Special Educational Needs Policy

Beighton Nursery Infant School

Last reviewed on: January 2024

Next review due by: January 2025

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1.Introduction

The person responsible for ensuring that quality provision is provided for children with SEND at Beighton Nursery Infant School is Lisa Hindley.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (June 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Feb 2013)
  SEND Code of Practice 0 – 25 (June 2014)
- Schools SEN Information Report Regulations (2014)
- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2013)
- BNI Child Protection and Safeguarding
  Policy
- Accessibility Plan
- Teachers Standards (2012)

All members of staff, in conjunction with the Governing Body and Local Authority, have a responsibility to ensure that every young person has an opportunity to attain their maximum potential in all aspects of the curriculum.

Objectives

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance provided in the SEND Code of Practice, 2014
3. To provide a broad and balanced curriculum
4. To promote self-worth by encouraging independent learning
6. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
7. To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Inclusion Policy
8. To provide support and advice for all staff working with special educational needs pupils
9. To ensure consistency of approach between schools that support pupils who have additional needs.

2.Definition of SEND

Students have special educational needs if they have a difficulty which calls for special education provision to be made for them e.g. ***which is additional to or different from*** differentiated curriculum plans. Beighton NI School regards pupils as having a SEND if they:

a) Have a significantly greater difficulty in learning than the majority of students of the same age;
b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for students/young people of the same age in schools within the area served by the LA
c) A child under compulsory 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 (Clause 20 Children and Families Bill)

Students 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.

3.Aims

Provision at Beighton NI School is characterised by

- early identification and intervention
- removing barriers to learning - adopting a holistic approach
- the early and close involvement of parents
- good communication
- tracking and monitoring of pupil's progress
- focus on outcomes for children and not just hours of provision/support raised aspirations of and expectations for all pupils with SEN
- close working relationships with outside professionals
- class teachers retain responsibility for pupils with SEN and their provision
- smooth transition for all pupils with SEN

4.Identifying Special Educational Needs

The school uses the graduated approach as outlined in "The Code of Practice 2014". To help with this process information is collated from a variety of sources which is then used to plan the next steps. At Beighton NI School we identify the needs for individual pupils by considering the needs of the whole child, not just the special educational needs of the child.

Other factors may impact on progress and attainment but may not be a Special Educational Need. These will need considerations making for and include;

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

Children can be identified as having a special educational need in a number of ways. Children may enter school with an existing SEN Support Plan or EHCP and have identified targets and long term outcomes. These children would enter straight onto our SEN Register.

Contact is always made with feeder child care settings and schools prior to transfer. Information is shared, including reports from outside professionals working with the children. Where practicable the SENCO will visit the identified child and/or attend meetings to ensure a smooth transition is made. Relevant information is disseminated to teaching staff before transfer.

For children already in school, concerns may also become apparent over time, recognising potential barriers that the child is facing preventing them from accessing the school curriculum, making progress or maintaining age related expectations.

Teaching staff would consult with the SENCO (this may be during Pupil Progress Meetings or at another point in the year) if they begin to have concerns related to the above.
Using advice from the SENCO the teacher would complete **an 'Individual Monitoring of Progress' (IMP)** document detailing the concern and what quality first teaching strategies have already been tried to support the pupil. The class teacher would invite parents/carers for a discussion to raise this concern and gather further information from home.

During the meeting with parents (and possibly SENCO) actions will be agreed this may be an onward referral to engage external professionals, additional classroom provision or to begin an intervention programme. After a period of monitoring and a review of the plan (See '**4. Graduated Approach to Support SEN**' below) a decision will be made to place the child on the **SEN Register,** remain on the **SEN Monitoring Register** or no further action.
This document is uploaded onto CPOMS – under 'SEN Concern'.

Referrals may also come from a child's parent or carer. Any parent/carer may express a concern to the class teacher or SENCO. Once all information is gathered related to the concern the process is the same as for staff referrals. The IMP form will be completed and any necessary actions put in place and monitored for a period of time. All parental referrals are acted upon.

5.The 'SEN Monitoring Register' and the 'SEN Register'

A range of assessment systems are used in school including; discussions, observations, pupil voice, internal data tracking and pupil progress meetings.

Where barriers remain and a child continues to not make adequate progress following the initial raising of a concern and the 'IMP' action plan (see above) a decision may be taken to add the child to the SEN Monitoring Register or SEN Register.

The **Sheffield Support Grid** (a locally-developed guidance document) helps to inform the teacher and SENCO when making this decision, depending on the level of need presented and support required to access the school curriculum. https://www.learnsheffield.co.uk/Partners/inclusion-task-force/

Level 1 - For children meeting criteria as set out at Level 1, need can be met through quality first teaching.

Level 2 - If need matches criteria at Level 2 on the Sheffield Support Grid the child will be placed on the **SEN Monitoring Register** and an **SEN Information Report** is completed, clarifying what areas of need the child is facing challenge in, the individualised targets the child is working on and what support strategies are in place to help them achieve the targets. The teacher will carry out termly meetings with this parent to discuss the child's progress and SENCO will join if necessary.

A child placed on the SEN Monitoring Register will often receive **Wave 2** intervention (see 'Levels of Support' below for further information)

Level 3, 4 & 5 – If a child is presenting at Level 3, 4 or 5 on the Sheffield Support Grid they will be placed on the **SEN Register**. This confirms that the child meets the definition of SEND and has a difficulty which calls for special education provision to be made for them e.g. *which is additional to or different from* differentiated curriculum plans.

All children on the SEN Register will have a **Support Plan** and if need requires they will also have an **Extended Support Plan** and maybe an **Education, Health**

and Care Plan (EHCP). The latter are generally in place for children at Level 4 or 5.

Further detail related to the Graduated Approach, SEN documentation including the Support Plan, Extended Support Plans and EHCP documents can be found on the Learn Sheffield Inclusion Task Force webpage https://www.learnsheffield.co.uk/Partners/inclusion-task-force/

The SEN Registers and SEN Documentation will detail the area(s) of need that the child requires additional support in.

The four broad categories of need are detailed below:

Communication and Interaction (C&I)	Speech, Language and Communication Needs (SLCN)
	Autism Spectrum Disorder (ASD)
	Asperger's Syndrome and Autism
Cognition and Learning (C&L)	Severe Learning Difficulties (SLD)
	Profound and Multiple Learning Difficulties (PMLD)
	Specific Learning Difficulty (SpLD) This includes a range of
	conditions such as dyslexia (difficulties with reading and spelling);
	dyscalculia (maths); and dysgraphia (writing).
	A discrepancy between achievement and general intellectual
	ability that may indicate that a child or young person has a SpLD.
Social, mental and emotional health (SEMH) A wide range and degree of mental health problems might require special provision to be made. These could manifest as difficulties such as;	Problems of mood (anxiety or depression),
	Problems of conduct (oppositional problems and more severe
	conduct problems including aggression),
	Self-harming,
	Substance abuse,
	Eating disorders or physical symptoms that are medically
	unexplained,
	Attention deficit hyperactive disorder (ADHD),
	Attachment disorder,
	Autism or pervasive developmental disorder,
	An anxiety disorder,
	A disruptive disorder or, rarely, schizophrenia or bipolar disorder.
Sensory and/or physical needs (S/PD)	Visual Impairment (VI)
	Hearing Impairment (HI)
	Multi-Sensory Impairment (MSI)
	Physical Disability
	Dyspraxia/ Developmental Coordination Disorder

6.A Graduated Approach to SEN Support

The Graduated Approach is a continuous cycle, an ongoing form of assessment and support, rather than a single one-time process, this is because:

- The support might not be having the desired impact to meet the individual need
- The needs of a child or young person may change over time and the support will need to be adjusted to meet individual need

The cycle of the Graduated Approach includes the processes of:

- **Assess**
- **Plan**
- **Do (Support)**
- **Review**

Provision is identified and managed by the SENCO but will be planned and delivered by teaching and support staff. In Sheffield the graduated approach is supported by the Sheffield Support Grid.

Assess - the range of assessment strategies to identify the specific support needs of the child.

The progress of all children is assessed through formative and summative assessment (statutory and internal assessment systems). Teachers discuss progress and assessment during termly Pupil Progress Meetings with the SENCO and review progress towards individual targets. Adaptations to the Support Plan through classroom support, resources, intervention may be necessary. This is also discussed with parent/carer during SEN Reviews with their input contributing to adaptations to provision also (including child and pupil voice information where age appropriate).

Plan - starting from the assessment, co-produce and share a plan, detailing the provision to be put in place.

Where it is decided to provide a pupil with a SEND Support Plan, the parents **must** be notified. The teacher and the SENCO should agree in consultation with the parent and the pupil the interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The plan is reviewed at least termly (see Review).

Do - implement the agreed provision.

The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away

from the main class, they should still retain responsibility for the pupil, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of interventions. The SENCO should support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support.

Review - monitor the learner's progress and evaluate the success and impact of the support given.
Support Plans are to be reviewed at least termly with input from the child, parent/carer, teacher, support staff and outside agencies (if applicable). The impact of provision and intervention is evaluated and reviewed and adaptations may be necessary to meet individual need and support progress.

7.Levels of SEN Support

Wave 1
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.
High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.
Additional intervention and support cannot compensate for a lack of good quality teaching.

School regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN.

Wave 2
Wave 2 is often more targeted support and generally describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to achieve age-related expectations.

Wave 2 interventions may involve some additional prescriptive learning out of class. This could be access to specialist resources within the school, such as nurture groups, therapies, additional targeted maths teaching, sometimes delivered in small groups or 1:1.

Some examples of Wave 2 support includes;

- additional learning programmes such as literacy and numeracy smaller group sessions
- additional TA support targeted to a small group on a regular basis
- booster class
- emotional support – e.g. Mighty Minds Intervention
- alternative learning environments for timetables sensory breaks
- personalised lunchtime plan and close support

Wave 3

This is specialised targeted provision and intervention highly tailored to accelerate progress or enable children to achieve their potential.
The school may seek advice and involvement from external support services. These external support services may provide specialist assessments, advice on teaching strategies or materials, short term support or training for staff.

8.Statutory Assessments - Education, Health and Care Plans

If a pupil fails to make adequate progress and has demonstrated a significant cause for concern, the school and/or the parents may decide to request that the LA undertakes a statutory assessment. This may lead to the pupil being provided with an Education, Health and Care plan (ECHP).

The EHCP is a legal document for an individual child or young person aged 0-25 years with SEN which sets out a description of their educational, health and social care needs and the provision that must be implemented in order to help them achieve key life outcomes.
Children with an Education, Health and Care Plan have long term outcomes which have been established after consultation with all professionals involved in the child/young person's support including educational providers, external professionals, the parents/carers, and the child if age appropriate.

Children in school with an EHCP will continue to have a Support Plan detailing their shorter term objectives and the provision, strategies and interventions in place to enable them to meet these short term targets, building towards achieving their long term outcomes. Termly SEN Reviews will continue in addition to annual reviews where professionals and parents (and child if appropriate) meet to discuss progress towards their long term outcomes and to decide if any amendments need to be made to the information within the EHCP..

The SENCO is responsible, on a daily basis, for providing support and monitoring and ensuring that pupils with EHCPs receive the specified amount of support. The delivery of support, monitoring and progress remains responsibility of teacher.

9.Criteria for exiting the SEN Register

Where pupils make sufficient progress based on the assess, plan, do and review cycle it may be agreed that a pupil needs no further additional support and may exit the SEN register. Further additional support can be requested again at any point.

All children who have been identified as having an SEN at any point in their school career is recorded on their CPOMS chronology, enabling every teacher/TA the child has to be familiar with their needs (past or present). This information is also shared with the Junior school.

10.Supporting Families

Beighton NI School liaise with the Local Authority to produce a Local Offer entry for Beighton NI School. This can be found in the Sheffield Directory at https://www.sheffielddirectory.org.uk/localoffer

It is a statutory requirement, as part of 'The Special Educational Needs and Disability Act 2014' to provide a SEN Information Report;
This can be found on our website following this link;
http://www.beighton.sheffield.sch.uk

Beighton NI School endeavours to support pupils with SEN through signposting families to other agencies and services that may be of help e.g. FIS (Family Intervention Support), Family Fund, Short Break Grants, support groups, training opportunities as appropriate. The Learn Sheffield Website has some useful information to support parents and schools.
https://www.learnsheffield.co.uk/Partners/inclusion-task-force/

All the schools within our Locality (Locality D) are committed to ensuring that all children have quality transition experiences as they move through our schools. We work closely together to ensure that all children with SEN have bespoke packages of support at this time.

Admissions

Beighton NI School will ensure it meets its duties under the Schools Admissions Code of Practice by:

- Not refusing admission for a child that has named the school in their EHC plan.
- Adopting fair practices and arrangements in accordance with the Schools Admission Code for the admission of children without an EHC plan.

- Considering applications from parents of children who have SEN but do not have an EHC plan.
- Not refusing admission for a child who has SEN but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child on the grounds that they do not have an EHC plan.

Access Arrangements

Beighton NI School follows national guidance about supporting children to access exams and other assessments. This is overseen by the Senior Leadership Team within school.

11.Supporting Pupils at School with Medical Conditions

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

Some children may also have special educational needs (SEN) and may have an Education, Health and Care plan which brings together health and social care needs, as well as their special educational provision, and the SEND Code of Practice (2014) is followed.

Further information about the arrangements in place in school to support pupils with medical conditions can be found in a separate policy - **Policy for Managing Children and Young People's Identified Health Needs**.

12.Training and Resources

- The SENCOs from each school across the Locality meet regularly to discuss and plan for the current and future needs of children with SEN. This includes training, resources and additional support where appropriate.
- Resources are allocated to support children with identified needs as identified above.
- The SENCO will identify the additional resources and training required through the Assess, Plan, Do, Review Cycle, illustrating this on the Support Plans and taking advice from external professionals supporting the individual children in school.

13.Roles and Responsibilities

The Governing Body, in cooperation with the Headteacher, monitors the schools general policy and approach to the provision for children with SEN, monitors the appropriate staffing and funding arrangements and maintains a general oversight of the schools work.

The SEN Governor lead is Liam Murray.

The Role of the SEN Governor and Governing Body:

- does its best to ensure that the necessary provision is made for any pupil who has SEN
- ensures that the teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs.
- ensures that a pupil with special educational needs joins in the activities provided by the school together with pupils who do not have special educational needs, as far as is reasonably practical and compatible with the child receiving the special educational provision.
- has regard to the SEN Code of Practice when carrying out its duties toward all pupils with SEN.
- ensures that parents are notified of a decision by the school that SEN provision is being made for the child.
- To identify the SEN governor who will meet termly with the SENCO

The Role of the Headteacher

- Ensure that those teaching or working with the pupil are aware of their needs, and have arrangements in place to meet them
- Ensure that teachers monitor and review the pupil's progress during the course of the academic year.
- Cooperate with local authorities during annual EHC plan reviews.
- Ensure that the SENCO has sufficient time and resources to carry out their functions.
- Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school.
- Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensuring that teachers understand the strategies to identify and support vulnerable pupils and possess knowledge of the SEN most frequently encountered.

The Role of the SENCO

- To ensure the SENCO is a qualified teacher and member of SLT.

- In collaboration with the Headteacher, the SENCO, and governing body, determines the strategic development of the SEND policy and provision at Beighton NI School with the ultimate aim of raising the achievement of pupils with SEND need.
- Managing the Inclusion team.
- Collaborating with SENCOs across the Locality and city in order to facilitate joint policies, and ensure the maximisation of expertise, resources and mutual support.
- Liaising with and advising colleagues on all matters relating to SEND.
- Contributing to the continuing development and training of school staff Overseeing the review and maintenance of EHCPs, Extended Support Plans, SEN Support Plans and records for all SEND students.
- Overseeing the day-to-day operation of the school's SEND Policy.
- Co-ordinating provision for SEND students.
- Organising and maintaining the records of all SEND students.
- Liaising with parents/carers of SEND students in co-operation with class teachers
- Liaising with all feeder schools when SEND pupils leave the school.
- Contributing to the continuing development and training of school staff. Liaising with external agencies including the LA officer with responsibility for SEND and the educational psychology service, health and children's services, voluntary bodies and others as relevant agencies.

The Role of the Class Teacher

- Plan and review support for their pupils with SEN, on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupil themselves.
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Use appropriate assessment to set targets and inform provision and support strategies (supported by SENCO where necessary) which are deliberately ambitious.
- Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving.
- Update SEN Information Reports and Support Plans record termly.
- Attend termly SEND reviews with SENCO and parents.
- Identify individual children not making progress and inform SENCO/Headteacher – discuss with parents and upload completed Cause for Concern (IMP) document onto CPOMS.
- Complete and keep in-class provision & intervention timetables updated.

The Role of Teaching Assistants

Teaching Assistants support the effective teaching and learning of individuals and groups of pupils throughout the school, particularly:

- Supporting pupils in achieving targets identified in SEN Information Reports / Support Plans or EHCPs.
- Providing the appropriate scaffolding, additional resources and provision for groups of pupils as identified in a pupils SEN Documentation.
- Delivering high quality group and individual interventions which allow children to succeed.
- Ensuring that timetabled interventions/targeted provisions are accurately recorded and evaluated.
- Providing clear and precise feedback to the class teacher facilitating clear next steps to move learning forwards within other areas of the curriculum.
- Ensuring that interventions are carried out as per timetables agreed with the SENCO and Senior Leadership Team.

14.Reviewing the Policy

This policy will be reviewed annually and ratified by the Governing Body.

15.Complaints and Contacts

As parents are involved throughout the implementation of SEN provision it is hoped that there will be no cause for complaint. However if you feel a matter does require this action you can find our complaints policy and procedure on the school website.
https://www.beighton.sheffield.sch.uk/Contact-Us/
If you do not agree with any decisions made, you have the right to appeal to the Special Educational Needs Tribunal. There is a booklet "Resolution of Disagreements" to help parents and staff to follow codes of good practice in resolving disputes. It is in the Special Educational Needs toolkit.

A copy of 'Special Educational Needs – Code of Practice', published by the Department for Children, Schools and Families can be found here;
https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Contact details for SSENDIAS - Sheffield SEN & Disability Information Advice and Support Service (previously Sheffield Parent Partnership)
North Wing Moorfoot
City Centre

Sheffield
S1 4PL
Telephone: 0114 2736009
E Mail: ssendias@sheffield.gov.uk

A copy of the Sheffield Support Grid is available on the Learn Sheffield Website:
https://www.learnsheffield.co.uk/Partners/inclusion-task-force/