



Farnborough Grange Nursery and Infant School

Special Educational Needs and Disabilities Policy

This policy is prescribed by The Good Shepherd Trust and all reference to ‘the Trust’ includes all Trust schools, the central team and subsidiary organisations.

Date adopted: 01/10/2024	Last reviewed: 07/10/2024
Review cycle: Annually	Is this policy statutory? Yes
Approval: Head teacher	Author: Head teacher
Next Review Date: 10/2025	

Revision record

Minor revisions should be recorded here when the policy is amended in light of changes to legislation or to correct errors. Significant changes or at the point of review should be recorded below and approved at the level indicated above.

This policy will be reviewed every year by the headteacher. At every review, the policy will be shared with the local committee. The review (such as the one available here) will be supported by an annual risk assessment that considers and reflects the risks pupils face online. This is important because technology, and the risks and harms related to it, evolve and change rapidly.

Revision No.	Date	Revised by	Approved date	Comments
1	07.10.24	B. Blamires	7.10.24	
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Purpose

This policy document is a statement of the aims, principles and strategies to ensure effective provision for children with Special Educational Needs (SEND) at Farnborough Grange Nursery/Infant Community School.



Aims

At Farnborough Grange, all children, regardless of their particular needs, are provided with inclusive teaching and provision which will enable them to make the best possible progress in their development, and feel that they are a valued member of the wider community.

- We aim for all pupils with SEND to meet or exceed the high expectations set for them based on their age and individual starting points
- We aim to provide a learning environment that promotes positive attitudes, enabling all children to feel secure, valued and respected regardless of their needs
- We strive for our curriculum to be clearly differentiated to enable all children to experience success and develop their self-esteem
- We aim to include the voice of the child in monitoring and reviewing pupil profiles
- We endeavour to work with parents and other agencies to provide support and opportunities for those children with SEND
- We work to ensure that all children become confident individuals, who will be able to make a successful transition onto the next phase of their educational journey

Objectives

- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provided in the SEND Code of Practice (2015)
- To ensure a clear process for identifying, assessing, planning, providing and reviewing for children who have SEND, alongside both the child and their parent/carer
- To deliver a programme of training and support for all staff working with children with SEND
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs

Definition of Special Educational Needs and Disability:

We use the definition for SEND and for disability from the SEND Code of Practice. These state: SEND: “A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.”



Disability: “Many children and young people who have SEND may have a disability under the Equality Act 2010 – that 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’.”

Areas of Need:

In each of the sections below the broad areas of need are described and these have been summarised clearly in the SEND Code of Practice. In each section we have referenced the paragraphs from the SEND Code of Practice.

Communication and interaction:

6.28 ‘Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASD, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.’ Cognition and learning:

6.30 ‘Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a

physical disability or Sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.’ Social, emotional and mental health:

6.32 ‘Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical:

6.34 ‘Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-Sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the **opportunities** available to their peers.’



Behavioural difficulties do not necessarily mean that a child or young person has a SEN, and should not automatically lead to a pupil being registered as having SEN.

Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEN.

Identification, Assessment and Review

The Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is additional to or different from the provision made as part of the school's usual differentiated curriculum and strategies. The school uses our own proforma to maintain information about the identification, assessment and provision for each pupil – this is called an Assisted Support Action Plan (ASAP). A register is kept of pupils with SEND.

Where concern is expressed that a pupil may have a special educational need, a cause for concern form is completed and shared with the Inclusion Leader. The class teacher takes early action to assess and address the difficulties and key descriptors are used to identify a child or young person's special educational needs, what level of support they are expected to offer and how to arrange and monitor the support given.

Reviews of pupils on the SEND register take place at least three times a year between parents/carers and class teachers where the child's ASAP is reviewed. For pupils with Education, Health & Care plans, an annual review meeting is held in addition to this.

A Graduated Approach to SEND Support

At Farnborough Grange, we adopt a "quality-first teaching" approach. The key characteristics of quality-first teaching are:

- Carefully planned lessons with focused objectives matched to the children's needs and next steps.
- High demands of pupil involvement and engagement with their learning
- High levels of interaction for all pupils
- Appropriate use of teacher questioning, modelling and explaining



- An expectation that pupils will accept responsibility for their own learning and work independently
- Regular use of encouragement and authentic praise to engage and motivate pupils.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from learning support assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for a lack of high-quality teaching.

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations and learning walks, book scrutinies and pupil progress meetings. Continuous professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high-quality teaching.

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings where appropriate. Class teachers, supported by the Senior Leadership Team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- 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

The first response to such progress should be high-quality teaching targeted at their areas of weakness. This can also include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs.

Where a pupil is identified as having SEND, we take action to remove barriers to learning and put effective special educational provision in place. This SEND support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people.

Assess

In identifying a child as needing SEND support, the class teacher, working with the Inclusion Lead, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and



experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how the pupil is developing.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff, the Inclusion Lead should contact them (if the parents agree).

Plan

Where it is decided to provide a pupil with SEN support, the parents must be formally notified. The teacher and the Inclusion Lead should agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge. Where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

Do

The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any learning support assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The Inclusion Lead should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date. The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class teacher, working with the Inclusion Lead, should revise the support in light of



the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Where a pupil has an Education and Health Care plan, the local authority, in cooperation with the school, must review that plan as a minimum every twelve months.

Managing pupils' needs on the register

All children on the SEND Register will have an ASAP, which details important information about the child, including their areas of strengths and weakness, targets, their outcomes and steps taken to allow children to achieve them and any other professionals who have contact with the child. Class teachers, parents, pupils and other professionals will all contribute to the ASAP. It is designed to be a working document which is updated to reflect the current needs of the child. Formal review meetings will take place three times a year, where parents and pupils will be involved in reviewing progress and setting new outcomes. These are then shared with everyone involved with the child. The Inclusion Lead reviews all plans written by class teachers to ensure consistency across the school and appropriateness and quality of outcomes.

Specialist Support

Schools may involve specialists at any point to advise them on early identification of SEND and effective support and interventions. Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies.

The pupil's parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEND support.

Education, Health and Care Needs Assessments

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment.

Criteria for exiting the SEND Register

If it is felt that children are making progress which is sustainable, then they may be taken off of the SEND register. If this is the case, then the views of the teacher, Inclusion Lead, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all



to take the pupil off of the SEND register, then all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will be continued to be monitored through the schools monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance, then the procedures set out in this policy will be followed.

Supporting pupils with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs and may have an EHC plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed. The school has a policy for Medical Needs, which can be found under the “Policies” tab on the school website.

Training and Resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are provided with regular training and development opportunities. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the Inclusion Lead to explain the systems and structures in place around the school’s SEND provision and practice, and to discuss the needs of individual pupils. Staff training needs will be discussed at this stage, and both teaching and support staff will be made aware of training opportunities that relate to working with children with SEND.

Key roles and responsibilities

The Headteacher will:

- Work with the Inclusion Lead and the Inclusion Local Committee member to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND and/or disability.

The Inclusion Lead will:

- Work with the Headteacher and Inclusion Local Committee member to determine the strategic development of the SEND policy and provision within the school
- Promote a culture of inclusion within the school
- Ensure that the school is complying with the SEND Code of Practice
- Co-ordinate the identification and assessment of children’s SEND in accordance with the appropriate stages of the Code of Practice



- Lead, manage, develop and maintain high quality SEND provision which enables quality teaching, excellent learning outcomes and success for all pupils
- Provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils/young people with SEND receive appropriate support and high-quality teaching
- Maintain and review systems for identifying, assessing and reviewing pupils with SEND
- Identify resources to best meet the needs of all pupils
- 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 providers
- Assess the impact of interventions in consultation with class teachers and co-ordinate SEND Support Plans for identified pupils
- Identify realistic and challenging pupil progress targets for pupils with SEND in consultation with class teachers and Phase Leaders
- Maintain the schools register of SEND pupils
- Prepare and co-ordinate all paperwork for EHCP requests
- Write, review, and implement the SEND policy and other SEND reports and plans
- Oversee the SEND provision in the nursery alongside the Resource Provision Lead

The Class Teacher will:

- Provide high-quality teaching for all children
- Assess pupil's needs and plan appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the Inclusion Lead, parents and pupil)
- Regularly review the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated/scaffolded curriculum

The Resource Provision Lead (Nursery) will:

- Determine individual support arrangements for resourced provision pupils, including the extent of inclusion/withdrawal, additional in class support and the Personal Plans, working closely with the class teachers, subject teachers and SENCO etc
- Provide direct support for resourced provision pupils, including in class support and individual or small group teaching as required
- Carry out regular reviews of progress in conjunction with relevant staff and adjust support arrangements accordingly
- Contribute to the organisation, management and recording of Annual Reviews for resourced provision pupils, as agreed with the Head teacher
- Liaise closely with relevant staff in the school, in particular the SENCO
- Liaise with relevant support services, e.g. educational psychology service, speech and language therapy, school health service etc
- Provide advice and support, including in service training, to mainstream class or subject teachers, support assistants and other relevant staff
- Ensure that all staff in the school likely to come into contact with pupils from the resourced provision are aware of their individual needs and strategies to support them
- Manage any other staff attached to the resource and oversee the deployment of resourced provision staff



- Take part, as agreed with the Head teacher, in the recruitment of staff to the resourced provision
- Take a lead on the induction and training of staff appointed to the resourced provision
- Take part in admission and transition procedures, including liaison with feeder schools or receiving schools
- Liaise with parents of resourced provision pupils on a regular basis
- Be responsible for resources and equipment belonging to the resourced provision and be involved in decisions about the deployment of the non staffing budget, as agreed with the Head teacher
- Report, as required by the Head teacher, to the governing body on matters relating to the resourced provision and progress of pupils
- Collect baseline data on pupils entering the resourced provision and monitor progress on a regular basis. Analyse progress for each pupil during the time spent in the resourced provision, and provide an annual report on pupils who have left during or at the end of the previous academic year
- Liaise with other resourced provisions of a similar type in the Authority where applicable
- Show a commitment to ongoing professional development
- Work with the Council on policy development and promotion of good practice. ☐ Arrange transition into and out of the resourced provision

Parent/Carer/Pupil Involvement

The school will actively seek the involvement of parents in the education of their children. We recognise that parents know their children best and are their first educators. It is recognised that it is particularly important with pupils who have SEND where the support and encouragement of parents is often the crucial factor in achieving success. Parents will always be kept informed about the special educational needs experienced by their children in accordance with the recommendations outlined in the Code of Practice.

Communications between the parent and the school will be consistently maintained. We will always discuss with parents before we seek support from an external agency. The school will work to ensure that children are fully aware of their own needs and the targets in their plans.

Evaluation of provision

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

- Monitoring of classroom practice by the Headteacher and Assistant Headteacher/Inclusion Lead
- Analysis of pupil tracking data
- Monitoring of procedures and practice by the Inclusion Local Committee member
- School Self-Evaluation document
- Local Authority moderation process and OFSTED inspection arrangements
- Meetings of parents and staff, both formal and informal

Complaints



The school has a complaints procedure which applies to complaints about SEND provision. This can be found on the school website under the “Policies” tab.

Relationship to other policies

This policy should be read in conjunction with the following:

- Single Equality Policy
- Accessibility Plan
- Curriculum policies ☐ Behaviour Policy
- Anti-Bullying Policy
- Medical Needs Policy