Common Road Infant and Nursery School
Special educational needs and disabilities policy

At Common Road Infant and Nursery School we put our children at the centre of everything we do.

Our Mission Statement

The staff and governors at Common Road are:

'Committed to developing high standards and achievement in a safe, caring environment where everyone is valued'

Introduction
We provide an environment in which all children, including those with special educational needs, are supported to reach their full potential.

- We have regard for Special Educational Needs and Disability Code of Practice (2014).
- We ensure our provision is inclusive to all children with special educational needs.
- We support parents and children with special educational needs and disability (SEND).
- We identify the specific needs of children with special educational needs and meet those needs through a range of SEN strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

At Common Road, we aim to:

- Create a positive ethos that equally values staff, pupils, parents, carers and governors.
- Ensure that the curriculum is appropriate and matched to developmental levels and needs of individual children.
- Provide an education for all children that is exciting, stimulating, encourages individuality and builds confidence.
- Encourage and develop high expectations from children, staff, carers and parents.
- Provide a balanced and broadly based curriculum using the best resources available.
- Develop a partnership with parents and carers, and involve them in the learning process.
- Share and seek good practice, rising standards of inclusion in partnership with other agencies and schools.
- Forge and establish links with the community.
- Achieve a level of staff expertise to meet pupil need.

Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

DEFINITION OF SPECIAL EDUCATION NEEDS WITHIN THE Special educational needs and disability code of practice: 0 to 25 years 2014

A child has special educational needs if:

- They have a learning difficulty or disability, which calls for special educational provision to be made for him or her.

- They have 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. 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 as described 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).

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.

Show progress and low attainment do not necessarily mean that a child has SEN. However they may need an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability (SEN Code of practise 2014).

Special educational provision means:

a) For children of two or over, educational provision, which is additional to or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools in the area.

b) In relation to any child under that age, educational provision of any kind.

A disability is defined within the Equalities Act 2010 as:

'A physical or mental impairment, which has a substantial and **long term** adverse effect on a person's ability to perform normal day-to-day activities.'

<u>Types of Special Educational Need</u>

The main areas of difficulty or need are set out in the SEN Code of Practice 2014.

Each child is unique their individual needs and requirements may fall into more than one area.

Communication and Interaction Difficulties

Children may have speech and language delay, impairments or disorders, specific learning difficulties e.g. dyslexia, dyspraxia, hearing impairments or autistic spectrum disorder.

Cognition and Learning Difficulties

Children may demonstrate features of moderate, severe or profound learning difficulties; specific learning difficulties e.g. dyslexia, dyspraxia and require specific programmes to aid progression in cognition and learning. Such requirements may also apply to some extent to children with physical and sensory impairments and autistic spectrum disorder.

Behaviour, Emotional and Social Development Difficulties

Children may be withdrawn or isolated, disruptive, hyperactive and lack concentration, present with immature social skills and/or present challenging behaviours.

Sensory and /or Physical Difficulties

Children may have profound and permanent deafness or visual impairment or lesser, or temporary levels of loss. They may have physical impairments arising from physical, neurological or metabolic causes requiring access to specific facilities or equipment. Their difficulties may cause them emotional stress or physical fatigue.

Register

Children experiencing difficulties in any one or a combination of these areas may be entered on either the schools Medical Register or SEN Register or both.

The school will have regard to the **Special Educational Needs Code of Practice** and will meet with parents to discuss SEN provision and will seek permission before putting a child on the register.

Identification of pupils with Special Educational Needs and assessing their need.

We have a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised, identifying need at the earliest point and then making effective provision improves long term outcomes for children.

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and home visits if applicable.

Class teachers supported by the senior leadership team make regular assessments of all pupils. Through termly pupil progress meetings pupils who are not making the expected progress are identified and discussed.

All staff are aware of, and follow, the early identification flow chart, see Appendix 1.

If the class teacher has identified an arising special educational need, they will begin to gather views of the child the child and their learning needs through a One Page Profile (OPP) (Appendix 2).

SEN support

If a child is on the SEN register, they will have a Support Me to Learn Plan (Appendix 3). This is completed with the class teacher, parents and pupil and is overseen by the SENCO. Support Me to Learn Plans (SMTLP) are reviewed at least termly. The outcomes on the SMTLP's should be SMART (specific, measurable, attainable, realistic and achievable).

If, despite receiving an individualised programme of support, a child makes limited progress with their outcomes then guidance will be sought from other professionals; Wakefield Inclusion Special Educational Needs Support Service (WISENDSS), Educational Psychology Service (EPS), Speech and Language Therapy (SALT), Child and Mental Health Service (CAMHS).

Parental permission will be sought to discuss a child with a professional.

If a child is not making progress towards their short-term outcomes then a My Support Plan (MSP) will be started. This document is completed with SENCO, class teacher, parents and pupils and any other professionals involved with the child. The information on the plan is added to and reviewed at each meeting, in annual reviews.

After reviewing the My Support Plan with all involved it may be considered that the special educational needs provision cannot reasonably be provided from within the resources normally available to mainstream providers and that a statutory assessment is requested. If accepted then an Educational and Health Care Plan would be provided. However, statutory assessment will not always lead to an EHC plan. The information gathered during an assessment may indicate ways in which the school can meet the child's needs within available resources.

For a child who has a Statement of Special Educational Needs (EHCP) the LA has a statutory duty to formally review the statement at least annually with the parents, the pupils and other agencies involved. The EHCP review meeting will be organised by the SENDCO. The school and professionals will consider whether any amendments need to be made and will report on achievements and the views of the parents.

Targeted and Specialist Provision

Children with long-term and complex needs may require support through targeted or specialist provision. This provision is coordinated through an Education, Health and Care Plan (EHCP), which identifies a child's specific educational, health, and care needs and sets out the provision required to meet them.

Annual Review of EHCPs
In line with the SEND Code of Practice (2015), all EHCPs are reviewed annually. The purpose of the review is to:

- Monitor the child's progress towards outcomes.
- Evaluate the effectiveness of the current provision.
- Amend the EHCP to reflect any changes in needs or provision.
- Ensure the views of the child and parents are central to planning.

A written report of the review is provided, and any amendments are considered by the local authority.

Phase Transfer
For pupils in Year 2, phase transfer arrangements are made to ensure a smooth transition from Key Stage 1 to Key Stage 2. In accordance with statutory requirements, the review and any amendments must be completed by 15 February of the year of transfer.

Monitoring and Evaluation
Provision is regularly monitored and evaluated through:

- Ongoing teacher assessment and tracking of progress against EHCP outcomes.
- Regular SENCO reviews with staff and external professionals.
- Termly review meetings with parents/carers.
- Pupil voice activities to ensure provision reflects individual needs.

Adjustments are made as necessary to ensure provision remains effective and enables pupils to achieve their best possible outcomes.

Assessing and reviewing pupils' progress towards outcomes

In identifying a child as having SEN we will follow the graduated approach and the four- part cycle of **assess** (identify needs), **plan** (plan strategies to support individual needs), **do** (implantation of agreed plan), **review** (measure effectiveness and progress).

- The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:
- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The class teacher will adopt this approach to develop an evidence based practise to accurately assess and plan for the child's needs, to ensure all children have the opportunity to thrive, giving them access to the right support, in the right place, at the right time (Summary of the SEND review 2022).

Leadership and Management

The role of the SENDCO

The SEND co-ordinator Miss K Atkinson will

- Oversee the school's SEN policy and it's daily implementation
- Co-ordinate provision for SEN children
- Liaise and advise teaching staff and TA's
- Oversee the records of all SEND children
- Liaise with parents of SEND children
- Liaise with external agencies and professionals
- Contribute to the in service training of staff

The Governing Body

In consultation with the Head Teacher, the Governors determine the school's policy and provision for special educational needs and establish appropriate staffing and funding arrangements. The SEND Governor, Mrs T Smiles, oversees policy and provision.

The Headteacher

The Headteacher, Mrs D Edwards, is responsible for the day-to-day management of all aspects of the school's work including provision for special educational needs. The Head teacher and SENDCO keep the Governing Body informed of all developments with regard to SEND.

The Class teacher

Each class teacher is responsible for developing the ethos of the school's by liaising closely with parents sharing the progress towards their outcomes, at least three times a year, and at any point where a parent would like to meet with the class teacher appointments can be made.

Class teachers will be responsible for the progress and development of every pupil in their class, updating Support me to learn plans and My Support Plans in the timeframes outlined within the policy. Teachers will share these plans with relevant staff to plan and assess the impact of the support and interventions. Teachers will work with the SENDCO to review the progress and where necessary make changes to provision.

The teachers will track selected pupils using the 'Wakefield Progression Steps' and updating this termly to inform next steps and targets.

Policies

Further policies relevant to SEND

Managing Medicines Policy

Behaviour and Discipline Policy

Admissions Policy

Complaints Procedure

Accessibility Plan

SEN Information Report

K.Atkinson

SENDCO

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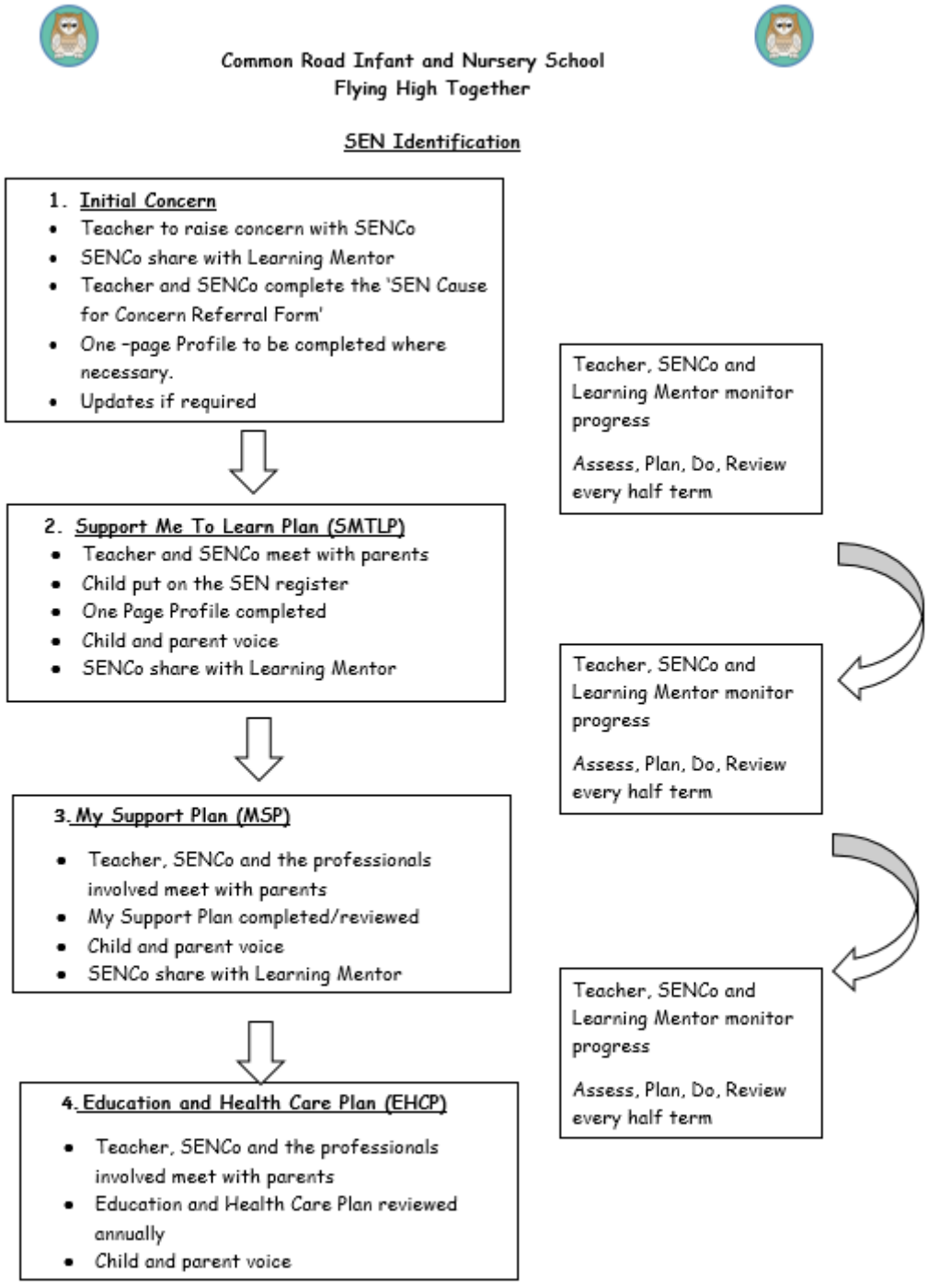
Reviewed September 2026

Appendix 1

Common Road Infant and Nursery School
Flying High Together

SEN Identification



Appendix 2

All About Me – One Page Profile

I want you to know that…

When you talk to me…

When I communicate with you…

Photo or representation

What is important to me …

How you can support or help me …

What people like / admire about me …

My favourite things/ I really like…

Things I don't like / my fears or worries …

My strengths and talents…

My hopes and dreams/ aspirations…

Appendix 3

The Families Views

How have views been gathered:

Important information about my child……

What my child likes and is good at ……..

What my child needs help with ……..

How best to communicate and engage my child in decision making……..

Our aspirations for *child name* ……..

Child name: SMTLP/ MSP/ EHCP

Class: Professionals Involved:

Term:

Outcome:	**Dated Steps of Progress:**
Indicate if this is a broken down target set in child's MSP or EHCP: **Yes/ No**	