

The Welbeck Federation

Netherfield Infant School & Nursery and Eastlands Junior School

Special Educational Needs Policy

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It is likely that many children will experience some level of difficulty at some point during their time in education. However, some children and young people may require some additional support to remove barriers to their learning.

This is based on an understanding that all children and young people are entitled to an education that is responsive to their needs, promotes high standards and opportunities to explore their hopes and aspirations, regardless of their starting point, background, or area of need.

This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood, whether into employment, further or higher education or training.

The formal definitions of special educational needs (SEN) are taken from section 20 of the Children and Families Act 2014.

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition above or would do so if special educational provision was not made for them.

Although children 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, due consideration should be given when assessing needs.

The framework for supporting children and young people with special education needs is contained within the SEN Code of Practice. A copy of which can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

Nottinghamshire has developed a SEND Local Offer, which is a resource that is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

www.nottinghamshire.sendlocaloffer.org.uk

Mission Statement

We are very proud of our school and are committed to giving all children the very best possible start. We aim to provide quality education and a safe environment for all pupils, recognising protected characteristics in accordance with the Equality Act 2010 and KCSIE 2023.

1. Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.

Our aims are:

- Being committed to equal opportunities in every area of school life.
- Promoting self-esteem through personalised learning to develop a self-understanding, a respect for others and an understanding that we can all make a difference.
- Developing the whole child to embrace responsibility, equality and challenge in order to succeed and achieve in a cohesive society.
- Providing a safe and secure environment, which is welcoming and caring for all children, staff, parents, carers and governors.
- Promoting positive attitudes and behaviour through praise and respect for each other and the school community, where everyone is valued.
- Building positive partnerships with all stakeholders and the wider community encouraging a united ethos of acceptance, cohesion and belonging.
- Promoting independent learning through exploring, investigating and enjoying a curriculum that encourages a journey of self-discovery and establishes life-long learning.
- Removing barriers and providing new and challenging experiences that inspire and motivate everyone.

Objectives

- **Identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the *SENDCo* 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.
- **Work with parents** 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 SEND 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, the effectiveness of the SEND policy and the school's SEND work.

- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. We work closely with Sherwood Area Partnership, Schools and specialist family Services, Educational Psychologists, Speech and Language Therapists, Child and Adolescent Mental health Team.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** Pupil participation will be reflected in decision-making but also encouraged through wider opportunities for participation in school life.

Responsibility for the coordination of SEN provision

The person responsible for overseeing the provision for children with SEN is Mrs. J. Rischer (EHT) and Mrs. S Graham (H o S) Mrs. J Rush SEND governor.

The person co-ordinating the day-to-day provision of education for pupils with SEN is Mrs J. Turner. Lead AET Teachers and Teaching Assistants; Miss R Butler, Mrs. J Turner, Mrs. C. Buck, Mrs. A. Robinson
Speech and language Therapist: Holly Harris
Early language Specialists: Mrs. C. Goodall, Mrs. C. Buck, Mrs. P. Broughton.

Arrangements for coordinating SEN provision.

The SENCO will hold details of all SEN individual pupils.

All staff can access:

- The Welbeck Federation SEN Policy.
- A copy of the full SEN Support document used for tracking this cohort.
- Guidance on identification in the Code of Practice (SEN Support and pupils with Education, Health and Care Plans).
- Information on individual pupils' special educational needs, including action plans, targets set and copies of their support plan.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information on the staff IT system on individual pupils and their special needs and requirements
- Information on current legislation and SEN provision on staffroom notice boards
- Information available through Nottinghamshire's SEND Local Offer

www.nottinghamshire.sendlocaloffer.org.uk

This information is made accessible to all staff and parents to aid the effective co-ordination of the school's SEN provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

Admission Arrangements

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 Plans and those without. Where an EHCP names school place, we will endeavour to meet need.

Admission to Nursery

We have a 30-place nursery. Parents requiring a nursery place for their child contact the school and names are placed on a pre-nursery list. Children are admitted after the age of 3 when space becomes available. Prior to the children starting nursery the school will contact the family to arrange a visit and offer an invitation to attend the "Getting Ready for Nursery Group". We also offer 3-hour sessions per day, term time only, which fulfils the 30-hour entitlement. Admission arrangements to our nursery are separate to those of the school.

Admission to School (FS2 / Reception)

Parents will then be able to arrange their children's admission to the school serving their home address or seek a place at the school of their choice. Parent/Carers must apply for a place at the school of their choice, and this includes applying for a place at our school. See "Admission Arrangements". From September 2011 children will be admitted to Reception following their fourth birthday. Admissions to school are made through the Local Authority.

Community and Voluntary controlled Infant and Primary Schools- Standard reception year admission criteria: 2013/2014

In the event of over-subscription, the following criteria will be applied in priority order, to determine which applications will be granted once places have first been allocated to pupils who have a statement of special educational needs, which names the schools:

Children looked after by a Local Authority.

Children who live in the catchment area and who, at the time of admission, will have a brother or sister attending the school or linked junior/primary school.

Other children who live in the catchment area.

Children who live outside the catchment area and who, at the time of admission, will have a brother or sister attending the school or linked junior/primary school. Other children who live outside the catchment area.

In the event of over-subscription within any criterion, preference will be given to children who live nearest to the school as the crow flies. Distances are measured from the entrance to the child's home to the principal entrance to the main administrative building of the school.

Application for admission to other year groups will be considered in relation to the published admission number (PAN) which applied when the year group was first admitted to the school, subject to infant class size restrictions. In some schools, changes in circumstances, such as the building of additional classrooms or as a result teaching group organisation, will require the school and the LEA to agree admission numbers which will apply to each year group. These numbers may be higher or lower than the PAN in operation at the time of first admission and could be different to the current PAN. If places are available within the year group, applications will be considered in accordance with the current published admission criteria for admission to school. If places are available, the child will normally be admitted to the school.

Special Circumstances

The following groups of children will be given special consideration in their application for a particular school:

Children whose medical needs, mobility support needs, special educational needs, or social circumstances are supported by written evidence from a doctor, social worker or other relevant professional stating that the school is the only school which could cater for the child's particular needs. The evidence must be presented at the time of the application.

The Local Education Officer will consider each case on its merits and determine the allocation of any such place on the basis of the written evidence. Admission under 'special circumstances will take precedence over all but the first of the numbered criteria.

Children of Nomadic Travelers will be allocated a place at their first catchment area school.

Admissions to year groups other than intake year

Application for admission to other year groups will be considered in relation to the published admission number (PAN) which applied when the year group was first admitted to the school, subject to infant class size restrictions. In some schools, changes in circumstances, such as the building of additional classrooms or as a result teaching group organisation, will require the school and the LEA to agree admission numbers which will apply to each year group. These numbers may be higher or lower than the PAN in operation at the time of first admission and could be different to the current PAN. If places are available within the year group, applications will be considered in accordance with the current published admission criteria for admission to school. If places are available, the child will normally be admitted to the school.

Further guidance on the way in which applications are dealt with including:

Co-ordinated admissions scheme

Preferences for more than one school

Late applications

The way waiting lists are maintained and used can be found in Nottinghamshire County Council's "Admissions to Schools' Booklet 2013/2014.

Visiting Arrangements

Parents are welcome to visit the school at any time, but for longer interviews it is advisable to make an appointment with the class teacher or the Head of Schools to ensure that they are able to spend time with you.

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

Specialist SEN Provision

We are committed to whole school inclusion. Inclusion covers more than special educational needs and would incorporate gender, sexual orientation, race, religion and culture. It is important to recognise that some of these additional barriers may exist for some children and young people with special educational needs so that we may promote understanding and ensure that support and provision is tailored to meet the individual needs of the child or young person.

Facilities for pupils' with SEN

The school has some specialist SEN facilities in place. These are:

Wheelchair ramps and lifts (Netherfield Infant and Nursery)

Early Years changing suite (Netherfield Infant and Nursery)

Disabled toilet (Eastlands Junior School)

Allocation of resources for pupils with SEN

All pupils with SEND will have access to ASN element of school's budget which equates to £6,000. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools). For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENCO will refer

individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

Identification of pupils needs.

A graduated approach:

Quality First Teaching

- Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- Once a pupil has been identified as *possibly* having SEND, they will be reviewed by staff in order to gauge their level of learning and possible difficulties.
- The child's class teacher will take steps to provide differentiated, meaningful 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 SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- Through the above it can be determined which level of provision the child will need going forward and any/or professional development that may be required by school staff.
- If a pupil has recently been removed from the SEND Support register, they may also fall into this category.
- Parents will be informed fully of every stage of their child's development. Parents are encouraged to share information and knowledge that they feel would be useful in helping with the school's understanding of the child and their broader needs. This information will be handled confidentially and sensitively.
- The child is formally recorded by the school as needing closer review of their needs due to concern raised by the parent or teacher, but this does not place the child on the school's SEND Support list. This may be recorded by the school as an aid to further progression and to ensure that support arrangements are tailored to needs.
- Pupil progress meetings are used to review the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and pattern of progress.

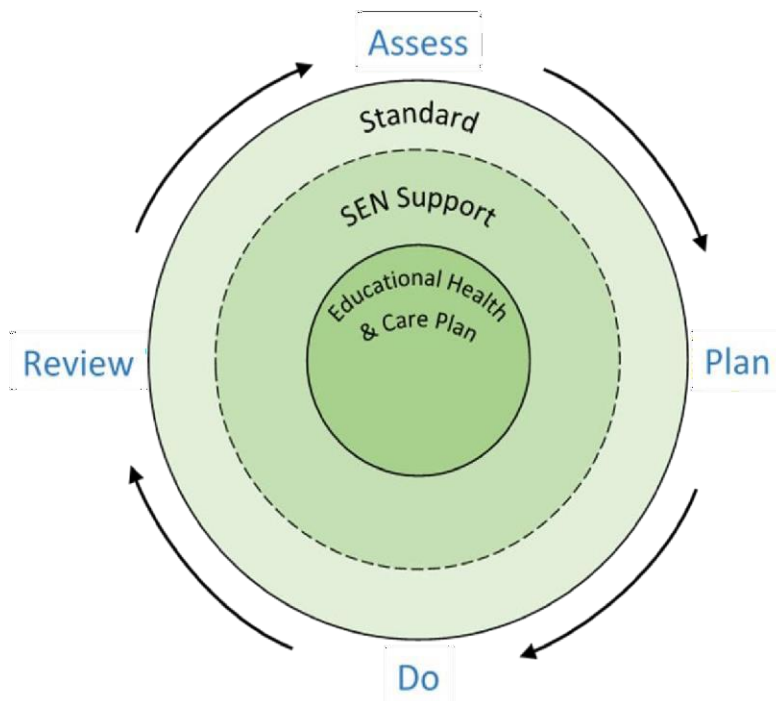
SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this, and the decision will be added to the pupil's school record. 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:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess



This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views, and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought, so that the pupil benefits from a consistent approach.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class /subject teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem-solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCO, will revise the support and outcomes based on the pupil's

progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Request for an assessment Education, Health and Care (EHC) Plan

If a child has lifelong or significant difficulties, it may be appropriate to consider a Statutory Assessment, which is usually requested by the school, but can be requested by a parent or young person, or in some instances by professionals from health and social care. This should begin with a conversation with the SENCO.

Further information about EHC Plans can be found via the SEND Local Offer: <https://bit.ly/3j1vgv8>
or by speaking to the Integrated Children's Disability Service on:

0115 804 1275

or by contacting the Ask Us Nottinghamshire on:

0800 121 7772

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Pupil
- Teachers
- SENCO
- Educational Support Services
- Social Care
- Health professionals

Information will be gathered to inform a decision about whether an EHC Plan may be required. The request will be considered by a multi-agency panel. Parents have the right to mediation and ultimately can appeal against a decision not to initiate a Statutory Assessment leading to an EHC Plan.

Education, Health and Care Plans [EHC Plan]

Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Access to the curriculum, information and associated services

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback.

- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEND.
- Making use of all class facilities and space
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated to address a range of different needs, as necessary.
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Ensuring that any decision to provide group teaching outside the classroom will involve the teacher and/or SENCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.
- Setting appropriate individual targets that motivate pupils to do their best and celebrating achievements at all levels.

Inclusion of pupils with SEN

The inclusion of all pupils with SEND should be seen in the context of inclusion in its broadest sense, which will include the groups identified under the Equality Act 2010, namely those facing additional barriers due to race, gender, sexual orientation and religion. It is recognised that some pupils with SEND will also face additional barriers by virtue of the prejudices associated with belonging to these groups (whether conscious or unconscious). The SENCO oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by school curriculum manager together with the SENCo to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub (MASH), and The Sherwood area partnership (SAP).

Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

The effectiveness of the school SEND provision and policy will be collated and published by the governing body of a maintained school (or the proprietors of Academy schools) on an annual basis in accordance with section 69 of the Children and Families Act 2014. This is commonly known as the SEND Information Report.

Evidence collected for the SEND Information Report will help inform school development and improvement planning.

In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice. The school will maintain a strategic overview of training for its staff which will include training opportunities targeted at specific areas of SEND and inclusion, more widely.

The SENCo attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development.

Links to support services

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.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school.

The following services will be involved as and when is necessary:

Schools and Families Support Services

The District SENCO

Sherwood Area Partnership

Educational Psychology Service

Speech and Language Therapy Service

Working in partnerships with parents

The Welbeck Federation believes that a close working relationship with parents is vital.

No pupil will be entered onto the school's SEND Support List/Register without prior discussion with parents.

The school endeavours to recognise and remove barriers for pupils with SEND through an ongoing discussion with parents to develop an evolving understanding of the pupil's strengths and needs. This will be informed by the:

- early and accurate identification and assessment of SEND leading to appropriate interventions and provision.
- detailed tracking to ensure the continued social and academic progress of children with SEND.
- reviewing and setting of outcomes to ensure that these remain tailored to the individual needs of the pupil.

Parents are kept up to date with their child's progress through progress reports, parent's evenings, provision reviews, and reports at the end of each term.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision.

Parents will be consulted, and their consent sought before the school seeks to involve external education support services.

If a parent or carer has any concerns or complaints regarding the provision, care or welfare of their child, an appointment can be made by them to speak to the SENCO, who will be able to advise on formal procedures for complaint.

The school's SEND governor Joanne Rush can also be contacted in relation to SEN matters.

Links with other schools

The school is a member of The Meden Family of Schools. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

Transition

The Executive Head Teacher, Mrs. J. Rischer as well as the Head of Schools, Mrs. S. Graham work across both schools to implement a Transition Program which facilitates a smooth transition between settings.

Links with other agencies and voluntary organisations

The Welbeck Federation invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENCO is the designated person responsible for liaising with the following:

Examples include:

- Education Psychology Service (EPS)
- Schools and Families Specialist Services (SFSS)
- Children's Social Care
- Speech and Language Therapy Service (SALT)
- Social Emotional and Mental Health Team (SEMH) – primary phase or the Behaviour Partnerships
- Child and Adolescent Mental Health Services (CAMHS)

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEN provision and progress and keep staff up to date with legislation.

Parents will normally be invited to and informed about meetings held concerning their child unless there are overriding safeguarding issues.



Signed _____ [Name] (Headteacher)

Date _____

Signed
(SENCo)

Date _____

Signed _____ [Name] (SEN Governor)

Date _____

This policy will be reviewed annually.