies, and interventions to support the child's progress. They will agree outcomes to be achieved through the support, including a date by which progress will be reviewed.

All levels of support consist of a four-part process:

- Assess
- Plan
- Do
- Review



This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables identification of those

interventions which are most effective in supporting the pupil to achieve good levels of progress and outcomes.

Assess: This involves clearly analysing the pupil's need using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of the parents/carers and where appropriate the child. Advice from external support services and staff will be sought if appropriate and with the agreement of the parents/carers.

Plan: Planning will involve consultation between the teacher, SENDCo and parents/carers to agree the adjustments/adaptations, interventions and support that are required; the impact on progress, development and/ or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. This plan will be recorded in the form of an IEP which will be shared with staff, parents, and the pupil where applicable.

Do: The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one to one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and ensure links with classroom teaching. The SENDCo will support with further assessment of the children's strengths and areas of need if required.

Review: Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents/carers. The class teacher, in conjunction with the SENDCo, will revise the support outcomes and based upon the child's progress and development, make any necessary amendments going forward, in consultation with parents/carers and children.

Education, Health, and Care Plans

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for a statement will be taken at a progress review.

The referral for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents/carers
- Pupil voice
- School staff
- Social Care
- External agencies such as SFSS, PDSS, SALT & EPS
- Health professionals

The decision whether to proceed with an Education, Health and Care Plan is made by a panel of representatives from Education, Health and Social Care. Parents/carers have the right to appeal against a decision not to initiate a statutory assessment leading to an Education, Health and Care Plan (EHCP).

Following the assessment process, an EHCP will be provided by Nottinghamshire County Council. The school, the child's parents/carers, and those services actively involved in supporting the child, will be involved in developing and producing the plan.

Parents/carers have the right to appeal against the content of the EHCP. They may also appeal against the provision named in the EHCP, if it differs from their preferred choice.

Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents/carers, external agencies, and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

Medical needs

Where a child has medical needs which do not impact upon his/her progress in learning, the class teacher and SENDCo will meet to agree a health care plan. This plan will detail the medical professionals involved, any medication required and how it is to be administered, points of contact and action to be taken in the event of an emergency. The parent will be responsible for ensuring the care plan is regularly updated and where necessary the child's teacher will inform the parents directly of any concerns.

Further information about EHCPs can found via the SEND Local Offer:

www.nottinghamshire.sendlocaloffer.org.uk

8. Access to the curriculum, information, and associated services

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Teaching Assistant support is generally classroom based although there will be times when pupils are withdrawn for specialist interventions. All children should receive a broad and balanced curriculum. Where adaptations to the curriculum or classroom provision need to be made, the SENDCo will consult with the child's parents/carers and the child so that other arrangements can be made. Support from external services (e.g. SFSS, EPS, PDSS, SALT) may be sought when making these adaptations.

Arrangements for reviewing the school curriculum are outlined in the school's curriculum policy, a copy of which is available on request to the head teacher and electronically on the school's website.

The needs of SEND pupils are met by implementing the following strategies and reviewing their effectiveness on a termly basis;

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports, and teacher feedback.
- Providing regular training and learning opportunities for staff on the subject of SEND and SEND teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEND.
- Making use of all class facilities and space.
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Any decision to provide group or individual teaching outside the classroom will involve the SENDCo in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.
- Setting appropriate individual targets that motivate pupils to do their best and celebrating achievements at all levels.

9. Inclusion of pupils with SEND

At Lowe's Wong Infant School, we are committed to whole school inclusion. The SENDCo oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Senior Leadership Team, together with the SENDCo, to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The Governors approve the school policy for SEND and are responsible for monitoring that it is implemented throughout the school.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit and the Multi Agency Safeguarding Hub. Staff recognise that children with SEND may be vulnerable and therefore safeguarding these pupils is of the utmost importance.

10. Evaluating provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year.

Termly reviews of the IEPs, and Behaviour Support Plans of individual children are held, to monitor the progress of each pupil, and ensure that they are receiving the correct level of support. Parents/carers, and if appropriate the child, should be involved in these reviews. In addition to this, pupils with an EHCP will also have an Annual Review of the EHCP, to help ensure that their needs are being met.

There is a termly staff meeting where the SENDCo reviews whole school SEND provision with the teaching & support staff.

The SENDCo attends meetings with the Minster Family of Schools where good practice is shared, and training and advice given.

There is an annual formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the SENDCo, Headteacher and SEND governor and information is gathered from different sources such as pupil progress data, child and parent questionnaire, teacher and staff surveys, parent's evenings and consultation meetings. This will be collated and published by the Local Governing Body on an annual basis in accordance with section 69 of the Children and Families Act 2014.

11. Complaints procedure

If a parent or carer has a concern or complaint regarding the education, care or welfare of their child, they should initially contact their child's class teacher, the Headteacher (Mrs Aly Speed) or the SENDCo (Mrs Sarah Segasby). The Complaints Policy, including the process for formal complaints is available on the school website www.lwi.org.uk

The Governor with responsibility for SEND is Mrs Laura Tovey.

The Chair of Governors is Mr David Oswald.

12. Continuous Professional Development (CPD)

At Lowe's Wong Infant School, we aim to keep all school staff up to date with relevant training and developments in relation to meeting the needs of pupils with SEND.

Our school benefits from the following training programmes:

- Local Authority training for Teachers & Teaching Assistants
- Minster Learning Alliance Training
- Minster Family SENDCo meetings
- SBAP meetings
- Specialist Service Training e.g. CRB Training

The SENDCo attends relevant SEND courses, Family SEND meetings and facilitates or signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues, and we use funding available to support this professional development. The SENDCo, in consultation with the Headteacher, ensures that training opportunities are matched to school development priorities and to the needs of the pupils at our school.

13. Links with support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with support services is key to effective and successful SEND provision.

The school works in partnership with the following support services:

- Schools and Families Support Service
- Educational Psychology Service
- Speech and Language Therapy Service
- Health Services (GP, Community Paediatrician etc)
- Healthy Families Team
- Children's Therapy Services (e.g. Occupational Therapy)
- Post-Adoption Team
- Children's Social Care
- Early Help Unit
- MASH

The school also works with private services (e.g. Private Speech and Language Therapists or Occupational Therapists) engaged by parents and carers.

14. Working in partnerships with parents and carers

At Lowe's Wong Infant School, we believe that a close working relationship with parents and carers is vital in order to ensure

- a) early and accurate identification and assessment of SEND leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

Parents are kept up to date with their child's progress through Parent's Evenings, IEP or Behaviour Support Plan reviews, the Annual Report, and through informal conversations.

Parents/carers are encouraged to speak to the class teacher at any time if they have any concerns about their child, or if they prefer, they may make an appointment to talk to the SENDCo (Mrs Sarah Segasby).

If an assessment or referral indicates that a pupil has additional learning needs the parents/carers and the pupil will always be consulted with regards to future provision. Parents/carers are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

The Headteacher or SENDCo may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

The school's SEND Governor (Mrs Laura Tovey) may be contacted via email laura.tovey@lwi.org.uk , in relation to SEND matters.

15. Links with other schools

The school is an academy and is a member of MITRE. The school is also part of The Minster School Family of Schools, and the SENDCo works closely with other SENDCos in that Family. This enables the schools in the Minster Family to build a bank of joint resources, and to share advice, training and development and expertise.

Transition

The Foundation Stage staff meet with the staff from pre-school settings prior to pupils starting at our school. Any concerns raised are brought to the attention of the SENDCo, who can then liaise with the pre-school staff, parents/carers and any involved agencies to ensure a smooth transition into school.

If a child moves to Lowe's Wong Infant School from another school, the class teachers receive information about the child's progress. Any concerns are brought to the attention of the SENDCo, who can then liaise with the other school to discuss the child's needs.

Lowe's Wong Infant School has very strong links with Lowe's Wong Junior School and the Minster School. The SENDCos from those schools will attend summer term review meetings for pupils with SEND. Y2 teachers and the SENDCo meet with KS2 staff before transition, to discuss pupil needs and plan transition for all Y2 children. Transition plans, including activities such as additional visits, or making photo books, are drawn up for any children who require them.

16. Links with other agencies and voluntary organisations

Lowe's Wong Infant School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, children with SEND.

The SENDCo is the designated person responsible for liaising with the following:

- Schools and Families Specialist Services
- Educational Psychology Service
- Behaviour Support Service
- Children's Social Services
- Early Help Unit
- MASH

- Speech and Language Therapy Service
- NBS (formerly "Small Steps")
- NHS services, such as Community Paediatrician, Occupational Health

Representatives from external agencies are invited to liaison meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, multi-agency meetings will be arranged with the appropriate agencies and parents/carers.

Aly Speed & Sarah Segasby: Autumn Term 2024

Next review: Autumn Term 2025