Old Park Primary School & Nursery

SEND Policy

Policy owner: Rebecca Hughes

Date: October 2026

Next Review: October 2027

Introduction

At Old Park Primary School and Nursery we follow the guidelines set out in the SEND Code of Practice: for 0 to 25 years.

Old Park Primary provides a broad and balanced curriculum for all children. Birth to 5 Matters and Development Matters is used as a starting point for those children within the Early Years. The National Curriculum is our starting point for planning the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse range of needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.

These requirements may arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age.

Children may have special educational needs either throughout, or at any time during their school career. This policy ensures that curriculum planning and assessment of children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

Aims and objectives

The aims of this policy are:

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the nursery and/or school curriculum;
- to ensure parents are able to work in partnership with the school and nursery to support their child's education;
- To ensure that our children have a voice in this process.

Educational inclusion

At Old Park Primary School and Nursery we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel they are a valued part of our school and nursery community. Through appropriate curricular provision, we respect the fact that the children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and take part in learning effectively and safely;
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

(For further information see School Information Report)

Special Educational Needs

Children with special educational needs have a range of difficulties that call for special provision to be made. All children may have special needs at some time in their life. Children who have a 'need':

- may have significantly greater difficulty in learning than the majority of children of the same age;
- May have a disability that prevents or hinders them making use of educational facilities of a kind generally provided for children of the same age;
- May have emotional and social skills which become a barrier to their learning

The 2015 SEND Code of Practice outlines for areas of special educational need that include a range of difficulties and conditions:

Communication and Interaction - for example, where children have speech, language and communication difficulties or autism which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.
Cognition and Learning - for example, where children learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills or have a specific difficulty affecting one particular part of their learning performance such as in Literacy or Numeracy. Children may have a specific learning difficulty such as dyslexia, dyscalculia, dyspraxia, moderate or severe learning difficulties.
Social, Emotional and Mental Health Difficulties - for example, where children have difficulty managing their relationships with other people, are withdrawn or if they behave in ways that may hinder their and other children's learning or that have an impact on their health and wellbeing. Children may have ADHD, mental health issues, depression or anxiety.
Sensory and/or Physical Needs - for example, children with visual and/ or hearing impairments or a physical need that means they must have additional ongoing support and equipment.

All our children are assessed when they join Old Park Primary School and Nursery, so that we can build upon their prior learning. We use this information to provide starting points for development of an appropriate curriculum for all our children.

In the Early Years Foundation Stage, the Foundation Stage Team is responsible for managing the special educational needs of children in the Foundation Stage. This includes writing individual Plan, Do, Reviews or intervention sheets in liaison with the special educational needs co-ordinators (SENCo) and outside agencies. The Nursery Teacher is responsible for managing the special educational needs of children in the Nursery with the support of the SENCO.

If our assessments/professional judgements show that a child may have a 'need' we use a range of strategies that make full use of all available classroom and school resources. This level of support is called SEN support. The child's class teacher/keyworker will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. The SENCo will then liaise with external agencies as necessary.

We will record the strategies used to support children on a Plan, Do, Review (PDR) These show the short-term targets set, the teaching strategies to be used, alongside any other provision offered. They indicate planned outcomes, identify a baseline, expected and achieved outcome and show frequency of intervention. They are reviewed regularly and used to inform next steps.

If intervention review identifies that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in school/nursery by external support services. They will provide information for the child's next intervention steps. The new strategies will, wherever possible, be implemented in the child's normal classroom setting.

If the child continues to demonstrate significant cause for concern, a request for advice or additional funding is sought through the Inclusive Schools Forum (ISF) or a statutory assessment (EHCNA) may be made to the Local Authority (LA). A range of written evidence about the child will support both of these requests. To support children in the Early Years school have secured Fair Share Funding.

At Old Park Primary School and Nursery the SENCo will:

- manage the day-to-day operation of the policy;
- co-ordinate the provision for and manages the responses to children's special needs;
- support and advise;
- oversee the records of all SEND children;
- act as the link with parents;
- act as the link with outside agencies and other support agencies;
- monitor and evaluate the special needs provision and report to the governing body;
- manage a range of resources, human and material, to enable appropriate provision for children with special educational needs;

The role of the governing body

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with SEND.

The governing body has an identified governor to have a specific oversight of the school's provision for pupils with SEND. The 'responsible person' in this school is the headteacher. The headteacher ensures that all those who teach a pupil with a statement of special educational needs are aware of the nature of the statement.

The SEN Governor ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel and meets termly with the SENCo.

Allocation of resources

The SENCo and the headteacher are responsible for the operational management of the specified and agreed resourcing for special needs provision within school and nursery, including the provision for children with ISF funding or statements of special educational needs (EHCP's).

The headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

The headteacher and SENCo meet annually to agree on how to use funds directly related to ISF funding or EHCPs.

Staff Training

All staff receive regular training on SEND-related topics, including inclusive classroom strategies, supporting pupils with autism, and speech and language development. The SENCo ensures that training is up to date and tailored to the needs of our pupils.

Assessments

Early identification is vital. The class teacher and the parents at the earliest opportunity can discuss concerns and work together.

The class teacher and SEN Team assess and monitor the children's progress in line with existing school practices. This is an ongoing process.
The SEN Team work closely with parents and teachers to plan an appropriate programme of work.

The assessment of children reflects as far as possible their participation in the whole school and/or Early Years curriculum. The class teacher and SEN Team can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

The LA seeks a range of advice before offering advice or additional funding through ISF or making a formal statement (EHCP). The needs of the child are considered paramount in this process.

Access to the curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- *understand the relevance and purpose of learning activities;*
- *experience levels of understanding and rates of progress that bring feelings of success and achievement.*

Teachers use a range of strategies to meet children's special educational needs. Lessons/focus activities have clear learning objectives; we adapt work appropriately and we use assessment to inform the next stage of learning.

Plan Do Reviews and Social, Emotional and Sensory Passports are developed for those children being monitored or going forward for Inclusive Schools Funding or Statutory Assessment or have already got an EHCP. Intervention is recorded for all other children and vulnerable groups e.g. FSM, CIC.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though, for specific interventions e.g. co-ordination, speech and language programmes, TalkBoost intervention, we ask the children to work in small groups, a one-to-one situation outside the classroom or within additional provisions within school. Children within the Early Years have access to Hedgehogs, a sensory room, designed and planned to support children with a range of needs and KS1 and KS2 have access to Oak and Elm Room. There is also space for staff to carry out intervention with individuals and groups of children.

Ordinarily Available Inclusive Provision

Ordinarily Available Inclusive Provision (OAIP) refers to the support, strategies, and resources that all mainstream schools are expected to provide for all children, including those with SEND, without the need for an EHCP. This includes differentiated teaching, visual timetables, assistive technology, small group interventions, and access to quiet spaces or sensory breaks. These provisions are part of our inclusive practice and Quality First Teaching.

Partnership with families

Old Park Primary School and Nursery works closely with families in the support of those children with SEND. We encourage an active partnership through an on-going dialogue with families. They have much to contribute to support our children with SEND.
The school prospectus contains details of our policy for SEND, and the arrangements made for children in our school. A named governor takes a special interest in special needs and is willing to talk to parents.

We share Plan do Reviews/Social, Emotional and Sensory Passports and interventions with families. We inform the families of any outside intervention, and we share the process of decision making by providing clear information relating to the education of children with SEND.

Pupil participation

At Old Park Primary School and Nursery we encourage children to take responsibility and make decisions as learners, developing a 'can do' and resilient attitude. This is a part of the culture of our school and relates to children of all ages. The work from the Early Years Foundation Stage throughout KS1 and KS2, recognises the importance of children developing social, as well as educational skills.

Children are encouraged to make judgements about their own performance against their targets.

Monitoring and evaluation

The SEN team monitor the movement of children within the SEN system in school and nursery. They provide staff with termly summaries of the impact of the policy on the practice of the school through SEN review meetings. Governors are reported to annually.

The SEN team are involved in supporting teachers involved in drawing up Plan do Reviews/Social, Emotional and Sensory Passports and interventions for children. The SEN team and the headteacher hold regular meetings to review the work of the school in this area.

The governing body will review the policy and considers any amendments in the light of any future SEN changes.

Transition Support

We recognise that transitions can be particularly challenging for children with SEND. We work closely with families, previous or receiving settings, and external agencies to ensure smooth transitions. This includes additional visits, transition booklets, and meetings with key staff.

All transitions are well planned for through-out school as children and students move from class to class and phase to phase. Information will be passed on to the new class teacher and Plan, Do, Reviews/Social, Emotional and Sensory Passports will be shared with the new teacher.

If children are new to our school/join from another setting, parents will be invited to look around the school and meet staff. The school will contact any early-years settings, or other schools the child has attended to gather information about their needs. Contact will also be made with any specialist services as necessary.

Pupils moving to new settings are supported by making opportunities available to them to attend the new setting. Where appropriate, a transition plan will be developed in partnership with parents, the child and staff to ensure the child enjoys a smooth move to their new setting. In some cases, children may be provided with a personal transition booklet containing photographs and important information to be shared with the child to help them settle quickly. When a child moves school, the SENCo will ensure all relevant information is passed on and will contact the SENCo of the new school to discuss the child's needs.

In a similar way staff work closely with local secondary schools to develop transition programmes to support children and their families as they move on to KS3.

SEND Team
SENCo - Rebecca Hughes
Early Years Phase Leader/Nursery Teacher/SENCo – Sarah Davies
Enhanced provision teacher and SENCo – Amy Voros
Pupil Welfare Manager and ELSA – Julie Barnes
Pupil Welfare Manager – Kelly Ryder
Governor with responsibility for SEND – Tanya Ledger

Glossary of terms

SEND: Special Educational Needs and Disabilities
EHCP: Education, Health and Care Plan – a legal document outlining the support a child with SEND requires.
SENCo: Special Educational Needs Coordinator – the staff member responsible for overseeing SEND provision.
PDR: Plan, Do, Review – a cycle used to plan and evaluate support for pupils with SEND.
ISF: Inclusive Schools Forum – a panel that reviews requests for additional support or funding.
LA: Local Authority – the local government body responsible for education services.
OAIP: Ordinarily Available Inclusive Provision – support that all schools are expected to provide for pupils with SEND.
FSM: Free School Meals – used to identify pupils from lower-income families.
CIC: Children in Care – pupils who are looked after by the local authority.
ELSA: Emotional Literacy Support Assistant – a trained staff member who supports pupils' emotional wellbeing.
SALT: Speech and Language Therapy – services that support children with communication needs.
EP: Educational Psychologist – a professional who assesses and supports children with learning and emotional needs.

Policy review date October 2027