

# Killamarsh Infant and Nursery School

## Special Educational Needs Policy

2025-26



K i l l a m a r s h  
Infant & Nursery School  
'Brighter Beginnings'

**Special Educational Needs and Disability Coordinator**  
**Mrs Stephanie Crookes**

### **1. Statement of intent**

This policy outlines the framework for Killamarsh Infant and Nursery School to meet its duty and obligation to provide a high-quality education to all of its children, including children with special educational needs and disabilities (SEND), and do everything it reasonably can to meet the needs of children with SEND. Through successful implementation of this policy Killamarsh Infant and Nursery School aims to:

- Eliminate discrimination.
- Promote equal opportunities for all.
- Foster strong relationships and connection between all children and staff.
- Involve children, parents, and carers in decision making.
- Identify children's needs quickly and effectively.
- Collaborate with health and social care services to provide support.
- Provide high quality provision to meet the needs of children with SEND.
- Improve choice and control for parents and carers regarding support for their child.

### **2. Identifying SEND**

Killamarsh Infant and Nursery School has a clear approach to identifying and responding to SEND. We recognise the benefits of early identification: identifying need at the earliest point and then making effective provision improves long term outcomes for the child. Teaching staff, supported by the senior leadership team, make regular assessments of progress for all children. These seek to identify children making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly lower than that of their peers starting from the same baseline.
- Does not match or better the child's previous rate of progress.
- Does not diminish the attainment difference between the child and their peers.

### **3. Definition**

The SEND Code of Practice states that all children should have access to ‘high quality teaching that is differentiated and personalised, which will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this.’ This is special educational provision under Section 21 of the Children and Families Act 2014.

Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.’

There is no hard and fast threshold of need which determines if and when a child has Special Educational Needs (SEND). The Code of Practice breaks down SEND into four broad areas:

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

### **4. Children with Special Educational Needs and Disabilities (SEND) and Safeguarding**

The DfE and NSPCC highlight the additional safeguarding challenges for children with SEND including:

- Awareness that behaviour, mood and injury may relate to possible abuse and not just their SEN or disability.
- Higher risk of peer group isolation.
- Disproportionate impact of bullying.
- Difficulties with communication and interaction.

At Killamarsh Infant and Nursery School we offer extra pastoral support for children with SEN and disabilities to overcome the above challenges. In terms of the use of ‘reasonable force/ positive handling’ we recognise the additional vulnerability of children with SEND and medical conditions. By planning positive, trauma informed and proactive behaviour support, for instance through individual behaviour plans for more vulnerable children, and agreeing them with the child, their parents and carers, we aim to reduce the occurrence of challenging behaviour and the need to use positive handling which is always a last resort.

## **5. Children with specific circumstances**

5.1 At Killamarsh Infant and Nursery School, children who are Looked After (LAC), previously looked after and adopted children will have a designated teacher / SENCO assigned to them. The designated teacher / SENCO has responsibility for promoting the educational achievement of children who are currently in local authority care, those who have left care through adoption, special guardianship or child arrangement orders and those who were adopted from care. The designated teacher / SENCO will have the appropriate training and the relevant qualifications and experience to support those pupils.

### **5.2 English as an Additional Language (EAL):**

Killamarsh Infant and Nursery School gives particular care to the identification and assessment of the SEND of children whose first language is not English. We appreciate that a lack of ability in English is not equated with learning difficulties. At the same time, when children who have EAL make slower progress it should not be assumed that their language status is the only reason. Killamarsh Infant and Nursery School will look carefully at all aspects of a children's performance to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from SEND.

### **Designated Teacher with specific Safeguarding responsibility**

Headteacher, Mrs Tracey M Dolman – Designated Safeguarding Lead

Senior Teacher, Miss Jessica Judson – Deputy Designated Safeguarding Lead

## **6. Roles and responsibilities of the Headteacher**

- Take overall responsibility for implementing SEND reforms.
- Ensure appropriate designations are made
- Ensure the SENDCo is able to influence strategic decisions about SEND.
- Ensure that the wider school community understands the implications of reforms for whole school improvement.
- Put in place arrangements to ensure that parents/carers are regularly engaged in discussions about the progress of their child.
- Ensure that a process is in place for involving parents/carers and young people in reviewing provision and future planning

## **7. Roles and responsibilities of the Special Educational Needs Co-ordinator (SENDCo)**

The SENDCo role is a strategic one, working as part of the senior leadership team, to inform with a view to reviewing and refreshing the SEND policy in line with changes in central policy.

To work in conjunction with class teachers to review practice to ensure every child with SEND receives the personal support that they require. The responsibilities of the SENDCo may include:

- Liaising with parents/carers and children to discuss SEND needs, provision and progress.
- Overseeing day-to-day operations of the schools SEND Policy.
- Co-ordinating support for children with SEND which includes any technology, accessibility tools, or environmental adaptations.
- Conducting detailed assessments in co-ordination with class teachers and other agencies.
- Overseeing the records of all children with SEND.
- Ensuring that agreed actions, interventions and procedures are followed.
- Working alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress.
- Overseeing and managing the roles and responsibilities of support staff working with children with SEND and ensuring staff have suitable and adequate training opportunities.
- Liaising with other school SENDCos to ensure smooth transitions.
- Liaising with external specialist support services.
- Keeping up to date with legislation and policy changes.
- Supervising the evaluation of interventions.
- Reporting to the Headteacher and Governors
- Hold the NPQSENCO and ensure their CPD by keeping up to date with relevant developments and LA initiatives.

## **8. Roles and responsibilities of class teachers**

Key responsibilities for class teachers may include:

- Planning and delivering an adapted curriculum which meets the needs of all children.
- Having an awareness and understanding of the SEND Policy.
- Raising concerns with the SENDCo and working to address these concerns.

- Liaising with support staff to deliver specific and targeted interventions.
- Keeping records related to the concerns raised, noting interventions, actions, consultations and evaluations.
- Giving feedback to parents/carers and children and young people related to issues of SEND and general progress.
- Delivering interventions in co-ordination with the SENDCo and Specialist Support Services.

## **10. Roles and responsibilities of the SEND Governor/Governing Body**

The Governing body has regard to the SEN Code of Practice when carrying out duties towards all students with SEND. Consequently, it is their responsibility to:

- Ensure the necessary provision is made for students with SEN.
- Determine the school's general policy and approach to students with SEND in cooperation with the Head teacher and SENDCo.
- Ensure that the teachers are aware of the importance of identifying and providing for those students with SEND.
- Ensure that the policy and information about identification, assessment, provision, monitoring and record keeping and use of outside agencies and services are available for parents.
- Ensure that the school's progress in implementing the policy and its impact on students are regularly reported to the Governing Body.
- Ensure that students with SEND have equitable access to participate in wider school life e.g. roles and responsibilities and extra-curricular activities
- Consult with the LA and the governing bodies of other schools, when appropriate, in the interests of coordinated SEN provision in the area.

## **9. Roles and responsibilities of teaching assistants / support staff**

Key responsibilities for teaching assistants may include:

- Being aware of the SEND Policy and procedures.
- Liaising with SENDCo and class teachers to discuss support, procedures and child's response to interventions.
- To attend CPD opportunities

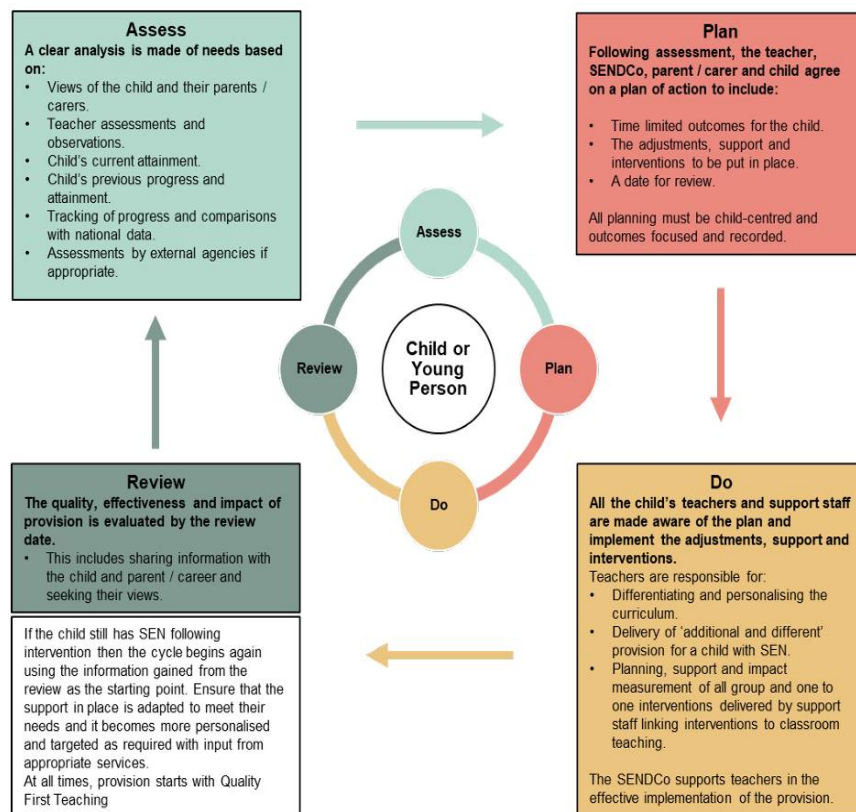
## 10. Roles and responsibilities of parents/carers

Key responsibilities for parents/carers may include:

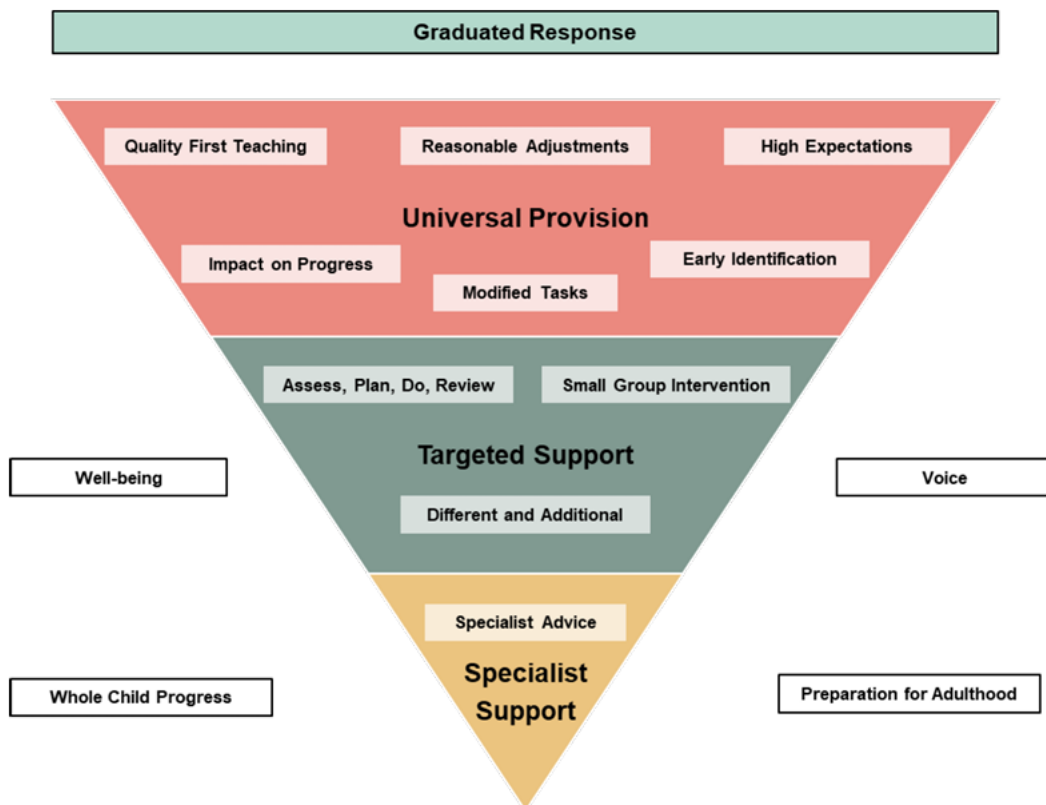
- Trying to understand the needs of the child with respect to SEND.
- Knowing who the class teacher, support staff, the school SENDCo is within the child's school.
- Working with school staff and outside agencies to support the child's SEND needs.
- Being aware of the SEND policy within the school.
- Attending all meetings, where possible.
- Maximising school attendance.
- Engaging with outside services.

## 11. Graduated approach

Where a child is identified as having SEND, this will be discussed with the parents, and the child will be added to the school's SEND list. We as a school will take action to remove barriers to learning and put effective special educational provision in place. This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what supports the child in making good personal progress and securing good personal outcomes. This is known as the graduated approach.



Graduated approach involves the following processes:



### Derbyshire Graduated Response for Individual Pupils Inclusion Funding Overview

If a child is identified by the class teacher or SENDCO as facing significant barriers to learning—meaning they are at least two academic years behind their peers—the school can apply for additional inclusion funding. This funding offers flexibility in supporting the child and grants access to specialist services, like the Support Service for Special Educational Needs (SSSEN). The decision to apply for inclusion funding will involve collaboration among the class teacher, SENDCO, Headteacher, and crucially, the child's parents.

See also: • <https://www.localoffer.derbyshire.gov.uk/education-and-learning/inclusion-support-advisory-service/inclusion-panel/inclusion-panel.aspx>

Within Derbyshire County, schools use the following graduated response in providing support for children:

#### 12. Universal provision

For children and young people as part of Quality First Teaching. The class teacher is accountable for the progress of the children within the class. Curriculum tasks should be adapted as required. All reasonable adjustments should be made to ensure successful inclusive education.

### **13. Targeted support**

Additional time limited provision in the form of small group intervention to support personal progress and enable children to work at/towards age related expectations.

### **14. Individualised / specific support**

Additional provision is required to enhance the personal progress of identified children where Universal Provision and Targeted Support are not, on their own enabling progress. This will involve focused teaching activities and tailored interventions to support individuals to progress. Where a child's progress continues to be a concern under formal support, a request can be made to Derbyshire County Council to assess for an Educational Health Care Plan. This can be made directly by parents, through medical professionals involved with the child or through the SENDCo. These plans are statutorily reviewed annually in conjunction with the Local Authority. All support plans whether IEP, Behaviour or EHC must be reviewed and amended in sufficient time prior to children moving between key phases of education.

Further information about EHC Plans can found on the Derbyshire Local Offer website:

<http://www.derbyshiresendlocaloffer.org/>

### **What is the Local Offer?**

The SEND Local Offer is a resource aimed at supporting children and young people with special educational needs and/or disabilities, along with their families. It outlines the services and provisions available to families in Derbyshire, whether they have an EHC Plan or not, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health, and social care, as well as those provided by the private, voluntary, and community sectors.

For further information on the kind of provision provided for each area of support please refer to the Killamarsh Infant and Nursery School Whole School Provision Map.

### **Links with Support Services**

Our school maintains strong working relationships and links with external support services to fully support our SEND children and facilitate inclusion. Sharing information and knowledge with these services is crucial for effective and successful SEND provision at our school. Support services include:

- Educational Psychology
- Health Services: School Nurse, Paediatricians, Psychologists
- CAMHS (Child and Adolescent Mental Health Service)
- Speech and Language Therapists
- Teachers for the Hearing/Visually Impaired

- Physiotherapists and Occupational Therapists
- Behaviour Support Service
- Support Service for Special Educational Needs (SSEN)
- Children's Services and Social Care
- Early Help

### **Criteria for exiting the SEND register**

The SENDCO has the responsibility for the removal of a student from support on the SEND Register at Killamarsh Infant and Nursery School. This decision is made in conjunction with teaching staff, outside agencies and parents. This decision will be dependent upon appropriate progress being made towards pupils' targets and where it is no longer felt they require this higher level of support.

### **Working in Partnership with Parents/Carers**

Parents are notified as soon as possible of any concerns teachers may have regarding their child. The school is always open to listening to parental concerns related to their child's educational, social, personal, emotional, and behavioural needs. Regular opportunities for consultation and progress reviews are provided to parents.

If parents are unhappy with any aspect of the SEND Policy or provision, a standardised procedure is in place. Initially, parents should contact the class teacher, who will arrange a meeting with the SENDCO. If parents are not reassured by this meeting, a discussion will be organised with the Headteacher. Should they still feel dissatisfied, parents can approach the governor responsible for SEND, who may arrange a review with the appropriate governing body committee. Further appeals can be made to the full governing body if necessary.

#### **Transition Arrangements**

- The SENDCO and Foundation Stage teachers will collaborate with local nurseries and pre-schools, while the SENDCO and Year 2 teacher will engage with feeder junior schools to ensure smooth transitions for SEND pupils to and from Killamarsh Infant and Nursery School.
- The SENDCO will coordinate the transfer of information regarding SEND pupils to their next teacher at the end of each school year.
- If additional transition opportunities are deemed necessary to support the child, these will be arranged accordingly.

### **Supporting Children in School with Medical Conditions**

The school acknowledges that pupils with medical conditions should receive appropriate support to ensure full access to education, including school trips and physical education. For children with medical conditions who may be disabled, the school will meet its obligations under the Equality Act 2010.

Some pupils may also have special educational needs and possess an EHC Plan that aligns health, social care needs, and special educational provision, in accordance with the SEND Code of Practice (2024).

Arrangements are established to support individual children with specific medical needs or conditions. Meetings are held with parents and relevant medical professionals, and where necessary, Health Care Plans are developed. Staff working with children with specific needs receive ongoing training, reflecting the latest guidance in supporting pupils with medical conditions.

### **Complaints**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head Teacher / SENDCO, who will be able to advise on formal procedures for complaint. The school's complaints procedure can be obtained on request.

### **16. Monitoring and review**

This policy is reviewed annually by the SENCO and Headteacher. Any changes made to this policy by the above will be communicated to all members of staff. The policy is available for public view on the Killamarsh Infant and Nursery School website.