



KILBURN INFANT AND NURSERY SCHOOL



SEND policy

COMPLIANCE

This policy has been created by the school Inclusion Lead in liaison with the Headteacher, SEND Governor and in consultation with parents and pupils with SEND in line with current reforms. It complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (July 2014) and has been written with reference to the following guidance and documents:

- Disability and Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- Teacher Standards (2012)

INTENT AND ETHOS OF KILBURN INFANT AND NURSERY SCHOOL

At Kilburn Infant and Nursery School our principal intent is to provide the best opportunities for your child. We strive to provide a secure, happy environment where purposeful learning can take place and every child is given the encouragement to reach their full potential. Teaching and support staff work closely together to provide a carefully planned and structured curriculum, relevant for each child. We also attach great importance to the development of children's social skills and seek to enable them to build relationships with other children and adults, and be sensitive to the feelings and needs of others. Special educational provision means provision that is additional to or different from the educational provision made generally for children of their age. We believe that every teacher is a teacher of Special Educational Needs and Disabilities (SEND).

IMPLEMENTATION OF THE SEND POLICY

Classroom teachers are responsible and accountable for the progress and development of pupils in their class. If the pupils are not responding to our universal offer, the teacher and Inclusion Lead will gather information to identify if the pupil has SEN by:

- Working within the guidance provided in the SEND Code of Practice 2014
- Operating a "whole pupil, whole school" approach to management and provision
- Using the graduated response as outlined in the Code of Practice by going through a cycle of assess, plan, do, review, to measure the impact of any interventions put in place to support SEN children
- Establishing effective systems of early identification through internal and external assessment and regular liaison
- To provide support and advice for all staff working with children who have special educational needs

IMPACT OF SEND POLICY

- Establishing effective and early systems in the identification and communication for SEND
- Taking into account the wishes of the child, in light of their age and understanding
- Working in partnership with parents/carers and taking into account the views of individual parents/carers in respect of their child's particular needs
- Meeting specific needs of children by providing one to one or small group work and/or appropriate interventions for English and Maths
- Providing in-class support from Teaching Assistants and good management of appropriate resources to ensure all children's needs are met
- Completing an Annual Review for children with an Education, Health and Care Plan
- Meeting with parents/carers of students with special educational needs three times per year
- Monitoring the progress of children with SEND through the schools' Assessment policy
- Establishing and monitoring up to date SEND records for the school

- Establishing and maintaining close working partnerships with providers of specialist services for children e.g. Educational Psychology Service, SALT, ISAT
- Continuing to raise staff awareness and expertise through on-going training

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Definition:

According to the Special Educational Needs Code of Practice (July 2014) there are 4 broad areas of need:

1. Communication and Interaction - children who have difficulties in communicating with others.

- Speech, language and communication needs (SLCN)
- Autism Spectrum Disorder - difficulties with social interaction

2. Cognition and Learning - children who learn at a slower pace than their peers, even with appropriate adaptation and scaffolding.

- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulties (PMLD)
- Specific Learning Difficulties (SpLD - affecting one or more specific aspects of learning e.g. dyslexia, dyspraxia, dyscalculia)

3. Social, Emotional and Mental Health Difficulties - a wide range of difficulties that manifest themselves in many ways e.g. withdrawal, challenging behaviour, anxiety, depression, self-harm, substance misuse, eating disorders or other physical symptoms

- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactive Disorder (ADHD)
- Attachment Disorder

4. Sensory and/or Physical Needs

- Sensory processing

- Visual Impairment
- Hearing Impairment
- Multi-sensory Impairment
- Physical Disability

In practice, individual children will have needs that cut across several of the areas and their needs may change over time.

The following children may not have a special educational need but they may have a need which could impact on their progress and attainment in school. These students will be monitored on the school initial concerns list.

- Children with a need or disability where the school has made "reasonable adjustments"
- Attendance and Punctuality issues
- Health and Welfare needs
- Children with English as an additional language (EAL)
- In receipt of Pupil Premium
- A Child in Care (or previously in care)/Looked After Children (CIC/LAC)
- Is a child of a parent in the armed forces

A GRADUATED APPROACH TO SEN SUPPORT

In order to help all children who have special educational needs, Kilburn Infant and Nursery School will adopt a graduated response that encompasses an array of strategies, recognising a continuum of special educational needs. The school will adopt and closely follow the SEN Code of Practice on the Identification and Assessment of Pupils with Special Educational Needs. The following principles, which are central to the Code of Practice, shall be regarded: Provision for a child with special educational needs should match the nature of their needs. There should be careful, regular recording of a child's special educational needs, the action taken and outcomes. Class teachers are responsible and accountable for the progress and development of pupils in their class. Universal approaches, adapted for individuals, is the first step in responding to pupils who may have a SEND. Once a class teacher has expressed concern about a child and has completed an initial concerns form and a one page profile, the Inclusion Lead makes arrangements for the child's progress to be monitored until the next meeting and may carry out an observation of the child and provide feedback.

There will be informal consultations with the child and their parents/carer. If there are still concerns about the progress of the child, the Inclusion Lead and/or class teacher will meet with the parents/carers for consultation about the child's needs and next steps. A decision will need to be reached at the meeting whether to begin SEN Support.

MANAGING PUPILS NEEDS ON THE SEND REGISTER

Children will only be placed on the SEN support register in consultation with parents/carers. Parents/carers will be consulted at least three times per year whilst their child remains on the register (including parents' evenings). When on the register and with interventions in place we will use the 'Assess, Plan, Do, Review' model for tracking the impact of them. When children have made accelerated progress and are not deemed to need further intervention they will be removed from the register after consultation with parents/carer and the child. Each class provides a provision map as an overview, which the class teacher, will keep up to date and this will be revised each term. From this, each child will be given an individual support plan. For those children with a 'high need', the Inclusion Lead will co-ordinate engaging specialists such as Educational Psychology and liaise with Health and Social Care agencies. Referral documentation will be completed by the Inclusion Lead in consultation with parents/carers. The Inclusion Lead is responsible for all referrals made and a copy of all documentation will be held by the Inclusion Lead. It may be decided at this stage to apply for top up funding from the Local Authority.

If, at the 'review' stage of the model, the Inclusion Lead, external specialists, parents/carers and child feel that despite appropriate interventions and support being in place, progress is not being made and significant concerns remain, the school may make the decision to request an Education, Health and Care Needs Assessment from the Local Authority. The parents/carers and children will remain fully informed of and involved in this process.

SUPPORTING PUPILS AND FAMILIES

Kilburn Infant and Nursery School will help to guide and support children and their parents/carers by:

- Signposting them to the Local Authority Local Offer (www.derbyshiresendlocaloffer.org)

- Provide a link on the website directly to the SEN Information Report
- Establishing links with agencies to support the family and the pupil
- Signposting them towards the school Admissions Policy
- Providing additional support at times of transition
- Managing the medical condition of the pupils in line with the school's Managing Medical Conditions Policy

MONITORING AND EVALUATION OF SEND

Kilburn Infant and Nursery School regularly and carefully monitor and evaluate the quality of provision by:

- Implementing the 'assess, plan, do, review' model
- Termly Pupil Progress Meetings
- Performance Management of Teachers
- Intervention tracking
- SEN reviews 3 times per year
- Annual meeting with SEN Governor
- Book scrutiny
- Learning walks and observations
- Regular auditing of parental, pupil and staff views

EXTREME BEHAVIOUR

Further information can be found within our 'Relationships' policy about the pathway.

TRAINING AND RESOURCES

Funds are delegated to Kilburn Infant and Nursery School through the normal school budget. Top up funding is provided by the Local Authority for students with EY Inclusion Funding, Inclusion Panel Funding and Education, Health and Care Plans. Staff skills and training requirements are audited annually to identify any additional training that needs to be provided. The Inclusion Lead regularly attends Local Authority run training and meetings in order to stay up to date with local and national updates in SEND.

ROLES AND RESPONSIBILITIES

Governing Body:

In conjunction with the Headteacher they will:

- Determine the school's general policy with approach to provision for children with special educational needs, establish the staffing and funding arrangements and maintain a general oversight of the school's work
- Appoint an SEN link governor to take a particular interest in and closely monitor the school's work on behalf of children with special educational needs. Currently this is Mrs Hancock.

Headteacher Mrs J Baillie:

- Has responsibility for the day to day management of all aspects of the school's work, including provision for children with special educational needs
- Will keep the governing body fully informed about the provision for children with special educational needs
- Will work closely with the school's Inclusion Lead
- Ensure that all staff are aware and suitably trained with regards the issues related to safeguarding of vulnerable children, including those with Special Needs.

Inclusion Lead - Mrs L Swinfield

- Work closely with the Headteacher to help determine the strategic development of the SEN policy and provision
- Ensure that all SEN related policies including the Local Information Report are updated
- Have responsibility for the day to day operation of the school's SEN policy
- Have responsibility for co-ordinating provision for pupils with Special Educational Needs
- Have responsibility for liaising with parents/carers and external agencies
- Advising and supporting other practitioners in the setting

- Ensuring that one page profiles and SEN plans are in place and reviewed three times per year
- Ensuring that relevant information about individual children with special educational needs is collected, recorded and updated
- Co-ordinating Annual Reviews for children with an Education, Health and Care Plan

Teaching and Non-Teaching Staff:

- Be fully aware of the school's procedures for identifying, assessing and making provision for pupils with special educational needs
- Be aware of their responsibility to children with special educational needs as defined in the Teacher's Pay and Conditions Document 2014
- Take into account the type and extent of difficulty experienced by the pupil when planning and delivering the curriculum and assessment (TAs under the guidance of teaching staff)
- Take specific action to provide access to learning, for pupils with special educational needs, working closely with representatives of other agencies who may be supporting the pupil

The staff member responsible for Safeguarding and managing Pupil Premium Grant is Mrs J Baillie. The staff member responsible for Looked After Children is Mrs L Swinfield. The staff member responsible for managing the schools responsibility for meeting the medical needs of pupils is Mrs J Baillie.

STORING AND MANAGING INFORMATION

All documents are stored in line with the school's policy on Information Management.

REVIEWING THE POLICY

The SEN Policy will be reviewed annually. Any changes that are required will be approved by Governors.

ACCESSIBILITY

See the schools Accessibility Policy.

DEALING WITH COMPLAINTS

Parents/carers are encouraged to contact the school informally about any matter and can make an appointment to visit school at any time to discuss this further. If they have a complaint about their child's education, they should refer to the school's policy on complaints. Matters of school policy or professional issues can be referred to the Headteacher. If there are any problems concerning Special Educational Needs then the procedures set out in the Code of Practice (2014) will be followed.

INCLUSION

At Kilburn Infant and Nursery School we pride ourselves on being a fully inclusive school that caters to all children's needs by providing a child centred approach to education. All children are afforded the same opportunities and experiences as their peers. Any incidents of bullying are dealt with in line with the school's Bullying Policy and bullying behaviour is also addressed through assemblies and Personal, Social, Health Education (PSHE) lessons.

Written by Mrs L Swinfield - Autumn 2026