

1. Introduction and aims

At Normanton All Saints we strongly believe that all our learners have gifts and talents and regard it as a privilege to find and nurture the growth of each child. All children are special and some may have varying levels of Special Educational Needs and Disabilities (SEND). Some children experience greater difficulty in learning compared to most children of the same age and other children are particularly gifted. Our educational aims for pupils with SEND are the same as those for all children in our school: we wish to provide an inclusive environment where we can raise the expectations and aspirations for all with a focus on excellent outcomes for our pupils.

Our aims are to:

- Identify pupils with SEND as early as possible.
- Work collaboratively and develop good communication with parents, carers, school staff and external professionals.
- Ensure all children have access to a broad, balanced and relevant curriculum.
- Provide appropriate support and intervention.
- Ensure the safety and well-being of all our children remains paramount.
- Promote inclusion and remove barriers to learning.
- Monitor and review progress regularly.

This policy outlines the approach of the school to identifying, supporting, and monitoring pupils with Special Educational Needs and Disabilities (SEND).

2. Definition of Special Educational Needs (SEND):

Normanton All Saints CE (A) Infant School adopts the definition of special educational needs as stated in the Special Educational Needs Code of Practice.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

The four broad areas of Special Educational Needs and Disabilities (SEND), defined by the SEND Code of Practice are:

- *Communication and Interaction,*
- *Cognition and Learning,*
- *Social, Emotional and Mental Health (SEMH), and*
- *Sensory and/ or Physical Needs.*

This helps identify the specific support a child needs beyond typical provision.

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

Special educational provision means:

- For children two or over, educational or training provision which is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers;
- For children under two, educational provision of any kind.

Within school, pupils with SEND are identified on the schools SEND register so that provision to meet their needs can be routinely planned for. As children progress, they may be taken off the register at a future point when their needs no longer require special educational provision.

Definition of a disability (D):

The Equality Act 2010 defines disability as a physical or mental impairment that affects normal daily activities for 12 months or more.

Children with a disability have special educational needs if they have a difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in school. Children within the school who have special education provision made for them as a result of a disability are also identified on the school SEND register.

3. Partnership with parents/ home

As an inclusive school, we strive to make all reasonable adjustments to meet the learning needs of all our pupils. Our school will have made regard to the 'Special Educational Needs Code of Practice 2015' when carrying out its duties toward all pupils with SEND, and ensure that parents are notified of a decision by the school that SEND provision is being made for their child. Partnership with parents plays a key role in enabling pupils with SEND to achieve their full potential. Our school recognises that parents hold information and have knowledge and experience to contribute to the shared view of a pupil's needs and the best ways of supporting them. All parents of pupils with SEND will be treated as partners and supported to play an active and valued role in their child's education. Pupils with SEND often have knowledge of their own needs and their views about what sort of help they would like to make the most of their education. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes. We also host regular SEND coffee mornings where parents can attend for further support and advice and signposting of additional services/ support.

We also help parents by signposting services such as:

- Wakefield Wesail/ Sendiass
- Targeted support at the Family Hub
- TAS- Team Around the Schools meetings including with Future in Mind practitioners
- Wakefield Parent Carers Forum

Our SEND Information Report, alongside the Wakefield Local Offer, is available on our website and highlights the offer we have for children and families with SEND. Our SEND Information Report is reviewed annually.

Class teachers will meet with the parents / carers' of pupils identified as having SEND and on the school's SEND register 5-6 times a year (approximately every half term). This will be to discuss the progress of their child, review current targets on their supporting me to learn plans and set new targets where necessary. These meetings may also (where relevant) be attended by the SENDCO/ senior leader or representatives by outside agencies.

4. The Roles and Responsibilities of our School SEND Team

We are committed to a whole school approach

- a) The Governing Body is responsible for ensuring the school meets its duties under SEND legislation and that appropriate provision is made for pupils with SEND.
- b) The Headteacher: The Headteacher has the overall responsibility for the implementation of this policy and for the strategic management of SEND.
- c) The SEND Co-coordinator (SENDCO): The current SENDCO is Mrs Elizabeth Bellis. She is a member of the Senior Leadership Team. She can be contacted at school on 01924 894309 or by email at headteacher@allsaints-normanton.wakefield.sch.uk. Appointments can be made via the school office.

All mainstream schools must appoint a designated teacher, the Special Educational Needs Coordinator, who is responsible for the day-to-day operation of the school's SEND policy. In accordance with the Children's and Families Act (2014), the SENDCO co-ordinates, monitors and evaluates provision for pupils with SEND and liaises with parents, staff and external agencies, maintains the SEND register and monitors pupil progress and evaluates interventions.

The key responsibilities of the SENDCO also include:

- helping identify pupils with SEND
- liaise with and provide support and advice to colleagues to ensure effective teaching and inclusive practices
- liaise with and support the Learning Mentor and other members of the pastoral team
- overseeing the records of pupils with SEND
- liaising with parents of pupils with SEND
- contributing to the in-service training and supervision of staff
- be the key point of contact and liaise with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies
- advising or contributing ideas, where felt necessary, on the deployment of the schools delegated budget and other resources to meet pupils' needs effectively
- review an annual SEN Information Report which is published online
- reporting to the head teacher and governing body

d) Teachers

All teachers in our school are teachers of children with special educational needs.

They are responsible for:

- Identifying pupils who may have SEND and communicating concerns with leaders.
- Working closely with the SENDCO and parents.
- Delivering high-quality inclusive teaching.
- Implementing support strategies/ resources identified on our quality first teaching offer and adapting teaching to meet individual needs.
- Completing and keeping up to date plans for SEND children in line with this policy.
- Closely monitoring the progress of all pupils.

e) Teaching Assistants (TAs) and Learning Mentor:

Our Teaching Assistants (TAs) and support staff work under the direction of the class teacher/ leaders. All our teaching assistants work with all pupils including pupils with Special Educational Needs and Disabilities. TAs work within the classroom supporting learning and/ or may lead targeted interventions.

Our Learning Mentor and many of our TAs provide support for pupils with social, emotional or mental health difficulties. They provide safe and secure environments in which pupils can talk to an adult, particularly for those pupils who have low self-esteem or need support to develop social skills. Some TAs are also trained in bereavement counselling and can support pupils and families who are bereaved.

TAs work with pupils who have a SMTLP, MSP and/or EHCP, supporting them in the classroom and through 1:1 work. They plan and review progress with the class teacher, SENDCO and external agencies to support a child's targets. Support is tailored to suit the individual needs of the child as identified within their individual plan. Children who need regular intimate care will be provided with this by staff and will have an intimate care plan.

f) External Agencies:

Normanton All Saints Infant School has access to advice and training from a wide range of experts from outside the school. These can include:

- Educational Psychologists
- Learning Support teachers
- Communication, Interaction and Access support teachers

- WISENDSS
- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists
- Behaviour Support Service (e.g. Transitional Support Practitioners)
- Future in Mind Practitioners
- CAMHS (Child and Adolescent Mental Health Service)
- School nurses
- Social Services
- Educational Welfare Officers

The SENDCO meets with the Educational Psychologist and a representative from WISENDSS during regular planning meetings. Parents must give their consent for the SENDCO to discuss their child's needs at a planning meeting held with the Educational Psychologist/ professionals. The SENDCO will complete referral forms, signed by parents and gather any evidence regarding the learning needs and progress of the individual pupil. From this meeting the services of other support agencies may be requested to support the learning and/or behaviour of the child.

5. Identification, Assessment and Provision for children with SEND

Provision for pupils with SEND is a matter for the school as a whole and all teachers are teachers of pupils with special educational needs. Early identification and support is important to provide targeted support and seek advice early.

a) A graduated approach to SEND support:

All pupils will receive quality first teaching. In order to help pupils who have SEND, our school adopts a graduated response recognising there is a continuum of SEND and uses increasing specialist expertise as necessary. The school follows a cycle of support follows the Assess, Plan, Do, Review:

Assess: Identify needs

Plan: Agree support strategies

Do: Implement intervention

Review: Evaluate progress and adjust

b) Stages of SEND processes in school

When we feel a child may have SEND the following process will take place:

1. Areas of concern identified, recorded and discussed with SENDCO and parents
2. SEN School Support initiated (Supporting Me To Learn Plans- SMTLP, care plans and individual provision maps are created in response to individual needs)
3. My Support Plan created using a multiagency approach
4. School request for a statutory assessment (EHCNA)
5. Education, Health Care Plan (EHCP)
6. Annual review of EHCP.

1. Areas of concern record Teachers will monitor and will liaise with the SENDCO for advice and support regarding pupils in their class. If they have any significant and/or continued areas of concern regarding the learning or social, emotional and mental health of any pupils, they will record these on an Areas of Concern record. This is kept by the SENDCO and monitored in subsequent assessment weeks. The SENDCO will also observe pupils in their classroom setting and key times throughout the day and will work with pupils on a 1:1 basis to perform any further assessments. The SENDCO also closely tracks and monitors pupils at risk of needing

SEND intervention through analysis of data and test results e.g. Year 1 phonics screening check, analysis of pupils who did not reach a good level of development in the EYFS.

2. SEN School Support (including Supporting Me To Learn Plan)

Early Years Foundation Stage Our school will assess each pupil's levels of attainment on entry (baseline assessment), at stages identified on the assessment calendar and at intermediate intervals as appropriate. The results of these assessments will highlight pupils who do not meet or who are significantly below our year group expectations, have concerns around attainment or are not making progress. These pupils may be put on to our Special Needs Register (SEND register).

Key Stage 1. Pupils will be placed on the SEND register under SEND support when:

- despite receiving high quality first teaching involving scaffolding and/or differentiation, they make little or no progress
- they show signs of difficulty/ barriers in developing literacy or mathematics skills
- they are working significantly below the expected standard in their year group/ age for reading, writing or maths
- they present persistent emotional or behavioural difficulties which require extra behaviour management and support above and beyond 'typical' whole school procedures outlined in our behaviour policy
- they demonstrate sensory or physical difficulties
- they have communication and/or interaction difficulties.

The pupil's class teacher will use this information to support the child in their learning. This will include careful scaffolding and high levels of adult modelling and support as well as differentiating the curriculum and resources and provide reasonable adjustments to ensure that we do all we can to meet the child's needs in our mainstream setting. Individual targets will be set and these will be recorded and agreed on the pupil's Supporting Me To Learn Plan (SMTLP). Parents will be kept informed and involved at each stage of this process and targets will be regularly reviewed. Some children with SEND may also have an individual risk assessment which will be shared with staff and parents. All plans will also be communicated as part of transition arrangements so that targets can be accurate and continue.

3. My Support Plans A request for support from external services is likely to follow a decision taken by the SENDCO and colleagues, in consultation with parents, at a review of the pupil's SMTLP. At this stage external support services, will usually see the pupil so that they can advise teachers on new SMTLP targets with fresh targets and accompanying strategies, provide more specialist assessments to inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities. The triggers for the writing of a My Support Plan will be that, despite receiving individualised support under SEN School Support, the pupil:

- continues to make little or no progress in specific areas over a long period
- continues working at a level which is substantially below that expected of similar aged pupils
- continues to have significant difficulty in developing literacy and mathematics skills
- has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class group, despite having an individualised behaviour management programme
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

A My Support Plan will follow the graduated response of Assess, Plan, Do, Review.

4. School request for a statutory assessment If we refer a pupil for a statutory assessment, we should provide the LA with a record of their work with the pupil including the arrangements already made in school. Where the school makes a request for a statutory assessment to a LA, the pupil will have demonstrated significant cause for concern. The LA will need information about the pupil's progress over time, and will also need documentation in relation to the pupil's special educational needs or disability and any action taken to deal with those needs, including any resources or special arrangements put in place. The school will provide this evidence through SEN School Support and My Support Plans and through their graduated response: Assess, Plan, Do, Review.

5. Statutory Assessment of Special Educational Needs

If evidence presented to the LA suggests that the pupil's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists they will issue an Education Health Care Plan (EHCP). This legal document states what special educational provision a child needs that is not usually provided within the resources normally available to mainstream schools. The provision listed in section F of the EHCP is what schools **must** provide for that child to support their needs, learning and development.

Education Health and Care Plan will include:

- the pupil's name, address and date of birth
- details of the child's history, in line with the 'only tell it once' initiative
- details of all of the pupil's special needs
- identify the special educational provision necessary to meet the pupil special educational needs (section F)
- identify the type and name of the school (if necessary) where the provision is to be made
- include relevant non-educational needs of the pupil
- include information on non-educational provision
- the child's hopes and aspirations for the future
- long term targets to support each child's individual needs

All pupils with an Education Health and Care Plan will have short-term targets set for them that have been established after consultation with parents, pupil and include targets identified in the statements of educational need. These targets will be set out in an SMTLP. The delivery of the interventions recorded in the SMTLP will continue to be the responsibility of the class teacher and will be closely monitored by the SENDCO.

6. Annual review of an Education, Health and Care Plan

All EHCPs must be reviewed at least annually with the parents; the pupil, the LA, the school and professionals involved invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved. At the review in Nursery and Year 2, a phase transfer takes place where the SENDCO of the receiving Primary or junior school is invited to attend, to allow the receiving school to plan an appropriate SMTLP to start at the beginning of the new school year and enable the pupil and the parents to be reassured that an effective and supportive transfer will occur.

c) The curriculum

All children are entitled to a broad and balanced curriculum including The Early Years Foundation Stage and National Curriculum. Where pupils have special educational needs and/or a disability, a graduated approach will be taken. The school will, in other than exceptional cases make full use of classroom and school resources before drawing on external support.

It is desirable to work with SEND pupils in the classroom and to enable them to access the full curriculum at their level through quality first teaching, differentiation, careful and broken down scaffolding and modelling and by supporting their learning alongside the class teacher and their peers. Sometimes pupils benefit from access to

1:1 support or small group support, external to the classroom, to address specific skills to enable them to access the curriculum more fully or to address individual needs or targets. If appropriate, pupils are withdrawn into a specialist group intervention and given 1:1 or small group support in a quiet, distraction free environment. They may work in our internal space which provides a space for pupils with SEND to receive learning which is additional to or different from that of their peers and therefore best meets their needs. The SENDCO and leaders will provide support and advice for staff working with children who require this.

Educational Visits and sporting activities:

The school will actively support pupils with medical conditions and SEND to participate in school trips and visits, or in sporting activities, and not prevent them from doing so. Appropriate staff will be aware of how a child's medical condition or SEND will impact on their participation, but there should be enough flexibility for all children to participate according to their own abilities and within any reasonable adjustments. The school will consider what reasonable adjustments they might make to enable children with medical conditions and SEND to participate fully and safely on visits. A risk assessment will be in place and will take account of advice from parents and relevant healthcare professionals.

Allocation of resources

The LA provides the school with money in the school budget towards meeting pupils' SEND and additional funding can be provided for pupils with EHCPs. In addition, the school provides and plans for pupils with SEND from their delegated SEN budget. The school spends this money on:

- Teaching assistants
- Training and coaching for all teachers and TAs (internally and externally) so they can meet pupils' needs more effectively
- Specialist books and equipment

The school building:

The school complies with the Disability Discrimination Act, through ensuring equal access to both the school's building and curriculum. There is wheelchair access to the building and the school has disabled toilets.

Specialist Facilities:

The school does not have any specialist provision or unit for SEND. Additional internal spaces are used

6.Supporting pupils at school with medical conditions (please refer to Supporting pupils at school with medical conditions policy 2016):

Normanton All Saints recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including educational visits and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some pupils may also have special educational needs and may have an Education, Health and Care Plan which brings together health and social care needs, as well as their special educational provision and in such cases the SEN Code of Practice (2015) is adhered to.

In all cases staff will take into account:

- the needs of the pupils with medical conditions that they teach,
- receive sufficient and suitable training and achieve the necessary level of competency,
- act accordingly when they become aware that a medical condition needs help.

On notification that a pupil has a medical condition the following procedures will be adhered to:

1. Parents or healthcare professional informs school that a child has been newly diagnosed, or is due to attend new school, or is due to return to school after a long-term absence, or that needs have changed.
2. Headteacher or senior member of staff (SENDCO and Assistant Headteacher) will coordinate a meeting to discuss the child's medical support needs and identifies a member/ members of school staff who will provide support to the child.
3. A meeting will be held to discuss and agree on the need for an Individual Health Care Plan (IHCP) to include key school staff, child, parent and relevant healthcare professionals (or to consider written evidence provided for them).
4. An IHCP will be developed in partnership with healthcare professionals and those involved will agree who leads the plan.
5. School staff training will be identified.
6. Healthcare professional commissions / delivers training to staff and a review date will be agreed.
7. IHCP implemented and circulated to relevant staff
8. IHCP reviewed annually or when conditions changes. In this case the parent's / healthcare professionals to initiate stage 3 again.

Individual Health Care Plans (IHCP):

Some pupils may require their own IHCP. This will be written by the school SENDCO alongside external agencies such as school nursing to support pupils with long term, complex medical conditions whilst at school. IHCPs will be developed with the child's best interest in mind and ensure that the school assesses and manages risks to the child's education, health and social well-being, and minimizes disruption. The IHCP will be reviewed annually or when the conditions change. For pupils who have medical conditions that require an EHCP, compliance with the SEND Code of Practice 2015 will ensure compliance with this guidance with respect to those children.

7. Monitoring and review of this policy

This policy is monitored by the Headteacher, who reports to governors about the effectiveness of the policy on request. It will be reviewed appropriate to new legislation or to the needs of the school.

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

- Children and Families Act (2014)
- Equality Act 2010
- SEND Code of Practice 0-25 (2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions
- The National Curriculum in England for Key Stage 1.
- The Early Years Outcomes and Development Matters
- Normanton All Saints CE (A) Infant School Safeguarding Policy
- Accessibility Plan
- Disability and Equality Scheme
- Wakefield Graduated Approach to SEND, 2025
- Teacher Standards (2012)

Date reviewed: March 2026 Signed:

Approved @ full governors 11.05.2026