



## Bracebridge Infant and Nursery School

<b>Policy</b>	Special Educational Needs Policy
<b>Date policy adopted</b>	November 2020
<b>Revision</b>	6
<b>Date of this review</b>	September 2025
<b>Date of next review</b>	September 2026

### Introduction

Bracebridge Infant and Nursery School is a caring, nurturing, inclusive school. We aim to meet the needs of every child, including those with Special Educational Needs and Disabilities, so that they can grow, flourish and reach their full potential. As a small school we pride ourselves on being able to offer a more 'personal service', ensuring our pupils feel safe, happy and valued. We want every child to be able to engage actively in learning and be able to reach their full potential in all areas of school life. Every teacher is a teacher of every child including those with Special Educational Needs (SEN).

Bracebridge Infant and Nursery School follows the DfES SEND Code of Practice 2015. The definition of Special Educational Needs: 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. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph, above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

This policy is in line with the revised SEND Code of Practice 1<sup>st</sup> May 2015. It is part of a whole school strategy to promote the inclusion and effective learning for all pupils through Quality First Teaching. Amendments have been made in line with the Children and Families Act 2014. The policy is shared with parents and carers on the school website.

## **Aims and Objectives**

This policy aims to ensure that early identification, curriculum planning, learning and assessment for children with SEN takes account of the nature and extent of the difficulty experienced by the individual child.

The aims of our Special Educational Needs Policy are to ensure that:

- all children are given equal access to a broad and balanced education. This includes the Early Years Foundation Stage (EYFS), National Curriculum and recommendations in the SEND Code of Practice;
- support is provided to allow all children to make progress by offering varied approaches to learning and overcoming potential barriers with targeted intervention;
- we celebrate the wide range of all our children's achievements with peers, staff and parents alike;
- parents and carers are informed of their child's SEN and work alongside school to develop effective provision through high levels of communication and strong home-school links;
- effective partnerships are promoted with a range of professionals and outside agencies and their involvement is valued as part of our support network;
- an inclusive learning environment is provided for all pupils with adequate resources to support those with SEN.

## **Objectives**

We aim to work with all staff, parents and outside agencies (as appropriate) to ensure high levels of achievement, effective learning, progress and development for all pupils.

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to whole class is likely to mean that fewer pupils will require such support.

- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have equal access to a broad and balanced education. This will be co-ordinated by the SENCO and class teachers and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- Identify the needs of pupils with SEN as early as possible. This is most effectively done by gathering information from parents and carers, 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 SEN continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- Work with parents and carers to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices, providing regular reports on their child's progress, and providing information on the provisions for pupils within the school as a whole, and the effectiveness of the SEND policy and the school's SEN work.
- Work with and in support of outside agencies when the school alone cannot meet the pupils' needs.
- Create an inclusive school environment where all learners feel comfortable to express their views and are fully involved in decisions which affect their education. A culture of high expectations exists for all children with or without SEN or disabilities. Opportunities to develop, learn, participate and achieve the best possible outcomes are made available to all children, including through the use of reasonable adjustments for a disabled child or special educational provision for a child with SEN.

## **The Co-ordination of SEN Provision**

### **The SENDCo is responsible for:**

- overseeing the day to day operation of this policy;
- co-ordinating provision for children with SEN and those requiring targeted intervention to support their learning;
- liaising with and advising teachers and teaching assistants;
- co-ordinating the efficient administration of the systems for identifying, assessing, monitoring and record keeping for children with SEN;
- ensuring that all practices are compliant with the school safeguarding, behaviour and equality policies;
- assisting class teachers and other teaching staff to develop and review Individual Learning Plans;
- liaising with parents/carers of children with SEN;
- contributing to the in-service training of staff;
- liaising with outside agencies to support the needs of children with SEN;
- adhering to policies and procedures for children with SEN, including Annual Reviews of Education, Health and Care Plans (EHCP);
- ensuring that the Headteacher, Trustees and link SEN Trustee are kept fully informed.

### **Class Teachers are responsible for:**

- identifying pupils who require extra support in class, raising initial concerns and consulting the SENCo for advice and support
- differentiating activities for all pupils, including more or less able children
- writing and/or contributing to Individual Learning Plans and implementing targets in class
- sharing targets with pupils
- monitoring individual progress
- managing teaching assistants in their classrooms on a day to day basis
- meeting with parents and carers and outside agencies when appropriate

### **Teaching Assistants will support the teacher and pupil by:**

- implementing an individual or group of pupils' access to and progress in the curriculum
- implementing activities designed to achieve targets on Individual Learning Plans
- encouraging and promoting pupil independence
- liaising with teachers and SENCo, giving feedback and suggesting development
- working with individual or groups of pupils
- carrying out specific booster teaching programmes
- helping to prepare resources and adapting materials and review meetings as appropriate

### **The SEN Trustee is responsible for:**

- the SEND policy is implemented fully
- ensuring the school follows its responsibilities to meet the needs of children with SEN following the requirements set out in the Code of Practice 2015
- meeting with the SENDCo to discuss the identified actions proposed on the SEN Action Plan and has a specific oversight of the school's provision for pupils with special educational needs
- the success of the SEND policy is reported annually

## **Admission Arrangements**

Please refer to the information in our Admissions policy.

The admission arrangements for all pupils are in accordance with national legislation including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care (EHC) plans and those without.

Where appropriate upon transition children with identified needs will be supported through liaison meetings with parents, key staff from the setting and support agencies. No pupil will be refused admission to school on the basis of his or her SEN. We do not discriminate against any child and actively take all reasonable steps to provide effective educational provision for all children.

## **Identification of Specialist Educational Needs**

Bracebridge Infant and Nursery School is committed to the early identification of SEN and adopts a graduated response to meeting this in line with the SEN Code of Practice 2015. A range of evidence is collected through detailed assessment and monitoring arrangements.

Many of the children who join our EYFS will have been in early education settings and their needs may already have been assessed and identified. A baseline assessment is carried out for every child after they enter our school so that we can build on this prior learning.

The school tracking data is used to monitor the progress of all children at the termly pupil progress meetings held by the Senior Leadership Team.

At these meetings, pupils are identified who are:

- making progress significantly slower than that of their peers starting from the same baseline;
- failing to match or better their previous rate of progress;
- failing to close the attainment gap between themselves and their peers or where the attainment gap is widening.

Not all children who have an identified need are placed on the SEN register. There may be an underlying issue that can have an impact on the progress and attainment of an individual child.

Such areas of need can include:

- Disability;
- Attendance and punctuality;
- Health and welfare;
- English as an additional language;
- Social/emotional behaviour;
- Being in receipt of a Pupil Premium Grant;
- Being a Looked After Child;
- Being the child of a parent in the Armed Forces.

However once a pupil has been identified as *possibly* having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties:

- the class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied;
- the SENDCo will be consulted for support and advice and may wish to observe the pupil in class or meet with parents to gain further information. This can support a decision about which level of provision the pupil may need;
- if a pupil has recently been removed from the SEN register they may also fall into this category. Continued monitoring will be necessary;
- parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. Parents are encouraged to share information and any concerns they may have with the school;
- the pupil is monitored if a concern is raised by a parent or teacher but this does not automatically place the pupil on the school's SEN register. Concerns are discussed with parents/carers. It is recorded by the school as an aid to further progression and for future reference;
- pupil progress meetings and parent evenings are used to monitor and assess the progress being made by all pupils. The frequency of these meetings is dependent on individual progress.

SEND provision is carefully matched to the child's identified need. The range of support provided by school each year is in response to these identified needs and is detailed in the Provision Overview. These working documents are updated every big term (three times a year).

Under the Code of Practice each child's need will come under one or more of the following four broad areas of need and support:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health;
- Sensory and/or physical needs.

### **Communication and interaction**

Children 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. 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 with Autistic Spectrum Disorder (ASD), 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 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 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 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. Other children may have disorders such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) or Attachment Disorder.

### **Sensory and/or physical needs**

Some children 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 with vision or hearing impairment or a multi-sensory impairment will require specialist support and/or equipment to access their learning. Some children with a physical disability require additional ongoing support and equipment to access all the opportunities available to their peers.

These four areas give an overview of the range of needs. However, individual children often have needs that span across all these areas and their needs may change over time. The special educational provision made for a child is based on an assessment and an understanding of their particular strengths and needs. Using well-evidenced interventions targeted at areas of difficulty, children will be helped to overcome barriers to learning.

### **SEND Provision**

All teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff.

High quality first 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. We regularly review the quality of teaching for all pupils, including those at risk of underachievement. This includes, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

In deciding whether to make special educational provision, the teacher and SENDCo consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, arrangements are in place to draw on more specialised assessments from external agencies and professionals.

This information gathering includes an early discussion with the pupil and their parents. These early discussions with parents should be structured in such a way that they develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. A short note of these early discussions is added to the pupil's SEN referral form, signed and a copy given to the parents. At this point parents will be informed about the local authority's local offer

information, advice and support service. Once support is provided, a clear date for reviewing progress is agreed and the parent, pupil and teaching staff are each clear about how they will help the pupil to reach the expected outcomes. Intervention work is also monitored by the SENCo through a Provision Map for each year group. This is reviewed 6 times a year, with all staff in school to monitor the impact of interventions on the children's progress.

The Head Teacher and SENDCO have received training for The 'Engagement Model' which is the assessment, replacing P scales 1 to 4, for pupils who are working below the standard of national curriculum assessments and not engaged in subject-specific study. Teachers and staff will use this assessment using the 5 areas; exploration, realisation, anticipation, persistence and initiation, in assessing the progress of these pupils. Parents and Carers will be involved through sharing assessments, targets and progress.

## **SEN Support**

Where it is determined that a pupil has SEN, parents will be formally advised of this before inclusion of the individual on the school SEN Register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process indicated below; Assess, Plan, Do, Review.

This is an on-going cycle to enable the provision to be refined and revised as an understanding of an individual grows. It identifies the interventions which are most effective in supporting the pupil to achieve good progress and outcomes. This is known as the graduated approach. Ultimately, your child's targets will be set and their progress monitored by the class teacher, however they may receive support from Teaching Assistants, other teachers or agency support workers. The process of providing support is:

### **Assess**

The first step involves collecting information from class teachers, the view of the child or young person, their family and any other external agencies or services involved. Your child will be assessed using a range of formal and informal methods that will inform us on the following areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

### **Plan**

Where it is decided to provide a pupil with SEND support, parents will have been formally notified and a referral form discussed and signed. The teacher and the SENCo should agree in consultation with the parent and the pupil the support to be put in place. This will include specific interventions as well as the expected impact on progress, development or behaviour, along with a clear date for review. All teachers and support staff who work with the pupil are made aware of the needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be recorded in the child's Support Plan. SMART (Specific measurable, achievable, relevant, time bound) targets are created using information collected in the Assess part. Parents are made fully aware of the planned support and interventions and all plans seek parental involvement to reinforce or contribute to progress at home.

## **Do**

Use a range of different strategies, at home and in school to help your child to achieve their Individual Learning Plan targets. This intervention could include:

- in class support – additional adults to support with following instructions, completing tasks.
- small group – may be inside or outside of the class, useful in developing working relationships.
- 1:1 support – may be in class or outside, may be used for more individualised targets, reading, spelling, etc.
- agency support – usually done on 1:1 basis with a specialist in the field.

Class teachers or teaching assistants working with the child or young persons are responsible for checking whether the plan is working on a daily basis.

## **Review**

Targets will be usually be set once every big term with the parents and/or carers will be invited in to attend ILP Review meetings. The reviews will evaluate:

- progress against the targets
- decide which strategies were successful and not successful
- next steps – Is further support still required? Do we need to increase intervention? Do we need to involve agency support? What are our next targets?

The impact of the plan is reviewed by class teachers, the SENDCo, the child and their family.

## **Referral for Education, Health and Care Plan (EHCP)**

If a pupil has a lifelong diagnosis or significant learning, emotional or behavioural difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need is such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review involving parents, the SENDCo and with the agreement of the Headteacher. The application for an Education, Health and Care Plan will combine information from a variety of appropriate sources including: parents, teachers, SENDCo, social care and health professionals and other outside agencies that have been involved such as the Educational Psychologist, the Specialist Teaching Team and the Speech and Language service. The request is submitted to the Local Authority SEND Team, where a panel of professionals will make a decision. This process takes approximately 20 weeks. Requests can be turned down by the local authority and in these instances parents have the right to appeal against the decision.

## **Education, Health and Care Needs Plans (EHCPs)**

Following a successful request and where an EHCP is granted, funding will be provided by the Local Authority to the school, if it is decided that the child's needs are not being met by the SEND support funding that is already available. Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the Plan if it

differs from their preferred choice. Once the EHCP has been agreed, it will be kept as part of the pupil's formal record and reviewed annually by staff, parents and the pupil.

### **External Support Agencies**

At certain times our school may request the advice from an outside agency. The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion. These agencies can include;

- Educational Psychologist,
- Specialist Teaching Team for Early Years and Key Stage 1
- Early Years and Childcare Support
- Ask SALL – SEND Advice Line, Lincolnshire
- Working Together Team
- ESCO
- Early Help
- Healthy Minds
- Lincolnshire Children's Therapy services: Speech and Language, Physiotherapy and Occupational therapy
- Sensory Education and Support Team (SEST)
- Emotional/Behavioural support (BOSS)
- Pupil Re-integration team (PRT)
- 0-19 service (Nursing team)

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will be brought to the attention of the SENDCo who will then inform the child's parents and any relevant information passed on to the teaching staff.

### **Criteria for exiting the SEN register**

When pupils have reached a point where all those involved feel that sufficient progress in their learning, behaviour or health has been made the child will be removed from the SEN Register. This decision will be based upon a series of observations, assessments and discussions with parents and outside agencies. When all agree that the child has made progress and can work with less support and therefore greater independence, they will be taken off the register. This will take place at a review meeting where all involved will note the progress made. This will be added to their Support Plan notes and all involved will sign the document to say they agree. The child will still be monitored as part of on-going class assessments should they need to access intervention or other additional support in the future.

### **Supporting Pupils and their Families**

#### **The role of Parents and/or Carers**

The school is committed to working with parents and carers in the support of those children with Special Educational Needs and Disabilities. We encourage an on-going dialogue with parents and carers to address needs of both parents and children to create an open and active support. At Bracebridge Infant and Nursery School, we believe that parents and carers make a valuable contribution to our support for children with special educational needs. Parents have a special knowledge of their children and therefore any concerns in progress, changes emotionally/physically or changed of need for a child can be raised by

parents at any time and these can be discussed and addressed with a meeting with the class teacher and/or SENDCo. We have regular ILP review meetings each term to share the progress of special needs children with their parents and/or carers. We inform the parents and/or carers of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with Special Educational Needs and Disabilities. Parents and carers can access support at <https://www.lincspcf.org.uk>-Liase We inform parents of the progress of their child and how we will be developing their access to all aspects of the curriculum.

### **The role of the child**

As part of the children taking responsibility for their learning we encourage children to talk about the targets that have been set for them and their performance. This is recorded at review meetings and where possible children will attend the meetings with parents. The children will be involved, where appropriate, in setting new targets for their ILP. As a school we recognise the importance of children having a 'voice' to encourage the development of personal and social skills. Discussions with the child about their learning can give an ownership to the children and acknowledges and considers their opinions

### **Transition**

School support includes planning and preparation for transitions between phases in education. Where possible, all children joining Bracebridge Infant and Nursery School will have been visited by a member of our Early Years staff in their pre-school setting. Where there is an identified need the SENDCo will attend review meetings and meet with parents. Observations will be carried out and any necessary steps including extra visits to the setting or meetings will take place. Children will be encouraged to have extra visits to school with their parents and a school introduction booklet will be given to aid transition.

At the end of Year Two pupils will leave Bracebridge Infant and Nursery School. The children will transfer to a local primary or junior school. Whichever school the children move onto the same transitional arrangements are in place. All children will be encouraged to visit their new school with their parents. Extra visits will then take place to ensure they are familiar with their new setting and teachers. There is a meeting between the new teaching staff and the SENCOs from both schools. In addition to this there is a transition review meeting where parents and the SENCOs from both settings will be present. All documentation will be passed on to ensure the setting is aware of the intervention and support that has been in place. New targets will be set at the new school.

### **Social Emotional Well-being**

All children at Bracebridge Infant and Nursery School are cared for equally. If a concern arises the first contact is the class teacher. They will listen to all children and ensure that those with SEN do not experience any form of discrimination. The school has an Anti-Bullying policy which all staff and pupils follow. Where a child may begin to experience difficulties, a support network is in place. We have a Parent support advisor for pupils and parents, who they can discuss any concerns they may have confidentially. They will support with attendance, behaviour, grief, loss or any issues which may be of concern to them. Any matters which need addressing from a safeguarding perspective are passed on to the designated member of staff. All incidents are logged.

## **Medical Needs**

The school recognises the need to support pupils with medical conditions. We ensure full access to the curriculum, including school trips and PE lessons. Some children with medical conditions may be disabled. Where this is the case the school will comply with the Equality Act 2010. Some of these children may have SEN needs and may have an EHC Plan which brings together education, health and social care. Here the specific plan outlined will be followed with due regard to the SEN Code of Practice 2015.

Children who require medicine during their time in school will follow the Administration of Medicines policy. Parents are responsible for supplying the child's individual prescribed medication on a daily basis. All staff are aware of this and the designated First Aider ensures all general medical supplies are kept up to date. All staff have at least Basic First Aid training.

## **Training**

We aim to keep all school staff at Bracebridge Infant and Nursery School up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

All staff are qualified and available to support all of the children. Staff have received training in the following areas:

- Team Teach – Behavioural Management and Support;
- Safeguarding – Safety of children;
- First Aid – some at Paediatric level and all others at Basic First Aid level.

In addition to the above, individual members of staff have received further training to meet the needs of their role in supporting the children in school. This has included:

- Autism Awareness;
- Higher Level Teaching Assistant;
- Coaching and Mentoring;
- Makaton training;
- PECS training;
- Advanced Child Protection;
- Colourful Semantics
- Lego Therapy Training
- BOSS Training – De-escalation and Regulation.
- Sensory Circuits Training
- ELSA- Emotional Literacy Support Assistant

## **Complaints**

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting the needs of all pupils. If a parent or carer has any concerns we encourage them to make an appointment with the class teacher, SENDCo or Head teacher who will be able to offer advice as necessary. All complaints are taken seriously and are heard through the school's complaints policy and procedures.

## **Lincolnshire's Local Offer**

As part of the introduction of the Children and Families Act 2014 all local authorities have been asked to provide a Local Offer. The purpose of this is to enable parents and young people to see more clearly what services are available to them in their area and how they can be accessed. This includes provision from birth to age 25, across education, health and social care. A list of services can also be found in the designated directory.

Links;

- Local Offer  
<https://www.lincolnshire.gov.uk/special-educational-needs-disabilities-send/local-offer>
- Services Directory  
<http://search3.openobjects.com/kb5/lincs/fsd/localoffer.page?familychannel=2>

### **Review of this Policy**

The policy will be reviewed at least annually, but any trustee with any concerns about its operation can request that it is reviewed at any time.

**Signed:** 

Mr Rob Pitman

Chair of Trustees

**Date:** 08.10.25