

ELMSLEIGH INFANT AND NURSERY SCHOOL

POLICY FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY  
November 2023



*Elmsleigh*  
INFANT & NURSERY SCHOOL

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## ELMSLEIGH INFANT AND NURSERY SCHOOL

### POLICY FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY November 2023

**All staff at Elmsleigh are committed to safeguarding and promoting the welfare of children and are aware of the procedures for reporting concerns.**

All aspects of this policy refer to looked After children

SEND: Special Educational Needs or Disability

SENDCo: coordinator for Special Educational Needs and Disability

Elmsleigh Infant and Nursery school is a mainstream school with Enhanced Resourcing (ERS) for up to 16 children (8 Autistic Spectrum Disorder and 8 SEND other) including 4 part-time, short-term assessment and diagnostic places in our Nursery.

#### ETHOS

The head, staff and governors at Elmsleigh endeavour to ensure that all children, whatever their needs, access their entitlement to a broad, balanced and enriched curriculum in a fully inclusive setting.

At Elmsleigh, it is the aim of all to enable each child to learn to the best of their ability in a happy, safe, caring school environment. Personalised learning strategies support our inclusive approach.

We have high aspirations and expectations for all young people with SEND. Our teachers believe in the children they teach and that they can succeed and will do everything they can to help them to achieve.

Our school motto is:

***'Grow to be the best that we can be'***

## ELMSLEIGH INFANT AND NURSERY SCHOOL

### POLICY FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY November 2023

#### OUR INTENT

At Elmsleigh Infant School, we want every single child to have the knowledge, skills and purposeful learning experiences to provide them with the foundations to build a brighter future.

#### THE SEND AIMS OF THE SCHOOL

To ensure compliance with:

Children and Families Act 2014

The Special Educational Needs and Disability Regulations 2014

Equality Act 2010

Articles 12 and 13 of the United Nations Convention on the Rights of the Child

- To ensure that all pupils have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability
- To ensure the identification of all pupils requiring SEND provision as early as possible
- To ensure that SEND pupils and disabilities take as full a part as possible in all school activities
- To ensure that parents of SEND pupils are involved and kept fully informed of their child's progress and attainment
- To ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision
- To ensure all children have opportunities to meet personal standards of excellence
- To remove barriers to learning and achievement
- To ensure effective assessment and monitoring of needs
- To implement a relevant graduated response to children's needs

## ELMSLEIGH INFANT AND NURSERY SCHOOL

### POLICY FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY November 2023

Teaching staff, Support Staff and the School governor responsible for SEND have been consulted in updating this policy. SEND is included in the Teaching and Learning strand of our strategic planning framework - ***To raise standards so that all children achieve and make good and better progress, including all disadvantaged children and more able children*** - and a yearly development plan is produced and updated each year. We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to manage or overcome their difficulties. Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

#### DEFINITION OF SPECIAL EDUCATIONAL NEEDS

Children may have special education needs either throughout, or at any time, during their school career. According to the Children and Families Act 2014, The Special Educational Needs and Disability (SEN) Regulations 2014: [5] 'Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.'

Children have a learning difficulty if they:

- (a) Have a significantly greater difficulty in learning than the majority of children of the same age; or
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority;
- or (c) Are under compulsory school age and fall within the definition at [a] or [b] above or would do so if special educational provision was not made for them.

Special education provision means:

- For a child over two, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area
- For a child under two, educational provision of any kind (1993 Education Act, section 156)

## ELMSLEIGH INFANT AND NURSERY SCHOOL

### POLICY FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY November 2023

Elmsleigh Infant and Nursery School have due regard for the Special Needs Code of Practice when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEN provision is being made for their child.

Special educational needs could mean that a child has difficulties in:

#### The Four Areas of Need

- **Communication and Interaction** - in expressing themselves or understanding what others are saying.
- **Cognition and Learning** - in acquiring basic skills in school
- **Social and Emotional Mental Health** - making friends or relating to adults or behaving appropriately in school
- **Sensory and/or Physical** - such as hearing or visual impairment, which might affect them in school or medical or health condition which may slow down a child's progress and/or involves treatment that affects his or her education.

Children make progress at different rates and have different ways they learn best. Teachers take account of this when they plan teaching and learning activities. Children making slower progress or having particular difficulties in one area may be given extra help/support or different lessons to help them succeed.

#### ADMISSIONS

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the Code of Practice, in that 'All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEND . Pupils with special educational needs but without EHCPs must be treated as fairly as all other applicants for admission.' (CoP 1:33)

Admissions to the ASD / ER [Autistic spectrum Disorder/ Enhanced Resource] facility **are decided by the SEND team at DCC**. All these children **will have an EHCP**. The request for a place in the ERS will be made by parents during the assessment process, via the SEND team.

## ELMSLEIGH INFANT AND NURSERY SCHOOL

### POLICY FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY November 2023

#### IDENTIFICATION, ASSESSMENT, AND PROVISION

We have adopted a whole-school approach to SEND policy and practice. Pupils identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the EYFS Curriculum or National Curriculum and are integrated into all aspects of the school. The SEN Code of Practice 2014 makes it clear that all teachers are teachers of pupils with special educational needs. All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENDCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEND can be identified. Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEN provision.

Early Identification Early identification of pupils with SEND is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/ assessment
- Their performance in Early Years Foundation Stage / National Curriculum judged against age-related learning outcomes
- Pupil progress in relation to objectives in the Literacy/Numeracy
- Pupil Progress in relation to the EYFS/Development Matters / DCC celebratory checkpoints
- Standardised screening or assessment tools if applicable
- Outcomes from Boxall screening
- Parents concerns

#### Assessments

Assessments made will be through:

- Observations
- Records from feeder schools, etc.
- Information from parents
- Foundation stage assessments and profiles
- Target setting
- Pupil tracking Provision

On entry to the school each child's attainment will be assessed. This will help to inform the school of a child's aptitudes, abilities, and attainments, and will be used to improve continuity in learning. Such assessments include The Early Years Foundation Stage

## ELMSLEIGH INFANT AND NURSERY SCHOOL

### POLICY FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY November 2023

Profile, phonics screening tests, and teacher assessments. The records provided help the school to design appropriate differentiated learning programmes. For pupils with identified SEN the Class teacher (with help from SENDCO when necessary) will use the records to:

- Provide starting points for an appropriate curriculum
- Identify the need for support within the class
- Assess learning difficulties and barriers
- Ensure on-going observations/assessments provide regular feedback on achievements/ experiences, for planning next steps in learning
- Involve parents in a joint home-school learning approach

The main methods of provision made by the school are:

- Full-time education in classes, with additional help and support by class teacher/teaching assistant through a differentiated curriculum and Quality First Teaching
- Periods of withdrawal to work with a support teacher or a teaching assistant when appropriate and necessary
- In-class support with adult assistance
- Support and advice from specialists within class, or as part of a targeted intervention
- Specialist provision for children with a diagnosis of Autism Spectrum Disorder or SEND other, and an EHCP
- 'Reasonable adjustments', including - but not limited to –
  - seating position
  - use of visuals
  - simplified instructions
  - coloured overlays or paper
  - adapted equipment such as looped scissors or writing slopes,
  - strategies like movement / brain breaks
  - larger or different fonts, etc.
- Improving emotional and social development by:
  - introducing the "Zones of Regulation"
  - offering Positive Play where this is identified as a need
  - involving the school's Pastoral Lead
  - offering intervention programmes, such as "NELI", that focus on the social use of language where appropriate.

## ELMSLEIGH INFANT AND NURSERY SCHOOL

### POLICY FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY November 2023

- employing strategies such as the Boxall profile to understand a child's social and emotional barriers, and measure progress resulting from support in these areas
- Use of class Worry Jars where children can draw or write down worries for the teacher to support with
- Improving relationships between children through peer support via Kindness Captains and Mini Leaders on the playground
- School Council members represent the view of their class
- Regular reminders through the year of the school's rules and anti-bullying policy – please refer to the separate Anti-Bullying Policy for more information

#### CODE OF PRACTICE GRADUATED RESPONSE

The school adopts the levels of intervention as described in the SEND Code of Practice. The Code of Practice advocates a graduated response to meeting pupils' needs. For effective co-ordination staff must be aware of:

- The roles of the participants
- The procedures to be followed
- The responsibility all teachers have in making provision for SEND pupils
- The commitment required by staff to keep the SENDCO well-informed about pupils' progress
- Mechanisms that exist to allow teachers access to information about SEND pupils
- What exactly constitutes a 'level of concern' and at which point SEN support is initiated
- Mechanisms that exist to alert the SENDCo to such 'levels of concern'
- The procedure by which parents are informed of this concern and the subsequent SEND provision.

Additionally, parents must be given clear guidance to the means by which they can contribute and how they can provide additional information when and if required.

#### **SEND Monitor**

Any pupils who are falling outside of the range of expected academic progress will be monitored and assessments will be made as described above to determine if further planned intervention is required. Staff will raise concerns of any identified child whose progress is affected through academic or emotional barriers. These children are



## ELMSLEIGH INFANT AND NURSERY SCHOOL

### POLICY FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY November 2023

monitored by the DHT and SENDCO and tracked for progress in order initiate any further steps such as a SPOA referral or external agency involvement ie: educational psychologist.

#### **Quality First Teaching**

- The class teacher will take steps to further differentiate the learning to better support the pupil and this may require an adjustment in the style of teaching adopted with that pupil.
- The SENDCO should be informed and consulted to provide support and advice and may wish to observe the pupil
- Parents will be fully informed so they can share information and knowledge with the school to help better understand the needs of the child
- The child is recorded as being monitored, and will go onto the “Monitoring Register” which will be kept by the SENDCO; this does not mean they will automatically be placed on the SEND register

#### **School or Additional Agency Support**

Where it is determined that a pupil does have SEND, parents will be advised of this and the decision to add the pupil to the SEND register is made. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove any barriers to learning. When the needs of a child are met within the school’s own resources, they will be on the SEN register at ‘School Support’. If there are other professionals involved in advising and supporting, they will be on the SEN register at ‘Additional Agency Support’. Additional agencies may include Educational Psychologist, school nurse, Community Paediatrician, CAMHS Specialist Community Advisors, local GPs, health visitors, speech and language therapy service, occupational therapist / physio therapist, Advisory teachers for visual impairment / hearing impairment / physical impairment, moving and handling, the Trust’s Family and Student Support Team (FASST), Virtual Schools, Derbyshire Support Service For Special Education Needs (SSSEN) service, social workers, and other agencies as appropriate.

#### **The Process**

The support provided 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 needs of the pupil grows. This cycle enables identification of those

## ELMSLEIGH INFANT AND NURSERY SCHOOL

### POLICY FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY November 2023

interventions, which are most effective in supporting the pupil to achieve good levels of progress and outcomes.

#### **Assess**

This involves clearly analysing the pupil's need using the class teachers' 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 the parents. Advice from external support services and staff will be sought if appropriate and with the agreement of the parents.

#### **Plan**

Planning will involve consultation between the teacher, SENDCo 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. This plan will be recorded in the form of an Individual Education Plan (IEP) which will be shared with staff, parents and the pupil.

Provision maps provide an overview of the interventions and support in each year group, as well as individually. The IEPs contain information on:

- Short term (S.M.A.R.T.) targets for learning
- Teaching strategies
- Provision made
- Date for review
- Reviews of objectives
- Parent views
- Parent signatures
- Child views

#### **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 teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and ensure links with classroom teaching. The SENDCo will support with further assessment of the

## ELMSLEIGH INFANT AND NURSERY SCHOOL

### POLICY FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY November 2023

pupils strengths and areas of need. The class teacher may provide the parents with suggestions as to ways they can support at home by agreement.

#### **Review**

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account the views of the pupil and their parents. The class teacher, in conjunction with the SENDCO, will revise the support outcomes and based upon the pupil's progress and development make any necessary amendments going forward, in consultation with parents and pupils.

If a pupil is identified at review as requiring significant support in school beyond that made from the school's usual resources, school may make an application for top-up funding from the Local Authority in the form of Inclusion Panel.

#### **REFERRAL FOR AN EDUCATION, HEALTH AND CARE PLAN (EHCP)**

If a child has lifelong or significant, ongoing difficulties which require a plan to ensure their needs are met, they may undergo an Education, Health, Care Needs Assessment which may be requested by the school, parent, health or social care. This will occur where the complexity of need or lack of clarity around the need of the child are such that a multi-agency approach to assessing that need, to planning the 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.

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
- Parents
- Pupils themselves

## ELMSLEIGH INFANT AND NURSERY SCHOOL

### POLICY FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY November 2023

Information will be gathered relating to the current provision provided, action that has been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people co-ordinated by Derbyshire County Council (including professionals from education, health and social care) about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision made by the Education, Health, Care panel. Further information about EHC Plans can be found via the Derbyshire Local Offer web portal: [Education Health Care Plan \(EHCP\) - Derbyshire Local Offer](#)

#### **Education, Health and Care Plans**

(a) Following statutory assessment, an EHC Plan may be provided by Derbyshire County Council, if it is decided the child's needs are not being met by the support that is ordinarily available and the child resides in Derbyshire. A plan sets out the outcomes that the school and other agencies must work towards with the child, and strategies for achieving those outcomes. The school and the child's parents will be involved developing and producing the plan. Parents have the right to appeal against a decision not to issue an EHC 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 differs from their preferred choice.

(c) 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, professionals external to the school, representatives from the Local Authority and the pupil. The annual review (6 monthly in Nursery) enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing the levels of support.

#### **INCLUSION AND ACCESS TO A BROAD AND BALANCED CURRICULUM**

At Elmsleigh, we are committed to the principles of inclusion. We believe that all children have a right to inclusion and that this should be tailored and appropriate to their individual needs. This is achieved through careful consideration of each child's particular needs and the best way to meet these. Specialist teaching assistants support learning and inclusion throughout school. The Rainbow Room (Enhanced Resource Base) provides a base for several children whose needs would not be effectively met full-time in mainstream.

In whatever way it is achieved, we endeavour to ensure that all children are fully included in the life of the school. All our children have access to Foundation stage curriculum and National curriculum and an entitlement to differentiation in order to

## ELMSLEIGH INFANT AND NURSERY SCHOOL

### POLICY FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY November 2023

facilitate their level of development and address their different needs and learning styles.

All pupils in school working beyond the Engagement Model study a full range of subjects, including the Foundation Stage Curriculum and the National Curriculum. All teachers recognise their responsibility to provide access to the curriculum for all pupils in their class.

We aim to provide work which is matched and therefore accessible to the broad range of pupils we teach. The support provided by teaching assistants, Specialist Advisory Teachers, SENDCO and other agencies is carefully considered by each class teacher when planning in order to ensure all pupils with Special Educational Needs continue to receive a broad and balanced curriculum.

When pupils are withdrawn in order to meet their Special Educational Needs, the class teacher will ensure that this does not affect the pupil's access to the full range of curriculum activities. Differentiation will be provided in a range of ways, dependent upon which is most appropriate, and will include; differentiation by outcome, by task, by ability grouping, by the level of teacher support, by the level of expectation, by the allocation of appropriate resources, by teaching strategies, and include the use of Reasonable Adjustments etc.

#### THE ROLE OF THE SENDCO:

The SENDCO has three key strands to their work:

**(1) Strategic Development** They have an important role to play with the headteacher and governing body, in determining the strategic development of SEN policy and provision in the school

**(2) Day to day operational aspects** They have day-to-day responsibility for the operation of SEN policy and coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans

**(3) Professional guidance** They provide professional guidance to colleagues and will work closely with staff, parents and other agencies. They should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching. They can play an important role in advising and contributing to the broader support engaged by schools and the professional development of other teachers and staff. The key responsibilities of the SENDCO include:

## ELMSLEIGH INFANT AND NURSERY SCHOOL

### POLICY FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY November 2023

- Overseeing the day-to-day operation of the school's SEN policy
- Co-ordinating provision for children with SEN
- Liaising with the relevant Designated Teacher where a looked after pupil has SEN
- Advising on the graduated approach to providing SEN support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEN
- 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 local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEN up to date

#### THE ROLE OF THE GOVERNING BODY

The Governing Body's responsibilities to pupils with SEND include:

- Ensuring that provision of a high standard is made for SEND pupils
- Ensuring that a 'responsible person' is identified to inform about the EHCP of all those involved with teaching and supporting EHCP pupils
- Ensuring that SEND pupils are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing and subsequently reviewing SEND policy
- Reporting to parents on the school's SEND Policy including the allocation of resources - Informing parents of the fact that SEND provision has been made for their child
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

#### SEND CPD

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEND pupils. Part of the SENDCo's role in school-based CPD is to develop

## ELMSLEIGH INFANT AND NURSERY SCHOOL

### POLICY FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY November 2023

awareness of resources and practical teaching procedures for use with SEND pupils. As a routine part of staff development, CPD requirements in SEND will be assessed. The Governing Body will undertake a similar review of training needs. Learning Support/Teaching Assistants' requirements in supporting pupils' needs will be considered frequently. The School's CPD needs will be included in the School Development Plan.

#### CO-PRODUCTION WITH PARENTS

Elmsleigh Infant and Nursery School firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership. 'Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge, and experience to contribute to the shared view of a child's needs and the best way of supporting them.' (CoP 2.2) The school considers parents of SEND pupils as valued partners in the process. Depending on age and appropriateness, SEND pupils will also be encouraged to participate in the decision making processes affecting them. A copy of any support plans set will be given to parents. The school will make available, to all parents of pupils with SEND, details of the Independent Advice and Support Service for SEND available through the LA. The SEND Code of Practice outlines that 'LEAs should work in partnership with local and parent organisations, as well as the parent partnership service . . . to ensure that parents receive comprehensive, neutral, factual and appropriate advice.' (CoP 2.14)

#### SCHOOL TRANSFER

Careful transition arrangements exist for pupils with additional needs transferring into Elmsleigh Infant and Nursery School at any age. These may include visits by staff to meet and observe the pupil in the previous setting, a home visit, opportunities for visits to Elmsleigh before the start date, provision of photos of the setting and members of staff. A phased start may be offered. Transition into the Rainbow Room is managed in a similar way, and an enhanced transition is available to support children into school gradually at their own pace.

When a pupil moves from Elmsleigh to a new school, records have to be sent to the receiving school within 15 school days of the child no longer being registered at school. It is important for any child who has SEN that a complete picture of their requirements is available in their records when transferred. If the child has an EHCP all relevant

## ELMSLEIGH INFANT AND NURSERY SCHOOL

### POLICY FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY November 2023

documentation must be transferred. Where possible transfer arrangements are made in advance to allow future planning and there is good communication with the relevant receiving school. Liaison with the school's SENDCO is important to discuss any children who have specific needs.

Links are maintained with Springfield Junior School, which also has ASD/ER provision. A variety of transition visits prior to admission to Y3 ensures children are adequately prepared for their school move. Mainstream teachers, together with SENDCOs, exchange information prior to admission. If parents / carers select a school other than Springfield similar liaison/transition visits are arranged.

#### SPECIALIST PROVISION

Our SEND policy reinforces the need for teaching that is fully inclusive. Our surroundings have provisions and features in their design which are accessible to children with special needs e.g. wide corridors, disabled toilet, lift, ramps. The school's policy for SEN children is to have access to all areas of the curriculum. No child is excluded from any subject, visit or school function without an extremely good reason e.g. safety.

It is every child's right to succeed, make progress and have an enjoyable learning experience. Therefore when appropriate, the work in all curriculum areas is differentiated. The teacher strives to allow access to learning in a style that is appropriate to the child. In some cases no differentiation is necessary, but for example, if language is a problem, other ways of expressing the child's views can be used for example tape recording, use of ICT, pictures, signs and symbols. Teaching time is a valuable asset. Therefore it is deemed appropriate at set times, to have groups of identified children working on timetabled interventions designed to meet identified gaps in, or barriers to, learning.

At present, Elmsleigh Infant and Nursery school can provide SEN provision for children with ASD (Autism spectrum disorder)/ SEND Other in a specialist environment – the Rainbow Room; when this has been written into their EHCP. A child-centred approach will ensure each pupil has inclusive opportunities relevant to their specific needs. This is achieved through the use of:

An augmented curriculum including life skill programmes, augmented communication systems and the opportunities to develop social communication and interaction skills, leading to greater independence. The teachers in the Rainbow Room will be responsible for its development and implementation with support from the Multi



## ELMSLEIGH INFANT AND NURSERY SCHOOL

### POLICY FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY November 2023

Academy Trust. It is our aim to provide these children with specific targeted support to enhance their academic, social and emotional learning.

- Access to an environment and teaching approach using ASD specific strategies e.g. 'now and next', and social use of language programmes
- Access to resources to provide sensory integration
- High level of teaching and teaching assistant support

#### ACCESSIBILITY

The school is built on 3 levels and therefore has had some physical constraints. Modifications have been made to afford access to wheelchairs via 2 lifts and ramps to the front and side entrance. Special low-level handrails have been added to stairs. Lines have been painted on steps to support children with visual impairment. We have 2 accessible toilets and 2 specialist changing tables.

#### EVALUATING THE SUCCESS OF THE SEND POLICY

The Governing Body will report annually on the success of the policy and, to facilitate this, we have identified specific objectives which are given under 'THE SEND AIMS OF THE SCHOOL' at the beginning of this policy. In evaluating the success of this policy, the school will consider the views of:

- Teachers and Teaching Assistants
- Parents
- Pupils
- External professionals

We will set targets, success criteria and actions in our school development plan against which progress can be measured. Pupil progress will provide evidence for the success of the SEND policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting individual IEP targets
- Use of assessment tasks and recording on school tracking system
- Evidence generated from IEP review meetings

#### ALLOCATION OF FUNDING AND RESOURCES

Following advice from the Head teacher and the SENDCo, the Governing Body ensures that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in this policy.

## **ELMSLEIGH INFANT AND NURSERY SCHOOL**

### **POLICY FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY November 2023**

All mainstream schools and academies are provided with resources to support those with additional needs, including pupils with SEN and disabilities. Most of these resources are determined by a local funding formula. Schools have an amount identified within their overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget. It is for schools, as part of their normal budget planning, to determine their approach to using their resources to support the progress of pupils with SEN. The funding is used to support all students with SEN whether or not they have an EHC Plan.

Additional funding may be sought from the Derbyshire “High Needs Block” for pupils whose needs are greater than those expected to be met from the School’s budget.

#### **COMPLIMENTS AND COMPLAINTS PROCEDURES**

We work to involve parents/carers at all times in their child’s educational provision. This includes informal discussions and formal arrangements such as annual reporting/parents evenings. If however a parent/carer has a complaint about the SEN provision for their child they should:

- Firstly arrange a meeting with the class teacher at a mutually convenient time
- If the situation has not been resolved arrange a meeting with the SENDCo and class teacher
- If the situation remains unresolved, an appointment should be made with the Head of school.

We will endeavour to act swiftly and positively to address the issue directly. Please refer to our complaints policy for further information.

#### **THE VOICE OF THE CHILD**

Children should be involved in making decisions where possible right from the start of their education. The ways in which children are encouraged to participate should reflect the child’s evolving maturity.

For children with an EHCP, this will commonly be done through the “One Page Profile” where their wants and needs are captured on an A4 page. Where children are able, their views are sought for reviews. This may be through selecting symbols of favoured activities or talking about what they find difficult at school, what they enjoy and feel they are good at, and what support they think helps them best.

## ELMSLEIGH INFANT AND NURSERY SCHOOL

### POLICY FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY November 2023

#### STAFFING

All teachers are teachers of Special Needs, therefore all teaching and support staff are part of the SEND team.

#### Relevant Personnel

- Head Teacher: Mrs K Burton
- Deputy Head Teacher: Mrs E Collins
- Assistant Head Teacher: Mrs L Mansfield
- SENDCo: Mrs H. Powell
- SEN Teacher: Mrs H. Powell
- Safeguarding Team: Mrs K Burton [DSL] Mrs T Arckless [Pastoral Lead and Deputy Safeguarding Lead]
- SEN Governor: Mrs R. Moss
- Safeguarding Governor: Mrs E. Sanderson

This Policy should be read in conjunction with the following policies / documents:

- SEND Information report
- Safeguarding
- Accessibility plan
- Admissions
- Attendance policy
- Behaviour
- Bullying
- Complaints Policy
- Physical Intervention
- Safer working practice

## ELMSLEIGH INFANT AND NURSERY SCHOOL

### POLICY FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY November 2023

#### ACRONYMS

**SENDCO** Special Education Needs and Disability Co-ordinator

**NC:** National Curriculum

**SEN** – Special Educational Needs

**EYFS** – Early Years Foundation Stage

**EHCP** – Educational Health Care Plan

**CAMHS** - Children and mental health service

**FASST** – Families and student support team

**SSEN** – Support Services for Special Educational Needs

**DSL** – Designated Safeguarding Lead

**ASD** – Autism Spectrum Disorder

**ER-** Enhanced Resource

**IEP** – Individual Education Plan

**LA** – Local Authority

Version	Reviewed in School	Approved by GB	Ratified at LGB	Minute Number
Final	November 2023			
Review Requirement:		1 Year		
Approval Level:		GB		

**ELMSLEIGH INFANT AND NURSERY SCHOOL**

**POLICY FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY**  
**November 2023**