



Dereham Church Infant and Nursery School



Special Educational Needs and Disabilities (SEND) Policy February 2023

“Children are the Lord’s reward and gift” (Psalm 127.3)

This policy is reviewed annually and will next be reviewed in February 2024.

Dereham Church Infant and Nursery School Vision and Values

Vision: We aim for everyone in our community to develop their whole self as an individual, enjoy learning and strive to reach their full potential.

We believe that all children should have access to a broad, balanced and relevant curriculum and are committed to meeting the needs of all of our children. We aim to minimise the barriers to learning so that all children reach their full potential, whatever their starting point or learning need.

Our Values

Our values underpin the vision statement and aims. At our school we especially value:

Hope
Friendship
Trust
Love
Happiness
Peace
Courage

What is a Special Educational Need (SEN)?

According to the SEN Code of Practice (2015) ‘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 him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools’.

What is a disability?

The Equality Act 2010 definition is:

‘A person has a disability if he or she has a physical or mental impairment which has a substantial and long term adverse effect on his/her ability to carry out normal day to day activities.’



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Roles and Responsibilities

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.
- Ensure that pupils with SEND have equal access to activities in the school, as far as is reasonably practical and compatible with the child's needs.

The SENCO will:

- Work with the Headteacher 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 co-ordination 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.
- Be the point of contact for external agencies.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Ensure the school keeps the records of all pupils with SEN up to date.
- Liaise with parents of children with SEND.

The SEND Governor will:

- Help to raise awareness of SEN issues at governor meetings.
- Monitor and evaluate the quality and effectiveness of SEN and disability provision within the school and update the governors on this.
- Work with the Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

Class teachers are responsible for:

- The progress and development of every pupil in their class and the identification of those who have SEND.
- Working closely with teaching assistants 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.

Identification and Assessment of special educational needs

The school is committed to the early identification of special educational needs.

Identification of SEN can happen through many different means including:

Discussions with the parents/carers

External agency advice

Observations from staff members



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Assessments

To assist teachers in the identification of SEN, we regularly assess and monitor children's progress against the national curriculum and Foundation Stage Profile. Termly pupil progress meetings allow the senior leadership team to discuss each pupil's progress with the class teacher. Action is taken if a pupil is making less than expected progress despite high quality teaching within the classroom.

If a pupil is making less than expected progress the pupil will be discussed with the Special Educational Needs Coordinator (SENCo) in order to decide if additional provision is required. Where a pupil is identified as having SEND, the school takes action to remove barriers to learning and put effective provision in place. This SEND support takes the form of a four-part cycle which is known as the graduated approach (assess, plan, do, review).

Pupils identified as having SEND will be supported at an appropriate level. This may be internally, with school supporting and meeting pupils needs, or if required school will request additional support and further advice from external agencies to ensure pupil progress and that the pupils' needs are met.

Pupils who have significantly greater difficulty in learning may have an Education, Health and Care plan (EHCP).

Monitoring and Evaluation

The SENDCO monitors the movement of children within the SEN system in school and provides staff and governors with regular reports regarding this.

The SENDCO and Headteacher hold regular meetings to review the work of the school in this area.

The teachers complete Case Studies for children with SEN who are not making expected progress or giving cause for concern.

Monitoring the progress of all children is essential to support teaching and learning in our school. For children with SEND, children, staff and parents/carers are involved in setting future targets as well as reviewing the impact of interventions.

The following procedures monitor the effectiveness of the school's provision for pupils with SEND:

- Analysing progress data
- Pupil and parent/carers views
- Work scrutiny
- Reports to Governors

Voice of the pupil



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At Dereham Church Infant and Nursery School we encourage children to share their views about their learning and include them in making decisions about their education wherever possible.

Partnership with Parents/Carers

We work in partnership with parents/carers to provide an education of the highest quality, which celebrates everyone's success in a stimulating and caring environment. We believe that the relationship between Dereham Church Infant and Nursery School and its parents/carers is a partnership which involves a two-way process. We recognise and value the input of the family and ensure their voices and opinions are heard when making decisions around their education.

This policy was adopted by the Governing Body on: March 2023

It will be reviewed on : March 2024