

SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY AND INFORMATION REPORT

South Walney Infant & Nursery School



Approved by:	Board of Governors	Date: 24.09.24
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Last reviewed on:	Autumn 2024
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Next review due by:	Autumn 2025
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South Walney Infant & Nursery School (S.W.I.N.S) is fully inclusive, aiming to ensure that all pupils achieve their full potential personally, socially, emotionally and academically in all areas of the curriculum.

Our policy ensures that teaching arrangements are inclusive and the majority of students will have their needs met through classroom arrangements and appropriate differentiation.

This document is intended to give you information about the ways in which we ensure that we support our SEND pupils to achieve their best.

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

The Code of Practice defines a learning disability as:

- *A significantly greater difficulty in learning than the majority of others of the same age, or*
- *A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.*

Special educational provision is educational provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Aims

In providing for children with Special Educational Needs and Disabilities we aim to:-

- Value all the children in our school equally and we recognise the entitlement of each child to receive the best possible education within a caring and mutually supportive environment.
- Build upon the strengths and achievements of the child.
- Create an environment in which all individuals are valued, have respect for one another and grow in self-esteem.
- Give equal access to all aspects of school life through academic, social and practical experiences. This will allow all children to experience success regardless of SEN, disability or any other factor that may affect their attainment. This is in so far as it is reasonably practical and compatible with the child receiving their special educational provision and the effective education of their fellow pupils.
- Ensure that effective channels of communication are sustained so that all persons including parents and carers are aware of the pupil's progress and Special Educational Provision (SEP) made for them.
- Assess children regularly so that those with SEN are identified as early as possible.
- Enable pupils with special educational needs to make the greatest progress possible.
- Work towards developing expertise in using inclusive teaching and learning strategies.

The school aims for each child to realise their full potential in a caring, supportive environment, which provides equal opportunities for all. All children have individual needs, many of which can be met within the normal environment of the classroom through a differentiated curriculum.

Who are the best people to talk to about my child's Special Educational Needs?

SENDCo- Mrs Carys Bolton, MA Special Educational Needs and Inclusion, PGCert National Award in SEN Coordination, BEd (Hons) with Qualified Teaching Status.

sendco@southwalney-inf.cumbria.sch.uk

The SENDCo is responsible for:

- co-ordinating SEND provision for children.
- liaising with and advising teachers
- maintaining the school's SEN register and overseeing the records of all pupils with special educational needs
- liaising with parents of children with special educational needs
- liaising with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies
- consultation with the class teacher to ensure that IPPs are written and that reviews take place.

Head Teacher -Mrs R Ensoll

Responsibilities:

The Headteacher is the school's 'responsible person' and manages the school's special educational needs work. The Headteacher will keep the Governing Body informed about the special educational needs provision made by the school. The Headteacher will work closely with the SENDCo, the Special Needs Governor and Staff to ensure the effective day-to-day operation of the school's special educational needs policy. The Headteacher and the SENDCo will identify areas for development in special educational needs and contribute to the school's improvement plan.

Class Teachers

Responsibilities:

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Both the teaching staff and the support assistants have an integrated role in curriculum planning and in supporting the child's learning. They are fully involved in the identification, curriculum differentiation and assessment of pupils with SEND. They work together with the SENDCo to formulate and review IPPs and to maintain a class SEND file that is kept on the school computer network and in an SEN file for reference by staff as appropriate.

SEN Governor – Meghan Turner-Cummins

Responsibilities:

The SEND governor, will support the Governors to fulfil their statutory obligations by ensuring:

- the SENDCo liaises with the SEND governor regularly to update progress on SEN issues,
- the SEND policy is reviewed annually,
- the governors' annual report details the effectiveness of the SEN policy in the last year, any significant changes to the SEND policy, why they have been made and how they will affect SEND provision,
- under the title 'Inclusion', the school prospectus explains how the school is committed to meeting the needs of all children in the best way possible to ensure they realise their potential.

How can I let school know if I have concerns about my child's progress?

- If you have concerns about your child's progress you should speak to your child's Teacher initially.
- The concerns may need referring to the SENDCo if your child is still not making progress.
- If you continue to feel that your child is still not making progress you should speak to the Head teacher or the school SEND Governor.

How will South Walney Infants and Nursery School let me know if they have any concerns about my child's learning in school?

- Early identification is vital.
- Class teachers assess and monitor the children's progress in line with existing school practices. Teachers, SENDCo and Head teacher meet termly to review progress and identify children needing additional support.
- We talk to parents at the earliest opportunity to discuss concerns and enlist their active help and participation.
- A carefully devised Individual Pupil Plan (IPP) will be drawn up for any child who has an additional need or disability. The IPP is a working document which details the graduated approach of Assess, Plan, Do and Review as advised in the SEND Code of Practice and details the methods we are using to cater to your child's individual needs.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than academic attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. There are occasions when progress and attainment are affected by factors other than special educational needs.

For example:

- Having a disability
- Attendance and punctuality
- Health and welfare
- Using English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

Where this is the case, appropriate provision will be made. Through Quality-first teaching, we use appropriate teaching methods to match pupils' learning styles, within whole class, small groups or on a one to one basis, depending on need. This is supported through the use of differentiation, modification of curriculum objectives and learning outcomes and the use of appropriate resources, interventions and continuous assessment. These are carefully matched to pupils' individual abilities and needs.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Who are the other people providing services to children with an SEND in South Walney Infants and Nursery School?

In school provision:

- Support staff (teaching assistants; senior teaching assistants and Higher Level teaching assistants) working 1:1 and with groups of pupils. Our support staff have a large amount of expertise between

them which is used to support all the children in school and in particular those with a special educational need or disability.

Support staff are trained to carry out the following interventions:

- 'Early Literacy Support' (ELS) - literacy programme.
- IDL – A structured programme to support reading and spelling.
- 'Kidsafe' – safeguarding and child protection programme.
- Qualifications in supporting children with Autism.
- 'Smart Moves' – a programme that supports motor co-ordination skills.
- Speech and Language support – working closely with the Speech Therapist.
- 'Time to Talk' – a programme to develop oral and social interaction skills.
- 'Talk Boost' - a targeted and evidence-based intervention, which supports language delayed children to make significant progress with their language and communication skills.
- Black Sheep- A Speech and Language program for Early Years
- SERIS – social and emotional resilience in schools.
- The Frostig programme – which works to improve Perceptual-Motor Development.
- ELSA- Emotional Literacy Support Assistant
- Write Dance- Gross motor intervention to support writing
- Team Teach- Positive behaviour management strategies

The support staff have received Paediatric First Aid Training which is regularly updated and all staff have undergone Epi-pen training and some have completed asthma training. Teaching assistants and lunch time supervised have also been part of developing and refining our Behaviour Management policy focusing on restorative conversations and building relationships.

External provision (usually delivered in school):

- Speech and Language Therapy
- Physiotherapy
- Occupational Therapy
- Educational Psychology Service
- Specialist Advisory Teachers
- Adoption support services
- Children looked after support services
- Autism family support workers
- Education Welfare Services
- Family Action
- Sandside Outreach support (for children with profound and multiple learning needs)

How is extra support allocated to pupils and how do they move between the different levels of support?

- The school budget, received from Westmoreland and Furness Local Authority, includes money for supporting children with SEND. Children who have EHCPs will be supported allocated a specific budget based on their need determined by the local authority and names in their plan.
- The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school.
- The Head Teacher and the SENDCO discuss all the information they have about SEND in the school, including
 - Pupils getting extra support already
 - Pupils needing extra support

- Pupils who have been identified as not making as much progress as would be expected and decide what resources and support are needed.

All resources and support are reviewed regularly and changes made as needed.

How are the teachers and support staff in South Walney Infants and Nursery School supported to work with children who have SEND and what training do they have?

- Governors will ensure that there is a suitably qualified SENDCO who has the time necessary to undertake the role. Time is identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases.
- Teacher Assistant time is allocated to ensure pupils receive the individual support outlined in the individual education plans and teachers are responsible for ensuring this takes place and is monitored.
- The Governors ensure that time is allocated to allow for monitoring of provision and pupil progress.
- Training for teachers and teacher assistants is provided both within school and through other professional development activities.
- The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Headteacher or the SENDCo.
- The SENDCo will keep abreast of current research and thinking on SEND matters.
- The SENDCo will be supported to enhance their knowledge, skills and abilities through courses or from the support of other professionals.
- The SENDCo will disseminate knowledge or skills gained through staff meetings, whole school INSET or consultation with individual members of staff.
- External agencies may be invited to take part in INSET.
- SEND training is included within INSET days and staff meetings to reflect the needs of the school and individual staff members.
- Funding received for an Education Health Care Plan is allocated to ensure appropriate provision.

How will the teaching be adapted for my child with learning needs?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Senior and Higher Level Teaching Assistants can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

How will you measure the progress of my child in school?

- Your child's progress is continually monitored by the class teacher and support worker.
- Progress is reviewed formally every term.
- Progress of pupils with SEND will be measured against age related expectations where suitable or Pre Key Stage Standards if more appropriate. <https://www.gov.uk/government/publications/pre-key-stage-1-standards>
- The progress of children with an EHC Plan is formally reviewed at an EHCP Review which is held at least annually with parents and all adults involved with the child's education. (Every 6 months for children in EYFS)
- The SENDCo will also monitor progress of pupils through discussion with class teachers.

What support does South Walney Infants and Nursery School have for parents of a child with SEN?

- We have an open door policy and encourage parents to speak to their child's class teacher whenever they have concerns or would like to pass on any information from home. When time is restricted at drop off and pick-ups or the conversation is of a more sensitive nature, parents are able to contact the school office to arrange a suitable appointment time with the teacher at a mutually agreeable time.
- The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have. Appointments can be made by contacting the school office or emailing the SENDCo directly at: sendco@southwalney-inf.cumbria.sch.uk
- All information from outside professionals will be discussed with you directly, or where this is not possible, information will be sent in a report. The SENDCo will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.
- If parents and carers feel they would like some impartial information, advice or support on any issues relating to their children's special educational needs and disabilities (SEND), they can contact the Cumbria SEND Information, Advice and Support Service (SENDIASS) who can offer a range of support. We will help parents, carers and young people to prepare for meetings with schools or the local authority and practically support them at the meetings in an appropriate and impartial manner. We can also signpost to other relevant support networks.

For more information on SENDIASS and how to find support, please click on this link:

<https://www.westmorlandandfurness.gov.uk/schools-and-education/access-inclusion-and-child-employment/special-educational-needs-and-disabilities-information-advice-and-support-service-sendiass>

How have you made South Walney Infants and Nursery School accessible to children with SEN?

Follow link to school's Accessibility Plan [Policies – South Walney Infant and Nursery School, OFSTED good, Barrow-in-Furness, Cumbria \(southwalney-inf.cumbria.sch.uk\)](#)

How will you support my child when they are leaving South Walney Infants and Nursery School or moving to another year?

We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
 - We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
 - We will help to arrange transition visits for your child and support staff.
 - We will make sure that all records about your child are passed on as soon as possible.
- On transfer to the junior school the Year 2 teacher and SENDCo will meet with the SENDCo of the receiving school to discuss SEN records and the needs of the individual pupils. An invitation will be issued for a representative of the receiving school to attend the transition review meeting held in Year 2. The SENDCos in the infant school and the junior school liaise regularly throughout the year.
- When moving years in school:

- Information about your child will be shared with their new teachers through planned hand-over meetings.

What can I do if I am worried about my child being bullied?

Bullying is taken very seriously at South Walney Infant and Nursery School. To view the school's policy on anti-bullying, see the school's website at www.southwalney-inf.cumbria.sch.uk

Statistically, children with SEND are more likely than their peers to experience bullying. Consequently, staff and governors at South Walney Infant and Nursery School endeavour to generate a culture of support and care among pupils.

What is the admission policy for children with SEND?

Pupils with special educational needs will be admitted to South Walney Infant and Nursery School in line with the school's admissions policy. The school is aware of the statutory requirements of the Children and Families Act 2014 and will meet the Act's requirements. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having, or possibly having special educational needs. In the case of a pupil joining the school from another school, South Walney Infant and Nursery School will seek to ascertain from parents whether the child has special education needs and will access previous records as quickly as possible. If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavours to collect all relevant information and plan a relevant differentiated curriculum. The Admissions policy is available within school.

What is the complaints procedure?

The complaint procedure for special educational needs mirrors the school's other complaints procedures. Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the matter is not resolved satisfactorily parents have recourse to the following:

- Discuss the problem with the SENDCo.
- Discuss the problem with the Headteacher.
- More serious on-going concerns should be presented in writing to the SEN Governor, who will inform the Chair of the Governors.

How do you monitor and evaluate the SEND policy and information report?

This policy will be reviewed annually and updated in the light of new developments. Progress will be monitored and evaluated via the action plan. Progress on the annual targets will be reported in the Annual Governors Report to Parents.

Westmorland and Furness Council Local Offer

- Details of the SEND local offer for Westmoreland and Furness can be found here:
<https://fid.westmorlandandfurness.gov.uk/kb5/westmorlandandfurness/directory/localoffer.page?localofferchannel=0>

South Walney Infant & Nursery School is fully committed to safeguarding and promoting the welfare of all its pupils. Every member of staff recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability.