

Special Educational Needs (SEN) Policy

Suffield Park Infant and Nursery School

October 2022- October 2025



Confident Resilient Ambitious Brilliant

Approved by:	Date:
Last reviewed on:	October 2022
Next review due by:	October 2025

1. Aims

Our SEN policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
- Set out the vision, values and broader aims of Suffield Park Infant and Nursery School. As well as arrangements for pupils with SEN and disabilities. We embrace the ethos that all teachers are teachers of send and have high expectations of all our children to be Confident, Resilient, Ambitious and Brilliant.

2. Legislation and guidance

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

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

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

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools
- Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Sophie Sanders.

They will:

- Work with the head teacher and SEN governor to determine the strategic development of the SEN policy and provision in the school

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

4.2 The SEN governor

The SEN governor will:

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

4.3 The head teacher

The head teacher will:

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

4.4 Class teachers

Each class teacher is responsible for:

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

5. Identifying pupils with SEN and assessing their needs

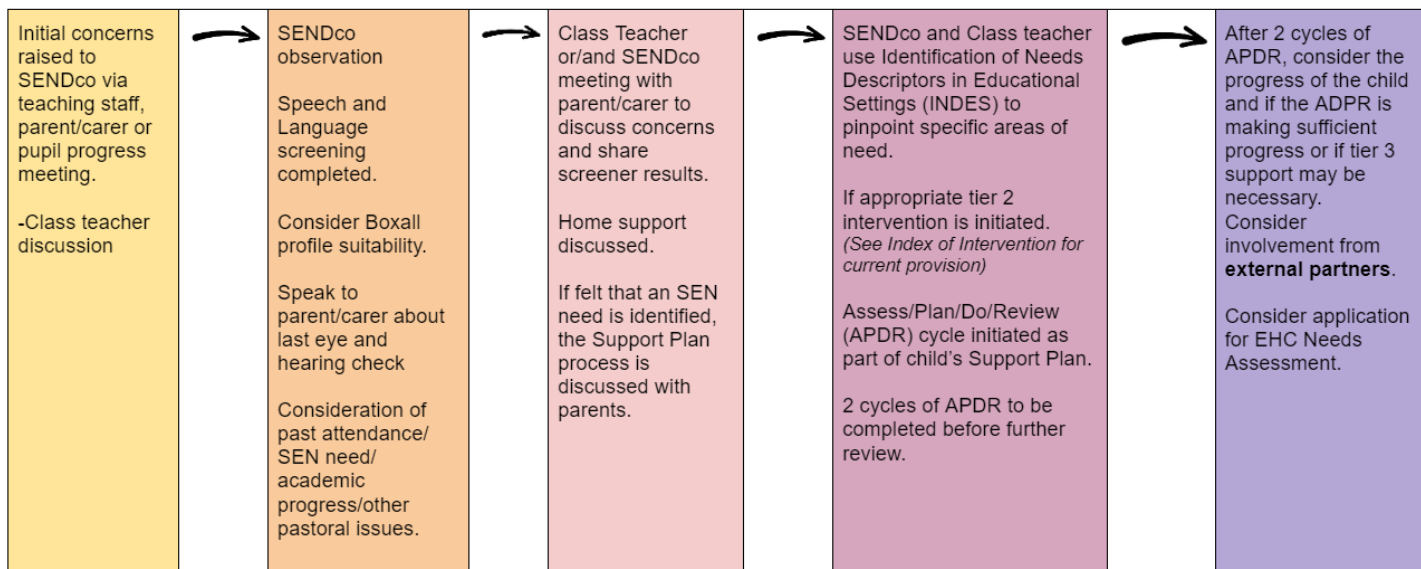
We will assess each pupil’s current skills and levels of attainment on entry, which will build on previous setting. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child’s previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap
- This may include progress in areas other than attainment, for example, social needs.

Learners can fall behind in school for lots of reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, they may be worried about different things that distract them from learning. At Suffield Park Infant and Nursery School we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene.

This does not mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

We use the Norfolk ‘INDES’ (Identification of Needs Descriptors in Educational Settings) from Norfolk ‘Inclusion and SEND’ team which supports accurate identification of needs and allows us to effectively work with external colleagues.

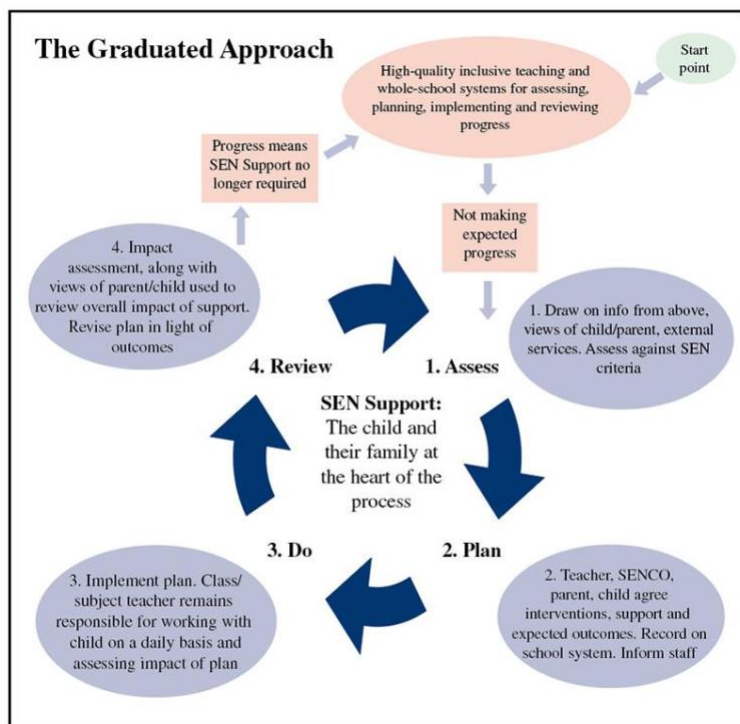


Suffield Park Infant and Nursery School recognise that all children are individual and their needs fluctuate. As such a regular review and auditing process ensures accurate and up to date identification and support of children’s needs.

One Page Profiles and Support plans are used as part of the graduated approach to support used. One page profiles are written annually to outline support strategies, strengths, concerns and any diagnosis relating to the child that would be relevant for all staff working with them to know. (Appendix 1)

Support plans are a record of the graduated approach cycle of Assess, Plan, Do and Review. As a school we use the following screening and assessment tools as well as external professional reports:

6. Ensuring effective provision



The Graduated approach is followed through using the One Page Profile and Support plan. (See appendix 1 and 2)

We meet/discuss this with pupils and parents 3 times per year to gain their input into each pupil's plan.

Our SENDCO continuously monitors and reviews the provision that we undertake at Suffield Park Infant and Nursery School to support learners with SEND across the year groups. Modification and further support is caught in conjunction with the process outlined above.

<https://www.sec-ed.co.uk/best-practice/assess-plan-do-review-the-graduated-approach-to-sen/>

If specialist support is needed we access

external services such as:

Louise Cross- Seahorse Support

Early Childhood and Family Services

Mental Health Support Team in Schools (MHSTS)

Children and Adolescent Mental Health team - CAMHS- Point 1

EPSS: Ed Psychologist or Specialist Support Teacher/ Core consultation

EPSS ASD or SEMH team

Norfolk and Waveney Speech and Language Therapy Services

S2S: Schools to schools

Access through technology

Alpha inclusion

SEN and Inclusion Team

Norfolk Specialist Resource Base (SRBs)

Early Childhood and family services

Just One Number/ Just One Norfolk: Health Visiting Team and Community nursing

How is teaching, the curriculum and environment adapted to support all SEN children?

At Suffield Park Infant and Nursery School we ensure the curriculum is ambitious for all. This is achieved through Quality First Teaching and adaptations of regular classroom practice that may support a child in accessing the curriculum. Specific subject leaders have a responsibility to ensure their subject is meeting the needs of all pupils and ensuring they make ambitious progress.

The table below is a menu of adaptations used in school across all areas of the curriculum.

Cognition & Learning	Communication & Interaction	Social, Emotional & Mental Health	Physical & or Sensory
<ul style="list-style-type: none"> ● Alternative means of recording (voice recorder, type, film, picture) ● Sufficient time for task ● Short 'bursts' of work ● Step by step instructions ● Visual prompts (youtube clip, model example, photos or picture cards) ● Pause to ask questions ● Limited choices ● Now & next structure ● Model to learners that mistakes are ok. 	<ul style="list-style-type: none"> ● Use concise language and visual prompts or models ● Summarise key points ● Pre teach key words ● Check out understanding by asking questions ● Explicit beginning and ending of task within agreed time limit ● Advanced warning of change ● Explain purpose of task ● Activities related to real-life where appropriate 	<ul style="list-style-type: none"> ● Agree start and finish time ● Make explicit task relevance ● Praise effort & engagement ● Learner & adult identifies success each day. ● Set own goal for the week/day/session ● Ask questions to encourage self reflection ● Learner selects task order ● Share 'I can' statements 	<ul style="list-style-type: none"> ● Adapt materials so more accessible ● Scaffold tasks so skills broken in to small steps ● Adapt working position ● Reduce environmental noise and sufficient light ● Pre-prepare resources to support access ● Promote regular movement and posture change

The table below is a menu of resources used in school.

Cognition & Learning	Communication & Interaction	Social, Emotional & Mental Health	Physical & or Sensory
<ul style="list-style-type: none"> ● Electronic tablet, voice recorder, camera, laptop ● Cubes, counters, numicon 	<ul style="list-style-type: none"> ● Social stories ● Reading comprehension cards for discussion 	<ul style="list-style-type: none"> ● PATHs emotional indicator cards ● Today book identifying highlights 	<ul style="list-style-type: none"> ● Headphones or ear defenders ● Weighted cushion or blanket

<ul style="list-style-type: none"> • Writing boards, pencil grips, triangular pens • Post its, notebook, whiteboard, working wall • Sentence starters, word sheets, phonic cards • Story books, tv programmes, websites • Rehearse vertical, horizontal & circular shapes • Writing path cue cards: think it, say it, write it, read it 	<ul style="list-style-type: none"> • Story books, film clips • Word lists • Social interaction focused activities and game • My turn, Your turn games • Visual cards for reference 	<p>from day and next steps. (Nurture)</p> <ul style="list-style-type: none"> • Positive rewards programme: stickers. • Visual or photographic timetable/now and next board with 'oops' cards to manage unplanned events • Use of Widgit cards for visual reminders • Fix it folder 	<ul style="list-style-type: none"> • Inflatable ball, wedge cushion, • Wobble board • PE equipment, skipping rope, ball, bean bag • Accessible scissors, pencils, pens • Sensory circuits • Sensory considered environment: soft furnishings/figd et toys/bubbles/lava lamp/rainsticks/sandtimers
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As a school we also follow the documents outlining [Provision expected in Norfolk schools](#)

At Suffield Park Infant and Nursery we ensure that all of our extra-curricular activities and school visits are available to all our pupils, including our breakfast and tea clubs. We ensure appropriate risk assessments of site and activity ensure all are included. All pupils are encouraged to take part in all aspects of school life: sports day/school plays/special workshops.

7. Staff training and expertise:

Throughout the academic year various training is available depending on the current needs of the school and children. The SENDco will disseminate regular training updates or coordinate training opportunities for staff. Staff are encouraged to be proactive in their request for training needs and seek providers, notifying the SENDco. The SENDco and Headteacher will support further strategic training and whole school training opportunities.

8. Contact and complaints

Additional information for parents/carers can be found in our annually published School information report and information sharing videos on our website.



Complaints about SEN provision in our school should be made to the SENCO or headteacher in the first instance. They will then be referred to the school's complaints policy.

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

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

[Appendix 1: One Page profile](#)

SEND policy October 2022

Name: _____ Start date: _____ D.O.B: _____	<u>One page profile</u>		Photo
My own target: (One personal target the child wants to achieve.) •	Who's going to help me: Other professionals involved:		
Things I would like you to know about me and what I am good at:	I find it difficult to:		
How I feel about my targets...  Date meeting held with child:	Parents: How do you feel about the support that is planned for your child? : Comments: Date meeting held with Parents/Carers:		
Area of Need: C + L- Cognition and Learning C + I- Communication and Interaction SEMH- Social Emotional and Mental Health S + P- Sensory and Physical	K-School Support E - Education Health and Care Plan Date Of EHCP: Last EHCP Annual Review:	Diagnosis and Date:	

Appendix 2: Support plan

SEN Support Plan

Name:

DOB:

Class:

Parent/Carer signature:

Please make note of any interventions currently being used for the child in 'Do'

Home ideas for support written in green and bold

Assess, Plan, Do and Review			
Assess - (Starting Point) (Assessments: School Level, NAPS, Salford, Young's, Sandwell, Maths Whizz, Phonics Phase, wellcomm etc.)	Plan - (Target) (Use NAPS where appropriate)	Do - (Provision) (Strategies for School and Home) (Interventions: frequency, time, duration, . group size, staff)	Review- (Responses, Outcomes and Progress) (Assessments) (RAG)
Wellcomm Green at section 7, needs to be section 8 Point 1,5 gap	<ul style="list-style-type: none"> - Understand the meaning of when - understand sentences containing 'either' 'or' 	<ul style="list-style-type: none"> - Wellcomm section 7 intervention 2x weekly - Rehearsal of these skills in class with peers and adults <p>Use the word 'when, 'either' and 'or' in sentence and ask you child 'when' questions.</p>	
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