



# **Policy for Special Educational Needs and Disability**

Review date: September 2023

Next review: September 2024

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## **1. Aims**

Hirst Wood Nursery School is an inclusive mainstream Nursery that has been additionally resourced by the Local Authority to provide Early Years Enhanced Specialist provision that welcomes and values everyone. We strive to support all children to enable them to make the best possible progress, achieve well, to become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education. This policy details how we fulfil our duties under the Children & Families Act & The 0-25 SEND Code of Practice from September 2014. It ensures that pupils with SEN and/or Disability have equality of opportunity and are not discriminated against. This policy will be used to ensure early identification and timely interventions, together with high aspirations to improve outcomes for young children. Teaching and supporting children with SEND is a whole school responsibility requiring a whole school response, and we are proud of our commitment to high quality early years inclusive practice. Inclusion embraces a wide range of issues including children SEND barriers to learning, gifted and talented, equal opportunities, bi-lingual learners, gender, minority ethnic and faith groups, asylum seekers, attendance and others. We recognise that some groups of children are likely to be excluded and to underachieve in education, therefore we view inclusion and achievement as being crucial for all children. Working with parents and carers is fundamental to ensuring Inclusion and Achievement. This policy will contribute to increased participation and hopefully the identification of, and working towards the removal of barriers. We believe that all children have skills, talents and abilities and we have a responsibility to develop these to the full. We recognise and celebrate the positive achievements of all children. We aim to identify and remove any barriers to inclusion within the Nursery School environment, teaching and learning strategies, attitudes, organisation and management. We welcome all children sensitively and positively, there are no invisible children here, everyone is valued for the contribution that they make to our community.

### **Aims**

To identify and remove any barriers to inclusion within the school's environment, teaching and learning strategies, attitudes, organisation and management.

To provide high quality provision to meet the needs of all children.

To ensure early identification of needs so that the ongoing, shared process between school and families and other agencies is established straightaway.

To collaborate with partners in education, health and social care to provide support.

To consider the views of children and their families and enable them to participate in decision- making.

To recognise and record children's strengths, to celebrate children's achievements and to encourage a positive self-image.

To increase understanding and support positive attitudes towards children with SEN and/or disability.

To make provision for special educational needs and disability a whole school responsibility.

We ensure that the special educational needs of children are identified, assessed and provided for in line with the graduated approach and the assess, plan, do, review cycle; we pay particular attention to the provision for and the achievement of different groups of learners:

- Minority ethnic and faith groups, travellers, asylum seekers and refugees
- Learners who need support to learn English as an additional language (EAL)
- Learners with special educational needs and/ or disabilities (SEND)
- Those who are gifted and talented
- Those who are looked after by the local authority

## **2. Legislation and guidance compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (January 2015) and has been written with reference to the following guidance and documents:

- Special Educational Needs and Disability Regulations 2015
- Special Educational Needs Code of Practice 2015
- Statutory Guidance on Supporting Children with Medical Conditions 2015
- Teachers' Standards 2012 Other policies and documents relating to this policy include:
- Children and Families Act (2014)
- Equality Act 2010: advice for Schools DFE May 2014
- Schools SEN Report Regulations 2014-08-30

Cross reference with other School Policies:

- Accessibility Plan & Equality Objectives
- Safeguarding and Child Protection Policy
- Teaching and Learning Policy

### **Rationale**

- To create an ethos and educational environment that is person centred and has the views and needs of the child at its heart along with their families/carers.
- To encourage a strong focus on high aspirations and on improving outcomes for children with SEND, which will enable them to succeed in their education.
- To reflect the New Code of Practice (2015) in stating that teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from support staff or more specialist staff. (p93, para 6.4). Every teacher is a teacher of every child including those with special educational needs or disabilities (SEND).
- To fully adopt the graduated approach to ensure that all children with SEND are identified early, assessed and catered for within the school/centre with high expectations for the best possible progress.
- To work within a 'person centred approach' to foster and promote effective collaboration with children, parents/carers and outside agencies;
- To encourage and engage the participation of children and their parents/carers in the decision making, planning and review of outcomes with regard to their provision.
- To clearly identify the roles and responsibilities of school staff and the SEND Governor in providing an appropriate education for children with SEND
- Children have their strengths recognised, supported and celebrated.
- Children's learning and emotional needs are observed.
- Staff and parents/carers work together to support children with SEND.
- Parents are able to access flexible, responsive services that work with children and their families.
- Parents are actively involved in their children's learning and care.
- Parents are consulted regularly about provision for their children and differences of viewpoint are managed sensitively and confidentiality is respected.
- Parents are enabled to make informed choices about what services they want to use and when they might use them.
- Parents are signposted to other services where support is not available on site.

### **3. How children with SEND are identified**

The school's particular arrangements for assessing and identifying children as having SEND also form a part of our published Local Offer for Children with SEND, and with due regard to, the general duties to promote disability equality.

We recognise the definition of SEN as stated in the Code of Practice 2015:

“A child has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to children of the same age”.  
(p94 para 6.15)

The school reflects what the Code of Practice states (p100 sect 6.44) in that children are only identified as SEN if they do not make adequate progress once they have had all the interventions/adjustments and good quality personalised teaching. This is known as ‘SEN Support’.

We are alert to emerging difficulties which may not be evident at an early age. These concerns may be expressed by parents or the children/young people themselves. Equally it is not assumed that attainment in line with chronological age means that there are no learning difficulties as it very much depends on the individual case.

The four broad areas identified within the SEN Code of Practice 2015 (p97) are:

- Communication and Interaction;
- Cognition and Learning;
- Social, Emotional and Mental Health Difficulties; and
- Sensory and/or Physical needs

and the children are identified largely within these areas. These areas exemplify the range of need for which the school is able to identify and provide support from within the school’s provision. The purpose of identification is to work out what action the school needs to take, not to fit a child into a category. The school identifies the needs of each child by considering the needs of the whole child, which will include not just the SEND of the child. The ability to identify SEND and adapt teaching in response to the diverse needs of children is a core requirement of the teachers’ standards (2012), teachers are guided and supported in this by the SENDCo and information is shared appropriately and frequently. Although the SENDCo has overall responsibility for the identification of children with SEND in the school, it is recognised that other members of teaching and support staff have a key role to play in this process. This is part of the collective responsibility and collaborative approach of the school.

Early identification of children with SEND is a crucial factor in overcoming barriers to learning and development. At Hirst Wood Nursery School, we also use a number of indicators to identify children’s SEND such as:

- Close analysis of data using the school’s assessment framework;
- Any teacher or support staff concerns;
- Following up parental concerns;
- Tracking individual children’s progress over time;
- Information from previous schools/settings;
- Information from other services and/or multi-agency colleagues;
- Very close liaison at the outset with staff, SENDCo and parents/carers.

What is not SEND but may impact on progress and achievement may include:

- Disability
- Attendance and punctuality;
- Health and welfare;
- Children in receipt of early years pupil premium;
- Children Looked After (CLA)

- Children who are exposed to adverse childhood experiences (ACES)
- Being a child of servicemen/women
- English as an Additional Language (EAL)

### **School Based SEN Support / At or just below Age Related Expectations**

This is the universal offer that all children in your school are entitled to; it demonstrates what you do for all children to accommodate their individual learning needs; it should include elements such as:

- Share of School running costs
- Share of Class teacher
- Quality First Teaching (Q1T)
- Appropriate differentiation linked to Q1 Teaching

### **4. How Hirst Wood Nursery School teaches children with SEND**

- Differentiated and quality teaching as a priority for all children in the school including those with SEND.
- Where a child is identified as having SEND, action is taken to remove barriers to learning and put effective special educational provision and support in place.
- The SEND support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the children's needs and of what supports the children in making good progress and securing good outcomes. This cycle is known as the graduated approach (Assess, Plan, Do and Review).
- Children who are receiving support will have a termly IEP (Individual Education Plan) that is shared with teaching teams and parents to gather their views and feedback out outcomes and strategies

### **SEND Support**

Mild to Moderate, persistent difficulties; SEN notional funding should be in place, to allow regular small group work and some focused individual support;

It should include elements of support such as:

- Share of additional adult in class
- SEND friendly classroom strategies
- Flexible grouping for teaching
- Wave 2 'Catch-up' interventions

It should also include other elements such as:

- Access to small group support in class
- Individual support to address outcomes in IEP / MSP
- EP / ITS / other outside agency involvement

Wave 3 targeted group support

- EP / ITS / other outside agency involvement

### **5. How we adapt the curriculum and the learning environment for children with SEND**

- The Disability Discrimination Act (DDA), as amended by the SEN and Disability Act 2001, placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled children and to implement their plans. In line with this there is a fully developed accessibility plan, which is in writing and which is also available on the school's website.
- The school is proactive in identifying and removing barriers to learning.

- The school continues to evaluate how best to improve access to the physical environment of the school. This covers improvements to the physical environment of the school and physical aids to access education.

## **6. How Hirst Wood Nursery School assesses and reviews the progress of children with SEND (referring to the graduated approach as outlined in the Code of Practice).**

### **Assess**

In assessing a child; the school will carry out an analysis of the child's needs, which draws on the teacher's assessments and experiences of the child, their previous progress and attainment. This is put in the context of the individual's development compared to the school's core approach to children's progress, attainment and behaviours. The child's own views are sought (often through their parents/carers) as are those of external support services if involved. The school liaises fully with outside agencies that are conducting the assessments. Any concerns by parents are actively listened to and recorded.

### **Plan**

We recognise that we must formally notify parents if their child is being provided with SEND support despite prior involvement and communication. The teacher and SENDCo agree in consultation with the parent/carer the adjustments, interventions and support to be put in place as well as the expected impact on progress (outcomes), development or behaviour along with a clear date for review.

### **Do**

The school SENDCo supports the class teacher in problem solving and advising on the effective implementation of support and in further assessments. The teacher remains responsible for working with the child, and where the interventions involve group or one to one teaching away from the teacher, they remain responsible for overseeing this and work closely with support staff and/or specialist staff involved. Through this, teaching staff are able to plan and assess the impact of support and how they can be linked to classroom teaching. An IEP (Individual Education Plan) will be implemented, shared with teaching teams and parents, and reviewed termly to monitor effectiveness and outcomes.

### **Review**

Progress reviews are carried out on a termly basis with the SENDCo and class teacher. The outcomes of these meetings are disseminated to staff in the classrooms. Some children have an IEP and some may also need an EHCP (Education, Health and Care Plan). These must be reviewed by the local authority in partnership with the school at least annually. These reviews are arranged at school and are part of the SENDCo's role.

When we review, we evaluate the impact and quality of the support and consider the views of the parents and child. This feeds back into the analysis of the children's needs. The teacher working with the SENDCo will revise the support in the light of the child's progress and development. Any changes to support and/or outcomes will be made in consultation with the parent and child. We strive to provide clear information to parents about the impact of support and interventions provided enabling them to be involved in planning the next steps. In transition to another setting, information to be passed on will be shared with parents/carers and this may involve others being present at review meetings and the SENDCo attending meetings off-site to support the transition process.

## **7. How Hirst Wood Nursery School manages the needs of children that qualify for SEND support**

In many cases the child's needs are effectively met within school. Information regarding this can be found in the school's Local Offer, which is published on the Local Authority website. Where a child continues to make less than expected progress despite evidence-based support matched with interventions addressing areas of need, it may be necessary to involve specialists in the school or from outside agencies.

Parents/carers will always be informed and involved in the decision to procure the advice of a specialist and their consent will be required formally by agencies (except in child protection cases where a child is deemed to be at risk). Where assessment indicates that support from specialist services is required, the school strives to ensure that the child receives this as quickly as possible. The Local Offer clearly sets out what support is available and how it can be accessed.

Example support services used

Educational Psychology, SCIL (Social Communication Interaction & Learning Team), Speech and Language Therapy Services, Physiotherapy to name a few. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the needs of the child and they have not made expected progress, the school or parents/carers should consider requesting an Education, Health and Care needs assessment. In applying for this the school presents evidence of the action taken as part of SEND Support.

#### **8. How Hirst Wood Nursery School manages the needs of children who require personalised SEND support**

The Nursery School has a number of Early Years Enhanced Specialist Provision Places for children aged 3-5. These are both assessment places that would more than likely lead to the establishment of an Education, Health and Care Assessment and potentially an Education, Health and Care Plan. and for children who join us with an EHCP in place. These children are based within each of the two classes, but will have the support of additional members of staff (Woodlands team). They will have access to small group time in the Little Room / Sensory Room and will also have the opportunity to access our nurture provision in the Woodlands classroom at the start of the day, and at other times if the main classrooms become too loud / overly stimulating.

#### **9. How Hirst Wood Nursery School works with parents and carers in planning for provision and reviewing progress, and how the school supports them in accessing information**

We recognise that the impact of SEND support can be strengthened by increasing parental engagement in the approaches and teaching strategies that are being used. We also value and welcome the essential information on the impact of SEND support outside school as well as the parents/carers particular knowledge of their child and any changes in needs which they can provide. The school operates an open-door policy where parents are encouraged to communicate openly with the school in a timely way should they have any concerns regarding their child.

Where a child is receiving SEND Support or is accessing an enhanced provision place, the school endeavours to talk to parents/carers regularly to set clear outcomes and review progress towards them, discussing the activities and support that will help achieve them and identify the responsibilities of the parent, the children and the school.

At all stages of the SEND process the school keeps parents/carers fully informed and involved. Regular meetings are scheduled throughout the academic year to share the progress of the child with parents/carers and to take account of their views. It is hoped that this will assist in supporting all children to reach their full potential. Parents/carers are encouraged to make a full and active contribution to their child's education. Thorough records of achievement (electronic or paper), actions and support as well as contact with parents/carers form an important part of monitoring and recording for the school. We update children's IEPs on a termly basis and these are shared with parents for their comments.

#### **10. How Hirst Wood Nursery School enables children with SEND to participate in all activities together with children that do not have SEND**

We recognise our duties regarding equality and inclusion for individual disabled children and young people under the Equality Act 2010. We make reasonable adjustments, including the provision of auxiliary aids and services for disabled children to prevent them being put at significant disadvantage.



We also recognise that these are anticipatory duties and strive to plan in advance to prevent disadvantage. It is important to foster good relations and promote equality of opportunity generally so that barriers to learning are removed. Children are encouraged to participate fully in the life of the school. This includes educational visits where the SENDCo monitors the attendance of those with SEND to ensure that there is good representative participation from these groups.

## **11. What support is available for improving the emotional, mental and social development of children with SEND**

Hirst Wood Nursery School recognises that some children may experience a wide range of social and emotional difficulties, which manifest themselves in different ways. These may include:

- becoming withdrawn or isolated
- displaying challenging, disruptive or disturbing behaviour

These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have conditions such as:

- Attention Deficit Disorder (ADD)
- Autistic Spectrum Condition (ASC)
- Attention Deficit Hyperactive Disorder (ADHD)
- Attachment Disorder (AD)

It is also recognised by the school that children may display certain behaviours as a result of low self-esteem or other issues such as neglect.

### **Interventions**

Some examples of interventions which can be used to support children within nursery at Ranges 1-3. These may be implemented through small group work and/or one to one support.

<b>Area of need</b>	<b>Support Strategies at Ranges 1-3</b>
<b>Autism Spectrum Conditions</b>	<p>Assessment of the classroom environment to reduce sensory overload.</p> <p>Access to Woodlands provision to potential reduce sensory overload</p> <p>Provision of individual resources to reduce sensory overload (ear defenders)</p> <p>Adjustment of the environment as required.</p> <p>Use of augmentative and alternative communication methods such as visual strategies such as photographs, objects of reference, timetables and PECS (Picture Exchange Card System to aid communication and reduce potential frustrations)</p> <p>Preparations for changes in routines e.g. visual timetables, now and next cards</p> <p>Reducing complex language, especially when giving instructions to children.</p> <p>Sensory assessment and provision of a profile and sensory plan.</p> <p>Intensive Interactions</p>
<b>Speech Language and communication Needs</b>	<p>Makaton sign Language for developing communication and language.</p> <p>Use of augmentative and alternative communication methods such as facial expression, gesture, visuals (photographs and Widgit symbols)</p> <p>Objects of reference to support communication / transition</p> <p>Simplifying the level/pace/amount of adult talk</p> <p>Implementation of a Speech and Language Therapy programme</p> <p>Intensive Interactions</p> <p>Additional assessment tools and interventions such as All Aboard,</p>

	Fundamental Foundations language development programme, Forest School Identify and support a child's preferred learning style.
<b>Cognition &amp; Learning Needs</b>	Small step approaches Use of augmentative and alternative communication methods such as visual strategies such as photographs, objects of reference, timetables and PECS (Picture Exchange Card System to aid communication and reduce potential frustrations) Opportunities for repetition and reinforcement of developing skills. Visual cues, multi- sensory strategies Individualised level/pace and adult talk. Teaching generalisation of skills. Use of specific ICT programmes.
<b>Behavioural, Emotional and Social development</b>	School systems based on positive approaches. Detailed behaviour plan shared with all staff and parents/carers. Recognition of learning styles and appropriate adaptations. Access to quiet area in/out of the classroom (Nurture Provision) Planning and preparing the child for any changed in routines. Risk assessments to ensure the safety of all. Safe handling plan (if necessary) prepared in partnership with parents & carers **Also see Behaviour Policy
<b>Hearing Impairment</b>	Assessment of seating, lighting and acoustics in the classroom Support in the use of hearing aids/radio aids. Teaching sign language. Specific interventions for developing speaking and listening skills.
<b>Visual Impairment</b>	Attention to seating position in the classroom. Adapting materials and equipment.eg providing tactile equipment. Support with movement around the building and outside.
<b>Multi-Sensory Impairment</b>	Creating multisensory programmes and strategies Sensory Circuits / diet plan Support with mobility and independence skills.
<b>Physical difficulties</b>	Support with self-help skills and safe movement around the nursery. Safe handling plan (if necessary) Assessment for specialist equipment Support in outdoor play. Accessible ICT through switch devices, iPad.

## 11. Record keeping and monitoring

- Children's progress is continually monitored by their teacher through ongoing observations and records of achievement.
- All children are assessed using Birth to 5 Matters.
- For some children it is also appropriate to record development through the EYDJ (Early Years Developmental Journal) profile which provides detailed small steps assessments which are an additional record of achievement and assessment for some children.
- Children may have Individual Education Plans / provision maps.
- Termly progress review meetings are held to discuss the child's progress at home and at school and to plan next steps in partnership with parents & carers.
- When there are other professionals involved the review may be widened to a Team Around the Child meeting (TAC)

## 12. Education, Health & Care plan (EHCP)

For a small number of children, the help given through the SEN support-graduated approach will not be sufficient to meet their more complex needs. For these children a referral for an Education, Health & Care Plan assessment may be required to fully support their needs. EHCP is a strategy used nationally when a child has complex needs

- It provides a more coordinated, family centred and personalised planning approach
- It demonstrates a graduated response to SEND

The decision to make a referral for an EHC plan assessment will be taken at a progress review meeting and may result in a range of partners being invited to a JAM (Joint Assessment Meeting) where the needs of the child are recorded in relation to the application. The Local Authority must make its determination regarding whether to secure an EHC needs assessment within 6 weeks of the request, subject to exceptions. The application for an assessment for an Education, Health and Care Plans will combine information from a variety of sources including:

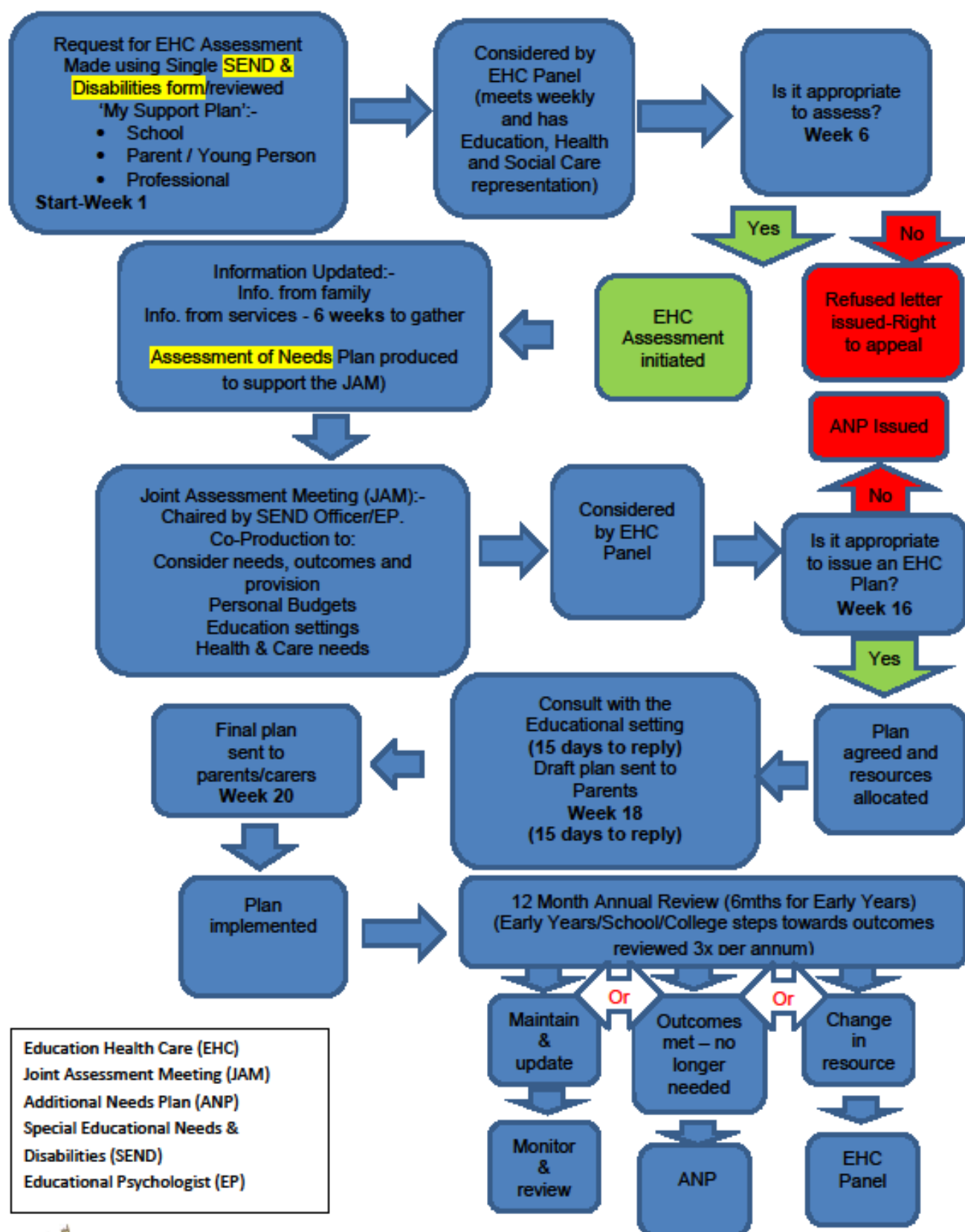
- Parents/Carers
- Teachers
- SENCO
- Social Care
- Health professionals
- Education Psychologist / Specialist Pre-5 teacher / Specialist teams

Partners must respond within a maximum of 6 weeks of request for information. All 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 or not the child is eligible for an EHC Plan. The timescale for completion of the assessment process is 20 weeks. If the Local Authority decides, following an EHC needs assessment, not to issue an EHC plan; it must inform the child's parent within a maximum of 16 weeks from the initial request. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC plan. The entire process of EHC needs assessment and EHC plan development, from the point when an assessment is requested (or a child or young person is brought to the Local Authority's attention) until the final EHC plan is issued, must take no more than 20 weeks (unless there are exceptional circumstances). Where the Local Authority decides to issue an EHC plan, the child's parent (or young person) must be provided with a draft plan and given 15 days to provide their views. Once a child is granted an EHC plan, the local authority **must** review that plan as a minimum every twelve months. As part of the annual review process we will:

- Cooperate to ensure an annual review meeting takes place, including convening the meeting on behalf of the local authority if requested.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited.
- Send any advice and information gathered to all those invited at least two weeks prior to the annual review meeting.
- Prepare and send a report of the meeting to everyone invited within 2 weeks of the meeting.

Children who have EHC plans continue on the cycle of ASSESS / PLAN / DO / REVIEW

## BRADFORD METROPOLITAN DISTRICT COUNCIL – EDUCATION, HEALTH AND CARE ASSESSMENT PATHWAY 0-25



For more information please contact SEND services  
01274 435750 or email [SEN@bradford.gov.uk](mailto:SEN@bradford.gov.uk)



### **13. How does Hirst Wood Nursery School monitor and evaluate the impact of the school's SEND provision.**

Whilst the full Governing Body remains responsible for SEND they often appoint a SEND Governor to support their work. The SEND named Governor can be contacted via the Headteacher or Chair of Governors. The SEND Governor promotes the development of SEND provision by:

- championing inclusion and promoting a greater understanding of issues related to SEND by the Governing Body;
- being familiar with key legislation and policy;
- fostering communication between parents/carers of children with SEND and the school;
- ensuring they understand the role of the SENDCo and how children are supported;
- developing an awareness of the types of SEND present within the school cohort;
- reporting to the full Governing Body;
- understanding how funding received for SEND is allocated by the school;
- attending training in relation to SEND;
- assisting in monitoring the progress of vulnerable children;
- reviewing and monitoring the effectiveness of the SEND Policy.

The Governing Body will report annually on the success of the policy under the statements listed in 'The aims and values of this policy'.

In evaluating the effectiveness of this policy, the school will consider the views of:

- Reports presented by the Headteacher/SENDCo / Teacher for SEND / Named Governor for SEND
- Parents/Carers
- Children
- Outside Agencies

Children's progress and achievement will provide detailed and quantifiable evidence relating to the success of the SEND policy and this will be analysed carefully through:

- Consideration of each child's success in meeting outcomes.
- The school's tracking systems and teacher assessments
- Evidence generated from Personalised Plans and Annual Review meetings.
- Reports provided by outside agencies including Ofsted.

### **14. Training**

Up to date and relevant training is vital to continue to develop good practice for SEND. Training will take the form of: -

- Courses for individual staff
- In-house training and cascading from courses
- Invited specialists to support and enhance our provision and practice
- External analysis and review of our provision to challenge and extend provision
- Visits to other settings to disseminate knowledge and understanding
- Keeping up to date with national and local developments on SEND issues.
- Sharing of information amongst staff, parents/carers
- Inclusion Quality Mark self-evaluation, action plan and assessment

## **15. Transition**

We recognise that 'moving on' can be difficult for a child with SEND. We also recognise the anxieties for families and take steps to ensure that any transition is as smooth, flexible and as positive as possible. When a child moves to another school: -

- We will contact the new school and arrange a transition meeting
- A personalised transition plan will be drawn up in partnership with the receiving school and parents
- Any special arrangements and support will be put in place for the child.
- We will pass on all records about a child as soon as possible to the receiving school.

## **16. Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the class teacher in the first instance. If the complaint is not resolved, it will then be managed under the School's Complaints Policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

## **17. Contact details of support services for parents of pupils with SEN**

We would encourage parents to contact Jayne Taylor, Headteacher & SENDCo to request any additional support. [Jayne.taylor@hirstwoodnsc.co.uk](mailto:Jayne.taylor@hirstwoodnsc.co.uk)

## **18. Contact details for raising concerns**

If you have any concerns about the provision of SEND please contact Jayne Taylor in the first instance. Alternatively, the Governor with responsibility for SEND is Lucy Mairs. An email can be sent to her via the [office@hirstwoodnsc.co.uk](mailto:office@hirstwoodnsc.co.uk) please mark this FAO Lucy Mairs

## **19. The local authority local offer**

Our contribution to the local offer is <https://localoffer.bradford.gov.uk/services/education?id=2>  
Our local authority's local offer is published here <https://localoffer.bradford.gov.uk/>

## **20. Monitoring arrangements and evaluating success**

This policy and information report will be reviewed by the Headteacher/SENDCo every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

The success of the SEND policy and provision is evaluated through:

- Monitoring of classroom practice by the SENDCo
- Analysis of child tracking data and test results for individual children and for cohorts
- Monitoring of procedures and practice by the SEND governor
- School self-evaluation
- The School Improvement Plan
- Visits from LA personnel, external consultants and Ofsted inspections
- Feedback from parents/carers and staff, both formal and informal, following meetings to produce IEPs and targets, revise provision and celebrate success
- Annual Inclusion Quality Mark audit, assessment and reporting procedures

## **21. Links with other policies and documents**

This policy links to our policies on:

Accessibility plan

Behaviour

Equality information and objectives

First aid and medicines Policy

Policy for Inclusive Practice

## **22. Appendix (abbreviation of terms)**

EHCP

IEP

JAM

SENDCo

TAC Review Meeting

Education and Health Care Plan

Individual Education Plan

Joint Assessment Meeting

Special Educational Needs & Disabilities Coordinator

Team Around the Child