



SEND Policy

Signed:

Date:

Minute No.

Reviewed by governors

Signed _____ Date _____ Minute No. _____

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1.Compliance

This policy complies with the requirements laid out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents.

- The Equality Act (2010)
- Children and Families Act (2014)
- Special Educational Needs and Disability Regulations (2014)
- Schools SEND Information Report Regulations (2014)
- SEND Code of Practice (2015)
- Accessibility Plan
- Child Protection and Safeguarding Policy
- Admissions Policy
- Supporting students with medical needs policy

2.Vision and Principles

For ALL our children to have the best chance in the future by encouraging them to be determined, to preserve, and know that anything is possible with hard work.

At Ladycross Infant and Nursery School, our intention for Special Educational Needs and/or Disabilities (SEND) is to ensure that all children receive a high-quality and ambitious education regardless of need or disability. We believe that it is vital that our pupils are equipped with the tools needed to become independent, inquisitive learners both in and out of the classroom.

This policy outlines the framework for the school to meet its duty, obligation and principal equality values to provide a high-quality and ambitious education to all of its pupils, including pupils with SEND, and to do everything it can to meet the needs of pupils with SEND.

Through successful implementation of this policy, pupils with SEND will:

- Be included in all aspects of the school day.
- Be provided with quality first teaching, with adaptations in place to meet their needs.
- Be respected and their contributions valued and acknowledged

The school will work within the following principles, which underpin this policy:

- The involvement of children and parents in decision-making.
- The identification of children and young people's needs.
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of children and young people with SEND.
- Greater choice and control for young people and parents over their support.
- in schools'

3. Definitions

For this policy, a pupil is defined as having SEND if they have a:

- Significantly greater difficulty in learning than the majority of others of the same age.
- 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.

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

Areas of Special Educational Needs:

The broad areas of Special Educational Needs (Pg.86 SEND Code of Practice, 2014) catered for at Ladycross are:

1. Communication and Interaction
 - Speech, language and communication needs
 - Difficulty saying what they want because of poor articulation or use of language
 - Difficulty in understanding what is being said to them
 - Difficulty in understanding or using social rules of communication
 - Children with Autistic Spectrum Disorders including Asperger's Syndrome or Autism which impacts on social communication.
2. Cognition and Learning
 - Learning at a slower pace than their peers, even though the work is adapted for their needs
 - Levels of difficulty may vary and include moderate learning difficulties (MLD), Severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD)
 - Specific learning difficulty (SpLD). This affects one or more specific aspects of learning e.g. dyslexia, dyscalculia, and dyspraxia.
3. Social, Emotional and Mental Health Difficulties
 - Children who are withdrawn
 - Children displaying challenging, disruptive or disturbing behaviours
 - Children who have mental health difficulties, such as anxiety, depression or self-harming
 - Children with attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.
4. Sensory and/or Physical Needs Vision impairment
 - Hearing impairment
 - Multi-sensory impairment
 - Physical disability

4. Roles and responsibilities

Every teacher at Ladycross is responsible and accountable for all pupils in their class, including those with SEND.

Class Teachers Responsibilities:

All school staff have a responsibility for pupils with SEN. This includes:

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENDCo and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring every pupil with SEND is able to study the full national curriculum.
- Drawing up a one-page profile of a pupil with SEND.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Liaising with the parents of pupils with SEND.

Roles and responsibilities of the SENDCo

The head teacher and the governing body have delegated the responsibility for the day to day implementation of the policy to the SENDCo. The SENDCo's name is Mrs Robertson. In line with the recommendations in the SEN Code of Practice 2014, the SENDCos key roles and responsibilities include:

- Collaborating with the governing board and headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.
- Working with the relevant governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Overseeing the day-to-day operation and implementation of the school's SEND policy.
- Coordinating the specific provision made to support individual pupils with SEND, including those with EHC plans.
- Liaising with the relevant designated teacher where a looked after pupil has SEND;
- Advising on a graduated approach to providing SEND Support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with parents of children with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the LA and LA support services.

- Liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned.
- Providing professional guidance to colleagues and working closely with staff members, parents and other agencies, including SEND charities.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.
- Ensuring, as far as possible, that pupils with SEND take part in activities run by the school, together with those who do not have SEND.
- Ensuring that the school keeps the records of all pupils with SEND up-to-date, in line with the school's Data Protection Policy.
- Participating in training and CPD opportunities.
- Providing training opportunities to relevant class teachers.
- Supporting teachers in the further assessment of a pupil's particular strengths and weaknesses and advising on effective implementation of support.

Roles and Responsibilities of the SEND governor

The governor with responsibility of SEND is Oliver Brain.

The SEND governor will:

- Help to raise awareness of SEND issues at governing body meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing body on this.
- Work with the headteacher and the SENDCo to determine the strategic development of the SEND policy and provision in school.

Roles and Responsibilities of the Headteacher

The Headteacher will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND.

5. Identifying SEND

The school has a clear approach to identifying and responding to SEND. We recognise that early identification and effective provision improves long-term outcomes for the pupils.

With the support of the SLT, classroom teachers will conduct regular assessments for all pupils, with the aim of identifying pupils who are making less than expected progress.

Progress will be characterised using the following stipulations:

- Progress is significantly slower than that of their peers, from the same baseline.
- Progress does not match or better the pupil's previous rate of progress.
- Progress fails to close that attainment gap within the class.

The SENDCo maintains a list of pupils identified through the procedures listed. This list is regularly reviewed.

6. The Graduated Response

The SEND Support and the Graduated Approach (Nasen, 2014) provides our school with the key guidance for developing an approach for SEND support. This support arises from a four-part cycle. The first stage when following the graduated response is to provide quality first teaching to all children:

STAGE 1: Well-differentiated, quality first teaching, including, where appropriate, the use of Wave 1 or Wave 2 Interventions. All vulnerable learners to be included on a whole-school provision map.

- All learners will have access to quality first teaching.
- Some vulnerable learners will have access to Wave 1 or Wave 2 interventions. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEN.
- All vulnerable learners will be included on a detailed whole-school provision map which outlines and monitors all additional interventions across the school. The whole school provision map enables the school to:
 - Plan strategically to meet pupils' identified needs and track their provision.
 - Audit how well provision matches need
 - Recognise gaps in provision
 - Highlight repetitive or ineffective use of resources
 - Cost provision effectively
 - Demonstrate accountability for financial efficiency
 - Demonstrate to all staff how support is deployed
 - Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

STAGE 2: Additional SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be made to add the child to the SEN register. The aim of identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. This support consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding 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.

- Pupils will be offered additional SEN support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum

offer for all pupils in the school ie they have a special educational need as defined by the SEN Code of Practice 2014.

- Under-achieving pupils and pupils with EAL who do not have SEN will not be placed on the list of pupils being offered additional SEN support (but will be on the school's provision map).
- In keeping with all vulnerable learners, intervention for pupils on the SEN list will be identified and tracked using the whole-school provision map.
- On very rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.
- If the class teacher or SENDCo feel that a child needs targets in addition to the targets already set in school which address their specific special educational needs then they will be given a Learning Plan.
- Where a pupil is in receipt of an Education Health and Care Plan, a Learning Plan will also be developed.

Our approach to Learning Plans, is as follows:

- Our Learning Plans are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as working document which can be constantly refined and amended.
- Our Learning Plans will only record that which is additional to or different from the differentiated curriculum plan which is in place as part of provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning.
- Our Learning Plans will be accessible to all those involved in their implementation – pupils should have an understanding and “ownership of the targets”.
- Our Learning Plans will be based on informed assessment and will include the input of outside agencies,
- Our Learning Plans have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
- Our Learning Plans will be time-limited.
- Our Learning Plans will have outcomes to be achieved by the end of the year.
- Our Learning Plans will state what the learner is going to learn – not what the teacher is going to teach and will be clear about what the pupil should be able to do at the end of the given period.
- Outcomes for a Learning Plan will be arrived at through :
 - Discussion between teacher and SENDCo.
 - Discussion, wherever possible, with parents/carers and pupil.
 - Discussion with another profession.
 - Our Learning Plans will be reviewed at least termly by class teachers in consultation with the SENDCo.

STAGE 3 Specified Individual support

While the majority of pupils with SEND will have their needs met in the ways detailed above, some may require more support. The SEND Code of Practice says that schools and settings are not expected to meet the full costs of support. They are expected to use their ‘normally available resources’ and after that. the local authority should provide additional top-up funding. For children in the nursery, Early Years SEN Inclusion Fund can be requested and for children in school Inclusion Panel Funding.

For children whose learning needs are severe, complex and lifelong an EHC needs assessment may be carried out to determine whether it is necessary for the Local Authority to make provision in accordance with an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups (“Including All Children” documentation from LA).

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

- Parents
- Teachers
- SENDCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can be found via the SEND Local Offer:

Education, Health and Care Plans (EHC Plans)

- a) Following Statutory Assessment, an EHC Plan will be provided by Derbyshire 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.
- b) 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 is different 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.

- Pupils with a statement of educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their statement/plan.
- Our school will comply with all local arrangements and procedures when applying for
 - o High Needs Block Funding
 - o An Education Health and Care Plan

and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage.

- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.

7. Involving pupils in decision making

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice, 2014). Where appropriate all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning.
- Identify their own needs and learn about learning (self-assessment and self-evaluation, Assessment for Learning, personalised Learning).
- Share in setting and reviewing individual targets on their Learning Plan.
- State what helps them to learn and how they can be helped to achieve their targets.

In addition, pupils who are identified as having SEN are invited to participate where relevant in:

- Learning Plan reviews and setting of Learning Plan targets.
- Regular meetings with named adults.
- Child centred Annual reviews.

8. Involving parents in decision making

At Ladycross we aim to work in partnership with parents and carers. We do so by:

- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision.
- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education.
- Ensuring all parents and carers have appropriate communication aids and access arrangements.
- Providing all information in an accessible way.
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Instilling confidence that the school will listen and act appropriately.
- Focusing on the child's strengths as well as areas of additional need.
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- Agreeing targets for the child.
- Making parents and carers aware of the Derbyshire Information, Advice and Support Service.

9. Supporting pupils at school with medical conditions

At Ladycross we recognise that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education in compliance with its duties under the Equality Act 2010. Please see the Supporting Pupils with Medical Needs Policy for more information.

10. Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom observation by the head teacher, SENDCo, and senior leaders.
- on-going assessment of progress made by intervention groups
- work sampling on a termly basis.
- scrutiny of planning.
- teacher interviews with the SENDCo.
- informal feedback from all staff.
- pupil interviews when setting new Learning Plan targets or reviewing existing targets.
- pupil progress tracking using assessment data (whole-school processes).
- monitoring Learning Plans and Learning Plan targets, evaluating the impact of Learning Plans on pupils' progress.
- regular meetings about pupils' progress between the SENDCo and the head teacher
- head teacher's report to parents and governors

11. Monitoring of interventions

Any interventions used will be those that are proven to make a difference for most pupils. A baseline assessment will take place at the beginning of an intervention- this will provide the point of reference for measuring progress made by a child- and a target outcome set. Regular reviews will take place to ensure that the intervention is having the intended effect. Should progress be less than anticipated, consideration will be given to adapting the frequency and/or intensity. The termly reviews will involve children and their parents or carers, as well as class teachers, and a record kept of agreed actions.

Where difficulties persist despite high quality interventions and appropriate adjustments, advice and support may be requested from other professionals, with the parent's consent. This might involve: Speech and Language Therapy services, Occupational Therapist, Physiotherapist, Educational Psychologist or health services such as a paediatrician.

Where a child has an Education, Health and Care Plan (EHC), there will be an annual review held in addition to the termly review meetings, taking into account the views of the child, their parent or carer, and all other professionals involved with the child

12. Training and resources

All of the teachers at Ladycross are qualified and our school strives to provide high quality teaching and learning for all children, including those with SEND. Training needs are continually being identified and addressed. This may include whole school training on SEND issues or to support identified groups of pupils in school, such as autism, dyslexia, etc. Teachers and support staff also attend training courses run by outside agencies that are relevant to the needs of specific children in their class. Our Teaching Assistants also have a range of expertise in a variety of specialised areas including autism, complex needs and behavioural needs. Staff also work closely with specialists from external support services who may provide advice or direct support as appropriate.

13. Arrangements for coordinating SEN provision

The SENDCo will hold details of all SEND records for individual pupils.

All staff can access:

- The Ladycross Infant School SEND Policy.
- A copy of the full SEND Register
- Guidance on identification of SEN in the code of Practice
- Information on individual pupils' special educational needs, including pupil profiles targets set and copies of their provision map.
- Practical advice, teaching strategies and information about types of special educational needs and disabilities
- Information available through Derbyshire SEND Local Offer

In this way, every staff member will have complete up to date information about all pupils with special educational needs and their requirements which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEND provision.

14. Storing and managing information

The school will record the steps taken to meet pupils' individual needs. The SENDCo will maintain the records and ensure access to them. All letters/records to and from agencies/health/external professionals will be stored in the locked SEND cabinet, along with:

- Information from parents
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health/social services
- Information from other agencies
- Copy of Learning Plan's and reviews Learning Plan's

The head teacher and the SENDCo have access to the locked cabinet. Class teachers and TA's are responsible for storing Learning Plan's in a place where they can be viewed and used daily.

15. Accessibility

Our school is accessible with dedicated disabled parking and toileting facilities. School may provide SEND equipment where appropriate in consultation with specialist agency advice.

The Local Authority provides specialist equipment such as standing frames, steps, changing facilities, specialist ICT equipment etc when prescribed by relevant health specialist

16. Dealing with complaints

Parents can consult with Derbyshire Information Support and Advice (DIAS) at any point to request advice. Parents who wish to contact the school concerning an SEN issue should in first instance contact the class teacher and then the SENDCo- Mrs Robertson.

But in cases where parents find action taken unsatisfactory, or that they have further cause for complaint they can also contact in this order:

Headteacher

Governor for SEND

Chair of Governors

Local Authority

Please see the complaints procedure for more details.

17. Reviewing the policy

The school considers the SEN Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Development Plan.

This policy was written by Mrs Robertson, in September 2025, following consultation with staff.