



The Lambs Christian School Nursery

SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) POLICY

This SEND policy is written to comply with the 2014 Children and Families Act, SEN Code of Practice 2015, together with the Equality Act 2010 and Keeping Children Safe in Education 2022.

The Lambs Christian School is an inclusive school. We take safeguarding very seriously and all our policies are developed with a high priority on children's safety and in the light of our safeguarding policy. All our school policies are interlinked and should be read and informed by all other policies. Specifically, the SEND policy is linked to behaviour, anti-bullying, medical and curriculum policies.

We work closely with parents and children to ensure that we consider the child's own views and aspirations and the parents' experience of, and hopes for, their child.

Parents are invited to be involved at every stage of planning and reviewing SEND provision for their child.

All children benefit from 'Quality Teaching and learning': this means that teachers expect to assess, plan, and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focused interventions to target specific skills.

We have high expectations of all our children. Children on our SEN register make progress which compares well with the progress made by other children in school

The SEND team at The Lambs Christian School

The Early Years SENCo for our school is Miss Pauline Forbes.

The Primary school SENCo is Mrs. Patricia Ekhuemelo.

Enquiries about an individual child's progress should be addressed at first to the class teacher or key worker since he or she is the person who knows the child best.

Other enquiries may be addressed to Miss Forbes (EYFS) or Mrs. Ekhuemelo (Primary). Please make an appointment with the school office if you wish to do so.

Defining SEN

The *Revised 2015 SEN Code of Practice: 0 to 25 Years – Introduction xiii and xiv* says that:

‘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 him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.’

There are four broad categories of SEN:

- Communication and interaction.
- Cognition and learning.
- Social, emotional, and mental health.
- Sensory and/or physical needs.

SEND at The Lambs Christian School

Our objectives are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND.
- To ensure that every child experiences success in their learning and achieves to the highest possible standard.
- To enable all children to participate in lessons fully and effectively.
- To value and encourage the contribution of all children to the life of the school.
- To work in partnership with parents.
- To work closely with external support agencies, where appropriate, to support the need of individual pupils.
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

Types of SEND which we currently have in school, during 2022-2023, include children with learning profiles consistent with the diagnosis:

Communication and Interaction: language disorders

Cognition and Learning: moderate learning difficulties

Social, Emotional and Mental Health: emotional difficulties

Medical Needs: Asthma

Identifying children at SENS (SEN Support)

Children with SEN are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

- The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress despite Quality Teaching, they are discussed with the SENCo, and a plan of action is agreed.
- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the SEND Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
 - is significantly slower than that of their peers starting from the same baseline
 - fails to match or better the child's previous rate of progress
 - fails to close the attainment gap between the child and their peers
 - widens the attainment gap
- Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality Teaching or some parental support. Otherwise, the child is placed on our SEN register and tracked.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have ASD or ADHD or some other disability. We work with parents in order to identify a educational psychologist to undertake assessments where this is identified as the next step on a child's SEND plan.

Working with Parents and Children

We aim to have good and informative relationships with all our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings (each term) or

during informal meetings to discuss the child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having a SEND.

Once a child has been identified as having SEND, the class teacher will invite the parents to a meeting to:

- formally let them know that their child is being placed at Special Educational Needs Support (SENS).
- discuss assessments that have been completed.
- agree a plan and provision for the next term.

This is part of the graduated approach cycle required in the SEND Code of Practice of:

- Assess
- Plan
- Do
- Review

Depending on their age, and their interest, the child may be invited to attend all or part of the meeting.

Records are kept of these meetings and copies are available to parents. Thereafter, parents – and children - are invited to a meeting at least each term to review progress made, set targets, and agree provision for the next term. In the summer term, there is an annual review of the child's progress.

Paperwork for children at SENS (SEN Support)

Once a child has been identified as needing SENS the following paperwork is completed:

- Termly, at progress review meetings, an Individual Support Plan is produced and/or reviewed. The plan records specific and challenging targets for the child to achieve in a term, together with the personalised provision (which may be 1-1 or in a small group) put in place to enable the child to achieve these targets. This will take place at the termly progress meeting.

- Half termly at a progress meeting, smaller targets taken directly from the Individual Support Profile are discussed with children and parents and agreed next steps are recorded towards the longer-term targets.

All the required forms and paperwork are attached at Appendices 1-4.

- The child is Looked After and therefore additionally vulnerable
- The child has a disability which is lifelong, and which means that they will always need support to learn effectively

The child's achievements are so far below their peers that we think it likely that the child may at some point **Moving to an EHCP (Education, Health and Care Plan)**

If children fail to make progress, despite high quality, targeted support at SENS, we may apply for the child to be assessed for an EHC Plan. Generally, we apply for an EHC Plan if:

- benefit from special school provision.

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g., ADHD or dyslexia) does not mean that a child needs an EHC Plan.

If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child, and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams, and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting.

Teaching and Learning

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with SEND are entitled to be taught by their teacher, not always by a TA. Teachers aim to spend time each day working with all children with SEND, individually or as part of a group during PACE time and non-PACE teaching.

When allocating additional support to children, our focus is on outcomes, not hours: we aim to put in enough support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child.

Targets for children at SENS are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher - who monitors progress towards the targets during the intervention- and by the SENCo who monitors overall progress after the intervention.

- Interventions are planned in six-week blocks.
- At the end of each block, children's progress towards their targets is assessed and recorded.
- A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class.
- The SENCo monitors interventions to identify 'what works'.

Adaptations to the Curriculum Teaching and Learning Environment

To ensure children with disabilities are not treated less favourably than others.

- Enable access.
- Accessibility plan showing how we will improve access progressively over time.

At the Lambs Christian School, we adopt the Social Model of Disability (SMD). The SMD is the belief that "systematic barriers, negative attitudes and exclusion by society (purposely or inadvertently) are the main contributing factors in people with disabilities fulfilling their full potential.

Potential differs from one person to another. The removal of disabling barriers is the eradication of potential sabotage!

At the Lambs Christian School, we recognise there are potential barriers to our mobility access.

Below is our intended plan of action:

Area	Action	Who	When
Front door	Portable ramp	PE several	Dec. 2023
Access to play area	A portable ramp to play area on outside	PE	To be reviewed Dec. 2023
Stairs	Ground floor teaching	PE	As is necessary

Other adaptations to the physical environment will be made, as appropriate, to accommodate children with other sensory disabilities.

Learning at The Lambs Christian School

Learning in our school takes place through the ACE curriculum and aspects of the national curriculum and curriculum specific to the Lambs Christian School.

The ACE curriculum provides an excellent opportunity to children to access differentiated resources. Each child undertakes a diagnostic test and curriculum is provided based upon their specific learning needs. Children embark upon a learning journey that is special to them. Non-ACE curriculum gives the opportunity for pupils to learn in different ways. Visual, Audio and Kinaesthetic (VAK) is embedded into our teaching. Differentiation continues to take place in all lessons. Differentiation by:

- i. Task provided
- ii. Support provided
- iii. Outcome expected

Curriculum content and ideas can be simplified and made more accessible by using visual, tactile, and concrete resources.

Staff Expertise

All our teachers are trained to work with children with SEN. Some are very experienced, and others less so, but all have access to advice, information, resources, and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in-house or LA courses, provision of books or guidance towards useful websites.

The EYFS team have a school based SENCo, and an Area SENCo whom they can call on for advice and guidance. If issues arise which we cannot access without the aid of additional or more specialist assistance, such as an educational psychologist, we are able to buy this in.

EYFS

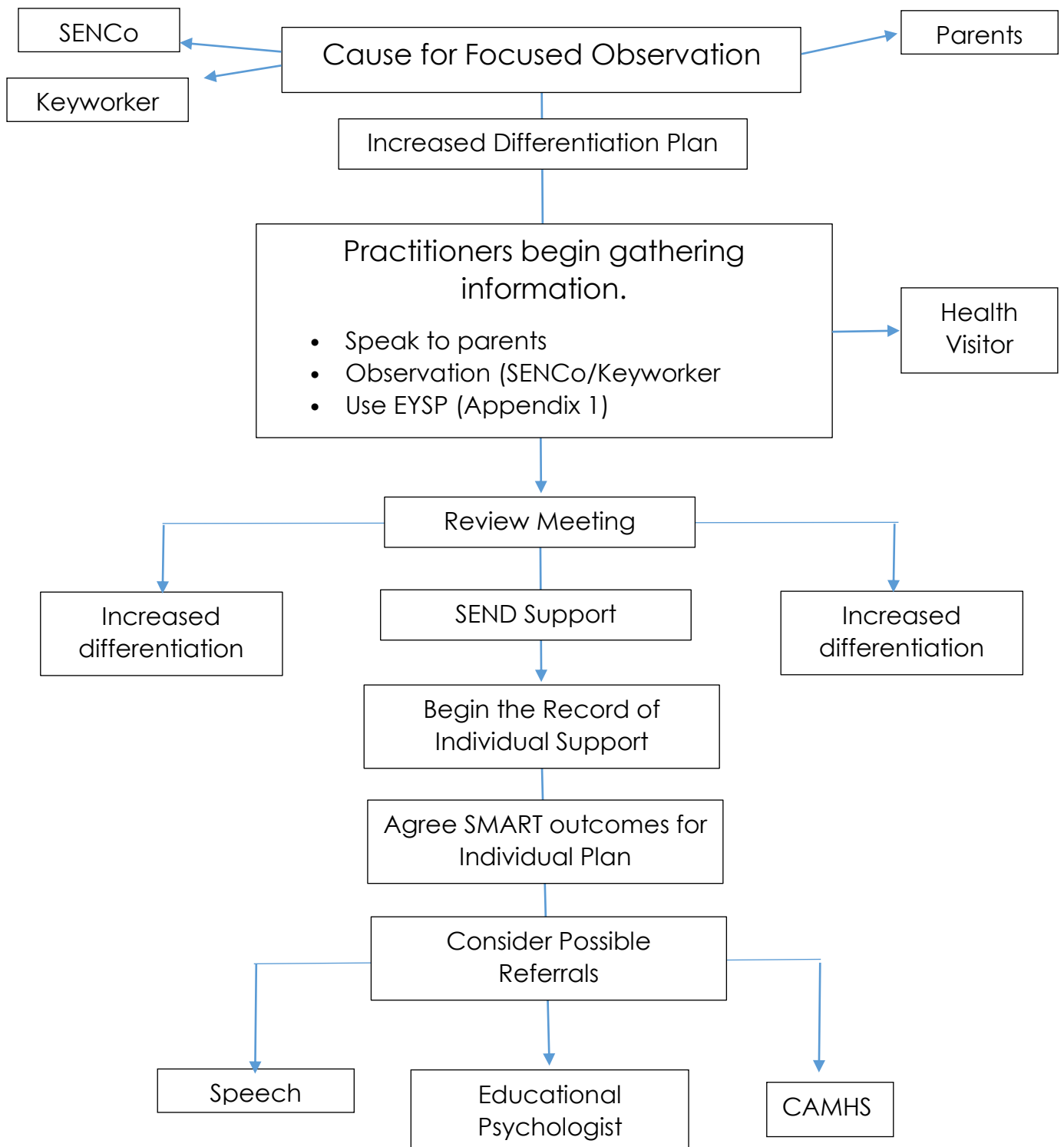
The SENCo for the EYFS – Miss Pauline Forbes is supported by Mrs. Patricia Ekhuemelo and the Area SENCo.

At Lambs Christian School, we understand that all our children have the potential to make progress on a daily basis. If a child has a SEND early identification will accelerate the intervention they receive, and this enables the child to be able to function without barriers.

Identification of SEND

In the EYFS children are observed and assessed regularly against developmental milestones. If a child is consistently performing at a lower level than the age milestone in the 'Development Matters', practitioners become alerted to a potential delay or difficulty in learning; this would trigger intervention.

Strategies for Intervention



If concerns arise regarding a child in relation to SEND, early intervention ensures best outcomes. All practitioners should:

1. Keep detailed observations on SEND observation sheets in the SEND Alive folder.
2. Begin a discussion with the SENCo alerting him/her to the cause for concern.
3. Consult with 'Development Matters' for expected developmental milestones.
4. Speak to parents, find out if they have a similar concern. Make them aware of your observation and ask them to join the school in observing the child.
5. Explain to parents, we will continue observations and will begin a plan of differentiation/intervention. Encourage them to keep the channel of communication fluid and assure them that you will do the same.

Increased Differentiation Plan (IDP)

This is the plan of action and intervention that practitioners will undertake to address the cause for concern. The plan should cover all aspects of the day where the cause for observation has manifested.

The IDP

- (a) Aims to ensure children remain integrated within the group but provided with differentiated input to enable maximum output.
- (b) Must be shared with all members of staff that work with the child. What is on it and where is it kept.
- (c) Must be monitored to ensure progress; this must be done by all members of staff working with the child.

Delivery of the IDP must be consistent to enable effective and consistent progression.

Progress can be monitored using the monitoring sheet (Appendix 2)

After a period of 6 weeks of the IDP, the keyworker and SENCo should decide if the current intervention is yielding enough progress, or a review meeting is necessary.

ROLE OF THE SENCo

Before the Review

- Collate all relevant information
- Speak to keyworker – consider progress and update the EYSP
- Introduce the SENCo to the parents and explain her role and the plan for a review meeting
- Arrange a review meeting date
- Invite all staff that work with the child i.e., Reading teacher

Holding a Successful Review Meeting

- Provide parents with the SEND parent information leaflet prior to the review
- Ensure parents are comfortable at the review
- Make no assumption – everyone at the review should introduce themselves
- Provide copies of the paperwork to all participants
- Avoid jargon and abbreviations
- Allow parents time to process the information and allow time for questions
- Be positive, polite and progress focused.

Possible Outcomes

- No additional support
- Continue with increased differentiation
- Move to SEND support

SEND Support

If it is decided that SEND support will be the outcome of the review

- i. Enlighten parents about the next stage 'SEND support'.
- ii. Agree outcomes for an Individual plan and consider possible referrals
- iii. Begin the record of additional support, if not previously started
- iv. Consider external agencies that could provide additional support and decide who will make the contact / referral to the:
 - a. Health visitor
 - b. Children's Centre Services
 - c. CAMHS
 - d. Speech and language therapist

- e. Child development centre
- v. Ensure all the targets on the individual plan are met.
- 1. **SMART** and outcome focused.

S – Specific

M – Measurable

A – Achievable

R – Relevant

T – Time stated (see Appendix 3)

- 2. Detailed for effective and consistent implementation.
- 3. Describe how the target should be implemented
- 4. Include a task analysis
- 5. Include teaching strategies that should be used
- 6. Ask parents if they understand and are satisfied with the plan
- 7. Set a date for the next review

Six weeks of monitoring / observations / implementation

- The plan is to be implemented and reviewed after 6 weeks.
- During that time observations should be recorded, and progress logged to indicate the effectiveness of the plan.
- After 6 weeks another review meeting will take place and the outcome will be either
 - No further intervention necessary
 - Continue with the current plans as progress is in evidence
 - Begin the process towards an Education, Health and Care Plan (EHCP). If a child fails to make progress despite high quality, targeted support we will consult with the Area SENCo and may apply for the child to be assessed for an EHC. See 'Moving to an EHCP' above.

Children with social, emotional, and mental health needs

Behaviour is not classified as a SEN. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, considering family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g., bereavement, parental separation) we complete a CAF with the family and support the child through that process.

If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS (or to specialists or we can refer to CAMHS).

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

The school has a zero-tolerance approach to bullying, especially towards children with SEND and disabilities. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

Transition Arrangements

Transition into and within school

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes- including from the nursery- as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet.

Enhanced transition arrangements are tailored to meet individual needs.

Transition to Secondary School

Transition reviews for Year 6 pupils are held, where possible, in the summer term of Year 5 or the autumn term of Year 6. The secondary school SENCo is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

Leadership

Patricia Ekhuemelo, Proprietor and Head Teacher has leadership responsibilities for SEND within the school.

Complaints

The school will work, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

All complaints are taken seriously and are heard through the school's complaints policy and procedure.

Birmingham's Local Offer

From 1st September 2014 (in line with the Special Educational Needs and Disabilities Code of Practice: 0-25 years) all local authorities are required to set out in one place a wide range of information about how they intend to meet the needs of children and young people with SEND, including information about the new Education and Health Care Plans that replace all previous SEN statements and learning difficulty assessments.

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25 across education, health and social care. The Birmingham Local Offer for SEND can be found at: <https://www.localofferbirmingham.co.uk>

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgemental attitude throughout the school.

The school has an Equal Opportunities Policy.

Review Framework

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance)

Successful SEND Paper Trail

At Lambs Christian School if a teacher/practitioner has a concern about a possible SEND; the information will be recorded in our SEND alive folder using observation sheets.

OBSERVATION AND ASSESSMENT IN THE SEND ALIVE FOLDER
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All information gathered at this point should be in the SEND alive folder. Primary and EYFS should have separate folders. It is not enough to say you have a concern; log it and date it. After information is gathered from parents, teachers and other non-professionals, if a review meeting is decided and SENS support agreed, a record of individual support is opened. This will be held in the EYFS / Primary SEND folder.

All previous observations will be transferred from the SEND Alive folder to the SEND Support folder.

All tracking, observations and SEND Support Plan will be held in the SEND Support folder with a section for each child.

Emotional Literacy and Progressive Wellbeing

At the Lambs Christian School and Nursery we strongly believe children are able to become emotionally literate and intelligent from the EYFS. We believe in the “Overflow flow lifestyle” where our teachers are refreshed and refuelled enabling them to naturally and automatically give our children the best possible holistic experiences developing our children from the inside out.

We aim to promote an emotionally secure environment through the promotion of:

- Positive peer influences
- Positive friendships
- Effective Safeguarding and child protection policies
- An effective early help process
- A robust and responsive pastoral system
- Regular meditation and reflection through daily devotion.

As a staff team we aim to eradicate risk factors and promote protective factors through

- Warm emotionally available adults
- Structure and boundaries
- A sense of belonging
- Creating a sense of identity
- Positive relationship
- An awareness of vulnerable groups within our school
- Trauma informed practice
- Emotional intelligence and teaching emotional literacy

- Regular Wellbeing and mental health training

We are committed to the department of Education Staff Wellbeing Charter as we believe “Happy Staff will produce Happy Children”

Monitoring and Review

This content has been agreed in consultation with trustees, parents and teaching staff.

Policy Last Reviewed: August 2021

Date of this Review: August 2022

Policy Due for Review: August 2023

SEND FORMS



Individual Support Plan (Early Years/Primary)

Child's Name:		Subject	
DOB:		Week Commencing	
What	How	Who	Comment



The Lambs Christian School and Nurseries

Teacher referral form

Name of child: _____ Class/year group: _____

Attached:

- One-page profile
- Evidence of quality first teaching (QFT)
- Teacher-parent / teacher-child discussion notes
- Teacher / SENCo discussion notes
- Data tracking of progress
- Any other observations (including TA observations)

Area of concern (including evidence):

What has been done to date (including impact):

What needs to happen next and why:

What needs to happen next and why:

Any other comments:

Teacher's name: _____ Signature: _____

Date of referral: _____

Comments from discussion with **teacher** about transferability to classroom / wider learning context:

Evaluation of impact, cost and quality assurance, to be completed by the SEN co-ordinator (SENCo) or senior leadership team