Wellfield Infant and Nursery School

We Inspire and Nurture Success

Special Educational Needs and Disability (SEND)Policy-

June 2024-2025

`We inspire and nurture success`

At Wellfield Infant and Nursery we are proud to provide a safe, inclusive and stimulating learning environment, where every member of our community is valued and respected regardless of their need. We believe that all pupils are entitled to an education that enables them to achieve their full potential, become confident individuals and live fulfilling lives. Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed. We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences. Together we take pride in making a positive contribution to our school and the wider community.

Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- Schools SEND Information Report Regulations (2014)
- DfE (2015) 'Supporting pupils at school with medical conditions'
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996
- The Human Rights 1998
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR)
- Health and Care Act 2022
- DfE (2018) 'Working Together to Safeguard Children 2018'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2022) 'Keeping children safe in education 2022'
- Equality and Human Rights Commission (EHRC) (2015)

Aims and objectives

Our Aims

At Wellfield Infant & Nursery School, we nurture a lifelong love of learning, preparing our children for a world they know and a world they are yet to discover. We aim to provide every child with a safe and warm learning environment where pupils are happy, inspired and challenged. All pupils have access to a broad and balanced education, regardless of whether a pupil has an identified Special Educational need or not. We believe every child is unique and we are fully committed to enabling all pupils to reach their full potential. Children with SEND must be valued as individuals and should be encouraged to integrate fully with their peers, both socially and academically. They must have access to the whole curriculum and at all times, consideration must be given to enhancing the self-esteem of children with learning needs. In our school, we aim to offer excellence and choice to all of our children, whatever their ability or needs. We have high expectations of all of our children and we aim to achieve excellence through the removal of barriers to learning and participation. We want our children to feel that they are a valued member of our school community.

We endeavour to:

- Help pupils with SEND fulfil their aspirations and achieve their best.
- Help pupils with SEND become confident individuals, living fulfilling lives.
- Work in partnership with Parents/Carers and communicate with pupils with SEND and involve them in discussions and decisions about support and provision for the individual.
- Ensure everybody understands their roles and responsibilities in providing support for pupils with SEND.

Through appropriate curricular provision, we respect the fact that children:

- have different learning and emotional needs and aspirations.
- require different strategies for learning.
- acquire, assimilate and communicate information at different rates.
- need a range of different teaching approaches and experiences.

We aim to inspire all of our children to believe in their dreams and foster a 'Growth Mindset' for all to ensure that our children can reach their full potential in all aspects of their life.

Objectives

- Staff members seek to identify the needs of pupils with SEND as early as possible.
- This is most effectively done by gathering information from Parents/Carers, education, health and care services and early years settings/other settings attended, prior to the child's entry into the school.

- We monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- We make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be coordinated by the SENDCo and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- We work with Parents/Carers to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
- We work with and in support of outside agencie**s** when the pupils' needs cannot be met by the school alone. Some of these services include SENAS (Trafford Special Educational Needs Advisory Service), Educational Psychology Service , Speech and Language Therapy, Children and Adult Mental Health Service(CAMHS.) alongside School Nurses and other medical professionals
- We create a school environment where pupils can contribute to their own learning**.** This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as School Council, `Eco Warriors `, school plays & assemblies and a wide array of sports activities

Definitions.

Special Educational Needs:

A pupil has SEND if they have a learning difficulty or disability that requires 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 most 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 provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Disability

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time. Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREAS OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who have Autism, often have needs that fall in this area.
Cognition & Learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact one or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, Emotional & Mental Health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or

	disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Physical & Sensory	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all of the opportunities available to their peers.

Roles & Responsibility for the coordination of SEND provision

The person responsible for overseeing the provision for children with SEND is Miss Cathy Graham (Headteacher) & the person coordinating the day to day provision of education for pupils with SEND is Mrs Michelle Tucker [Special Educational Needs and Disabilities Coordinator, SENDCo]. The School Governor with a responsibility for SEND is Sharon Alderson.

The SENCo is be responsible for:
• Collaborating with the Governing Body and Headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.
• The day-to-day responsibility for the operation of the SEND policy.
• The coordination of specific provision made to support individual pupils with SEND.
• Liaising with the relevant designated teacher for Looked-After Children (LAC) with SEND.
• Advising on a graduated approach to providing SEND support.
• Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
• Liaising with the Parents/Carers of pupils with SEND.
• Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
• Being a key point of contact for external agencies, especially the Local Authority (LA) and LA support services.
• Liaising with the potential future providers of education to ensure that pupils and their Parents/Carers are informed about the options, and a smooth transition is planned.
• Working with the relevant governors and the Headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
• Ensuring that the school keeps the records of all pupils with SEND up-to-date, in line with the school's Data Protection Policy.

Providing professional guidance to colleagues, and working closely with staff, Parents/Carers and other agencies.

• Advising on a graduated approach to providing SEND support.

• Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.

This information is available for professionals, Parents/Carers and carers through Trafford's SEND Local Offer website (www.trafforddirectory.co.uk/localoffer).

Safeguarding

The school recognises that evidence shows pupils with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that pupils with SEND:

• Have the potential to be disproportionately impacted by behaviours such as bullying.

• May face additional risks online, e.g. from online bullying, grooming and radicalisation.

• Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment. The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils.

These barriers include, but are not limited to:

• Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.

• SEND pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.

• The potential for pupils with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs.

• Communication barriers and difficulties in managing or reporting these challenges.

The Headteacher and Governing Body will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using physical intervention and reasonable force in response to risks presented by incidents involving pupils with SEND, staff will have due regard for the procedures outlined in the school's Positive Handling Policy. Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL, in collaboration with the SENDCo.

SEND Support

Early Identification of Needs:

- Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- Once a pupil has been identified as possibly having SEND needs, they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- The child's class teacher will take steps to provide adaptive learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- Parents/Carers will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- Through working closely together with staff, it can be determined which level of provision the child will need going forward.
- The child is recorded by the school as 'monitoring needs' if there is any concern by Parents/Carers or teacher. However, this does not automatically place the child on the school's SEND register.
- If a pupil has recently been removed from the SEND register, they may also fall into this category as continued monitoring will be necessary.

A graduated approach to SEND Support:

Inclusive Quality First Teaching

The Teachers' Standards (2012) clearly state that teachers should:
-Adopt teaching to respond to the strengths and needs of all pupils
-Have a clear understanding of the needs of all pupils, including those with SEN
- Make accurate and productive use of assessment.

Teachers have a responsibility to ensure that they deliver Quality First Teaching to all pupils; they will oversee, plan and work with each child with SEND in their class to ensure that progress is made. The school's leadership team regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

Trafford Local Authority devised a Graduated Approach to Learning, to provide guidance for working with children with special educational needs and disability in early years settings and mainstream schools. For children and young people identified as having SEND, settings

will take action to remove barriers to learning and put into place effective special educational provision.

A graduated approach to learning will be undertaken which draws upon the four-part cycle:

- Assess
- Plan
- Do
- Review

During this cycle approaches are revisited, refined and revised building on a growing understanding of the learners needs and the support needed in helping them to make good progress and secure good outcomes.

Each stage of support builds on the good practice of the previous stages. This will lead to an approach in which increasing levels of support are provided where necessary and appropriate: from Universal provision/Inclusive quality first teaching; SEN Support; High level SEN Support; and High Needs provision through an EHC Plan.

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

In identifying a pupil as SEND, the class teacher works closely with the SENDCo to analyse the pupil's needs. This is done using the class teacher's 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 Parents/Carers. The pupil's views and where relevant, advice from external support services will also be considered. Any Parents/Carers concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from Parents/Carers.

Plan

Planning will involve consultation between the teacher, Teaching Assistants, SENDCo and Parents/Carers 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. Parents/Carers involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

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 and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

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 of the views of the pupil and where necessary their Parents/Carers. The class teacher, in conjunction with the SENDCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with Parents/Carers and the pupil.

Where it is determined that a pupil does have SEND, Parents/Carers will be formally advised of this and the decision will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process.

If an assessment or referral indicates that a pupil has any SEND needs, the Parents/Carers and the pupil will always be consulted with regards to future provision. Parents/Carers are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

Funding for SEND support

Where additional pupil needs are identified the school will use its delegated funding allowance to provide early intervention support for the benefit of pupils identified with SEND. Where pupils with SEND have been receiving early intervention support but are still not making sufficient progress, the school will consider accessing high needs top-up funding from the LA to provide additional specialist support.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a Parents/Carers.

This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning 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 school SENDCo can refer a pupil for an EHC assessment once the Graduated Approach has been followed and the setting have gathered evidence to support this. An EHCP will only be issued once the assessment has taken place and it is agreed by the panel that an EHCP will be provided to support the individual child's needs.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:
· Parents/Carers
· Teachers
· SENDCo
· Social Care
· Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan.

Following Statutory Assessment, an EHC Plan will be provided by Trafford Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's Parents/Carers will be involved developing and producing the plan.

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/Carers and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Parents/Carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan. They also have the right to appeal against the content of the EHC Plan and appeal against the school named in the Plan, if it differs from their preferred choice.

Further information about EHC Plans can found via the SEND Local Offer:www.trafforddirectory.co.uk/local offer (EHC assesments & plans)

Or by contacting the Trafford Special Educational Needs and Disability Information and Support Service (SENDIASS) on 0161 912 3150.

Parents/Carers can also seek support from Trafford's Family Information Service https://www.trafforddirectory.co.uk/kb5/trafford/fsd/service.page?id=IF414N9vuKU or 0161 912 1053.

Inclusion of pupils with SEND

The Headteacher and SENDCo oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. The school will seek advice, as appropriate, around individual pupils, from external support agencies to ensure that all of the strategies are in place to support that individual. If it is deemed that we need external support from other outside agencies, Parents/Carers will be informed and the necessary referrals will be made.

Evaluating and monitoring the success of provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, Parents/Carers and pupils throughout the year. This is done in discussions with Parents/Carers and the pupil (where applicable). Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice and school hold regular pupil progress meetings with staff.

SEND provision and interventions are recorded on an individual or a group provision map, which are updated when the intervention is changed. These are updated by the class teacher and are monitored by the SENDCo. These reflect information passed on by the SENDCo at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENDCo and information is fed back to the staff, Parents/Carers and governors. This helps to identify whether provision is effective.

Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their Parents/Carers and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCo will consult with the child's Parents/Carers for other flexible arrangements to be made.

Specialist SEND provision

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We embrace difference of everybody and teach the children through the curriculum about differences and diversity in our world.

Wellfield Infants School has a Small Specialist Class (SSC), which caters for up to 8 children with Autism and/or Social Communication Difficulties. Pupils in this class have regular, ongoing and consistently reviewed access to mainstream classes and learning and are wholly encouraged to integrate and take part in activities across the school. This class is staffed by two experienced SEND teachers and two full time teaching assistants. Regular access to Speech and Language Therapy is part of the service level agreement with the Local Authority and the therapist comes into the SSC, at least once per term.

Working in partnerships with Parents/Carers

Wellfield Infant & Nursery School believes that a close working relationship with Parents/Carers is vital in order to ensure:

- early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- continuing social and academic progress of children with SEN
- personal and academic targets are set and met effectively

In cases where more frequent regular contact with Parents/Carers is necessary, this will be arranged based on the individual pupil's needs. The SENDCo may also signpost Parents/Carers of pupils with SEND to the local authority SENDIASS or Family Information Service, where specific advice, guidance and support may be required.

The school's named governor for SEND is Sharon Alderson and they may be contacted at any time in relation to SEND matters via the school office.

Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.
Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCo, who will then (if the external agency has not done so already) inform the child's Parents/Carers.

Links with other schools

The school works in partnership with the other schools in Trafford. The teacher from the Small Specialist Class and SENDCo has close links with other staff in local schools to share practice and ideas. The SENDCo also attends regular SENDCo forums run by Trafford Council and Trafford's SEN Advisor Sally Smith (sallysmith@trafford.gov.uk). The school also links with Pictor and Delamere Special schools for sharing of practice and staff support from their outreach services.

Links with other agencies and voluntary organisations

Wellfield Infants School, invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENDCo is the designated person responsible for liaising with the following:

- Trafford Education Psychology Service
- Trafford SENAS (Special Educational Needs Advisory Service)
- Behaviour Support Service
- Social Services (CAF leader also liaises)
- Speech and Language Service
- School Nurses
- CAMHS

Continuing Professional Development (CPD)/Staff Training

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and across the local authority. We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. Staff members are kept up to date with teaching methods and practice, which will aid the progress of all pupils including those with SEND. The SENDCo also attends relevant SEND courses and termly SENDCo forums on a regular basis to ensure their knowledge is up to date. This is feedback to staff in staff meetings. The SENDCo, along with the senior leadership team, ensures that training opportunities are matched to school development and vision for pupils with SEND.

Admission arrangements

The admission arrangements for all pupils are in accordance with national legislation. The school ensures it meets its duties set under the DfE's 'School Admissions Code' and those outlined in the Equality Act 2010. This includes children with any level of SEN; those with Statements, Education, Health and Care Plans and also those without.

Admission to the schools Small Specialist Class is managed by the SEN panel at Trafford Council. School can advise those interested in whom to contact but details can be found through the Trafford Service Directory under the Local Offer (Specialist Provision / Small Specialist Classes)

Managing complaints

The school will publish the Complaints Procedure Policy on the school website. Following a parent's serious complaint or disagreement about the SEND provision being made for their child, the school will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHC plan is in place.

The school is aware of the formal and informal arrangements for resolving disagreements at a local level and will work with the LA in responding to requests for information as part of procedures for:

- Disagreement resolution.
- Mediation.
- Appeals to the SEND Tribunal.

The school will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the 'Special educational needs and disability code of practice: 0 to 25 years'.

Monitoring & Review

The policy is reviewed on an annual basis by the Headteacher in conjunction with the Governing Body and the SENDCo; any changes made to this policy will be communicated to all members of staff, parents and relevant stakeholders.

All members of staff are required to familiarise themselves with this policy as part of their induction programme.

Approved by: **Governing Body,** **Headteacher & Staff**	**Date: 13.06.24**
Last reviewed on:	
Next review due by:	September 2025