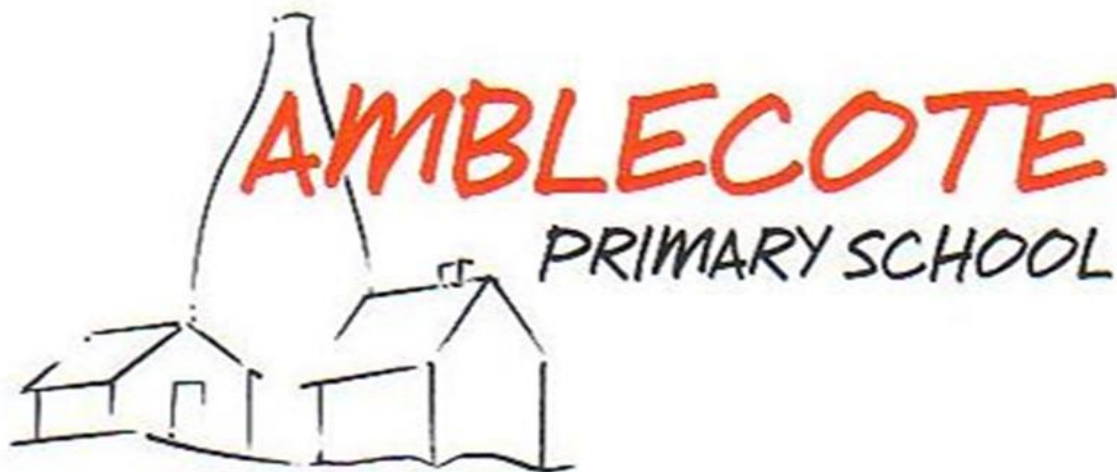


Amblecote Primary School



Supporting children with Special Educational Needs And Disability (SEND)

Responsibility for monitoring this policy: Mrs Louise Jukes

Review Annually

(or in response to changes in legislation)

Updated January 2024

Review date January 2025

Proposed by the Headteacher

Mrs J. Cook

Approved by Governing Body

Mrs Claire Roberts (Chair of Governors)

Head Teacher: Mrs Jane Cook

Pre-school SENCo – Mrs L Jukes

Pre-school Deputy SENCo – Mrs E Bradley

Contact Details: 01384 815298

School Governor for SEND responsibility: Mrs C Roberts

Designated Teacher with Specific Safeguarding Responsibility:

Mrs E Bradley/Mrs A Price/Mrs J Cook

Designated Teacher for Children Looked After (CLA): Mrs J Cook

Designated Governor for Children Looked After (CLA): Mrs C Roberts

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This policy complies with the statutory requirement laid out in the SEN Code of Practice 0-25 years (updated May 2015) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (updated June 2014)
- SEN Code of Practice 0-25 (updated May 2015)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (Sept 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2014)
- Safeguarding policy
- Accessibility Plan

In light of the current SEND reforms this policy was created by the school's SEND team, with the SEND Governor and in liaison with staff and parents of pupils with SEND.

Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEN Code of Practice (updated May 2015) says children have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of others of the same age
- b) 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 or mainstream post-16 institutions.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Difficulties related solely to limitations in English as an additional language are not SEN.

Definition of Special Educational Provision

For children aged two or more, 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 or maintained nursery schools.

This Policy is in line with Amblecote Primary School SEND Policy, we abide by the policy and procedures in place. The following are appropriate and additional points linked to the Pre-school setting for rising 3's – 4 year olds.

Mission statement

Everyone at Amblecote Primary School is dedicated to providing the conditions and opportunities to enable any child with SEND to be included fully in all aspects of school life. We strive to support all children to achieve their full potential in a secure, happy and welcoming learning environment. All staff work hard to foster and develop responsible individuals who are independent and confident lifelong learners equipped to meet the challenges of a changing future. This is achieved within our inclusive school that values every individual and celebrates the diversity of our community. Every teacher is a teacher of every child or young person including those with SEND.

Our aims are:

- To ensure that all pupils with SEND have their needs quickly identified in order to support academic progression and continued good physical and mental health and wellbeing. This is most effectively done by collecting information from parents, health and care services and early year's settings prior to the child's entry into the school.
- We ensure our provision is inclusive to all children with special educational needs.
- To ensure that every child is protected from harm and neglect and that every effort is made to enable them to learn and grow independently.
- To make sure all children can access a balanced curriculum, differentiated where appropriate.
- To ensure that all pupils with SEND are able to fully access the curriculum by providing extra support or additional resources where appropriate and by removing their barriers to learning.
- To build a close working and positive relationship with parents.

Objectives

- **Identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services prior to the child's entry into the school.
- **Monitor the progress of all pupils in order to aid the identification of pupils with SEND.** Continuous monitoring of those pupils with SEND by their teachers 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 EYFS Curriculum.** This will be co-ordinated by the Early Year's SENDCo and Pre-school Manager and will be carefully monitored and regularly reviewed in order to ensure that individual targets are met and that all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them at every stage 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 provisions for pupils, and the effectiveness of the school's SEND work.
- **Support from outside agencies** when a need has been identified and discussed with parents.

Create a school environment where pupils feel safe to voice their opinions of their own needs. This means providing regular one-to-one meetings between pupils and their teacher/SENDCo and will be made easier by carefully monitoring the progress of all pupils. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life e.g. membership of the School Council.

Identifying Special Educational Needs

At Amblecote Pre-school, we adopt the definition of SEND as stated in the Special Educational Needs Code of Practice 0-25 Guidance (2014):

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

*The **SEND Code of Practice** is the official guide for teachers who work with children who have Special Education Needs and Disabilities (**SEND**) and focuses on a family-centred system of care and education which spans four broad areas of special education needs and support: Communication and interaction.*

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 him or her.

Pupils with SEND may have needs in one or more of the following areas:

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

There are other factors which may impact upon progress and attainment. These include:

- Disability (the Code of Practice outlines that 'reasonable adjustment' duty for all schools provided under current Disability Equality legislation – these alone do not constitute SEN).
- Attendance and punctuality
- Health and welfare
- English as an Additional Language (EAL)
- Being in receipt of Early Years Pupil Premium (EYPP) grant
- Being a child looked after (CLA)
- Being a child of serviceman/woman

Supporting Pupils with SEND

At Amblecote Pre-school, all staff are expected to deliver high quality play-based teaching that is differentiated and personalised to meet the individual needs of all children, where children may be identified as experiencing a difficulty in their learning and development.

The Graduated Approach

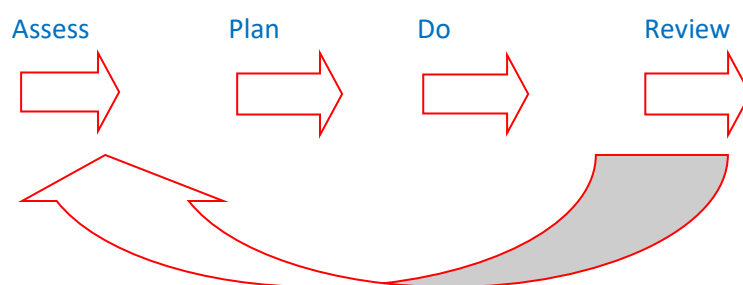
A graduated approach to SEND Support

Our approach to SEND support is based on a continuous cycle. This is a four-part cycle (assess-plan-do-review) through which earlier actions are revisited, refined and revised with a growing understanding of the pupils needs and of what supports the pupil in making good progress and securing good outcomes.

For some children, a differentiated curriculum is not enough, and they require educational provision that is additional to, or different from that made generally for other children. In this case, a child will be recorded as receiving 'SEND Support' and parents will be formally advised of this. The aim of formally identifying a pupil with

SEND is to help Pre-school ensure that effective provision is put in place and thus remove potential barriers to learning.

The additional support provided consists of a four-part process:



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

Assess

If EYFS staff have any concerns about aspects of a child's behaviour, progress or well-being these concerns are recorded and monitored by the SENCO on **CPOMS**, parents are verbally notified with early concerns and an agreed time scale for monitoring of their child before further intervention may be required. Any observations/issues will be logged on **CPOMS** which will document historical conversations between parents and staff, including behaviours observed of the child. Observations will be made during setting time and a meeting with parents will be arranged to share the findings with parents, where an **Individual Target Plan (ISP)** will be completed to support their child's needs. If the child is having learning difficulties in one or more areas, the staff will adapt resources or change the teaching method to accommodate the child.

If a child is having behavioural problems the staff will take note of the frequency and severity of the incidents and, if possible, adapt the Pre-school environment to help the child overcome the problems. This is logged on **CPOMS** and parents will be spoken with either face to face or via a telephone conversation. A **Behaviour Plan** may be necessary to support the child – a meeting will be held with parents/carers to discuss strategies and will continually be assessed to support the child.

Plan

All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being implemented and the outcomes that is being sought. When the SENCO/Manager, parents (and where possible the views of the child) have been identified it will be logged on **CPOMS** to document the decisions to provide further SEN support for the child. This can include additional resources or support where there are significantly **additional to, or different from (Universal approach)** those already being provided in the classroom to help the child to make progress.

A detailed analysis will be carried out of the child's needs, the Manager and the SENCO should agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. This will be in the form of a '**narrative observation**', conducted once every week to ascertain the needs of the child. These observations will be discussed between the SENCO and manager to provide evidence on where the development of the child is requiring support. The SENCO can make referrals to other agencies and professionals if parents agree at this stage.

It maybe that the additional support may not warrant a referral to outside agencies, and therefore an application for **Early Years Inclusion Fund EYIF** - this is to provide help in **Emerging Funding (EF)** or **Lower Level Funding (LLF)** may be sought.

'The majority of children with special educational needs and/or a disability (SEND) will not require specialist resources or additional staffing to be successfully included in a setting; most settings meet the additional needs of children very well. However, some children with 'emerging or lower level' SEND may benefit from some additional funding to further support their identified needs for a period of time.

The Early Years Inclusion Fund (EYIF) is for two, three and four-year-old children in school nurseries or private and voluntary settings including childminders, who are accessing their early education entitlement. EYIF will focus on emerging and lower level SEN i.e where a child requires some provision in addition to or different from the settings usual graduated approach to help children learn.'

A Link to this information is provided below:

<https://www.dudley.gov.uk/media/22775/early-years-inclusion-funding-terms-and-conditions.pdf>

Appropriate other specialists support services play a vital role in helping the school identify, assess and make provision for pupils with SEND. Services which we may draw upon include:

- Speech & Language Therapy Service (language and communication difficulties)
- Integrated Early Years Service (IEYS)
- Educational Psychology Service (Early Years only)
- Area SENCO
- G.P. linked referrals; Physiotherapy Service, Occupational Therapy Service, Paediatrician.
- Child and Adolescent Mental Health Service – CAMHS (under 5's)
- Health Visitor – community or linked to G.P.
- Physical Impairment and Medical Inclusion Service - PIMIS (visual/Hearing/physical/medical conditions)
- Pupil Referral Units - PRUs including the Sycamore Centre Outreach Team (behavioural, emotional and social difficulties)
- Autism Outreach Team - AOT (autistic spectrum disorders)

Referrals to these services will be made by the SENCO in discussion with the Manager and will always be shared and agreed with parents/carers in the first instance.

Any related staff development needs should be identified and addressed. Parents should be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

Parents can be signposted to support groups and **Dudley's Local Offer**.

<https://dudleyci.co.uk/send-local-offer>

Do

If any outside agency referrals are made and are involved with the child an **Individual Target Plan (ITP)** will be completed and a meeting with parents will be made to discuss the points. If specialist help is sought from Speech and Language they will provide specific activities for the child to partake in at home and at school, if **IEYS** or **EP** are involved an assessment in the setting will be made prior to any formal advice on learning and development strategies are formally put into place.

The child's Key Person, support staff and the Pre-school SENCO remain responsible for working with the child at least twice per week, overseeing the implementation of the **ITP**. The SENCO should support the practitioner in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

Review

The **ITP** will be reviewed every half term by the Early Years SENCO and parents. The views of the child can also be sought and that of other professionals who are also involved. They should agree any changes to the outcomes and support for the child considering the child's progress and development. Parents will have clear information about the impact of the support provided and be involved in planning next steps.

Facilities and interventions for pupils with SEND

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

- Disabled toilet with grab rails and emergency alarm cord
- Storage facilities for medical supplies, gloves and aprons
- Dedicated bins or disposal systems for clinical waste
- Wheelchair stair lifts on both sets of staircases
- Specialist PE equipment
- Level access across the site
- High-visibility markings around the site for children with visual impairment
- Hand rails on both sets of steps
- All buildings are fully wheelchair accessible

The Pre-school has access to a range of SEND Interventions. These include:

- Get Moving Programme
- Talk Boost
- Fine and gross motor skills groups
- Makaton support
- Individual mentoring
- Wellcomm
- Social Interaction Groups
- Nurture groups

The process for identifying and managing children with SEND

SEN Code of Practice 0-25 (updated May 2015) identifies 4 broad categories of need.

Communication and Interaction

Children and young people with speech, language and communication needs (**SLCN**) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with **SLCN** is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD (Autism Spectrum Disorder), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (**MLD**), severe learning difficulties (**SLD**), where children are likely to need support in all areas of the EYFS curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (**PMLD**), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (**VI**), hearing impairment (**HI**) or a multi-sensory impairment (**MSI**) will require specialist support and/or equipment to access their learning, or habituation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health.

Some children and young people with a physical disability (**PD**) require additional ongoing support and equipment to access all the opportunities available to their peers.

These four broad areas provide an overview of the range of needs present in our school. Once a child's needs have been identified, the SENDCo, with parents and the child (if appropriate), decide upon the support to be provided and the action the school needs to take. The needs of the whole child will be taken into consideration during this process.

The following needs are **NOT** considered to be SEND but they may impact on a child's progress and attainment:

- Attendance and Punctuality
- Health and Welfare
- EAL
- Receiving a pupil premium allowance
- Being a looked after child
- Being a child of a serviceman/woman

These issues are monitored by the school for every child where relevant.

Referral for an Education, Health and Care Plan (EHCP)

Where, despite Amblecote Pre-school having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, Amblecote Pre-school will consider requesting an **Education, Health and Care Plan (EHCP)**. The application for an **EHCP** when made when a child is still in Pre-school is called an **Early Years Support Plan (EYSP)** but is still an application to assess the child for an EHCP. The outcome of both applications is the same format of EHCP. The application documentation is slightly different to ones that are made through school. The applications require a lot of detailed information from all agencies involved with the child and from parents/carers, once it has been completed the lead time for the application to be accepted/declined is approximately 16-20 weeks.

The Special Educational Needs and Disability Regulations 2014 are made under the Children and Families Act 2014. ... The Regulations set out in detail what is required by local authorities (LAs) for assessing the education, health and care (EHC) needs of children and young people and, where necessary, drawing up EHC plans.

Where a child has an **EHCP/EYSP** in place, the local authority must review that plan as a minimum every twelve months. As part of the review, the local authority can ask settings, and require maintained nursery schools, to convene and hold the annual review meeting on its behalf.

Dudley Special Educational Needs & Disability Information, Advice and Support Service - Dudley (**SENDIASS**) provides impartial information, advice and support to young people and parents, covering special educational needs (SEN), disability, health and social care. Pre-school SENCO's will signpost parents to this agency.

contact either by email dudley.sendiass@dudley.gov.uk or by contacting our office mobiles **07900 161363** or **07929 777744**

Address: Trafalgar House, 47-49 King Street, Dudley, DY2 8PS

<https://www.dudley.gov.uk/residents/learning-and-school/information-for-parents/dudley-sendiass/>

Medical Conditions

Children who have an existing medical condition; including asthma, epilepsy, diabetes, and anaphylaxis require the following procedures **PRIOR** to commencing in the setting, to ensure that full care can be given to the individual child:

- Letter from GP/Medical consultant stating the medical condition
- Health Care Plan prepared to support the medical condition (this needs to be prepared even if diagnosis is still awaited OR intermittent reactions)
- Staff training to support medical condition
- Risk assessments produced to ensure safety within the setting for all concerned – where applicable

- Physical Impairment Medical Inclusion Service (PIMIS) – where applicable

By implementing all of the above, the setting will therefore support inclusive practice to ensure the best care is given to the child and their family.

Where a child is under investigation for a potential medical condition, we require confirmation from medical professionals prior to the child starting at the setting with supporting documentation from professionals.

Transitions

If a child moves into Reception class at Amblecote Primary School or to another setting the SEND support should include planning and preparing for transition, before a child transfers. This can also include a review of the SEND provision being provided or the EHCP/EYSP. To support the transition, information will be shared by our setting with the receiving setting or school. We will agree with parents the information to be shared as part of this planning process, on a need to know basis.

Administration and Inclusion Arrangements

Pupils with Special Educational Needs and Disabilities, but without EHCP/EYSP, must be treated based on applications from parents of children with SEN but with no EHCP/EYSP based on the Pre-school's published admissions criteria.

“Whilst LEAs and school can make any reasonable and objective admission arrangements in the event of over-subscription, those arrangements cannot be used to refuse admission to a child - or give the child a lower priority than other applicants – simply because the school considers that it cannot cater for his or her special educational needs” Circular 6.94 (para.34)

- We use a system for keeping records of the assessment, planning, provision and review for children with SEND.
- We provide resources to implement our SEND Policy.
- We provide in-service training for parents, practitioners and volunteers.
- We ensure the effectiveness of our SEND provision by collecting information from a range of resources, e.g. ISP/MSP reviews, staff and management meetings, parental and external agency's views, inspections and complaints.
- We provide a complaints procedure.
- We monitor and review our policy annually.

Training and Resources

We aim to keep all school staff up to date with relevant training and developments in teaching practice relating to the needs of pupils with SEND. The SENCO attends relevant SEND courses, including Dudley's SENCO Development meetings (termly) in order to keep up to date with Local and National updates in SEND.

The training can be as a result of specific needs for a child or a group of children in our care. E.g. Makaton training, behaviour management, emotional and well-being. The training maybe delivered as a whole phase group across the EYFS (Time 4 Twos, Pre-school and Reception Class Staff) in-house or with particular team members earmarked to attend specific training.

Roles and Responsibilities

The **Early Year's Special Educational Needs Co-ordinator (Early Year's SENCo)** Role includes:

- Overseeing the day-to-day operation of the Pre-school's SEND policy
- Co-ordinating the early identification and assessment of pupils with SEND
- Co-ordinating provision for children with SEND
- To use a **Graduated Approach** system of **Assess -Plan –Do- Review** for children with SEND.
- To have systems in place for supporting children within this **Graduated Approach**.
- Liaising with and advising fellow EYFS staff.
- Liaising with outside agencies; making referrals, applying for LLF and HLF where appropriate.
- Overseeing the records of all children with SEND
- Liaising with parents of children with SEND
- Contributing to the in-service training of staff
- To ensure that the provision for children with SEND is the responsibility of all members of the setting.
- To ensure that our inclusive admissions practice ensures equality of access and opportunity.
- To work closely with parents/carers of children with SEND to create and maintain a positive partnership.
- To ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- To provide parents with information on sources of independent advice and support.
- To liaise with other professionals involved with children with SEND and their families, including transfer arrangements to other settings and schools.
- To provide a broad, balanced and differentiated curriculum for all children with SEND.
- At Amblecote we recognise that there is a continuum of SEND.
- At Amblecote we recognise the **4 broad areas of SEN**: Communication and Learning, Cognition and learning, Social, emotional and mental health difficulties and Sensory and/or physical needs.

Accessibility

The school complies with all the relevant accessibility requirements. Please see the school accessibility plan for more details.

Appendices

This policy has been written with reference to the following guidance and documents:

- **Equality Act 2010; Advice for Schools (February 2013)** Updated 28 June 2018: (Added link to guidance on gender separation in mixed schools)
- **SEND Code of Practice 0 – 25 (2014)** Updated 30 April 2020: Added link to guidance on 'Changes to the law on education, health and care needs assessments and plans due to coronavirus'.
- **The Special Educational Needs and Disability Regulations 2014**

- **Children and Families ACT 2014 – Part 3**

Last Updated Dated: Jan 2024

Review Date: Jan 2025