

Queen Mary Avenue Infant and Nursery School



SEND Policy

Autumn 2025

Policy Status: Non-statutory

Review Frequency: Free to Determine by Governors – Every three years

Approval Required by: Governor(s) and or Headteacher

Due to be discussed at Governors Meeting - Date

VISION



Respect – Hard Work – Pride – Kindness - Honesty

Dream Big

We believe that everyone can succeed and achieve their dreams.

Shine Bright

We value and nurture each child's unique talents so that they can 'shine bright'.

Compliance

The policy complies with Section 19 of the Children and Families Act 2014. It is written with reference to inclusive education under

- Articles 7 and 24 of the United Nations Convention of the Rights of Persons with
- Disabilities
- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (June 2014)
- School Admissions Code of Practice
- The Special Educational Needs and Disability Regulations 2014 (linked to clause 64)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England framework document (September 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

Early Years –Owners/Provider

- Are required to ensure they comply with Early Years Legislation and local guidance:
- Statutory Framework for the Early Years Foundation Stage 2017
- Equality Act 2010
- SEND Code of Practice 2014 (updated 2015)
- Children and Family Act 2014

SEN vision

All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training (Code of Practice 6.1)

Early years

All children are entitled to an education that enables them to:

- achieve the best possible educational and other outcomes, and
- become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education. (Code of Practice 5.1)

This policy has been created by the school's SENDCo with the SEND Governor, in liaison with the SLT, all staff and parents of pupils with SEND with the aim of securing the best outcomes for pupils with SEND. Queen Mary Avenue Infant and Nursery School 'SENDCo' – Elizabeth Snell, email: snelle@gma.nelcmail.co.uk

At Queen Mary Avenue Infant and Nursery School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected.

Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed. We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010. Every teacher is a teacher of all children irrespective of their needs.

This policy covers pupils with special educational needs and/or a disability and it was developed in conjunction with governors, parents and staff and has taken into consideration the SEND code of practice 0-25 guidance.

Children may have a special educational need at any time during their education.

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

There are four broad categories of SEND:

- Communication and interaction -e.g. speech and language difficulties, autistic spectrum disorder
- Cognition and learning - e.g. dyslexia, dyspraxia, dyscalculia or general learning difficulties
- Social, mental and emotional health -e.g. children/young people who are withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration, where these are the main presenting needs
- Sensory and/or physical need - e.g. visual impairment, deafness, milder hearing impairment, physical difficulties (Code of Practice 6.28-6.35)

N.B. It is important to note that not all behaviour issues are linked to social, emotional and mental health and may reflect other underlying difficulties.

Children and young people with some health or disability conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition (Code of Practice XVIII)

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Schools should establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN. (Code of Practice 6.24)

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in North East Lincolnshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. The SEND Local Offer can be accessed here:

<https://sendlocaloffer.nelincs.gov.uk/>

See the school website for what we offer with regards to SEND.

Aims

- To raise expectations and aspirations in order to secure the best possible outcomes for all of our pupils with SEND.
- To work within the guidance provided in the SEND Code of Practice 2014.
- To identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services and previous settings prior to the child's entry into the school.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEND.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum and extra-curricular activities. This will be coordinated by the SENDCo and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. Queen Mary Avenue Infant and Nursery School is committed to working in partnership with parents, children, and other members of the school community to provide for the needs of every child.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. Queen Mary Avenue Infant and Nursery School works in partnership with professionals from Health, Social or Educational Services in assisting and planning future support. Voluntary Organisations may be consulted as appropriate.
- Create a school environment where pupils feel safe to voice their opinions of their own needs. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life for example membership of the School Council. Children and young people with special educational needs have knowledge of their own needs and what may help them in their Learning.
- Provide support, advice and training for all staff in order for them to meet the needs of all pupils.

Identifying Special Educational Needs

We recognise the importance of early identification and aim to identify children's special needs as early as possible. The skills and levels of attainment of all pupils are assessed on entry, building on information from their previous setting if available. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. As part of this process the needs of the whole child will be considered, not just the special educational needs of the child / young person.

The school also recognises that other factors may influence a child's progress and attainment, but do not necessarily mean that the child has a special educational need. This might be:

- Disability, where reasonable adjustment under the Disability Equality legislation can enable a child to make normal progress
- Attendance
- Health and welfare
- English as an additional language
- Being in receipt of Pupil Premium grant
- Being a looked after child
- Being a child of Service personnel

A rigorous system of progress monitoring across the school takes place on a termly basis. This identifies pupils who are not making expected progress and may include progress in areas other than attainment, such as social skills.

Sometimes children present with challenging behaviour. This is not necessarily because they have a special educational need but should be seen as a form of communication that needs to be addressed.

Graduated Approach

At Queen Mary Avenue Infant and Nursery School we have adopted a graduated response in meeting special educational need in line with the Code of Practice (2014)

Quality First Teaching

All pupils receive high quality teaching which is adapted to meet needs. Where a child is not making expected progress and/or is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators they will be monitored. The graduated approach will be:

- The class teacher will take steps to provide individualised adapted learning opportunities that will aid the pupil's progress and enable the teacher to better understand the provision and teaching style that needs to be applied.
- Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- Pupil Progress meetings are used to monitor and assess the progress being made by the child.
- The SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in class. A Cause for Concern document, Appendix 2, will be completed with parents ready for use in discussions with the SENDCo.
- Assessments of the child's needs will be made by the SENDCo. The assessments will be used to inform future learning.
- Interventions will be provided to meet the pupil's needs.
- If the pupil is not making expected progress with the above provision the pupil will require longer term support.

Appendix 1 shows the approach which will be followed.

Managing Pupils on the SEND Register

Where longer term support is required or children have a diagnosis of need from an outside professional, parents will be formally informed that the child has been placed on the SEND register. The SENDCo, in consultation with the class teacher, pupil and parents will draw up a Personalised Learning Plan (PLP) which ensures effective provision is put in place and to remove barriers to learning.

Monitoring and Review

Through regular review meetings the school will monitor the outcomes using the person-centred principles, involving the young person, parents, class teacher, teaching assistant and other professionals as appropriate. The graduated response model of assess, plan, do, review should be used (Code of Practice 6.45-6.56).

The review process for pupils with SEND in school will follow the following format:

Assess: Analysis of the child's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experiences of the parents. Formative assessment will also be used to identify individual barriers to learning. This may include assessment from external agencies.

Plan: Advice and recommendations will then be incorporated into the child's PLP. This will be drawn up by class teacher in consultation with parents and SENDCo.

Do: The class teacher remains responsible for working with the child on a day-to-day basis. They will work closely with teaching assistants and/or relevant specialist staff to plan and assess the impact of support and interventions. Further support will be provided by the SENDCo and Specialist Advisory Service.

Review: Reviews will be undertaken in line with agreed dates, at least termly. The review process will evaluate the effectiveness of support and interventions. It will take account of the views of the child and their parents. The class teacher, in conjunction with the pupil, parents and SENDCo, will revise the support and outcomes based on the child's progress and development making any necessary amendments going forwards.

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Records of interventions are kept through records of pupil progress meetings. The effectiveness of interventions is regularly monitored on a termly basis, or more frequently for certain interventions. Individual pupil targets are recorded on Personalised Learning Plans.

Teachers, members of the SLT and the SENDCo work together to assess the needs across the whole school and plan the provision accordingly.

While the needs of the majority of children will be met from within the school's own resources, some children will have a higher level of need. Where this is the case a referral for an Education, Health and Care Plan will be made.

Referral for Education, Health and Care Plan

Where the needs of the child are significant and the school's own resources are unable to meet them a request for an Education, Health and Care Plan can be made which is usually requested by the school but can be requested by a parent. This will occur with the support and advice from the Specialist Advisory Service.

The application for an EHC Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo
- Social Care
- Health Professionals
- Outside providers of specialist expertise and advice

Information will be gathered relating to the current provision provided, action points that have been taken and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

The parents of any child who is referred for Statutory Assessment will be kept fully informed of the progress of the referral. Children with an EHC Plan will be reviewed at least termly in addition to the statutory annual assessment. Where this coincides with transfer to a junior school, the SENDCo from the junior school will be invited to attend the review.

Criteria for Exiting the SEND Register

Where it is felt that children have made such progress that they are able to access learning at a level that is appropriate for their age, they will no longer be on the SEND register. A discussion will take place with parents regarding this decision.

Supporting Pupils and Families

Queen Mary Avenue Infant and Nursery School is committed to working in partnership with parents, children and other members of the school community as well as outside agencies to provide for the needs of every child. The school recognises that parents have knowledge and experience that will contribute to the shared view of a child's needs.

Parents are kept up to date with their child's progress through parent's evenings, review meetings and reports at the end of each year. Parents are invited to review meetings and to contribute to their child's PLP.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCo may also signpost parents of pupils with SEND to the Local Authority Parent Partnership service where specific advice, guidance and support may be required.

Information on support for pupils and families can be found in the following places;

- LA Local Offer
- Queen Mary Avenue Infant and Nursery School SEND Information Report
- School policy on Meeting Medical Needs in School
- [NELPCF](#) - North East Lincolnshire Parent Carer Forum.
- SENDIASS

We can always be contacted for an appointment to discuss other concerns. Parents can contact their class teacher at the beginning or the end of the school day to make an appointment or by phoning or emailing the school office.

Admission to Queen Mary Avenue Infant and Nursery School is through North East Lincolnshire Council and is determined by their admissions criteria.

Links with Other Agencies and Voluntary Organisations

Queen Mary Avenue Infant and Nursery School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENDCo is the designated person responsible for liaising with the following:

- Specialist Advisory Service which includes Education Psychologists and Specialist Teachers
- Families First Information Service (FFIS)
- Social Services
- Speech and Language Therapy Service
- Specialist Outreach Services
- Fortis Therapy
- Compass Go
- Navigo Neurodevelopmental Pathway

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

Transition Arrangements

In order to support children with SEND move to the next education phase smoothly, a transition programme will be devised and implemented. The programme will be devised to meet individual needs with the pupil (where possible), parents, teachers and SENDCo. The programme may include:

- A range of visits at different times to the new environment meeting different staff.

- Additional meetings for the pupil and parents to meet new members of staff.
- Opportunities to take photographs of the new environment and staff to be built into a transition booklet.

Transition arrangements to other schools will involve the SENDCo discussing the individual needs of the child with the new school SENDCo. Where movement is planned this will happen before the child moves school and an individual transition programme will be devised and implemented.

Roles & Responsibilities

Class teacher/ keyworker

Each class teacher is responsible for:

- The progress and development of every pupil/young person in their class through high quality teaching/ quality first teaching
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of the support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's/ young person's progress and development and decide any changes to provision
- Provide information, reports or attend review meetings based on the person-centred principles

SENCO

The SENCO is responsible for:

- Working with the Headteacher and SEN Governor to determine the strategic development of the SEN policy and provision in the school.
- Having 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 with EHC plans

Providing professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils/ young people with SEN receive appropriate support and high-quality teaching.

- Advising on the graduated approach to providing SEN support.
- Evaluate process and practice to improve outcomes
- Advising on the deployment of the school's delegated budget and other resources to meet pupils'/young peoples' needs effectively.
- Being the point of contact for external agencies.
- Liaising with potential next providers of education to ensure pupils/young people and their parents are informed about options and a smooth transition is planned.
- Working with the Headteacher and the Governing Board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensuring the school keeps the records of all pupils with SEND up to date

Headteacher

The Headteacher will:

- Work with the SENCO and the 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 disability.

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 SENCO and the Headteacher to determine the strategic development of the SEN policy and provision in the school and to evaluate the effectiveness of procedures and impact of the interventions from school data

Complaints

A concern or complaint can be made in person, in writing or by telephone. They may also be made by a third party acting on behalf on a complainant, as long as they have appropriate consent to do so.

Concerns should be raised with either the class teacher or headteacher. If the issue remains unresolved, the next step is to make a formal complaint.

Complainants should not approach individual governors to raise concerns or complaints. They have no power to act on an individual basis and it may also prevent them from considering complaints at Stage 2 of the procedure.

Complaints against school staff (except the headteacher) should be made in the first instance, to Mrs Castle (the headteacher) via the school office. Please mark them as Private and Confidential.

Complaints that involve or are about the headteacher should be addressed to Mr Ward (the Chair of Governors), via the school office. Please mark them as Private and Confidential.

Complaints about the Chair of Governors, any individual governor or the whole governing body should be addressed to Mrs Grimshaw (the Clerk to the Governing Body) via the school office. Please mark them as Private and Confidential.

In accordance with equality law, we will consider making reasonable adjustments if required, to enable complainants to access and complete this complaints procedure. For instance, providing information in alternative formats, assisting complainants in raising a formal complaint or holding meetings in accessible locations.

N.B. Please see the Complaints Policy of the school for further details.

Cycle 1 – Classroom based

Child first discussed with SENDCo
 Class teacher to speak to parents
 Cause for concern form completed
 Review date set
 Assessments carried out – Visual stress, ASQ (Early Years), Wellcomm (C&L)
 Place on monitoring register
 Review progress/carry out assessments again
 Remove from monitoring/remain for one more term/move to Cycle 2

Cycle 2 – SENDCo involved – placed on SEND register

Ask parents to get hearing and vision checked
 Carry out next round of assessments more specific to area of need.
 Class teacher meet with parents to gather their views and concerns.
 Write PLP and Pupil Passport on Edukey/Provision Map
 Pupil placed on SEND register
 Review date set
 Review of PLP - re-do assessments carried out at start of cycle 2.
 Take off register/keep on at cycle 2/move to cycle 3 and refer to external agency

Cycle 3 – involvement of External Agencies

Class teacher to meet with SENDCo to discuss which external agency to refer to.
 Teacher to meet with parents and staff to complete the necessary paperwork
 Referral sent
 Date set for observations etc.
 Report and advice received
 New PLP written to reflect targets in report.
 Review date set for PLP and review with external agency.
 Move to Cycle 2/Keep at Cycle 3/Move to Cycle 4

Cycle 4 – Application for EHCP (Education, Health and Care Plan)

Complete Request for consideration for EHCP and consent forms with parents and staff and gather evidence including opinions of other professionals where available.
 EHCaR (Education Health and Care Referral) submitted to the EHC Hub
 If accepted for assessment by the panel:
 Date set for observations etc. with Educational Psychologist
 Report and advice received from Educational Psychologist and from other agencies via the Hub.
 If accepted for issue of EHCP:
 Draft EHCP will be created using the information submitted and this will be reviewed for accuracy by the school. Following this checking process an EHCP will be issued.

N.B. Early help can be provided throughS Early Years Inclusion Funding.



Queen Mary Avenue Infant & Nursery
School

Dream Big, Shine Bright



Cause for Concern Form

Name	DOB	Date
Current Attainment	Status	Attendance
Year group	Class	Teacher
Child's areas of concern		
Parent's views/concerns		
Previous interventions		
Agreed outcome – SEN register/Monitor		
Signature of class teacher (Class Teacher)	Date	
Signature of SENDCO	Date	

Current attainment

[illegible]