

Alumwell Infant School



Learn, Grow and Achieve

SEND Policy (Special Educational Needs)

Signed by The Chair of The Governing Board:	
Signed copy available in school office.	
Date policy ratified by governing body:	10th September 2025
Date of policy's review:	September 2026
Review Schedule:	Annually
Policy Author:	AS

Supporting Special Educational Needs and Disabilities at Alumwell Infant School

As part of the Children and Families Act 2014, the SEN code of Practice aims to improve outcomes for all vulnerable children and young people and their families; develop joint multi-agency responsibility and working; give parents and carers more choice and control and ensure flexible local approach to identifying and meeting needs.

Every Governing Body is required by law to publish information about how the school makes provision to meet any Special Educational Needs and disabilities (SEND) of its pupils. The information is available free of charge to parents of existing or future pupils of the school, the Local Education Authority, Health Services and any other interested parties who may request a copy, either by calling into the school, or by post.

Introduction

This policy complies with the Statutory requirement laid out in the SEND code of practice 0-25 (Sept 2014) 3.65 and has been written with reference to: The Equality Act 2010; Update May 2014, SEND Code of Practice Sept 2014, Statutory guidance on Supporting Pupils at School with Medical conditions April 2014, EYFS 2012 statutory Guidance, School's Accessibility Plan, Teachers' Standards 2012 and the Anti-bullying policy and Safeguarding policy.

This policy was created by the school Senco with the SEND Governor in liaison with Senior Leadership Team, all staff and parents of pupils with SEND. This policy was created in line with the Code of Practice 2014.

School Senco – Mrs A Smith (National Senco Award completed). The Senco is a member of the School Leadership Team.

Contact Details- postbox@alumwell-i.walsall.sch.uk

Vision

Every child with the support of parents or carers and school staff can attend our school, where they will feel safe, valued and able to make a positive contribution as a member of the school community, benefiting fully from the learning opportunities and social experiences available.

Rationale

Children have different aptitudes and abilities and progress at different paces. We recognise that a proportion of the children in each class may have special

educational needs. We recognise that it is our duty, as early as possible, to identify the nature and manifestation of need, to develop and/or engage in suitable programmes of study which will assist and enhance cognitive, physical, social and emotional development. At the same time, we would wish to enhance the self-image and give a sense of achievement and self-fulfilment of children while developing a considerate, respectful attitude on the part of others.

Aims

Children may have Special Educational Needs or Disabilities either throughout or at some time of their school career. We aim to:

- Provide access to a curriculum which allows for the individual development of each child removing barriers to learning and meeting their diverse needs
- Seek the views of the child and take them into account where possible
- Involve the parents in all decisions relating to their child and recognise the vital role they play in supporting their child's learning
- Liaise with and draw upon the expertise of other professional agencies
- Enable each child to develop according to their needs regardless of ability, race, gender or religion or sexual orientation to reach their potential
- Provide a safe environment where children want to attend school and enjoy the opportunities provided.

Objectives

Every teacher is responsible for the early identification and meeting the needs of SEND pupils and in this they can draw on the resources of the whole school. We will:

- Set clear learning objectives.
- Provide adaptive teaching to support learning in accordance with the Graduated Approach
- Enable the child to access a broad, balanced and relevant curriculum which provides opportunity for enjoyment with a whole school approach to managing and meeting individual needs
- Access specialist services or provision in school for individual children.
- Provide support and advice for all staff working with pupils with Special Educational Needs or Disabilities.

Identifying SEN

The Infant school uses assessment tools to track your child's progress against expected development. If your child is not making expected progress then we will talk to you about it. We observe children daily in all situations and staff share what they have seen and inform the Senco of any concerns. We work with other agencies such as health which may help us identify a special need or disability.

We share our initial concerns and findings with you by arranging a meeting with you. We ask your permission before putting your child's name on the special needs register. We follow the special needs Code of Practice 2014, which means there is a certain order that we follow. It is called the Graduated Approach.

Once a concern has been raised and discussed by staff and parents, steps will be taken to help your child to progress. The class teacher will meet their needs through adapted work and intervention. If after this, your child is not making the progress expected, the teacher will log concerns and actions and then request a support plan. A Support Plan will help your child meet specific targets using agreed strategies with staff and parents. This is reviewed each term or in some cases more frequently. Your child may work in a smaller group for some of their time in school.

If a child's targets are not met we will request for outside help and consider an Enhanced Support Plan. They may have some specific one to one time with an adult in school. If parents and professionals feel the child needs more support, and will do so over a period of time, then a Statutory Assessment may be requested which may lead to an Education, Health and Social Care plan being issued.

Wherever your child is on the Graduated Approach their progress will be tracked and reviewed each half term, in a meeting with parents and other professionals and also on a regular basis, by the staff working with your child. Work is planned to meet their needs.

Other factors that are not SEND, but may impact on progress and attainment are :

Disability

Attendance and punctuality,

Health and welfare,

English as an additional Language (EAL),

Being in receipt of Pupil Premium grant,

Being a Child that is Looked After (CLA)

Being a child of Service personnel

Our guiding principle is one of Inclusion. In implementing this, consideration will have to be given to the following factors:

For the majority of children with special needs, teaching will take place in class alongside their peers;

- Where appropriate, provision should be made for withdrawal for specific children for specific activities;
- A secure, stimulating environment will be provided.
- Like all other children, those with special educational needs are entitled to a broad, balanced curriculum which is adapted/scaffolded according to need;
- Every attempt should be made to provide suitable equipment and materials;
- The use of teaching assistants and others who can be used to withdraw individuals and small groups.
 - The close co-operation between class teachers, LSAs, SENCO, and all involved with SEND pupils; the views and co-operation of parents;
 - The results of monitoring the provision;
 - The regular reviews of the policy and achievements;
 - The opportunities for pupils with special educational needs to join in with all the activities of the school including extra curriculum activities;
 - The consideration that SEND crosses all curriculum areas and all aspects of teaching and learning;
 - The views of the child and take them into account;
 - Acknowledge and draw on parental expertise in relation to their child.

The term special educational need is not exclusive to those children who find learning difficult. There are very able children who have special needs of a different kind to which we must respond.

Definition of Special Educational Needs

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 other children 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

A person has a disability if he/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. Disability Discrimination Act 2010. It should be noted that pupils may fall within one or more of these definitions. Pupils with a disability will have special educational needs if they have any difficulty accessing education and if they need any special educational provision made for them.

There are four broad areas of SEN where children may have extra needs in one or more areas: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health, Sensory and/or physical needs. The Local Authority publishes indicators for identifying needs in the four areas and is available on request.

Graduated Approach Assess, Plan, Do, Review

The school will undertake **two** cycles of Assess, Plan, Do and Review before a pupil is identified as having an SEND need.

Assess

Assessment methods used to help identify a special educational need include:

- Information from parents,
- Information for previous setting Initial concerns,
- Discussions with staff,
- Observations of pupils, SEND support plans,
- SEND support plan reviews,
- Interventions,
- Impact statements,
Data analysis,
- Progress meetings,
- Referrals from outside agencies,
- Recommendations from Safeguarding meetings,
- PEP meetings

Plan

If review of the action taken indicates that, additional to and different from support, will be required then appropriate evidence based interventions will be identified. These will be recorded on a support plan and implemented by the class teacher with advice from the Senco.

Do

SEND support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching relevant developmental targets that take into account parents' aspirations for their children. Parents will be consulted on the action they can take to support attainment of the desired outcomes. Within the school the child may be supported by a teaching assistant.

Interventions will be recorded and included in the review meeting. Some children may work in small groups on particular skills or individual one to one work. This work will be led by a teaching assistant, under the guidance of the Senco. These interventions are noted on the provision map and their impacts are reviewed termly.

Review

Progress towards these outcomes will be tracked and reviewed termly with the parents/carers and the pupil where appropriate. New targets will be set at the meeting. If a child is not making expected rate of progress then outside advice will be sought. The Infant school always obtains parents' permission to discuss their child with other professional and informs parents of the outcomes of such discussions and involvement. Once outside agencies are involved the SEND Support plan becomes enhanced.

In order for pupils to exit the SEND register, they will no longer have provision that is additional to or different from their peers. Any pupil who is removed from the SEND register is monitored by the SENCO for a term. Pupils with SEND are recorded on the school database MIS software and updated regularly. They are also monitored on the school online pupil tracker.

Pupils will be made aware of learning targets and encouraged to share their views about their learning. This will be used to help them to reach their full potential.

Roles and Responsibilities / Co-ordination of Provision

Provision for pupils with SEND is a matter for the whole school and is a part of the continuous cycle of assessment and review.

Governing Board

The Governors have specific responsibility to:

- Where feasible, ensure that the reasonable adjustment is made for any pupil who has special educational needs.
- Ensure that pupils are made known to all who are likely to teach them.

- Ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have special educational needs.
- Consult the LA and the governing boards/bodies of other schools, when it seems to be necessary or desirable in the interest of coordinated special educational provision in the area as a whole.
- Ensure that a pupil with special educational needs join in the activities of the school together with pupils who do not have special educational needs. This needs to be practical and compatible with the child's special educational provision and allow for the efficient education of the pupils with whom they are educated.
- Ensure in doing so, governors will have regard to the Special Educational Needs Code of Practice and the Disability Rights Code of Practice for schools. Governors will report to parents annually on the implementation of the SEND policy.

To demonstrate the effective implementation and success of the policy the report may include:

- How the resources have been used;
- The number of pupils identified at each stage;
- Progress which has been made in relation to provision and assessment;
- Monitoring and record keeping;
- The use of outside support services and agencies.

The Head teacher

The Head teacher has the day to day management responsibility of all aspects of school work, including provision for pupils with SEN. The Head Teacher keeps the governing board fully informed and works closely with the school's SENCO.

The Senco

To be responsible for the day-to-day operation of the SEND Policy.

This includes:

- Give guidance and assistance in identifying, assessing and monitoring children with special needs.
- For school purposes – keeping a record of children who have special educational needs.
- Supporting and advising colleagues and governors. Liaising with parents, other schools and support agencies.
- Taking an appropriate part in staff development.

- Ensuring that personal professional development keeps abreast of developments. Implementing, reviewing and updating the school's policy.
- Update and oversee records-Updating, managing and reviewing provision maps, support plans and impact statements.
- Collect and analyse data and use this information to inform the school development and report to Governors.

The School Staff

All teachers are "teachers of children with SEND" (6.36 of code) and do their best to adapt the curriculum to meet the needs of all the children (6.37). All staff are involved in implementing the SEND policy and are aware of the procedures for identifying, assessing and making provision for pupils with SEN.

Supporting Pupils and Families

The Local Authority by law publishes the services and provision available to children of SEND in the local area. This is called the Local Offer. There is a link on our school website. Parents can also access impartial advice from Parent Partnership and SENDIASS These details are also on the school website. Contact numbers are available from the school Senco.

As a school we publish SEND information report. This is currently on the school website. This document gives information on current services and provision available for pupils with SEND.

Admission Arrangements

The admission arrangements for the school treat children with SEND who do not have an Education Health and Care Plan (EHCP) are exactly the same as for all other children and are administered in accordance with the guidance set out in the Admission Arrangements published by the Authority.

A copy of the Admission Arrangements is available from Children's Services (Walsall Local Authority). This booklet also sets out arrangements that apply for admission of children and young people with statements of SEND.

Transition

Sencos from the three Alumwell schools attend IPM meetings at each setting to aid transition and passing on of valuable information. Transition plans are drawn up for children moving across the schools and onto different schools in or out of the Local Authority. Pupils visit their new schools before moving across with and without their parents.

Children with specific needs have additional visits to ease transition. Strategies are planned to prepare the individual child depending on their need e.g. photo books, visual timelines, maps of the school, access routes. The school's Family Support Advisor works with FSAs from Nursery and Junior schools to aid seamless transition for families. Children with Education, Health and Care plans are supported by the same staff at the Local Authority SEND team.

Provision – Access to the Curriculum

We must recognise that children have different degrees of difficulty, so the additional support that they receive will depend upon how great their difficulty is; children with greater need receive more support. We call this our continuum of need and match it to a continuum of support. All staff will be made aware of the resources that have been purchased and where they are kept.

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- updated May 2014. 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 SEND provision and the SEND Code of Practice 2014 is followed.

Arrangement for Partnership with Parents/Carers

We aim to work in close partnership with parents and all information is shared and decisions taken jointly. If we have concerns, these will be shared with you and we will talk about whether your child's understanding and behaviours are the same at home as they are in the setting. This is then taken into account and we work together to decide what support you and/or your child may need to begin making good progress.

Where appropriate, together we will write a Support Plan; this sets simple targets and outlines how your child will be supported. You will always be provided with a copy so that you can support your child's learning at home.

Sometimes, we may ask you to give permission for other professionals to become involved for example, making a referral to other agencies such as the Speech and Language Therapy Team, We will then hold a 6-8 week review meeting, where you will be involved in reviewing your child's progress and celebrating their achievements alongside teaching staff and any other professionals involved.

Arrangements for Complaints

Please see the school's Complaints Policy and Procedure.

Learning Support Assistants/Teaching Assistants

LSAs and TAs work alongside classroom teachers. Where appropriate they will work with individuals or groups of children engaged in activities planned by the class teacher or the SENCO. Some LSAs may be assigned to individual children or groups of children who may have an Education Health and Care Plan.

Training

We regularly undertake training and development work in the area of meeting SEN in schools, and this is included in our school development and training plan. This takes a variety of forms such as; whole school training, group training, attendance at external networking and training events. Provision mapping is done by the SENCO on a termly basis.

This provides an indication of needs and progress of targets. The SENCO will keep abreast of any new developments as part of her continuous development, and keep staff informed as appropriate.

Sharing Experiences and Good Practice

As a school we are part of a Walsall wide education community. We look for opportunities to:

- Work closely with neighbouring schools within our area; and with Cadmus Federation of schools.
- Meetings take place between the Sencos of the three Alumwell schools on a termly basis. These meetings are used to discuss children who will transfer to school who have special educational needs and to network key developments and initiatives.

This policy will be reviewed annually by the governors and any person wishing to comment on the policy is warmly invited to do so.