

# BROADMEADOW INFANT AND NURSERY SCHOOL

## SEN and Inclusion Policy

Broadmeadow Infant and Nursery School is committed to providing an appropriate and high-quality education to all the children living in our local area. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Broadmeadow Infant and Nursery School is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. We will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, specific educational needs, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners who may have a combination of challenges in a school setting.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

We meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

At Broadmeadow Infant and Nursery School we identify these needs as they arise and provide focused teaching and learning contexts which enable every child to achieve to his or her full potential. We audit our provision and highlight areas to address with regard to Accessibility, of the child and parent.

The SEN Coordinator is Mrs J Verhofstad, who also takes the lead role in relation to inclusion, and as a member of the SMT, reports regularly to the group on this area.

The school's environment and curriculum ensures

1. the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
2. equality of opportunity for, and the elimination of prejudice and discrimination against, children with special educational needs.
3. the progress of all pupils is continually monitored, to identify needs as they arise and to provide support as early as possible.
4. all children have full access to the curriculum through the use of adaptive resources by class teachers, SENCO, and support staff as appropriate.
5. there is specific input, matched to individual needs, in addition to adapted class room provision, for those pupils recorded as requiring SEN Support.
6. provision for SEN is seen as an holistic approach which is woven through all the child's school experiences throughout the working day.
7. pupils with SEN are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.
8. we are able to meet the needs of as wide a range as possible of children who live in our catchment area.
9. children move on from us with the basic skills of literacy, numeracy and social independence to meet the demands of Key Stage 2.
10. parents/carers are aware of their child's additional needs and what steps are provided to meet those needs. This includes seeking permission to access additional external support when necessary.
11. the children themselves are involved in planning and in any decision making that affects them whenever possible.

Arrangements for coordinating SEN provision

1. All class teachers continually review the attainment and progress of children in their class.
2. Class teachers alert the SENCO to additional needs concerns.
3. At other times, eg when children are admitted to school during the academic year from another setting, the SENCO will make initial assessments and advise on provision.
4. Parents are informed of their child being placed on the SEN register.
5. Class teachers are always part of the discussion with parents so that strengths, as well as difficulties, are highlighted.
6. Targets arising from meetings and reviews are used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
7. The SENCO monitors provision for SEN and provides support for year group teams with curriculum planning.
8. The SENCO, together with the Headteacher, monitors the quality and effectiveness of provision for pupils with SEN.
9. SEN support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by the SENCO and by trained teaching assistants (TAs) throughout the school. This is funded from the school's annual budget. Additional support is funded through individual allocations from the LA or specialist services.
10. Support staff, class teachers, SENCO and outside agencies liaise and share developments in order to inform planning and measure progress.
11. During any period of Home Schooling, where children with Special Educational Needs are working from home, additional remote support from class teachers and the SENCO will be provided.

#### Specialised Provision

There are no special educational needs classes, but specific programmes (academic / physical) are delivered according to need and specialist advice. Specific small group work / 1:1 support is given as appropriate.

## Identification and Assessment Arrangements, Monitoring and Review Procedures

An SEN Audit is conducted annually in the Autumn Term. This highlights children whose attainment is below the national expectations and children whose progress is slowing. Specific additional needs, and the provision required, are identified. Children are placed on the SEN register throughout the year, according to need.

In September of each academic year approximately a third of pupils at Broadmeadow Infant and Nursery School are new to school. Baseline assessments and previous settings' assessments are used to identify need.

The information we consider includes

- Progress measured against the objectives in the curriculum for the school year (previous school year when new to school in September)
- National Curriculum expectations for the school year
- Progress measured against the targets that have been set. These are based on the LA Continuums
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development
- An existing EHCP
- Assessments by a specialist service, such as educational psychology, identifying additional needs
- Another school or LA which has identified or has provided for additional needs

Based on the school's observations and assessment data and following a discussion with the parents / carers, the child may be recorded as needing either:

1. Adapted curriculum support within the class (Monitoring)
2. Additional support through Special Educational Needs Support

### Adapted Curriculum Provision

In order to make progress a child may only require adapted support of the plans for the whole class. The adaptation may involve modifying learning objectives, teaching styles and access strategies.

Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

The school uses the definitions of adequate progress as suggested in the Code of Practice, that is, progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social or personal skills ☐
- Demonstrates an improvement in the child's behaviour

Where a period of adapted curriculum support has not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, provision at the Special Educational Needs Support level will be made.

- There has been little or no progress made with existing interventions
- Additional support is required to develop literacy or numeracy skills
- Additional support is required for emotional, behavioural or social development
- Additional support is required for sensory or physical impairments
- Additional support is required for communication or interaction needs

There are likely to be two groups of children recorded at Special Educational Needs Support

1. Children who have needs similar to other children with additional needs within the class, e.g. lack of phonic knowledge or phonological skills, spelling.

2. Children whom we consider to have more severe or longer term needs that are likely to result in an application for further professional advice.

Where needs are similar, it is appropriate to support these children within a group, focussing on the common needs. However, each child will have individual target/s.

Both groups of children will have provision for their common needs in a small group as well as some individual support for their more specific needs. Provision will run concurrently with differentiated curriculum support.

The group may be taught by the class teacher and also supported by a TA.

The responsibility for planning for these children remains with the class teacher, in consultation with the SENCO.

Targets will be reviewed at least termly, although some pupils may need more frequent reviews. Parents/carers and wherever possible, their child, will be consulted about their views and any further action.

As part of the review process, the SENCO and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. Where this is the case a decision will be made to seek further educational specialist advice.

With the provision of specialist services, a variety of support can be offered, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress.

Request for a statutory assessment

For a child who is not making adequate progress, despite a period of sustained and personalised support, and in agreement with the parents/carers, the school may request the LA to prepare an Educational Health Care Plan. This is for children with significant Special Educational Needs.

Planning, provision, monitoring and review processes continue as before during the preparation process.

In the event of a parental request for a statutory assessment, we liaise with the EPS and parents/ carers.

An Education and Healthcare Plan (EHCP)

A child may access additional support that can be provided using the funds made available through the completion of a CRISP.

All reviews will follow the procedures set by the LA.

The School's Arrangements for SEN and Inclusion In-Service Training

- The SENCO attends regular cluster meetings to update and action developments in Special Needs Education and Inclusion.
- Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals and the Accessibility review.
- In-house additional needs and Inclusion training is provided through staff meetings by the SENCO.
- All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level.
- Support staff are encouraged to extend their own professional development and the management team will ensure appropriate training is provided.
- The school purchases the specialist service of an LA Educational Psychologist.
- The school purchases NHS Speech and Language Therapy support (BCHC+). A Speech and Language Therapist visits for 1 full day a week.
- The LA Pupil and School Support Services (PSS) visits regularly to provide specific information, share resources and provide in-service training.
- School accesses Specialist Support to support children who have a vision, hearing, communication impairment or medical needs. School actively makes preparations alongside these agencies prior to the child's admission.
- The school liaises frequently with a number of other outside agencies, for example:

Social Services

School Nurse / Community Paediatrician  
Specialist Services eg Speech Therapy, Physiotherapy, Occupational  
Therapy, VI HI Teaching Service  
Malachi

- The school ensures all appropriate training is given to meet the individual needs of children with a medical need.

Parental/Carers' consent is always obtained prior to any outside agency involvement.

Arrangements for partnership with parents/carers

- Staff and parents/carers work together to support pupils identified as having additional needs.
- Parents/carers will be involved at all stages of the education planning process. Termly appointments are made by the class teacher to meet all parents/ carers. The SENCO will attend this meeting if the school or the parent thinks this is appropriate.  
Parents/carers are able to make other appointments on request.
- Details regarding signposting parents to additional support are on display in the entrance hall. More information with regard to more specific needs is given on an individual basis. The School's Family Support Worker is also able to support parents.
- At review meetings with parents/carers the child's strengths as well as areas of difficulty are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable. We aim to ensure all parents/carers are clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
- Targets will include targets to work towards at home, and parents/carers are always invited to contribute their views.
- Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request. Parents/carers will also be invited to meet with external support providers where this is appropriate.
- Regular curriculum workshops are offered for parents/carers to attend.
- Regular communication between school and home will ensure that concerns are acted on promptly. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issues, the



governing body. Our complaints procedures, available from the school office, sets out the steps in making a complaint in more detail.

#### Links with other schools/Transfer arrangements

- Staff will meet with staff from partner nursery schools prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENCO after this meeting. If a nursery or parent indicates a child has existing SEN, the SENCO will make the liaison visit to the Nursery. Where necessary the SENCO will arrange a further meeting.
- Class teachers of children joining from other schools will receive information from the previous school; if there is an SEN issue the SENCO will telephone to further discuss the child's needs. When children transfer from Broadmeadow Infant and Nursery School to new schools all SEN records are sent to the receiving school. The SENCO will discuss these children with other schools on request. SEN will be highlighted on the LA In-Year Movement Form, which is signed by the Headteacher.

#### Links with Health and Social Services, Education Welfare Services and any Voluntary Organisations

- The school regularly consults health service professionals. Concerns are initially brought to the attention of the school nurse by the SENCO, and referrals will be made as appropriate.
  - Support / advice from Social Services and / or the Looked After Children (LAC) team will be accessed where appropriate.

#### Inclusion Principles

- Staff at Broadmeadow Infant and Nursery School value pupils of different abilities and support inclusion.
- Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs. There is flexibility in approach in order to find the best placement for each child.
- Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.

#### Inclusion projects, or links with special schools

Through our subscription to Malachi, children and their parents / carers may access support.

#### Access to the Environment

- Broadmeadow Infant and Nursery School is arranged in two buildings. The school is built on two levels with stairs in the hall. Entrance to the building is through the main lobby, which is level. Classrooms are accessed by corridors from which there is also wheelchair access.
- There is a disabled toilet with shower and changing facilities in the main building.
- Environmental audits are carried out to make sure that there are good lighting and safety arrangements (for example, markings on steps) for visually impaired pupils. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (part-carpeting, curtains, quiet areas).
- There is a designated parking bay in the main staff car park. This can be accessed by parents / carers who display a blue badge.
- Children requiring equipment due to an impairment are assessed in order to gain the support that they require.
- Improving environmental access is reviewed regularly.

#### Arrangements for providing access to learning and the curriculum

The school will ensure that all children have access to a broad and balanced curriculum, and that the delivery of the National Curriculum's programmes of study is flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty.)

- Learning opportunities are effectively adapted and the teaching styles will be diverse.
- Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.
- Adaptation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.

- Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.
- The school will ensure that all aspects of school life are barrier free and do not exclude any pupils.

#### Access to Information

- All children requiring information in formats other than the standard print have this provided.
- We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support.
- We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.
- We use a range of assessment procedures within lessons (such as taping, role-play and drama, video, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.

#### Admission arrangements

- Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs. However, the LA criteria for admission ensures children with an EHCP have priority.

There are two reception classes; pupils are allocated to each class by age and gender to ensure that there is parity between both classes. Children identified, prior to joining our school, as having additional needs will also be matched to each class to ensure a balance of both provision and opportunity.

- Admission to the Nursery is predominantly on a part-time basis. Some full-time places are available.
- Prior to starting school, parents/carers of children with an EHCP, completed or pending will be invited to discuss the provision that can be made to meet their identified needs.

### Incorporating disability issues into the curriculum

- The PSHE curriculum includes issues of disability, difference and valuing diversity. Advice will be sought from Disabled People's organisations on appropriate resources.
- Adults with disabilities are welcomed in school, as we believe it is important to have positive role models. We encourage adults with disabilities to join our governing body.
- The library resources are regularly reviewed to ensure they include books that reflect the range of special educational needs issues and come from a disability equality perspective, and priority is given to the ordering of books with positive images and a positive portrayal of Disabled People as they become available.

### Terminology, imagery and disability equality

- We are aware of the impact of language on children within the school. We work with the children to understand the impact of the words they use, and deal seriously with derogatory name calling related to special educational needs or disability under our Anti-Bullying Policy.
- We also try to make sure we have positive images of children and adults with disabilities in displays, resources etc.
- We aim to raise issues of language and other disability equality issues positively.

### Listening to disabled pupils and those identified with additional needs

- We aim to include children in their target setting and encourage and support them, being mindful of their cognitive development and maturity.

### Working with disabled parents/carers

- We recognise that there may be parents/carers of children within the school who have disabilities, and we work to try to ensure they are fully included in parents/carers' activities. We also make sure that we hold parents/carers' meetings in easily accessible locations. We provide interpreters when needed.
- When a child starts at the school we ask the parents/carers about their access needs and then make appropriate arrangements eg send notes/newsletters home in the required

format e.g. audio tape, large print etc., conduct parental meetings in areas that provide wheelchair access.

#### Disability equality and trips or out of school activities

- We try to make all trips inclusive by planning in advance and using accessible places.
- A risk assessment is carried out prior to every school trip to ensure equality, safety and ease of access.

#### Evaluating the success of the School's SEN and Inclusion Policy

Every year, we analyse the data we have on children with Special Educational Needs against national data. We also analyse data on behaviour: major behaviour incidents and exclusions (including lunchtime exclusions). We use this analysis to help us plan our provision map. At the same time, we set new targets for the year ahead, aiming for

- A reduction in the percentage of children with only satisfactory progress,
- An increase in the percentage of children recorded as having special educational needs making good progress.
- A reduction in behaviour incidents (and exclusions, if appropriate)

Progress against these targets is reported to the governing body. The Headteacher will report to Governors on any whole school developments in relation to inclusion, and will ensure that governors are kept up to date with any legislative or local policy changes.

- The SENCO will meet with the SEN governor to discuss Inclusion and current SEN concerns. The SEN governor will lead governor monitoring of the SEN policy through procedures to be agreed annually.
- Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEN provision and planning will be taken forward by the whole staff and used to build upon successful practice.
- Target setting for all pupils takes place daily, half-termly and annually.
- The policy itself will be reviewed annually by the school's governing body.

#### Dealing with complaints

If a parent / carer wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENCO, who will try to resolve the situation. If the issue cannot be resolved the School's Complaints Policy will be followed.

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