



The Trent-Rylands Federation

Trent Vale Infant and Nursery School *and* Beeston Rylands Junior School

POLICY for SPECIAL EDUCATIONAL NEEDS at *Trent Vale Infant and Nursery School*

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Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The coalition government is reforming the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March came into force from the 1st September 2014. A new SEN Code of Practice also accompanies this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Nottinghamshire's SEND Local Offer website:

www.nottinghamshire.sendlocaloffer.org.uk

This information is also available by putting the above web address into the browser of a smart phone or tablet.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors

MISSION STATEMENT

Trent Vale is proud of its tradition of inclusive education. We believe that all children are of equal value and that we have the responsibility to make high quality, balanced provision for all pupils to help them reach their full potential as learners. We recognise that children with additional learning needs have the right and entitlement to be fully included in all aspects of the life of the school.

This policy states how Trent Vale School fulfils its statutory duties for children with additional learning needs and/or disability. The school adheres to the Special Needs Code of Practice and ensure that procedures are in place so that children with SEN are offered full access to a broad, balanced and relevant education at the school.

1. OUR AIMS FOR SPECIAL EDUCATIONAL NEEDS

- ✓ To meet the needs of all pupils including those with SEN through a broad, balanced and appropriate education (this includes the new National Curriculum).
- ✓ To ensure all staff and governors are aware of and follow the requirements and guidance contained in the SEN Code of Practice.
- ✓ To respond flexibly and creatively in providing for pupils with SEN, taking into account teachers' knowledge of pupils' preferred learning styles, strengths and weaknesses.
- ✓ To identify and make use of relevant sources of training, advice and expertise.
- ✓ To share good practice and support staff in increasing their expertise.
- ✓ To take a lead in the early identification, assessment and intervention strategies for pupils with ALN.
- ✓ To have clear and accountable funding arrangements for pupils with ALN

OBJECTIVES

- Identify the needs of pupils with SEN as early as possible. This is most effectively done by gathering information from parents, education, health and care services and feeding schools or early years settings, where applicable, prior to the child's entry into the school.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential. Children are also monitored through termly, (and half termly where appropriate), progress meetings between the Head Teacher, SENCo and Class Teacher.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the appropriate curriculum, including the National Curriculum in England and the Early Years Foundation Stage Curriculum. This will be co-ordinated by the SENCo 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 through an individualised curriculum as necessary.
- Work with parents 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, providing regular reports on their child's progress, and providing information via the annual Governors Newsletter on the provision for pupils within the school as a whole, and the effectiveness of the SEN policy and the school's SEN work.
- Work with, and in support of, outside agencies when the pupils' needs cannot be met by the school alone.
- Create a school environment where pupils feel safe to voice their opinions of their own needs. Class teachers and TA's will make regular opportunities to discuss need and provision with children to enable a child to have a voice in their progress and learning. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life.

2. RESPONSIBILITY FOR THE COORDINATION OF SEN PROVISION

- The person responsible for overseeing the provision for children with SEN is the Head Teacher Janine barratt
- The person co-ordinating the day to day provision of education for pupils with SEN is the SENCo- Michelle Gough
- There are other professional agencies that visit into school to work with individual children, such as, Speech and Language Therapist, Think Children Councillors, SFSS.
- Teachers are responsible for the progress of children with SEN during the time they are in their class. It is their responsibility to direct support staff to support the needs of these pupils in order that they make at least expected progress.
- Governors are responsible for monitoring the provision and progress for pupils with SEN in the school as a whole, the effectiveness of the SEN policy and the schools SEN work. This will be reported annually to parents.

3. ARRANGEMENTS FOR COORDINATING SEN PROVISION

The Class Teacher will hold details of all SEN Support records such as provision maps, child profiles, structured conversations, parental discussions, referral forms and communications from other professionals working with the individual children in their classroom. They will be kept in their classroom and located by the classroom laptop.

All staff can access:

- The Trent Vale Infant and Nursery School SEN Policy;
- A copy of the full SEN Register or alternative school document used for tracking this cohort;
- Guidance on identification in the Code of Practice (SEN Support and pupils with Education, Health and Care Plans);
- Information on individual pupils' special educational needs, including pupil profiles, referrals, professional reports and transition action plans, etc.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information on current legislation and SEN provision in the SEN handbook
- Information available through Nottinghamshire's SEND Local Offer

This information is made accessible to all staff in order to aid the effective co-ordination of the school's SEN provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils. Parents/ carers can request information about their own child and the school policy and supporting documentation for SEN.

4. ADMISSION ARRANGEMENTS

This is in accordance with Nottinghamshire County Councils Admissions Policy.

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

Across the Chilwell family of schools, SENCo's meet regularly to discuss the needs of pupils within their schools with SEN. This is the start of a detailed transition process that ensures pupils' needs are appropriately met when starting a new setting. Pupils will have a wide range of transition activities including regular visits to their new setting. A transition plan for pupils with SEN will be developed through discussion between the parents, the child if appropriate, outside agencies and the SENCo's from the two schools. If a child with SEN is joining Trent Vale from another setting, the transition process will be the same as outlined above.

5. SPECIALIST SEN PROVISION

Although Trent Vale does not offer any specialist provision for SEN, we actively include all pupils that are allocated a place at our school through the LA admissions procedure. Previously this has included children with ASD, Downs Syndrome, Developmental Delay, Moderate and Specific Learning Difficulties, Visual Impairment and a range of Physical Disabilities.

The number of children that receive support for SEN, depends on the number of children with SEN on roll at any given time.

6. ALLOCATION OF RESOURCES FOR PUPILS WITH SEN

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools). For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

Resources are allocated at least termly, through discussion between the SENCo, the assessment coordinator, the pupil premium coordinator, class teacher, outside agencies and parents, taking in to account the full range of information available about an individual's current progress and barriers to learning. Additional funding is applied for if the child meets the relevant criteria.

7. IDENTIFICATION OF PUPILS NEEDS

Identification

See definition of Special Educational Needs at start of policy

A graduated approach:

Quality First Teaching

- a) 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. Children who fall below the key stage levels they are currently in, will be tracked through the Pre Key Stage Standards Document .
- b) Once a pupil has been identified as *possibly* having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties. Their needs may be assessed using some of the assessment tools held by the family of schools such as B Squared, Benchmark Reading Assessments or the Dyslexia Portfolio, or by completing specific tests within school to assess basic skills in reading writing or maths,.
- c) The child's class teacher will take steps to provide differentiated 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. This will take the form of an assess, plan, do, review cycle.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEN list they may also fall into this category as continued monitoring will be necessary.
- g) Parents 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.
- h) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEN list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the pupil's school record. The aim of formally identifying a pupil with SEN 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:

- Assess
- Plan
- Do
- Review

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

Assess

This involves clearly analysing the pupil's needs 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. The pupil's views and where relevant, advice from external support services will also be considered. Any parental 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 is 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.

Plan

Planning will involve consultation between the teacher, SENCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

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 /or relevant specialist staff 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 SENCo.

Review

Reviews will be undertaken in line with agreed dates but at least termly, usually around the time of parents' evenings and open afternoon. The review process will evaluate the impact and quality of the support and interventions. This will be directly related to targets but may also make use of specific assessment tools such as B Squared, or the AET Autism Progression framework. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

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 parent. 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 a statement will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- 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. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/site.page?id=lwi8flmwoOY>

or by speaking to an Education, Health and Care Plan Co-ordinator on:

0115 9774012 or 0115 9773323

or by contacting the Ask Us (Formerly Parent Partnership Service) on:

0800 121 7772

Education, Health and Care Plans [EHC Plan]

- a. Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County 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 will be involved developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents 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.

8. ACCESS TO THE CURRICULUM, INFORMATION AND ASSOCIATED SERVICES

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary. As far as possible this will be in line with the wishes of their parents and the needs of the individual. The curriculum is personalised for the individual needs of pupils with SEN where necessary.

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

Provision is allocated and reviewed at least termly, through discussion between the SENCo, the assessment coordinator, the pupil premium coordinator, class teacher, outside agencies and parents. It takes in to account the full range of information available about an individual's current progress and their barriers to learning in order to provide the most appropriate provision. Class provision maps will be recorded.

The following are the principles that ensure SEN pupils have access to a relevant curriculum and provision:

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- Providing regular training and learning opportunities for staff in all departments on the subject of SEN and SEN teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEN
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

9. INCLUSION OF PUPILS WITH SEN

The SENCo oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the whole staff together with the SENCo to ensure that it promotes the inclusion of all pupils. All pupils have access to learning outside the classroom and extra-curricular activities. Arrangements to support a child with SEN to access these activities are shared with parents.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub.

10. EVALUATING THE SUCCESS OF PROVISION

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice. In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. The success of provision is evaluated at least termly, through discussion between the SENCo, the assessment coordinator, the pupil premium coordinator, class teacher, outside agencies and parents and pupils, taking in to account the full range of information available about an individual's current progress and barriers to learning. This is in-line with the schools monitoring and evaluation timetable.

There is an annual formal evaluation of the effectiveness of the school SEN provision and policy. The evaluation is carried out by the SENCo and SEN Governor and information is gathered from different sources such as child and parent surveys/teacher and staff surveys/parents evenings/consultation evening/feedback forms/school forums. This will be collated and published by the governing body on an annual basis in accordance with section 69 of the Children and Families Act 2014.

Some of the areas for discussion will include:

- Case studies of individual SEN pupils with different levels of need to look at the provision they have received and the progress they have made.
- Review progress and attainment of SEN pupils in school and how this compares to national data at the end of year 2.
- Does the policy reflect the practice that happens in school and is it meeting statutory requirements?
- What are the next steps to improve SEN practice further?

Evidence collected will help inform school development and improvement planning.

11.COMPLAINTS PROCEDURE

Refer to the general complaints procedure.

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCo, who will be able to advise on formal procedures for complaint.

12. IN SERVICE TRAINING (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

The SENCo attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train all our staff on SEN issues. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

13. LINKS TO SUPPORT SERVICES

The SENCo accesses support from outside agencies through:

- Termly Springboard meeting; this is the route to Schools and Family Support Services and Educational Psychologist
- Referral according to the threshold benchmarks documented in the Pathway to Provision document to support agencies e.g. Early Help Unit for social care involvement
- Referral to health agencies such as SALT, Cmahs

The school continues to build strong working relationships and links with external support services in order to fully support our SEN 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 SENCo who will then inform the child's parents.

14. WORKING IN PARTNERSHIP WITH PARENTS

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents 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. The school's SEN Governor may be contacted at any time in relation to SEN matters.

15. LINKS WITH OTHER SCHOOLS

The school is a member of Chilwell Family of schools; our SENCo works with other SENCo's within this family. There is a Family SENCo that co-ordinates this partnership. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

16. LINKS WITH OTHER AGENCIES AND VOLUNTARY ORGANISATIONS

Trent Vale Infant and Nursery School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENCo is the designated person responsible for liaising with the following:

- Behaviour Support Service
- Educational Psychologist service.
- Social Services
- Speech and Language Service
- Specialist Outreach Services

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEN provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. [Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.]

Signed	_____	<i>Janine Barratt</i>	(Headteacher)
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Date	_____
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Signed	_____	<i>Michelle Gough</i>	(SENCo)
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Date	_____
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Signed	_____	<i>Deidre Bagley</i>	(SEN Governor)
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Date	_____
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This policy will be reviewed annually.