



**THE MINSTER
NURSERY AND INFANT SCHOOL**
SCHOOL OF INSPIRATION
DETERMINATION HONOUR BELIEVE
PREPARING FOR A BRIGHT FUTURE WITH INNOVATIVE AND EXCITING LEARNING

The Minster Nursery and Infant School

Policy for Special Educational Needs and Disability

Agreed: 03.09.2021

Signed Chair

**To be reviewed on or before:
03.09.2022**

Policy for Special Educational Needs and Disability

SCHOOL ARRANGEMENTS

Inclusion Statement

Inclusion at The Minster Nursery and Infant School ensures the entitlement of all children to a broad and balanced, relevant and stimulating curriculum, which is delivered in an environment that will have the greatest impact on their learning. The school reflects a culture that adapts to meet the needs of its pupils and provides the resources to enable this to happen.

Role, responsibilities and managing provision

The Governing Body play a major part in school self-review and are fully involved in the developing and monitoring of the school SEND policy. The governor responsible for SEND, is knowledgeable about the school's SEND provision and regularly monitors and reports to the Governing Body on issues arising. As part of its statutory duties, the Governing Body reviews the school's policy on special educational needs and any changes are approved.

SEND provision is an integral part of the whole school development plan and is embedded in everyday life. In addition to the governing body, the Head teacher, Mrs Stephanie Edmonds, the Assistant Head teacher with responsibility for Inclusion and SENDCO , Mrs Sharon Morgan and all members of staff have specific responsibilities regarding the school SEND provision. The task of identifying and providing for particular needs is a matter for the whole school. This responsibility falls mainly to the class teacher and is co-ordinated by the SENDCO, with advice from subject coordinators, educational psychologists, support services and other agencies. At The Minster Nursery and Infant School 'all teachers are teachers of pupils with special educational needs'.

The Head teacher is responsible for the day-to-day management of all aspects of the work of the school, including provision for children with special educational needs. At The Minster Nursery and Infant School we follow the SEND Code of Practice: 0-25 years (2015) which aims to provide support for children with special educational needs so that they have every opportunity to reach their full potential.

It is the responsibility of the SENDCo to co-ordinate the SEND provision within the school.

SENDCo responsibilities include:

- The day to day operation of the policy
- Termly reviews in consultation with class teachers
- Overseeing the records for pupils with SEND
- Ensuring that all previous records are received and such information is passed on to the relevant staff in school
- Transition of records of children on the register, when leaving the school or moving to KS2

- Ensuring appropriate SEND Support Plans for children, who have outside agencies involved, and are placed on the SEND Register and Individual Provision Maps for children who receive school interventions.
- Referral to outside agencies
- Supporting and co-coordinating the work of the educational psychologist in school
- Monitoring the progress of SEND children through the key stages.
- Helping teachers to resource and plan for differentiation
- Advising teachers on strategies for accessing the curriculum

Liaison with:

- The designated governor with a responsibility for SEND and the designated governor with a responsibility for Inclusion
- Colleagues
- Pupils
- Parents/Carers
- Outside agencies
- The school nurse
- SENDCo of The Minster Junior School
- Inclusion Manager of The Minster Nursery and Infant School

Admission arrangements

The Minster Nursery and Infant School is Church of England voluntary aided school. The admissions policy is outlined fully on the school's website or a paper copy can be obtained from the school office.

All children with SEND have the right to be educated in a mainstream school. Priority admission is given to children who have an EHC Plan and names The Minster Nursery and Infant School as their preferred school.

The Minster Nursery and Infant School is fully inclusive school. It is our policy to meet the needs of every child admitted to our school. Children with SEND are admitted to the school using the same admissions criteria as other prospective pupils.

Special facilities

The Minster Nursery and Infant School follows the legal guidelines set out in the Special Educational Needs and Disability Act (SENDA) 2001. It is a double storey building with a lift and disabled toilet.

The Minster Nursery and Infant School does not discriminate against or disadvantage disabled or prospective disabled pupils in the provision of education and admissions, for reasons relating to disability. The Minster Nursery and Infant School considers the broad

range of needs and requirements of pupils, current and future. See also the Accessibility Plan.

IDENTIFICATION, ASSESSMENT AND PROVISION

Allocation of Resources

The Governing Body is committed to inclusion. This is central to the setting of the annual budget, ensuring that the special educational needs of individuals needs are met.

The Governing Body is committed to a high ratio of staff to pupils, with 1:4 for two year olds and 1: 13 for three year olds in the Nursery, 1:15 in Reception, Year One and Year Two.

Staff provision also ensures daily support for children with more complex special educational needs (outside agencies may be involved with such cases) Teachers plan for all abilities and use resources appropriately to meet all children's needs.

Identification, Assessment and Review

Children who need special provision in our school include those children who have:

- A significantly greater difficulty in learning than the majority of their peers.
- A health difficulty, which either prevents or hinders them from accessing the curriculum which is provided for children of the same age in schools within the same area of the Local Authority.
- A behaviour, social, emotional or mental health need, which inhibit their ability to concentrate or learn at a level appropriate to their age.

The importance of early identification, assessment and provision for children with special educational needs is crucial. All children at The Minster Nursery and Infant School are assessed by the class teacher in all areas of learning, in line with the National Curriculum and **Early Learning Goals**. Full use is made of the records and information received on transfer from class to class or from other schools.

Careful consideration is given to the identification of special educational needs of children who may have English as an additional language. Care is taken to look at the child in the context of his or her own home language and not to make assumptions that lack of competence in the English language is equated with learning difficulties.

Class teachers are responsible for SEND children in their class and for keeping paperwork up to date and in a SEND file that should be passed on to the next class teacher . The Head teacher, Inclusion Manager and SENDCo are also informed through regular half-termly Inclusion meetings. In addition, termly reviews take place with parents and carers.

All children identified as having special educational needs are recorded on the special needs register which is maintained by the SENDCo.

All children on the special needs register are reviewed at least once termly. All reviews, SEND Support Plans and Individual Provision Maps are copied for the parents, the class teacher, the one-to-one learning support assistants and SENDCo.

If a child enters the school and their needs are such to warrant omission of the early stages of SEND support (a school intervention programme and an individual provision map), then appropriate action will be taken: such as seeking the advice of the educational psychologist or SALT. Therefore, children will receive the support that meets their needs at a particular time and equally can be removed from the SEND register at any time.

The Minster Nursery and Infant School follows the graduated response to special educational needs as set out in the SEND Code of Practice: 0-25 years (2015).

Once identified as requiring additional SEND support, pupils will receive an enhanced package of support to remove barriers to learning and put in effective special educational provision. This will be managed through a four part cycle of assessment, planning, intervention and review. This cycle is known as the **Graduated Response** and follows the model described in the SEND Code of Practice. It will enable a growing understanding of the pupils' needs and the nature of support the pupil will need to make good progress and secure positive outcomes. Depending on the need of each pupil, successive cycles will draw on more detailed approaches, more frequent review and more specialist expertise.

The Graduated Response:

ASSESS:

Once identified as requiring additional SEND support a more detailed assessment of the pupil's needs will be carried out. This will include discussions with parents and, when appropriate, the pupil. It may draw on assessments and reports from external agencies involved with the pupil such as the speech and language therapist.

Each pupil's difficulties will be considered against the four broad areas of needs:

- 1.** Communication and interaction
- 2.** Cognition and learning
- 3.** Behaviour, social, emotional or mental health needs
- 4.** Sensory and/or physical needs

The school recognises that it is highly likely that the needs of individual pupils will overlap across one or more of these areas of need or that needs may change overtime.

This comprehensive assessment will give a detailed picture of each child's strengths and their primary and secondary special needs.

PLAN:

The school will use the information from the assessment to draw up a plan to show the support that will be offered. The plan will:

- Be outcome focused with the desired benefit or difference from any intervention clearly identified to support the evaluation of any impact of the provision.
- Highlight the ways parents can be involved to reinforce and contribute to progress outside of school.
- Give details of the role and input of external agencies when they are involved with a pupil.
- Be recorded on individual support plans or on class/school provision maps
- Be shared with all key teachers and support staff so that they are fully aware of the outcomes sought, the support on offer and any particular teaching strategies and approaches that have been agreed.

Parents will receive a copy of this plan each time it is reviewed.

DO:

Class/subject teachers, with the support of the SENDCo will take the responsibility for overseeing the implementation of the plan. This will ensure that the additional support offered is linked closely to the general curriculum offer and maximise the opportunities to reinforce and consolidate key skills within the context of the class.

This will be particularly important when the intervention takes place outside of the classroom. There will be regularly liaison and feedback with staff delivering interventions so that any required refinement of the support can be managed promptly.

REVIEW:

The impact of any additional support offered will be reviewed at least termly. Parents will be invited to attend along with pupils when this is appropriate.

Depending on the level and complexity of need this review may be included in the general school cycle of parental consultation meetings.

Where the pupils' needs are more complex and they receive support from a range of specialist agencies a separate review meeting will be arranged so that all key parties can contribute.

At the review the following will be considered:

- Impact of each element of the intervention towards the identified outcomes.
- Pupils' response to the support and view of their progress where this is applicable.
- Views of parents and specialist agencies.
- Next steps with refinement and adjustments to the support offered as required.

Where progress has been limited, further analysis and assessments will be made to ensure the provision offered matches the nature and level of need. If not already involved and with the agreement of parents, the SENDCo will make a referral to specialist agencies where appropriate.

The school follows the following stages:

The Teacher's Response – Awareness

When the class teacher is sufficiently concerned about any aspect of a child's education, health, learning or behaviour, they discuss the child's progress and needs with the SENDCO, parents/carers and the child. It is not to be assumed at this stage that the child has special educational needs. Such children will need differentiated learning opportunities to help them progress. The class teacher carefully monitors their progress.

All children are assessed through analysing termly 'tracking' data. The Head teacher, Assistant Head teachers, Year Group Leaders and SENDCo monitor these half-termly through pupil-progress meetings.

If it is considered that a child needs support that is over and above what is normally available in the class setting, the child will be supported by initially providing intervention programmes which target a specific need.

The School Response - School Intervention Programmes and Outside Agency Intervention

Intervention strategies that are additional to or different from the differentiated curriculum that is in place as normal entitlement are recorded on an Individual Provision Map (IPM)

Individual Provision Maps are discussed with parents and the child. Individual Provision Maps will be kept continually under review and reviewed at least termly. Parents are consulted as part of the review process. Reviews coincide with routine parent evenings; parents are asked to sign subsequent IPMs and are given a copy. Review notes, comments from parents and pupils will be filed as part of the child's SEND record.

If despite receiving an intervention programme the child:

- Continues to make little or no progress in specific areas over a long period of time.
- Continues working at curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulties developing literacy and mathematics skills (KS1).
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede development of social relationship and cause barriers to learning.

Then a referral form is completed for the relevant agency i.e. Educational Psychologist, Occupational Therapy, CAMHS or SALT. All children at this stage have targets recorded on a SEND Support Form. Advice is sought from outside agencies to inform new appropriate targets and strategies for the child.

Children who receive significant school based intervention programmes or have involvement from outside agencies will be placed on the school's SEND Register.

Removal from the SEND Register

If a pupil makes good progress and achieves the outcomes set they will no longer require additional SEND support and his/her name will be removed from the register. Parents will be formally notified of this decision. Progress will continue to be monitored regularly as part of the termly tracking for all pupils.

School requests the local authority to consider an application for an 'Education, Health and Care Plan' - (EHCP).

The EHCP request provides the local authority with the records of all provisions that have been made for the child, the involvement of parents/carers and the child during the previous stages. These records, along with other evidence from professionals and parents/carers, will support the decision making process.

The application may or may not lead to an EHCP. The child should continue to be supported through the SEND register. Having gathered the evidence and measured it against the criteria for statutory assessment, the LEA must decide within a specific time frame whether to issue an EHCP.

The 'Education, Health and Care Plan'

If an EHCP is finalised and agreed, then specific provisions are made available to the pupil. Most children's needs are met within the school and from outside agencies. Targets will be reviewed termly and a formal review will take place annually. Parents are fully involved throughout the process.

The SEND Register

Children who have an 'Education, Health and Care Plan' or are identified as needing the support and advice of outside agencies will feature on the SEND register. Children receiving school based intervention programme will also be recorded on the school's SEND Register.

Curriculum Access and Inclusion

The Minster Nursery and Infant School is an inclusive school. Children are educated in mixed ability classes of the appropriate chronological age. Children with special needs are not separated from their peers, but encouraged to work together. Class teachers use a variety of teaching methods, differentiated tasks and flexible groupings to meet different needs. Class based teaching assistants provide further support. On occasions children are withdrawn for one to one or small group sessions to meet individual targets.

Intervention Strategies

Speech and Language Therapy (SALT)

Teachers, Keyworkers and teaching assistants work with children, parents and therapists on the individual programmes to ensure progress.

The Nursery has a Keyworker who leads activity based speech and language sessions for those children whose language needs developing.

When appropriate children may receive individual sessions or join a speech and language group overseen by a Speech and Language Therapy Assistant (HLTA) in school to achieve targets set by the therapist. Those children whom the school has identified as having a language difficulty, but who do not meet the NHS speech and language threshold will also receive school based SALT intervention.

Talk Boost Sessions

Children in Year One who need to develop one or more of these areas:

- attention and listening skills,
- widened their vocabulary,
- develop their ability to build sentences,
- be able to tell a narrative, or
- develop their social skills

will join the 'Talk Boost' group. It consists of four children who attend the intervention three sessions a week, for ten weeks. The children are assessed for a baseline at the beginning of the project and reassessed at the end, to see the impact of the programme.

Reading Project

Identified Year Two children who would benefit from developing their comprehension skills attend a weekly group lead by Mrs Elayne Mahone. Those children in Year One who would benefit from one to one daily reading and developing their comprehension skills are identified. Parents are informed and asked to sign an agreement of their commitment to this project. This intervention is additional to classroom practice. Some children are withdrawn from the classroom to work with Mrs Elayne Mahone, Reading Project Coordinator, for a short period daily. A home school record book is kept and parents are invited to comment regularly. Children are assessed termly to ensure that every child is making good progress.

Emotional Needs

Should a child experience emotional difficulties or a parent express concern for their child's emotional well-being, the class teacher will inform the SENDCo, who will organise with the parents' agreement a 'talk time' with the 'Emotional Literacy Support Assistant (ELSA), Mrs Lisa Parker.

Attention Autism Bucket Sessions

Mrs Sandra Priddle, is our main lead in presenting Attention Autism Bucket Sessions. Currently the teaching assistants in Reception are also leading Autism Attention Bucket sessions (Stage1) These sessions are for children throughout the school. It is a programme designed by a speech therapist, Gina Davies, which promotes the development of attention and language skills.

Evaluating Success

In order to evaluate the success of the special needs policy and the intervention strategies, the school considers the effectiveness of these practices in relation to the identification and support of children with needs.

The success of the school's SEND policy and provision is evaluated through:

- Monitoring of classroom practice by SENDCo, subject coordinators and SLT
- Termly review meetings between SENDCo and class teachers
- An annual SEND audit by the SENDCo
- Analysis of SATs results for individuals and cohorts
- Analysis of the Reading progress and assessment for individuals and cohorts
- Analysis of termly and half-termly 'data ' for individuals and cohorts
- Analysis of Special Writing assessment for individuals and cohorts
- Termly monitoring of procedures and practices and practices by the SEND governor
- Evaluation of the school development plan by the Governing Body.

Complaints procedure

Parents /carers are able to approach the school with their concerns in the confidence that they will be dealt with sympathetically and to the satisfaction of all concerned. Parents are encouraged to share any concerns they have at the earliest possible opportunity. In the first instance parents should speak to the class teacher and Year Group Leader with further discussions with the SENDCo and the Assistant Head teacher with responsibility for Inclusion Manager as required.

Where these initial attempts to resolve the issue are unsuccessful parents will be encouraged to seek advice and support from the local parent SEND Information, advice and support service (SENDIAS). This is an independent and impartial service. Parents will also be encouraged to discuss concerns with other key professionals supporting their child. This may include the educational psychologist.

If issues remain unresolved parents can choose to seek the support of the local 'Disagreement Resolution Service'. This service is commissioned by the Croydon Local Authority, but operates independently. They can provide a quick and non-adversarial way of resolving disagreements.

If concerns are still unresolved parents will be asked to make a formal complaint and directed to the School Complaints Procedures.

Where the parental complaint is directly related to decisions around an EHC plan assessment of needs or provision this will be managed directly by the Croydon SEND team. Parents will be contacted directly to receive information about the mediation services available.

Parents are also made aware of the parent partnership service. This service can be accessed at Parents in Partnership, Carers Support Centre, 24 George St. Croydon, CR0 1PB, Telephone: 020 8663 5626

Disability Access Arrangements

In compliance with the duties set out in the Equalities Act 2010 the school has an accessibility plan which outlines the actions we will take overtime to increase the accessibility of pupils.

PARTNERSHIP WITHIN AND BEYOND THE SCHOOL

Staff development and performance management

At The Minster Nursery and Infant School we recognise the importance of training to meet the changing range of needs and practice.

The SENDCo attends the Local Authority's Coordinator meetings and other courses related to SEND. All staff receive notification of and are encouraged to attend any relevant courses.

The SENDCo leads staff meetings for teaching staff to discuss any current special needs issues that arise in school, in the borough or nationally.

Induction is provided for new staff on the 'Special Educational Needs and Disability Policy'. The school values the role that teaching assistants play in the provision for special needs in the school, induction and on-going training is provided. Teaching Assistants are also encouraged to attend any relevant courses that may be of interest to them.

Links with other agencies, organisations and support services

The school seeks advice and support from any agency we think may be of help in meeting the needs of a child with special needs. Full use is made of support services provided by the borough. Class teachers work very closely with adults from any other professional bodies and liaise with them when setting targets. Anybody who provides support to an individual child is invited to annual reviews. Parental permission is always gained prior to intervention from any outside agency.

Support services regularly used by The Minster Nursery and Infant School include:

- The Educational Psychology services
- Speech and language therapist
- Health services

The school will contact social services or education welfare if we feel our concerns merit their involvement.

Partnership with parents

The school places great value on the contribution that parents/carers make in the education of their children and in particular, the support they can provide for children with special needs. The school recognises that successful intervention can be enhanced and in some cases, dependent, on the support and co-operation of parents/carers. Class teachers are available each morning and at the end of the day for quick updates. In this way any concerns are dealt with and successes are celebrated immediately. If a more lengthy conversation is needed an appointment can be made. Arrangements can also be made by parents/carers at the school office to meet with the SENDCo, the Assistant Head teacher with responsibility for Inclusion or the Head teacher.

There are three parents' evenings each year to which all parents/carers are invited, SEND Support Plans and Individual Provision Maps are shared and future provision discussed. It is important that parents feel that their input is valued and that teachers utilise the parents/carers unique knowledge of their child to inform planning. Class teachers write a written report, for each child, in the summer term. Next steps and provision for the next year is discussed.

If the school is sufficiently concerned about a child they will be assigned to the Special Educational Needs and Disability register, the class teacher will always discuss this with the parent/carer. Parent/carers are kept informed as to the progress of their child and invited to add their comments to the SEND Support Plan or IPM.

If the school needs to communicate their concerns about a child to parents/carers who may have English as an additional language, the support of an interpreter or translator may be requested.

All new parents are invited to visit the school prior to their child starting school and they are given copies of the school handbook. Nursery or Reception staff visit each new child in their home to discuss issues about starting school. Any relevant SEND information gathered is recorded on the Reception Preliminary Stage Form.

All special educational needs information is confidential and class teachers are sensitive when discussing special needs information. Parents/carers have access to the Special

Educational Needs and Disability policy and the School's SEND Information Report which is found on the school's web site.

'The Voice of the Pupil'

All children should be involved in making decisions where possible right from the start of their education. At The Minster Nursery and Infant School we are committed to independent learning. The ways in which children are encouraged to participate reflects the child's evolving maturity. Children are given the opportunity to make choices and know and understand that their views matter.

At The Minster Nursery and Infant School, we encourage children to participate in their learning by regularly talking to each child about their learning and the next step of development. Where appropriate, children participate in setting their own targets and are encouraged to say when a target has been achieved. Children are asked what they are good at and what they need to improve. Where appropriate, pupil view/comment is sought and recorded on SPs/IPMs. All children are praised for their efforts.

Links with other schools and transfer arrangements

The school undertakes a comprehensive programme of activities to ensure that children transfer smoothly from Year 2 to Year 3. Year 2 teachers have the opportunity to meet the new Y3 teacher to discuss the class and the needs of individual children. All records, including the records of the children on the SEND register, are passed to the Junior School. A handover meeting is held between the SENDCos of both schools.

The parents of Year 2 children with significant SEND needs are invited to meet with the Infant SENDCo and Junior School SENDCo to discuss their child's difficulties and needs during the summer term. This meeting also includes their child having a personal tour of the Junior school accompanied by their parents. Health agencies are also invited to this meeting if their input is essential to the well-being of the child in school.

If a child moves to another school, for whatever reason, all records are sent to the new school within 15 days. If the school, in conjunction with the Educational Psychologist, is considering that a special school placement may be the most appropriate way to cater for the needs of a particular child, this will be discussed with the parent/carer. A visit to the school and/ or introductory visits may be arranged along with liaison between the class teachers.

Appendix 1: Compliance with Statutory Duties

This policy meets requirements set out in the Children and families Act 2014. It is written with reference to the following legislation and documents:

- Special educational needs and disability code of practice 0-25 (2015)
- Equalities Act 2010
- School Admissions Code of practice
- Supporting pupils at school with medical conditions (June 2014)
- Schools Complaint Toolkit 2014
- The National Curriculum
- Teachers Standards 2012
- Working together to safeguard Children (2013)

Croydon's local offer for SEN:

<http://www.croydon.gov.uk/education/special-educational-needs/sen-education/>

Appendix 2: Definition of Special Educational Needs

SEND Code of Practice: 0 – 25 years (2015)

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 him or her.

A child of compulsory school age has a learning difficulty or disability if he or she has:

- A significantly greater difficulty in learning than the majority of other pupils of the same age
- or
- Have 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 of post 16 institutions

Equality Act 2010

A disability is a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities.

This definition includes:

- Sensory impairments such as those affecting sight and hearing
- Long term health issues such as asthma, epilepsy and cancer

Appendix 3: Links with Local and National services and organisations to support implementation of the SEND policy.:

Croydon Educational Psychology Service	Tel: 020 8604 7300
Croydon CAMHS www.slam.nhs.uk	Tel: 0203 228 000
Occupational Therapy	020 8274 6854/50
Children's Physiotherapy	020 8274 6853
SALT http://www.croydonhealthservices.nhs.uk	020 8714 2594
Community Paediatricians	020 8274 6300
Peripatetic Visual Impairment Service linda.james@croydon.gov.uk	020 8760 5784
Peripatetic hearing impairment service luisa.saddington@croydon.gov.uk	020 8760 5783
Croydon Locality Early Help earlyhelp@croydon.gov.uk	
Primary Fair Access Panel Valerie.Burrell-Walker@croydon.gov.uk	020 8726 6162
Parents in Partnership www.pipcroydon.com/	0208 663 5626
SENDIAS (SEND support for parents and carers) parentssupportherts@familylives.org.uk	020 3131 3150
Contact a Family www.cafamily.org.uk/advice-and-support/	0808 808 3555
Council for Disabled Children www.councilfordisabledchildren.org.uk/	0207 843 1900