

# Enderby Road Infant and Nursery School

## SEND policy



|                                       |                      |
|---------------------------------------|----------------------|
| <b>PERSON RESPONSIBLE FOR POLICY:</b> | <b>Sarah Mellows</b> |
| <b>APPROVED: GOVERNING BODY</b>       | <b>DATE: 1-10-24</b> |
| <b>SIGNED:</b>                        | <b>ROLE: SENCO</b>   |
| <b>TO BE REVIEWED:</b>                | Autumn '25           |

## **Responsible Persons**

SENCO – Sarah Mellows  
Headteacher – Jo Smeaton  
Pastoral Lead – Maureen Barker

## ***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.*

## **Mission statement**

### ***‘A community who shine together’***

At Enderby Road Infant 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.

Together we take pride in making a positive contribution to our school and the wider community.

Further information about our whole school aims and values is available at our school website:

<https://www.enderbyroadinfantandnursery.co.uk/>

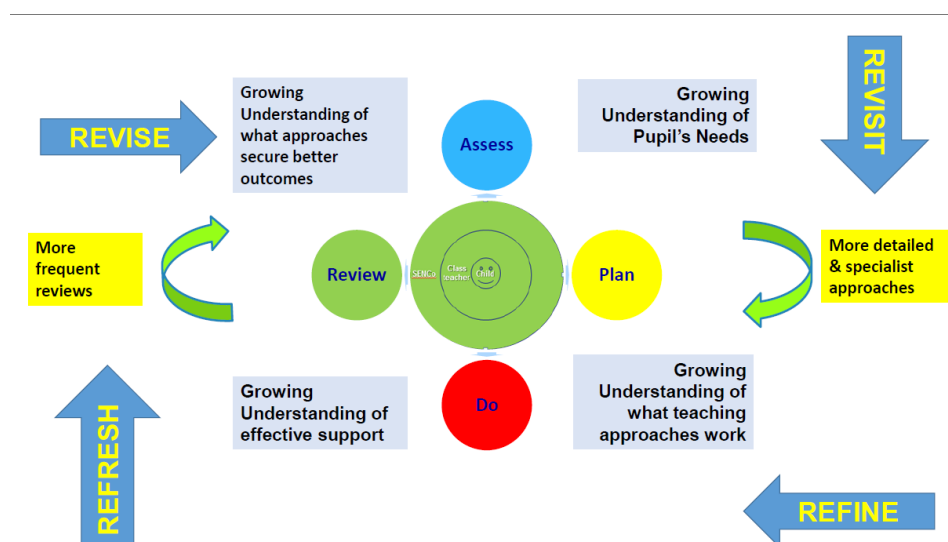
## **Aims and Objectives:**

Provision for students with SEND is a whole school matter. In line with the 2015 SEND Code of Practice, we aim use our best endeavours to:

- provide an inclusive broad and balanced curriculum for all pupils, that sets high expectations for every pupil, whatever their prior attainment
- provide for all pupils to achieve their full potential
- ensure the early identification of pupils with SEN
- ensure our provision meets the needs of our learners and that all are given a positive image
- work in partnership with pupils, parents and carers in their learning and progress, taking the views, wishes and feelings of the young person into account, involving them as fully as possible
- work towards inclusion with the help of other agencies and services
- ensure staff are up-skilled to meet the needs of our learners
- provide a stimulating, engaging and safe environment for all learners
- ensure that clear, factual, up-to-date and reliable records follow the child through the school
- support the successful transition of all pupils from one stage of education to the next
- designate a suitably qualified teacher responsible for the coordinating of SEND provision i.e. SENCO

### **School Procedures – meeting the needs of SEND children:**

At Enderby Road Infant and Nursery School, we employ the Graduated Approach (the Assess-Plan-Do-Review model) in meeting the needs of our SEND children. Provision for Children with Special Educational Needs in our school is made up of 3 waves. Each child is assessed individually and decisions are made about what kind of intervention, or combination of interventions, will best meet the needs of the individual.



### **Wave 1**

Wave 1 is Quality First Teaching, which is an inclusive approach to teaching, taking into account the learning needs of all the children in the classroom. This draws on the knowledge and understanding of how teaching can be differentiated and improved for all children by incorporating strategies to

support children with a variety of Special Needs e.g. visual timetables, clear instructions, tasks divided into manageable chunks. This will include children with SEND support.

## **Wave 2**

Wave 2 outlines specific, additional and time-limited interventions provided for some children who are falling behind the age expected level. These are targeted to improve specific skills or deal with specific barriers to learning, often in a group of pupils with similar needs, working with an adult in a quiet space. These groups are run by TAs working alongside and planned for by the teachers. If the child is still failing to make adequate progress with this level of SEND support, a more in-depth assessment may take place to find out what the child's special educational needs are and what special help the child needs. People involved in this process may include parents, school members, doctors, educational psychologists & social services.

## **Wave 3**

Wave 3 is targeted provision for a small percentage of children who either require a high level of additional support/specialised provision in order to address their needs or is for children who have been identified for an intervention designed to accelerate progress. If the children need an individualised programme of support then the school or parents may apply for an Education and Healthcare Plan (EHCP). The children will receive individualised support whether or not they receive an EHCP.

## **SEND Support**

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the child will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning.

## **Safeguarding**

Safeguarding is everyone's responsibility at Enderby Road and all members of staff adhere to our Child Protection and Safeguarding Policy. We feel it is important to remember why children behave the way they do and this does affect their learning. We expect all staff to read and follow the guidelines set out in the 'Keeping Children Safe in Education 2020' document. This can be found in the Staff Handbook in the staffroom. It can also be found online at:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

## **SEND Information Report**

The school is required to publish an Information Report that is revised annually. Details regarding the responsibilities of the SENCO and the SEND governor are given in the school's Information Report. This also provides information about the North Lincolnshire Local offer and how the school SEND policy is being or has been implemented within the school. This can also be found on the school website.