

Enderby Road Infant and Nursery School



SEND Policy

Person Responsible:	Headteacher/ SENCO
Approved: Governing Body:	January 2026 (tbc)
Signed:	<i>C.Lloyd</i>
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1. Vision, Ethos, and Values

1.1 Mission Statement

"A community who shine together"

1.2 Our Ethos and Statement of Principles

At Enderby Road 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.

We believe that every child, regardless of their starting point, deserves the opportunity to flourish. To achieve this, we provide:

- A Broad and Balanced Curriculum: A creative curriculum supplemented by enrichment activities that provide opportunities for everyone to achieve and succeed.
- A Culture of Celebration: We celebrate the achievements, gifts, and cultural diversity of all our pupils.
- A Sense of Community: We work together to take pride in making a positive contribution to both our school and the wider community.

1.3 Equality and Inclusion

In accordance with our duties under the Equality Act 2010, we are committed to ensuring that all pupils have equal access to the curriculum and school life. We celebrate individual differences and provide a supportive environment for all, irrespective of protected categories.

Our school ethos ensures that:

- Diversity is viewed as a strength.
- Barriers to learning are identified and effective support is provided.
- The physical and emotional well-being of every child is a priority.

2. Core Aims and Objectives

In line with the SEND Code of Practice 2015, Enderby Road Infant and Nursery School uses its best endeavours to ensure that the specific needs of all pupils are met. Our core aims are as follows:

2.1 Curriculum and High Expectations

We are committed to providing an inclusive, broad, and balanced curriculum for all pupils. We set high expectations for every child, regardless of their prior attainment, ensuring that barriers to learning are challenged and overcome. We utilise *Adaptive Teaching* strategies to ensure all learners can access the same high-quality curriculum, rather than lowering expectations through over-simplification.

2.2 Achieving Potential

We strive to provide the necessary support and scaffolding to enable all pupils to achieve their full potential, celebrating individual progress and personal triumphs alongside academic milestones.

2.3 Early Identification and Targeted Provision

- Early Identification: We aim to ensure the early identification of pupils with SEND through robust monitoring and assessment.
- Quality Provision: We ensure our provision is specifically tailored to meet the needs of our learners, ensuring every child is projected with a positive image and feels a sense of belonging.

2.4 Staffing and the Learning Environment

- Up-skilling Staff: We are dedicated to ensuring all staff are regularly up-skilled through professional development to meet the evolving needs of our learners.
- Safe Environment: We provide a stimulating, engaging, and safe environment where pupils feel secure enough to take risks in their learning.

2.5 Record Keeping and Continuity

We ensure that clear, factual, up-to-date, and reliable records are maintained. These records follow the child throughout their journey at our school to ensure a continuous and consistent approach to their support.

2.6 Coordination of Provision

The school will always designate a suitably qualified teacher to be responsible for the coordination of SEND provision (the SENCO), alongside the skills of the school's leadership team, ensuring leadership has a dedicated focus on inclusive practice

3. Roles and Responsibilities

Provision for students with SEND is a **whole-school responsibility**. Below are the specific roles and accountabilities for the leadership and management of SEND at Enderby Road Infant and Nursery School.

Summary of Responsible Persons (2025-2026)

Name	Role
Miss Horsfield	Headteacher (SENCo)
Ms. Sneyd (NASENCO)	Interim SENCO
Mrs. Clark	Pastoral Lead
Mrs Tomlinson	SEND Governor

3.1 The Headteacher: Miss Horsfield

The Headteacher has the overall responsibility for the management of SEND provision. The responsibilities include:

- Keeping the Governing Body fully informed of SEND issues.
- Working closely with the SENCO to manage the budget and resources allocated to SEND.
- Ensuring the school's Accessibility Plan is reviewed every three years and published on the website.
- Ensuring the school's safeguarding procedures are robust and in line with **KCSIE 2025**.
- Ensuring that the school meets its statutory duties under the **SEND Code of Practice 2015**.

3.2 The SENCO: Ms. Sneyd (interim/ SEND Consultant)

The Special Educational Needs Coordinator (SENCO) is responsible for the day-to-day operation of the SEND policy. Key responsibilities include:

- **Coordination:** Coordinating all the provision for children with SEND.
- **The Register:** Maintaining an accurate and up-to-date SEND register.
- **Liaison:** Acting as the primary point of contact for external agencies, the North Lincolnshire Local Authority, and parents of pupils with SEND.
- **Support:** Providing professional guidance to colleagues and ensuring that clear, factual records follow each child through the school.
- **Leadership:** Works directly with the Headteacher and senior leaders to influence and lead whole-school inclusive practice.
- **Assessment:** Overseeing the **Graduated Approach** (Assess-Plan-Do-Review) and supporting staff with the identification of learners.

3.3 The Pastoral Lead: Mrs. Clark

The Pastoral Lead focuses on the holistic well-being of our pupils. Responsibilities include:

- **Well-being Support:** Working with the SENCO to provide interventions for pupils experiencing emotional or behavioral barriers to learning.
- **Safeguarding:** Acting as a key member of the safeguarding team, ensuring that vulnerable learners are protected in line with **KCSIE 2025**.
- **Family Support:** Building strong relationships with families to ensure a consistent approach between home and school.

3.4 All Staff (Teachers and Teaching Assistants)

- **Quality First Teaching:** Providing a high standard of differentiated teaching for all pupils (Wave 1).
- **Identification:** Being the first point of contact for identifying potential SEND and raising concerns with the SENCO.
- **Implementation:** Carrying out specific interventions (Wave 2 and 3) as planned by the teacher and SENCO.

3.5 The Governing Body

The Governing Body has a collective legal duty under the **Children and Families Act 2014** to ensure that the school uses its best endeavours to meet the needs of all pupils with SEND. Their role includes:

- **Strategic Oversight:** Ensuring that SEND remains a priority in school improvement planning and that the school's budget is used effectively to support SEND provision.

- **Accountability:** Holding the Headteacher and SENCO to account for the progress and attainment of pupils with SEND.
- **Statutory Compliance:** Ensuring the school publishes an annual SEND Information Report and maintains an up-to-date Accessibility Plan.

3.6 The SEND Governor: Mrs. Tomlinson

While the entire Governing Body is responsible for SEND, the SEND Governor is the designated link governor who provides specific oversight. Her role involves:

- **Liaison:** Meeting regularly with the leadership team to discuss the effectiveness of the school's SEND provision and any emerging trends or challenges.
- **Monitoring:** Ensuring that the Graduated Approach (Assess-Plan-Do-Review) is being implemented consistently across the school.
- **Championing Inclusion:** Acting as a "champion" for pupils with SEND at a board level, ensuring that every decision made by the governors considers its impact on these learners.
- **Safeguarding Assurance:** In line with **KCSIE 2025**, ensuring that the board is mindful of the additional safeguarding challenges children with SEND may face and that they receive appropriate safeguarding education.

4. Identification and Assessment of SEND

At Enderby Road Infant and Nursery School, we believe that early identification is key to ensuring that every child receives the support they need to shine. We follow a rigorous process to identify and assess pupils who may require additional provision.

4.1 Definition of SEND

In accordance with **Section 20 of the Children and Families Act 2014**, a child is identified as having Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them. This includes:

- A significantly greater difficulty in learning than the majority of others of the same age.
- A disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age.

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

4.2 The Four Areas of Need

In line with the **SEND Code of Practice 2015**, we assess children across four broad areas to ensure a holistic understanding of their requirements:

1. **Communication and Interaction:** (e.g., Speech and Language needs, Neurodiversity).
2. **Cognition and Learning:** (e.g., Moderate learning difficulties, Dyslexia).
3. **Social, Emotional and Mental Health (SEMH):** (e.g., Anxiety, attachment issues—supported by **Mrs. Clark**).
4. **Sensory and/or Physical Needs:** (e.g., Visual/Hearing impairment or physical disabilities).

4.3 The Identification Process

We use a variety of methods to identify whether a child has SEND:

- **Teacher Observation & Assessment:** Regular monitoring of progress and attainment.
- **Pastoral Concerns:** Identifying emotional or behavioral barriers.
- **Parental Liaison:** Discussing concerns raised by parents or carers.
- **Formal Advisory:** Where it is determined that a pupil has SEND, parents will be **formally advised**, and the child will be added to the **SEND Register**.

4.4 In-Depth Assessment

If a child fails to make adequate progress despite targeted support, the school may conduct a more in-depth assessment. This process is collaborative and may involve:

- The SENCO/ Senior Leadership Team, and Class Teacher.
- Parents and the Pupil.
- External Professionals: Educational Psychologists, Doctors, Speech and Language Therapists, or Social Services.

5. The SEND Register

The aim of formally identifying a pupil on the SEND Register is to help the school ensure that effective provision is put in place to remove barriers to learning. This register is a live document reviewed regularly by the Leadership Team and SENCO to ensure it accurately reflects the current needs of the school community.

6. The Graduated Approach

At Enderby Road Infant and Nursery School, we adopt a "**Graduated Approach**" to meeting the needs of our pupils. This is a four-part cycle known as **Assess, Plan, Do, and Review**. This process allows us to continually refine our understanding of a pupil's needs and ensure that the support provided is effective.

6.1 The Three Waves of Intervention

To provide the most effective support, we categorise our provision into three "Waves." Every child is assessed individually to determine which combination of interventions will best meet their needs.

Wave	Level of Support	Description
Wave 1	Quality First Teaching (QFT)	This is the primary layer of support. It is an inclusive approach that draws on differentiated teaching strategies for all children in the classroom (e.g., visual timetables, clear instructions, manageable tasks).
Wave 2	Targeted Intervention	Specific, additional, and time-limited support for children falling behind age-expected levels. These are often

		small-group sessions run by TAs to target specific skills or barriers, planned by the teacher.
Wave 3	Specialised Provision	Targeted provision for pupils requiring high-level support or specialised interventions designed to accelerate progress. This may include an individualised programme of support and/or an application for an Education, Health and Care Plan (EHCP).

6.2 The Assess-Plan-Do-Review Cycle

- **Assess:** The class teacher and SENCO (**Ms. Sneyd**) carry out a clear analysis of the pupil's needs, drawing on teacher assessments, prior progress, and views of the parents and pupil.
- **Plan:** We agree on the adjustments, interventions, and support to be put in place, as well as the expected impact on progress. This is recorded and shared with parents.
- **Do:** The class teacher remains responsible for working with the child daily. Even where interventions involve group or one-to-one teaching away from the main class, the teacher retains oversight.
- **Review:** The effectiveness of the support and its impact on the pupil's progress is reviewed by the date agreed in the planning stage. This informs the next steps in the cycle.

6.3 SEND Support

If a pupil continues to require support through the Graduated Approach that is "additional to and different from" their peers, they are placed on **SEND Support**. At this stage, the school may seek advice from external specialists to further refine the plan.

7. Working with Pupils, Parents, and Families

At Enderby Road Infant and Nursery School, we recognise that parents and carers are the experts on their children. We are committed to a person-centered approach that places the child and their family at the heart of the decision-making process.

7.1 Partnership with Parents and Carers

We believe that a strong partnership between home and school is essential for pupil success.

- **Formal Advice:** Parents will be formally notified and consulted as soon as it is determined that a pupil may have SEND.
- **Collaboration:** We work alongside parents to set outcomes and plan provision, ensuring that their views, wishes, and feelings are central to the Assess-Plan-Do-Review cycle.
- **Transparency:** We aim to provide parents with clear, accessible information about their child's progress and the support available, including the North Lincolnshire Local Offer.

7.2 Age-Appropriate Pupil Voice (Ages 3–7)

We are committed to involving our youngest learners in their own educational journey. Given that our pupils are aged 3 to 7, we ensure that "pupil voice" is captured using methods that are developmentally appropriate:

- **In the Nursery (Ages 3-4):** We use play-based observations, "learning stories," and photo-cues to understand what a child enjoys and what they find challenging. Staff listen to and record the child's spontaneous comments during their activities.
- **In the Infant School (Ages 5-7):** We use symbols and simple drawings. Children are encouraged to share what helps them learn (e.g., "I like it when it's quiet" or "I like using the colorful blocks") through "Talkabout" sessions or 1:1 time with a familiar adult.
- **Inclusion in Meetings:** While formal meetings may not always be appropriate for very young children, their voice is represented through their work, photos of their achievements, and comments captured by staff and parents.

7.3 Communication and Support

- **Regular Reviews:** Progress is shared during parent consultation evenings and specific SEND review meetings.
- **Open Door Policy:** We encourage parents to speak with the Class Teacher, Mrs. Clark (Pastoral Lead), Ms. Sneyd (Interim SENCO) or Miss Horsfield (Headteacher) whenever a concern arises.

8. Multi-Agency Partnership

At Enderby Road Infant and Nursery School, we recognise that meeting the diverse needs of our pupils often requires a collaborative, multi-agency approach. We work closely with external partners to ensure that our pupils receive specialised support that complements our school-based provision.

8.1 Working with External Services

In line with the **SEND Code of Practice 2015**, we work towards full inclusion with the support of various agencies. These partnerships allow us to access specialist assessments and evidence-based strategies for our learners. External partners may include:

- **Health Professionals:** School Nursing team, Speech and Language Therapy (SALT), Occupational Therapy, and Paediatricians.
- **Educational Support:** Educational Psychologists and Specialist Teaching Services (e.g., for visual or hearing impairments).
- **Social Care:** Children's Services and Social Workers where appropriate.
- **Pastoral Support:** Working with Mrs. Clark to coordinate with mental health services or family support workers.
- **Alternative Provision:** Where alternative provision is used, the school retains full responsibility for the pupil's education, safeguarding and progress. Leaders ensure that any provision is suitable, safe and in the pupil's best interests, and that its impact is monitored regularly as part of the Assess–Plan–Do–Review cycle.

8.2 The Local Offer

The school works in partnership with the Local Authority to ensure families are aware of the support available within the wider community.

North Lincolnshire Local Offer: The Local Offer provides information on what services children, young people, and their families can expect from a range of local agencies. It is a vital resource for understanding the support available for SEND across the county.

You can access the North Lincolnshire Local Offer here:

<https://localoffer.northlincs.gov.uk/>

8.3 Coordination of Services

The Headteacher and SENCO acts as the primary point of contact for external agencies. She ensures that:

- Multi-agency meetings (such as Team Around the Family or EHCP reviews) are well-coordinated.
- Advice from specialists is integrated into the child's Graduated Approach (Assess-Plan-Do-Review).
- Information is shared securely and professionally in the best interests of the child, in accordance with GDPR and safeguarding protocols.

9. Managing Transitions

Transition is a critical time for all pupils, but particularly for those with SEND. At Enderby Road Infant and Nursery School, we aim to ensure that transitions are planned and managed so that pupils feel secure and their provision remains continuous.

9.1 Support for All Transitions

In line with our core aims, we provide clear, factual, up-to-date, and reliable records that follow the child. We use these to ensure that the "Assess-Plan-Do-Review" cycle continues without interruption during any move.

9.2 Entry to Nursery and Reception

We recognise that starting school is a milestone. To support our youngest learners:

- **Home and Setting Visits:** Where possible, staff meet with families and previous settings to understand the child's needs before they start.
- **Stay and Play:** We offer transition sessions to allow children to become familiar with the environment and staff.
- **Information Sharing:** We work with parents to create a "positive image" of the child's strengths and needs from day one.

9.3 In-Year and Key Stage Transitions

- **Transition within School:** When moving between year groups (e.g., Nursery to Reception or Year 1 to Year 2), teachers hold handover meetings. The SENCO and leadership team ensures that SEND files and successful strategies are shared with the new class team.
- **Enhanced Transition:** For children who find change particularly difficult, we provide extra visits to new classrooms, photo booklets of new staff, and meet the teacher opportunities. As a small school, we have the advantage of children knowing adults across the school community.

9.4 Transition to Junior School (End of Year 2)

To support the successful transition of all pupils to the next stage of education:

- **Collaboration with Receiving Schools:** We work closely with local Junior schools to share detailed records.
- **Transition Meetings:** For pupils with high-level needs or an EHCP, we invite the SENCO of the receiving school to the final review meeting.
- **Vulnerable Learner Support:** Mrs. Clark (Pastoral Lead) provides targeted support for children who may experience anxiety during the move to a larger school setting.

10. Staff Training and Development

At Enderby Road Infant and Nursery School, we are committed to the ongoing professional development of all staff. We recognise that high-quality provision for SEND is dependent on a workforce that is confident, skilled, and up-to-date with the latest educational research and statutory requirements.

10.1 Commitment to Up-skilling

In line with our core aims, we ensure that staff are up-skilled to meet the evolving needs of our learners. This includes:

- **Induction:** All new staff, including early career teachers (ECTs) and support staff, receive an induction into the school's SEND policy and procedures.
- **Specialist Training:** We provide targeted training on specific areas of need, such as Autism, Speech and Language, and SEMH support.
- **Safeguarding:** All staff receive annual training on **KCSIE 2025**, with a specific focus on the additional vulnerabilities of children with SEND.

10.2 Identifying Training Needs

Training needs are identified through:

- **The SENCO's Audit:** Regular audits of the SEND register to identify prevalent needs within the school.
- **Performance Management:** Individual staff identifying areas for growth.
- **The Graduated Approach:** Where the "Review" stage indicates that a child is not making progress, staff training may be sought as a specific intervention.

10.3 Collaborative Learning

We foster a culture of shared expertise by:

- **Staff Meetings:** Dedicating time in staff meetings to discuss SEND strategies and share "what works" across year groups.
- **External Expertise:** Inviting professionals (e.g., Educational Psychologists or Specialist Teachers) to deliver training sessions or observe practice.
- **Peer Support:** Encouraging TAs and Teachers to shadow one another when delivering specialised interventions (Wave 2 and 3).

11. Monitoring, Evaluating, and Reporting

To ensure that our SEND provision remains effective and that we are fulfilling our mission of being a "community who shine together," we employ a robust system of monitoring and reporting. This ensures accountability to our parents, governors, and the wider community.

11.1 Monitoring and Evaluation

The quality of our provision is monitored through:

- **Lesson Observations:** Miss Horsfield and Ms. Sneyd conduct regular learning walks and observations to ensure **Quality First Teaching (Wave 1)** is inclusive.
- **Data Analysis:** We track the progress of pupils on the SEND register against their individual targets and national expectations to evaluate the impact of **Wave 2 and 3** interventions.
- **The APDR Cycle:** The continuous **Assess-Plan-Do-Review** model acts as our primary tool for evaluating whether specific support is working for an individual child.

- **Work Scrutiny:** Regularly reviewing books and learning journals (especially for our Nursery and EYFS learners) to ensure work is appropriately scaffolded.

Monitoring and evaluation are focused on the *impact* of provision over time. Leaders, including the Headteacher and SENCo, use case sampling, pupil progress information, observations and parent feedback to evaluate whether support is successfully reducing barriers to learning and well-being for pupils with SEND. Where progress is not sufficient, provision is adapted or intensified in line with the Assess–Plan–Do–Review cycle, and additional training, specialist advice or alternative strategies are implemented. This ensures that support is responsive, proportionate and leads to sustained improvement in outcomes, rather than short-term gains.

11.2 The SEND Information Report

The school is legally required to publish a SEND Information Report on our website. This report is:

- **Revised Annually:** To reflect the current profile of the school and the effectiveness of the past year's provision.
- **Transparent Regarding Impact:** It outlines how the school SEND policy is being implemented and provides an overview of the impact of our inclusive practices.
- **Anonymised for Privacy:** Due to our small school, data regarding the progress and attainment of pupils with SEND will be reported in a way that provides a strategic overview of impact without identifying individual children. Where cohort sizes are small (typically fewer than 5-10 pupils), we may use qualitative descriptions of progress rather than percentages to ensure we maintain strict pupil confidentiality and comply with Data Protection (GDPR) requirements.

11.3 Reporting to Governors

Ms. Sneyd provides a termly report to the Governing Body. This report ensures that **Mrs. Joy Tomlinson** and the wider board can:

- Monitor the number of pupils on the SEND register across the four areas of need.
- Evaluate the allocation of the SEND budget and resources.
- Ensure the school remains compliant with **KCSIE 2025** and the **2015 Code of Practice**.

11.4 External Reporting and the Local Offer

We report back to the North Lincolnshire Local Authority as required, particularly regarding pupils with **Education, Health and Care Plans (EHCPs)**.

We also ensure our Information Report links directly to the **North Lincolnshire Local Offer** so parents can see how our school's offer fits into the wider county support system.

12. Complaints Procedure

We value the partnership we have with our parents and aim to resolve any concerns about SEND provision quickly and informally. However, if a parent or carer is dissatisfied, the following procedure should be followed:

1. **Stage 1 (Informal):** Discuss the concern with the **Class Teacher**. Most issues can be resolved through an open conversation at this early stage.
2. **Stage 2 (SENCO/Senior Leader):** If the concern remains, parents should meet with **the SENCO/ Senior Leader**. They will investigate the concern and provide a response.
3. **Stage 3 (Formal Complaint):** If the matter is still not resolved, parents should follow the school's **Formal Complaints Policy** (available on the website). This involves writing to the Headteacher or Chair of Governors, who will oversee a formal review.

For complaints specifically related to **Statutory Assessments** or **EHCPs**, parents can also contact the **North Lincolnshire SEND Information, Advice and Support Service (SENDIASS)** for independent mediation and support.

References:

Statutory Guidance: [SEND Code of Practice: 0 to 25 years](#)

Safeguarding: [Keeping Children Safe in Education \(KCSIE\) 2025](#)

Equality Duty: [Equality Act 2010: Advice for Schools](#)

Mental Health: [Mental Health and Behaviour in Schools](#)