

Brimington Manor Infant and Nursery School

Special Educational Needs and Disabilities (SEND) Policy

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1. Introduction

At Brimington Manor Infant and Nursery School, we are committed to providing an inclusive education that enables all pupils to achieve their full potential. We recognise that every child is unique and may require different levels of support to access learning and participate fully in school life.

This policy complies with:

- Children and Families Act 2014
- Special Educational Needs and Disability (SEND) Code of Practice: 0–25 years (2015)
- Equality Act 2010
- Special Educational Needs and Disability Regulations 2014

The school adopts a whole-school approach to SEND. All teachers are teachers of children with SEND and retain responsibility for the progress and development of pupils in their class, including those receiving additional support.

The school will use its **best endeavours** to secure the special educational provision required by pupils with SEND.

2. Aims

The aims of this policy are:

- To identify and provide for pupils with SEND as early as possible.
 - To ensure every child has access to a broad, balanced and ambitious curriculum.
 - To promote high expectations and positive outcomes for all pupils.
 - To remove barriers to learning and participation.
 - To ensure pupils with SEND are fully included in school life.
 - To involve parents and carers as partners in their child's education.
 - To ensure children are listened to and involved in decisions affecting them.
 - To work collaboratively with external agencies where appropriate.
 - To meet statutory responsibilities under SEND legislation and guidance.
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3. Definition of SEND

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities 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 of the same age.

4. Areas of Need

The SEND Code of Practice identifies four broad areas of need:

Communication and Interaction

Including:

- Speech, Language and Communication Needs (SLCN)
- Autism Spectrum Condition (ASC)

Cognition and Learning

Including:

- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulties (PMLD)
- Specific Learning Difficulties such as dyslexia, dyscalculia and dyspraxia

Social, Emotional and Mental Health (SEMH)

Including difficulties relating to:

- Anxiety
- Emotional regulation
- Attachment
- Attention Deficit Hyperactivity Disorder (ADHD)
- Other social, emotional or mental health needs

Sensory and/or Physical Needs

Including:

- Hearing impairment
- Visual impairment

- Multi-sensory impairment
- Physical disabilities

A pupil may have needs that fall within more than one category.

5. Inclusion and Equality

Brimington Manor Infant and Nursery School is committed to promoting equality of opportunity and eliminating discrimination.

Reasonable adjustments will be made to ensure disabled pupils are not placed at a substantial disadvantage compared with their peers.

The school works in accordance with:

- Equality Act 2010
- Accessibility Plan
- SEND Information Report
- Local Authority Local Offer

We strive to ensure all pupils can participate fully in:

- Learning activities
 - Educational visits
 - Extra-curricular activities
 - School events and celebrations
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6. Early Identification of Need

Early identification is vital in ensuring pupils receive appropriate support.

Concerns may be raised by:

- Parents or carers
- Class teachers
- Teaching assistants
- Health professionals
- External agencies
- The child themselves

Information used to identify potential SEND may include:

- Observations
- Assessment data
- Progress monitoring

- Discussions with parents
- Information from previous settings
- External professional reports

Identification of SEND is not based solely on low attainment. Persistent difficulties despite appropriate teaching and intervention may indicate SEND.

7. Graduated Approach: Assess, Plan, Do, Review

The school follows the graduated approach outlined in the SEND Code of Practice.

Assess

The class teacher and SENDCo gather information regarding:

- Attainment
- Progress
- Behaviour
- Attendance
- Views of parents and pupils
- Advice from external professionals

Plan

Appropriate outcomes, strategies and provision are agreed with parents and, where appropriate, the pupil.

The support to be provided, expected outcomes and review arrangements are clearly identified.

Do

The class teacher remains responsible for the pupil's learning and progress, even where interventions are delivered by support staff.

Provision may include:

- Adapted teaching
- Small-group intervention
- Individual support
- Specialist resources
- Advice from external agencies

Review

Progress is reviewed regularly with parents, staff and the pupil.

Provision is adapted where necessary to ensure continued progress.

8. SEND Support

Where a pupil requires provision that is additional to or different from that normally available through high-quality teaching, they may be placed on the SEND Register at SEND Support.

Parents will be informed and involved throughout the process.

Support may include input from:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists
- School Nursing Service
- CAMHS
- Social Care Services
- Derbyshire Inclusion Support Advisory Service (ISAS)
- Early Years Inclusion Team
- Other relevant specialist services

SEND Support plans and outcomes will be reviewed at least termly.

9. Education, Health and Care Plans (EHCPs)

Where a pupil's needs are significant and long term, the school may request an Education, Health and Care Needs Assessment from the Local Authority.

Where an EHCP is issued:

- The school will implement the provision specified.
- Outcomes will be monitored regularly.
- Progress will be discussed with parents throughout the year.
- A statutory Annual Review will be held at least once every twelve months.

The school will work closely with all professionals involved to ensure provision remains appropriate.

10. Early Years Foundation Stage

The school recognises the importance of early intervention.

Staff in Nursery and Reception:

- Monitor development carefully.
- Work closely with parents.
- Make reasonable adjustments where necessary.

- Liaise with external agencies when required.

Children's progress is monitored against the EYFS Framework and developmental expectations.

Where concerns arise, support will be implemented through the graduated approach.

11. Role of the SENDCo

The SENDCo is responsible for:

- Overseeing the day-to-day operation of the SEND policy.
- Coordinating provision for pupils with SEND.
- Maintaining the SEND Register.
- Advising and supporting staff.
- Liaising with parents and carers.
- Liaising with external agencies.
- Supporting identification and assessment procedures.
- Monitoring the effectiveness of SEND provision.
- Contributing to staff training and professional development.
- Ensuring statutory requirements are met.
- Reporting to school leaders and governors/trust representatives as required.

The SENDCo will undertake the mandatory national SENDCo qualification in accordance with current statutory requirements.

12. Partnership with Parents and Carers

The school values the role of parents and carers as key partners.

We will:

- Listen to parental views.
 - Share information openly and honestly.
 - Involve parents in planning and reviewing support.
 - Provide clear information about provision and progress.
 - Signpost families to relevant services where appropriate.
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13. Pupil Voice

Children are encouraged to participate in decisions affecting their education.

Where appropriate, pupils will:

- Contribute to review meetings.

- Share their views and aspirations.
- Discuss strategies that help them learn.
- Participate in setting and reviewing targets.

Their views will be considered when planning support.

14. Admissions

The school welcomes applications from all children.

Admissions arrangements comply with statutory requirements and do not discriminate against pupils with SEND or disabilities.

Reasonable adjustments will be made wherever possible to ensure access and inclusion.

15. Monitoring and Evaluation

The effectiveness of SEND provision is monitored through:

- Pupil progress data
- SEND reviews
- Learning walks
- Pupil voice
- Parent feedback
- External agency involvement
- Governance oversight

The governing body/trust board receives regular updates regarding SEND provision and outcomes.

16. Complaints

Any concerns regarding SEND provision should initially be discussed with:

1. The Class Teacher
2. The SENDCo
3. The Headteacher

If concerns remain unresolved, parents may follow the school's Complaints Policy.

17. Related Documents

This policy should be read alongside:

- SEND Information Report
- Accessibility Plan

- Equality Information and Objectives
 - Behaviour Policy
 - Safeguarding and Child Protection Policy
 - Complaints Policy
 - Admissions Policy
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Policy Author: Paige Hawley, SENDCo

Approved by: Governing Body / Trust Board

Review Date: September 2027