

# CASSIOBURY INFANT & NURSERY SCHOOL

## Special Educational Needs and Disability (SEND) Policy

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### INTRODUCTION

At Cassiobury Infant and Nursery School we are committed to offering a broad and balanced curriculum built on the National Curriculum, Early Years Foundation Stage (EYFS) and SEND Code of Practice (0-25) which includes opportunities for Social, Moral, Spiritual and Community understanding whilst recognising the importance of educating the whole child. We enable pupils to meet their full potential through Quality First Teaching, appropriate resourcing and working with external professionals where necessary.

### AIMS and OBJECTIVES

Our school aims to be an Inclusive School, providing equal opportunities for all members of our community irrespective of gender, religion, disability race or cultural background and this diversity is valued as a resource from which we all benefit. We actively seek to remove barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. We closely track progress and attainment for pupils with SEND and those that we are monitoring to ensure support and intervention is put in place as soon as possible.

We plan lessons that meet the specific needs of individuals and groups of children through:

- Setting suitable learning challenges;
- Responding to children's diverse learning needs;
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- Working closely with outside professionals such as:
  - Educational Psychologist
  - Integrated Services for Learning
  - Speech and Language Therapists
  - Chessbrook Advisory Service
  - Colnbrook MLD Outreach teachers
  - Local Cluster group
  - SEND Advisory Teachers
  - Social Services
  - Family Support Worker
  - School Health
  - Children and Adolescent Mental Health Services

## **SCHOOL ARRANGEMENTS**

### **ROLE OF THE SENDCo AND INCLUSION LEADERS**

The Governors, Headteacher and Senior Leadership Team (SLT), including the SENDCo and Inclusion Leaders are responsible for the inclusive provision in the school. The SENDCo and Inclusion Leaders will:

- Monitor the SEND Policy and report annually to the Governing Body on its effectiveness
- Monitor the progress and attainment of the identified children termly and any children who may potentially need additional support. This monitoring will occur termly through Pupil Progress Meetings and data drops and the analysis of this will be used to inform provision
- Identify barriers to learning and support teachers and support staff to ensure there are appropriate strategies and resources to support children
- Organise interventions and appropriate resources
- Manage Inclusion Staff and conduct Appraisals
- Liaise with Outside Agencies and Local Schools including Cassiobury Junior School and feeder settings
- Liaise with parents
- Share inclusive expertise and encouraging professional development of teachers and support staff
- Organise and facilitate training as required and appropriate

### **INCLUSIVE PROVISION**

Teachers strive to make the curriculum accessible and inclusive by adapting work and providing scaffolds to take account of individual learning styles and abilities. The SENDCo and Inclusion Leaders monitor and organise the additional classroom support to meet the needs of SEN, EAL and More Able children on Provision Registers. Support is provided by Teachers and Support Staff and overseen by the SENDCo and Inclusion Leaders.

Support is targeted at children with Education Health and Care Plans and small groups of children or individuals who need support with the curriculum, physical skills, speech and language skills, behaviour and English as an additional language.

Inclusion is supported by actively involving children in pupil voice through Circle Time, School Council, Assembly and links with PSHE. We embed a sense of community and belonging through our Golden Rules and School Council.

We invite parents and members of the local community to share their skills and interests by participating in focus weeks and assemblies, and supporting within the indoor and outdoor school environment.

The school's House Point reward system, Star of the Week assemblies and termly Learning Power Trophies contribute to raising the self-esteem and motivation of all pupils.

The school staff liaise with Pre-Schools, and with other schools as necessary, to gain information about children in order to enable as smooth a transfer as possible. The Infant class teachers and the SENDCo and Inclusion Leaders liaise closely with the junior school class teachers and the SENDCo, particularly in the Summer term.

### **SPECIAL PROVISION**

The following provision is provided by the school:

- A medical area

- An accessible toilet in each building
- Small group areas designated for Inclusion
- Wheelchair access via a ramp to the front office, classrooms in each year group and Nursery
- Information in different formats
- All staff attend a range of courses and INSET to extend their knowledge of inclusive practices
- The school has two SENDCo and Inclusion Leaders who coordinate SEND/More Able provision within the school
- Intervention programmes in EYFS and KS1

### **PARENT PARTNERSHIP**

We work collaboratively with parents as partners in the education of their children. Parents are encouraged to liaise with staff regarding their child's progress and attend Parent Pit Stops. Parent Pit Stops are run throughout the year to give parents the tools and greater understanding of how to support their children in phonics, reading, writing, maths, Emotional Literacy and other core curriculum areas. The school has an 'open door' policy and parents are encouraged to speak with the class teacher, SENDCo and Inclusion Leaders and Head Teacher if they have any concerns regarding inclusive educational provision. Parents are involved in termly reviewing and/or setting of targets if children are on a Support Plan (4+1) or Education, Health and Care Plan (EHCP).

### **DISAPPLICATION AND MODIFICATION**

The school can, where necessary, modify or dis-apply the National Curriculum and assessment arrangements. The school policy is to do this only in exceptional circumstances after detailed consultation with parents and the Local Authority. The school's governor with responsibility for SEND would be closely involved in this process. The school would make sure that every effort had been made to provide the necessary support from within the school's resources before considering such action. Should we go ahead with modification or dis-application we would do so through: Section 364 and Section 365 of the Education Act (1996).