

Banks Lane Infant and Nursery School



SEND and Inclusion policy October 2022



— Cornelius —
Collaboration



— Ethel —
Effort



— Eberhardt —
Excellence



— Radmilla —
Respect

Banks Lane Infant and Nursery School

Working together, nurturing excellence

Banks Lane Infant and Nursery School Policy for Special Educational Needs and Inclusion

Section 1

Responsibilities

Liz Newson, the Head Teacher has an overview of all aspects of Inclusion.

Lisa Wilkinson, SENCo and Deputy Head Teacher, takes the lead role in relation to SEND. She is part of the Senior Leadership Team and has the NASENCo qualification.

Laura Wilkinson, Pastoral Manager, is part of the Senior Leadership Team and works closely with the SENCo.

The management of medical needs is led by the Head, Pastoral Manager and SENCo.

Contact details:

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Designated Safeguarding Lead is Liz Newson

Designated Safeguarding Deputy is Lisa Wilkinson

Designated Safeguarding Deputy is Laura Wilkinson

SEND Governor- Lynda Chadbourne

Ethos

Banks Lane Infant and Nursery School is committed to inclusion. We believe that all children, including those identified as having Special Educational Needs and Disabilities (SEND), have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and that they should be fully included in all aspects of school life. Every teacher in the school is a teacher of every child, including those with SEND.

Policy Information

This policy was developed in consultation with governors, parents, senior leadership team, teaching and support staff. This policy is in accordance with the SEND Code of Practice 2015 and under advice from The National Association of Special Educational Needs (NASEN).

(Ratified by Governors 20/10/22. Due for review October 23)

Section 2

Purpose of school approach to SEND

Aims

To raise the aspirations and expectations of all children with SEND. To focus on outcomes for children and provide the provision that they need in order to achieve and make progress.

Objectives

1. To provide a Special Educational Needs Co-ordinator who will promote policy and practice specified in the SEND Inclusion policy.
2. To identify and provide for pupils who have special educational needs and additional needs through early identification.
3. To work within the guidance provided in the SEND Code of Practice 2014.
4. To operate a 'Whole pupil, whole school' approach to the management and provision of support for special educational needs, ensuring a caring and inclusive environment.
5. To use the 'Assess, Plan, Do, Review' approach (in line with the SEND Code of Practice 2014) in order to reach a high level of achievement for all.
6. To provide support and advice for all staff working with SEND pupils.
7. To work in close partnership with class teachers, support staff, outside agencies, parents/carers and the pupils themselves, sharing support and advice (co-production).
8. To ensure that SEND and inclusive provision is positively valued and accessed by staff parent/carers and pupils.

Role of the SENCo

The SENCo at Banks Lane Infant and Nursery School is Lisa Wilkinson. She is responsible for:

- liaising with and advising staff, coordinating provision for pupils with special educational needs.
- overseeing the records of all pupils with special educational needs.
- liaising with parents and external agencies.
- the day-to-day operation of the school's Special Educational Needs policy.
- updating and reviewing the Special Educational Needs policy.
- accurate completion and upkeep of the SEND Register.
- organising and contributing to the in-service training of staff.
- liaising and communicating with Learning Support Assistants.

- attending training courses and coordinators networks/meetings and organising feedback and dissemination of relevant information to staff.
- working in partnership with the Senior Leadership Team.
- organising and attending the SEND parental support group.
- reporting SEN issues to Governors.

Governors Objectives

The governors' duties for special educational needs are:-

- to do their best to secure that the necessary provision is made for any pupil with special educational needs.
- to assign a governor to oversee the provision of SEN in school.
- to ensure that teachers are aware of the importance of identifying and providing for pupils with special educational needs.
- to consult the Local Authority when necessary.
- to ensure that special educational needs pupils join in the activities of the school as fully possible.
- to ensure that children identified by the LA and school as having special educational needs, have their needs known by all who are likely to teach the child.

Section 3

Identifying SEN – Early Identification

Within the SEN 2015 Code of Practice there are 4 main categories of need which are considered as SEND needs. These are:

Communication and interaction

Cognition and learning

Social emotional and mental health needs

Sensory and/or physical needs

We believe that pupil's needs should be identified and met as early as possible. We identify the needs of the pupils by considering the needs of the whole child, not just the SEND needs.

Early identification and intervention with the support and involvement of parents are a vital part of our assessment procedures.

The procedures follow the SEND Code of Practice as explained below in Section 4:

Section 4

A Graduated Approach to Interventions

SEND Register and Monitoring Pupil Progress

We employ a graduated response through interventions at a range of levels. Every child is discussed during our Pupil Progress Reviews. If our discussion and assessments show that a child may have a specific learning need, we use a range of strategies that make full use of all available classroom and school resources, beginning with Quality First Teaching. The child's class teacher will provide day to day strategies that will address the need e.g. consideration to seating arrangements, focus objects etc. These are set out in our Universal Offer as identified on the lower tier of our Whole School Provision Maps.

If at any point the class teacher feels that a child may need more targeted provision, they may use interventions alongside QFT. If the concern is ongoing and a more individualised approach is necessary that is 'different from and additional to' the universal offer, the teacher will consult with the SENCo and a SEN Support Plan (including a provision map) will be co-produced with parents. *(Pupils are identified as having SEND needs if they do not make adequate progress once they have had all the interventions/adjustments and good quality personalised teaching. p.88 Section 6.37 Code of practice 2015)*

The SENCo takes responsibility for any agency involvement at this stage. It is at this point that the child is placed on the SEND register. This is the targeted middle/upper tier of our Whole School Provision Maps.

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

The Pastoral Manager may already be involved but, if not, she will now support to the family appropriately to the need e.g. completing an EHA, regular telephone check-ins.

If a child's needs are particularly complex, advice is sought from the Educational Psychologist and Inclusion Team and evidence gathering will begin to form the basis of an Education Health Care Plan referral to the Local Authority. This is the upper tier of our Whole School Provision Maps.

Throughout the whole process school uses the Stockport Entitlement Framework and I-Outcomes. This provides clear information about identification of need and provides direction of how to best support children.

All children with a SEN Support Plan or EHCP have a One Page Profile for use by the whole school community, including supply teachers.

Communication and interaction

Possible indicators

Struggle with change to routine.
 Reacts to loud/sudden noise.
 Lack of social skills/ eye contact.
 Struggle to follow instructions.
 Doesn't pick up on non-verbal cues.
 Heightened emotions.
 Sensory issues.



The following are considered not to be SEND but may impact on progress and attainment:

Attendance + punctuality

Health & Welfare

English as an Additional Language

Being in receipt of Pupil Premium grant

Looked After Children

Child of Service parent/carer

Identifying behaviour as a need is no longer an acceptable way of describing SEND in the Code of Practice 2014. Any concerns relating to behaviour will be described as a response to one of the main 4 categories of need described above.

SECTION 5:

Removal from the SEND Register

Once a child is making satisfactory progress and/or they no longer require support from an outside agency, they can be removed from the SEND register.

They continue to be monitored by the class teacher and SENCo at Pupil Progress Reviews until it is felt that they are no longer at risk of becoming a concern.

SECTION 6:

Supporting Families

Parents can access the 'Local Offer' via the school or LA websites, for information about what the Local Authority offers.

They can also access the **School's SEND Information Report** on the school website and find links to other support agencies.

Parents are supported through termly SEND review meetings, parents' evenings, and regular contact with the Class Teacher, SENCo and Pastoral Manager.

Section 7

Training and Resources

Currently, school receives the delegated notional SEN funding and High Needs top up funding of various levels for children with an EHCP.

EYFS funding can be applied for, for our Nursery children if needed.

Resource needs and the training needs of staff are identified and planned during our regular discussions and meetings with teachers, LSAs and TAs. Resources needed for specific individuals or groups is also discussed and the SENCo is responsible for ordering and auditing resources.

All staff are encouraged to undertake training and development in order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils.

The SENCo ensures staff are up to date with current initiatives through staff meetings.

The SENCo attends the Local Authority's SENCo network meetings, keeps in regular contact with the SENCos at Banks Lane Junior School and plays an active part in the LA SEND working parties in order to keep up to date with Local and National updates in SEND.