

# Springfield Infant School & Nursery

## **SEND Policy**

Policy date: July 2023

Review date: July 2024

Related policies & documents: Anti-Bullying Policy, Teaching & Learning Policy, SEN Policy, PSHE Policy, Education Act 2011

**Signed:**

**Date:**

(Headteacher / Chair of Governors / Chair of GB committee)

This policy is the statement of principles, aims and strategies for implementation of special educational needs and disability throughout Springfield Infant School and Nursery. The SENDCo, is responsible for coordinating the day-to-day provision for pupils with SEND and should hold the National Advanced Award for SEN Coordination as well as experience having worked within a special needs school.

### **Our School:**

The SEND Code of Practice (2015) says that a child has a learning difficulty if 'he or she has a **significantly** greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools'. We have developed significant expertise in knowing when this applies to a pupil and can differentiate between SEN and other additional needs.

Springfield Infant School and Nursery is a mainstream school part of the Orwell Multi Academy Trust that takes pupils aged 3 to 7 years old. The main building is on one floor with two levels with wheelchair access available throughout via a lift between the two levels. We have an onsite kitchen that provides free school meals for all our pupils. We also have a 52 place Nursery offering 15 and 30 hour funded places. There are 3 classes per year group with an average of 30 pupils per class, 7/10 of the classes have immediate access to an outside space.

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***“All children are entitled to an education that enables them to: achieve the best possible educational and other outcomes and become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education “***

***SEN code of Practice 2014 page 68***

Under the new code of practice (2015)-pupils will be identified as having SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A young person has a learning difficulty or disability if they:

- **Have a significant greater difficulty in learning than the majority of others of the same age; or**
- **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 post -16 institutions.**

These special educational needs will be identified in terms of four main categories of need.

These need/s will fall into one or more of the following four categories:

- **Cognition and Learning**
- **Communication and Interaction**
- **Social, Emotional and mental Health Difficulties**
- **Sensory and/or Physical Needs.**

Pupils with SEND are regarded as full members of the school community. We aim to include them in all opportunities, both curricular and extra-curricular. This may involve a degree of forward planning and the establishment of extra resources. It may also involve the preparation of a Risk Assessment or behaviour support plan and careful consideration of the health and safety of all our pupils and staff.

\*\*If you are considering applying for a place at our school and you are aware that your child has additional needs we highly recommend that you arrange a visit to speak to either the Head teacher or the SENCO before application.

### **SEND Process outlined:**

We take a whole school graduated approach (plan, assess, review, do) to the assessment of needs of all pupils and aim to quickly identify pupils who despite high quality teaching are not making adequate progress. Sources of information that we may draw on to establish a clear analysis of need will include:

- Teachers' assessment and experience of the pupil.
- Pupil progress, attainment and behaviour.
- The individual's development in comparison with their peers.
- The views and experience of parents.
- The pupils own views.
- Advice from external support services.
- More specific sources of information may include standardised tests, criterion-referenced assessments, observation checklists, questionnaires and profiling tools.

Screening results from the early years speech and language Welcomm test that is administered by trained support staff and the speech and language therapist (Communicate).

The 5-step process below summarises a typical pathway for identifying any SEND.

1. Where concerns present over possible SEND a discussion should take place firstly with the class teacher and parent/guardian.
2. Concerns will then be passed on to the SENCO and a comprehensive analysis of need will be gathered if necessary.
3. It may be necessary that an action point (intervention) is planned for an individual pupil which will then be carefully monitored over a specific time. The pupil may be at this point placed on a monitor list.
4. School will seek advice from in school services and outside agencies, if it is felt that further support is then required. Parents/carers and pupils will continually be informed of all processes and involved in discussions.
5. If a SEND is identified then the pupil will be placed on the school SEND register continuing to assess, plan, do and review their progress to ensure their strengths and barriers to learning are quickly identified and addressed. Advice from outside agencies may be ongoing at this point and further action may be taken accordingly.

Please note that although we recommend the following 5 step procedure parents can raise concerns with either the schools family support worker (Julie Rolfe) or SENCO (Jo O'Neill) at any time. Meetings via the phone or in person can be arranged through the school office on **01473 741305**.

If a pupil is identified to have additional needs and additional support is required, they will be placed on a confidential register that is held electronically within school. Parents will be regularly informed of their child's progress through termly meetings with their teacher, termly progress reports and copies of external professionals reports where available. It may be necessary for some parents to regularly meet with school staff and/or the family support worker.

### **An Inclusive Curriculum:**

***We endeavour to underpin a high level of expertise and training of staff to support children and young people with SEND throughout their education. Under the new Code of Practice (2015) - all "teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff". SEN code of practice 2014, page 88.***

### **Inclusion**

Pupils with SEND are regarded as full members of the school community. We aim to include them in all opportunities, both curricular and extra-curricular. This may involve a degree of forward planning and the establishment of extra resources. It may also involve the preparation of a Risk Assessment or behaviour support plan and careful consideration of the health and safety of all our pupils and staff.

### **Physical Needs**

In accordance with the Equality Act 2010, the school will make reasonable adjustments for pupils with a physical disability. A physical disability alone does not necessarily constitute SEN, therefore the details of this aspect can be found in our Equality Policy.

### **Medical Conditions**

The school will be guided by the Statutory Guidance on Supporting Pupils at School with Medical Conditions (2015). As with a physical disability, a medical condition alone does not constitute SEN and a separate policy is available for the administration of medicines. A health care plan may be sought from a medical professional to outline specific health needs of a child. This cannot be signed off by school without the input from a qualified health care professional. School can provide the form that is required for parents to take with them to the relevant professional.

### **SEND Training**

The SENDCo is responsible for the planning and, where possible, the delivery of SEND training for all staff. Regular updates and information about SEND can be given on staff training days and there are many online opportunities for staff to stay abreast of SEND issues and changes. It is possible to determine the changing needs of training through an audit of skills that the SENDCo could carry out every one or two years. This means that staff can communicate to the SENDCo what the greatest training needs are across the school.

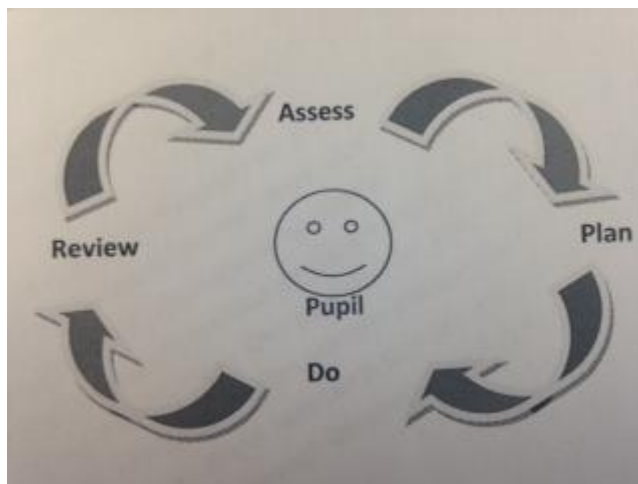
### **Aims of the Policy:**

The SENCO should work closely with all staff to ensure that:

- The needs of pupils with SEND are met daily.
- Advice on individual pupil need is provided to teachers and classroom support staff.
- The supervision and maintenance of records, assessments and evaluations of individual pupils is secure.
- Support staff meet the needs of individual pupils through informed guidance and evaluation.
- Support staff are line managed daily, and performance managed annually.
- Parents and carers are liaised with and are kept informed of the support in place for their child.
- Outside agencies are consulted and their support and advice are utilised.
- Training opportunities are provided, both in-house and externally.
- Any available SEND funding is applied for and appropriately spent.
- School governors are kept informed of SEND practice and the governor for SEND is liaised with.
- A SEND register is kept up to date and an annual SEND Information Report is published on the website.
- Any issues or complaints regarding SEND are resolved or referred on appropriately.

### **Parents and Carers:**

Throughout this policy there are many references to working with parents and carers. We consider this partnership to be a crucial part of our work as educators and for pupils with SEND, it is vital to ensuring that the very best provision and support can be put into place. Parents' and carers' views are always valued and listened to, and any feedback is welcomed. There will be times when parents and carers may feel overwhelmed when their child is presenting with difficulties at school and at home, or they may have just received a diagnosis; the SENDCo will always endeavour to support parents and carers in these situations and whenever possible, will signpost them to relevant support services and independent advice groups.



### **Identifying, planning, and reviewing:**

Pupils identified as having SEND will initially be categorised at SEN Support level and a system of profiling and tracking will be set up for them by the SENDCo. If, later, a pupil's needs are deemed to require statutory assessment over and above the assessments made by the SENDCo, a referral can be made to the Local Authority. If the Local Authority decides that the pupil's needs require statutory assessment, it will carry this out and record its results in a document called an Education Health and Care Plan. Where applicable, professionals from health and social care will be consulted. The child will then be placed on the school's SEND register at EHCP level. There will be continued planning and reviewing for all pupils on the SEND register, however the reviews for EHCP pupils will follow a statutory format and include a written report that is sent to the Local Authority. Planning and reviewing involves capturing the individual needs of each pupil on the SEND register on a One Page Profile and tracking progress on at least a half termly basis.

The link below provides information on the EHC process:

[Suffolk Children and Young People's Portal](#)

Parents/Carers can also contact SENDiass (Special Educational Needs and Disabilities Information Advice and Support Service), a confidential and impartial information, advice and support service on issues related to Special Educational Needs and Disability (SEND)

[Home - Suffolk SENDIASS](#)

Please also find the link for family services and who to contact within each area. Our school is covered by the South and West Family services on page 6 of the available document to download.

[Suffolk InfoLink | \\*SEND Family Services](#)

### **Funding and resources:**

The school receives a Notional SEN Funding budget each year that is determined by a national formula and uses indicators based on prior low attainment, family income profiles, English as an additional language, free school meals and looked after children. From this funding, the school will meet the first £6,000 cost of provision for every child with SEND. Where a child's provision costs more than £6,000, the school can apply to the Local Authority for Top-up Funding. The SENDCo and Headteacher will determine which pupils are eligible for this extra funding and will make necessary application via the Local Authority procedures. The costs for SEND provision are typically the funding of small group or one to one provision such as speech therapy, Thrive sessions, the funding of support and interventions from outside agencies and the funding of specialist resources and equipment.

All children applying for a place in the school are subject to the criteria outlined in the Admissions Policy. No child will be discriminated against on the grounds of having SEND. Where a child's SEND is complex, the SENDCo, Headteacher and Governors will evaluate the ability of the school to make reasonable adjustments that will adequately provide for their needs. Where a child has an Education Health and Care Plan, this evaluation will be made in partnership with Local Authority SEND personnel.

Please find below a breakdown of SEND as a percentage of the whole school population:

SEN support across whole school – 12%

EHCP support– 2%

SEN register broken down into primary areas of Need June 2023 (please note this approximates a pupil's primary need based on the academic year 22/23, pupils often have needs across more than one area):

	SEN Support	EHCP	Cognition and Learning (CL)	Communication and Interaction (CI)	Social, emotional mental health (SEMH)	Sensory/physical development (including sig medical need) (SPD)
Year N	4	1	0	2	2	0
Year R	13	0	0	11	1	1
Year 1	11	3	2	9	1	0
Year 2	9	2	2	7	1	0
<b>Total</b>	<b>37</b>	<b>6</b>	<b>2</b>	<b>29</b>	<b>5</b>	<b>1</b>

- Communication and interaction – 78%
- Cognition and learning – 5%
- Social, emotional, and mental health difficulties – 14%
- Sensory and/or physical – 3%

Dual placements 0%

We work with special needs schools to support dual placement children where appropriate. This should be discussed with both schools accordingly.

## **Interventions:**

In addition to quality first teaching within every classroom we offer a range of interventions to support the individual needs of children we teach. These are tailored to meet the child's individual specific needs and are designed to ensure that learning opportunities are enhanced, and progress carefully monitored. These are delivered by trained in school staff and/or outside agencies.

Some of these include:

- \* Read Write Inc
- \* Reading boosting
- \* Phonic boosting
- \* Maths boosting
- \* Family Support Practitioner
- \* In house Speech and language therapy-Communicate

[Communicate Therapy - Speech & Language Therapy Service \(communicate-therapy.co.uk\)](http://communicate-therapy.co.uk)

- \* External speech and language therapist-NHS
- \* Breakfast club including gym trail activities
- \* Thrive-supporting emotional and social difficulties

[About us | The Thrive Approach](#)

- \*Handwriting interventions
- \*Nursery Narrative-speech and language intervention
- \*Neli (SALT intervention)
- \* Transition groups-including regular liaising with the Junior School in the Spring/summer term for transitions into KS2.
- \*Dyslexia Gold

[Dyslexia Gold](#)

Educational Psychologist service

[Acorntree PCS | Educational Psychology Services | Suffolk, Norfolk – Educational Psychology Services](#)

For Physical/Sensory needs **(PD)** we have an adapted environment with disabled toileting facilities. We also access advisory teachers for visual and hearing impairments and take advice from the physiotherapists and occupational therapist where necessary. We have experience of working with the diabetic nurses to support children with diabetes.

We also work with other settings when a child is dual placed at our school. Please refer to the school's admissions policy.

Please refer to our pupil premium policy to see an overview of how the school ensures the continued improvement of social and emotional development across the school for all pupils

### **Send training:**

The SENDCo is responsible for the planning and, where possible, the delivery of SEND training for all staff. Regular updates and information about SEND can be given on staff training days and there are many online opportunities for staff to stay abreast of SEND issues and changes. It is possible to determine the changing needs of training through an audit of skills that the SENDCo could carry out every one or two years. This means that staff can communicate to the SENDCo what the greatest training needs are across the school.

### **THRIVE:**

Thrive is an important part of our school and we currently have 4 members of staff trained throughout the school. Thrive is an approach that looks at a child's social and emotional development and possible interruptions that may have occurred at any of these key developmental milestones/stages. Our work with the children will plan to support and enable them to develop the appropriate social and emotional skills to move into "right time development" for their age.

We use Thrive-Online to assess and develop action plans for individual and small groups of children. This ensures that the adults working with them understand their individual needs and can meet these most effectively. We can provide home action plans if parents wish to replicate some of the work at home.

[About us | The Thrive Approach](#)

### **Evaluation of SEND:**

The SENDCo is responsible for evaluating SEND provision in school and the Headteacher and governors are responsible for evaluating the work of the SENDCo. This evaluation includes the attainment and achievement of pupils with SEND; the teaching and support of pupils with SEND; the interventions and provision for pupils with SEND; the social and emotional wellbeing of pupils with SEND; the training and guidance for SEND and the consistent updating of skills and knowledge for SEND both locally and nationally.

We work closely with other professionals including our in house speech and language therapist who offers opportunities for parents to meet with 1:1 and discuss their child's progress. Parents are informed of these meetings via invitation and can sign up accordingly.

### **Transition Arrangements:**

Transition for pupils with SEND will involve the support that is available to all pupils in the school, with the addition of the input of the SENDCo. The SENDCo will liaise with other SENDCos and with the Local Authority to ensure that information is shared when pupils with SEND are joining the school or leaving the school. Where necessary, this will also involve liaising with outside agencies and/or parents and carers and may include input from the Family Support Worker. This work mainly revolves around Reception and Year 2 pupils but on occasions can involve other year groups. The SENDCo will also ensure that as pupils with SEND move into a new year group or key stage, information is shared and early introductions are made. We have a well-established transition programme with Springfield Junior school for our children moving into Year 3. We also liaise closely with our preschools and endeavour to visit pupils with identified needs prior to starting school. Children within



our Nursery also have access to a variety of resources used throughout the school to support SEND.

### **Complaints Procedure for SEND:**

Where a parent or carer has a SEND related complaint, they should always attempt to resolve this directly with the school. This should involve an initial meeting with the SENDCo and only be referred on to the Headteacher if a resolution is not reached. If the Headteacher is unable to resolve the issue, or the complaint involves the Headteacher and SENDCo, the governing body should then be approached. The governor for SEND can be contacted via a telephone call to the school office. If a complaint is not resolved at school level, the Local Authority should be contacted and this is often most effectively accomplished with the support of SENDIASS, who can also advise on the next steps if the Local Authority do not resolve an issue.

Please see below for official complaints via Suffolk County council if you have a dispute with the local authority.

### [Compliments and complaints - Suffolk County Council](#)

However, many issues can be resolved by initially reporting or requesting, rather than raising a formal complaint, we would strongly advise parents/carers to talk to staff and other professionals in the first instance.

***\*\*\*We take all forms of bullying extremely seriously so if you are concerned about a child please refer to our school bullying policy for further information or alternatively speak to a member of staff.***

