



**THE MINSTER
NURSERY AND INFANT SCHOOL**

SCHOOL OF INSPIRATION

DETERMINATION HONOUR BELIEVE

PREPARING FOR A BRIGHT FUTURE WITH INNOVATIVE AND EXCITING LEARNING

SEN policy and information report

The Minster Nursery and Infant School



Approved by:	Diane Edwards	Date: November 2022
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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Here, at The Minster Nursery and Infant School, we want all of our children to have a bright future and experience innovative and exciting learning. We ensure this happens through our Nurture group, Ducklings and more broadly through early identification of needs and targeting resources accordingly.

2. Legislation and guidance

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

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

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Ms S Morgan

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN Governor

The SEN governor will:

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

4.3 The Head Teacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any Learning Support Assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD) or challenging behaviour which could be arising from other complex needs
- Sensory and/or physical needs, for example, physical disability, visual impairments, hearing impairments, processing difficulties

Children who have needs in more than one of these areas is considered to have complex needs.

5.2 Identifying pupils with SEN and assessing their needs

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, Ms 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. Quality first teaching emphasis high quality inclusive teaching for all pupils, this is monitored by senior leadership team and is expected before the SENDCO is informed of a child with possible needs. Once identified as requiring additional SEND support, pupils will receive support to remove barriers to learning and put in effective special educational provision. This responsibility falls with 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 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/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.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and 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 lengthier 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. 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 and sharing special needs information. Parents/carers have access to the Special Educational Needs Policy and Information Report, which can be found on the school's web site.

Parents are invited to regular coffee mornings, organized by Mrs Parker, FLO, and attended by a wellbeing practitioner from the MHST team. Presentations include topics such as parenting and behaviour management.

The Voice of the Pupil

All children should be involved in making decisions, as age appropriate, 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.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are.

We will formally notify parents when it is decided that a pupil will receive SEN support, at this stage parents will be asked to sign in agreement.

5.4 Assessing and reviewing pupils' progress towards outcomes

All children on the special needs register are reviewed at least once termly, review can take place sooner if necessary. All reviews, SEND Support Plans and Individual Provision Maps are shared and copied for the parents, the class teacher, the 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, then appropriate action will be taken such as seeking the advice of the educational psychologist or referral to other agencies e.g., SALT, OT, paediatrician. 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 will follow the graduated approach to special educational needs and the four-part cycle of **assess, plan, do, review** as set out in the SEND Code of Practice: 0-25 years (2015).

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

The Minster Nursery and Infant School works in partnership with other schools to ensure that children transfer smoothly from Year 2 to Year 3. Most pupils transfer to The Minster Junior School. 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.

In addition to the transition arrangements for all pupils, the parents of Year 2 children with significant SEND needs are invited to meet with the 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, this provides further opportunities to meet new staff and familiarize pupils with the new environment. A book of photographs is available if necessary. The SENDCo from The Minster Junior School is invited to the last EHCP review before transfer. If a child moves to another school, for whatever reason, all records are sent to the new school within 15 days.

5.6 Our approach to teaching pupils with SEN

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 Learning Support Assistants provide further support. On occasions children are withdrawn for one to one or small group sessions to meet individual targets.

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

Attention bucket sessions

NELI project for reception pupils

Fine motor/handwriting support groups

Language groups

Targeted support groups e.g. phonics, reading, writing, mathematics

Early morning club targeting phonics, reading and writing for KS 1

5.7 Adaptations to the curriculum and learning environment

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.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as visual timetables, larger font, now and then etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have a total of 14 experienced learning support assistants working across the school, who are trained to deliver interventions such as NELI, Read, Write Inc phonics, fine motor and handwriting, reading, writing and mathematics.

Some teaching assistants work on a one-to-one basis with pupils with SEND. Most children with SEND are taught in the classroom, with support, and in some cases have an individual workstation. Some learning support assistants teach interventions or targeted support groups as directed by the class teacher. Some learning support assistants work in our nurture provision, which provides a safe place for children to learn and work towards their targets in a smaller group environment. Ducklings is a nurture provision for Reception age children and Cygnets is a nurture provision for Year 1 and 2. It is our aim to make children as independent as possible to prepare them for their next stage of learning. Therefore, support is flexible and reactive.

We work with the following agencies to provide support for pupils with SEN:

Educational Psychologist, Paediatrics, Occupational Therapy, Physiotherapy, Speech and Language therapy, CAMHS and Locality SEND support

5.9 Expertise and training of staff

Our SENCO has 20 years' experience in this role and has worked as Year group leader, English subject lead and assistant headteacher

The SENCO is non class based, therefore is available to adequately manage SEN provision.

We have a team of 14 Learning Support Assistants, who are experienced and trained to deliver SEN provision.

In the last academic year, staff have been trained in NELI, read, write inc and self-regulation.

All LSAs have performance management meetings, targets are set, and additional training can be requested. LSAs have a buddy system to support their CPD.

5.10 Securing equipment and 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 story building with a lift and disabled toilets. 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. See also the Accessibility Plan

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 pupils 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. Teachers plan for all abilities and use resources appropriately to meet all children's needs.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks; each half term
- Using pupil and parent/carer questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs, appropriate adaptations are made for individuals as necessary.

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

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 and are not treated less favourably.

The Minster Nursery and Infant school is fully accessible to all. There are ramps, a lift and disabled toilets.

The school's accessibility plan is available on the web site.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school's Minster Lights.
- Pupils with SEN are also encouraged to be part of our playground buddy scheme and use the friendship bench to promote teamwork/building friendships
- Mrs Parker, our FLO, runs ELSA sessions
- Pupil voice is gathered at review.
- PHE curriculum covers emotions, friendships and bullying for all children
- Croydon MHST work in the school providing emotional wellbeing support for families in need.

We have a zero-tolerance approach to bullying. From the nursery children are encouraged to say, 'Stop I don't like it' and to talk to an about anything that makes them feel unhappy or uncomfortable.

5.14 Working with other agencies

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, we work closely with LSS, EPS, school nurse and the SENCO attends termly briefing meetings. We 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.

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

5.15 Complaints about SEN provision

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/Assistant Head teacher with responsibility for Inclusion Manager, *Ms S Morgan*.

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.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

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

5.17 Contact details for raising concerns

All can be contacted via the school office

SENDCo – Ms S Morgan

Headteacher – Mrs S Edmonds

Governor with the responsibility for SEND – Mrs J Manson

Chair of Governors – Mrs D Edwards

6. Monitoring arrangements

This policy and information report will be reviewed by SENDCo every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour Policy
- School admissions policy

Other supporting documents

- SEND code of practice 0-25 (2015)
- Equalities Act 2010
- Keeping children safe in education 2022
- Supporting pupils with medical conditions