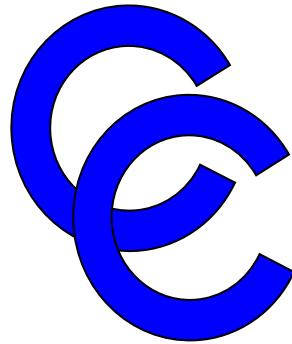


# Special Education Needs and Disability (SEND) Policy

Cavendish Close Infant & Nursery School



Approved by:	Mrs C. Diffin and Full Governing	Body
--------------	----------------------------------	------

Last reviewed on:	October 2025
-------------------	--------------

Next review due by:	October 2026
------------------------	--------------

Special Education Needs and Disability (SEND) Policy

Our children are all unique. They have big hearts and great energy.

All of our children are stars and we find and nurture their strengths.

Our children have fun loving personalities and they like to talk about their experiences. They thrive with our routines and expectations.

Our children deserve the best and we are committed to enabling them to be the best that they can be.

Some of our children present us with barriers to their development and learning. We are committed to working in partnership with our parents and carers as well as the local community to meet the needs of our children.

All of our children deserve quality time and interaction with the key adults in their lives.

We are committed to developing high aspirations within our school community. We provide all of our children with rich and varied experiences.

Our children thrive when they are nature explorers, playing and learning in the natural world. Our outdoor learning approach nurtures curiosity, creativity and confidence, offering children space, fresh air and the opportunity to engage in all their senses. We encourage connections with nature by caring for mini beasts, noticing birds and signs of other wildlife and growing the land. It is important that our children leave us with an understanding of the world that they are growing up in, having learned how to live alongside, and show respect for, a diverse range of people.

We provide our children with opportunities to learn about the protected characteristics in meaningful ways through our curriculum. We advance equality, promote diversity, challenge discrimination, show respect to everyone and choose kindness.

To enable our children to succeed in life, we have STAR Expectations and we work towards our 8 Behaviour Values and 10 Learning Values.

Together, we can all shine.

### THE SEND AIMS OF THE SCHOOL

- To ensure that all children have access to a broad and balanced curriculum.
- We motivate our children to learn by –
  - Planning learning topics that are relevant and exciting with meaningful reasons to read, write and be numerate across the curriculum
  - Bringing subjects to life by enjoying being Historians, Artists etc.
  - Connecting learning to our children's lives and interests
  - Finding the story in learning (People, Places, Problems and Possibilities)
  - Ensuring that learning has a HOOK, a PURPOSE and an AUDIENCE
  - Valuing the process of learning as well as the outcome
  - Giving our children the time and space to learn in greater depth
  - Enabling our children to make choices in their learning
  - Helping our children to work independently and collaboratively using their communication and social skills
  - Creating enabling environments with relevant and interesting resources
- To provide a differentiated curriculum that meets the needs of all learners.
- We ensure that all adults in our school have –
  - High expectations
  - Be effective communicators
  - Build strong relationships
  - Connect to children's lives and interests
  - Make every child feel valued
  - Model self-awareness and self-regulation

- Be calm and patient ○ Be positive and nurturing ○ Be empathetic and responsive ○ Be nurturing and encouraging
- To create indoor and outdoor environments that are – ○ welcoming ○ positive and happy ○ safe and calm ○ orderly ○ inviting, stimulating and engaging.
- We are committed to developing high quality continuous provision with accessible, relevant and open-ended resources that promote enquiry-based learning.
- To ensure early identification of S.E.N.D. in partnership with the Inclusion Leader.
- To ensure that children with S.E.N.D. take as full a part as possible in all school activities.
- To ensure that parents/carers of children with S.E.N.D. are involved in target setting and regular reviews of progress and achievement.
- To work towards inclusion in partnership with other agencies.
- We are a caring and nurturing school and we strive to do our very best for every child. We are committed to working effectively with parents/carers and external agencies.
- All children access Quality First Teaching. In addition to this, we run a number of well-established and successful intervention programmes.
- Children with S.E.N.D. are set Specific, Measurable, Attainable, Relevant and Timely (SMART) targets. Well thought out provision is implemented and progress is reviewed regularly.

If you would like discuss our S.E.N.D. policy and/or what we can offer for your child, please get in touch with Mrs Vincett (Inclusion Leader)

## DEFINITION OF SPECIAL EDUCATIONAL NEEDS

Definitions of special education needs taken from section 20 of the Children and Families Act 2014.

- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for 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.
- For children aged two or more, special educational provision is educational or training provision that 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, and relevant early years providers.

Special education provision means:

- Educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools (other than special schools) in the area.

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

Cavendish Close Infant and Nursery School will have due regard for the Special Educational Needs and Disability Code of Practice 2014 when carrying out our duties towards all children with special educational needs, and ensure that parents/carers are notified when SEND provision is being made for their child.

Special educational needs could mean that a child has difficulties in:

- Communication and interaction, for example, autistic spectrum disorder (ASD), speech, language and communication needs (SLCN), social and communication difficulties,
- Cognition and learning, for example, moderate learning difficulties (MLD), severe learning difficulties (SLD), dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), attention deficit disorder (ADD), attachment disorder, demand avoidance
- Sensory and/or physical needs, for example, hearing impairments, visual impairments, processing difficulties, epilepsy, cerebral palsy, sensory sensitivities to noise, smell, taste, touch

Children make progress at different rates and have different ways they learn best. Teachers take account of this when they plan teaching and learning activities. Adaptive teaching strategies enable our SEND children to fully access the curriculum. Reasonable adaptations are made to enable children to succeed.

### ADMISSIONS

The admission arrangements for ALL children are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

In common with other maintained schools, the Local Authority (Derby City Council) administers admissions into the school.

### INCLUSION

This policy builds on our inclusive ethos, which recognises the entitlement of all pupils to a broad and balanced curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. Staff have unwavering ambition so that SEND pupils achieve their best personal and academic outcomes. The Governing Body will ensure that appropriate provision will be made for all children with SEND.

### IDENTIFICATION

At Cavendish Close Infant and Nursery School, we have adopted a whole school approach to SEND policy and practice. All staff are committed to the principles and aims of this policy. Children identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the Early Years Foundation Stage Curriculum or National Curriculum and are integrated into all aspects of the school.

All teachers are responsible for identifying children with SEND and, in collaboration with the Inclusion Leader, will ensure that those children requiring different or additional support are identified at an early stage. Assessment is the process by which children with SEND can be identified. Whether or not a child is making progress is seen as a significant factor in considering the need for SEND provision.

### Early Identification

Early identification of children with SEND is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation and assessment.
- EYFS: Foundation Stage profile scores and progress against the criteria contained in the 'Ages and Stages' documentation.
- Key Stage 1: Performance in National Curriculum subjects judged against age related expectations (attainment).
- Key Stage 1: Pupil progress in relation to the National Curriculum objectives in English and Maths (progress).

### Assessments

Assessments will be made through:

- Observations,
- Records from feeder provision/schools,
- Information from parents,
- Teacher assessments,
- DfE Assessments: EYFSP, Phonics Screening, Key Stage 1 tests, • Progress towards personal and learning targets,
- Pupil tracking information.

### CODE OF PRACTICE GRADUATED RESPONSE

The school adopts the levels of intervention as described in the SEND Code of Practice. The Code of Practice advocates a graduated response to meeting pupils' needs.

### SEND MONITOR

- Any children who are falling outside of the range of expected academic progress will be monitored and assessments will be made as described above to determine if further intervention is required.
- The class teacher will take steps to further differentiate the learning to better support the child and this may require an adjustment in the style of teaching adopted with that child.
- The Inclusion Leader should be informed and consulted to provide support and advice and may wish to observe the pupil.
- Parents/carers will be fully informed so they can share information and knowledge with the school to help better understand the needs of the child.

- The child is recorded as being monitored for SEND; this does not mean they will automatically be placed on the SEND register.

## SEND SUPPORT

Where it is determined that a child does have SEND, parents/carers will be formally advised of this and the decision to add the child to the SEND register is made. The aim of formally identifying a child with SEND is to help school ensure that effective provision is put in place and so remove any barriers to learning. The support provided consists of a four part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the child grows. This cycle enables identification of those interventions which are most effective in supporting the child to achieve good levels of progress and outcomes.

### Assess

This involves clearly analysing the child's needs using the class teachers' assessment and experience of working with the child, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of the parents. Advice from external support services and staff will be sought if appropriate and with the agreement of the parents/carers.

### Plan

Planning will involve consultation between the teacher, Inclusion Leader and parents/carers to agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. This plan will be recorded in the form of an SEND Support Plan which will be shared with staff, parents/carers and the child.

### Do

The class teacher remains responsible for working with the child on a day to day basis. They will retain responsibility even where the interventions may involve group or one to one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and ensure links with classroom teaching. The Inclusion Leader will support with further assessment of the child's strengths and areas to develop.

## Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the child and their parents/carers. The class teacher, in conjunction with the Inclusion Leader, will revise the SEND Support Plan and based upon the child's progress and development make any necessary amendments going forward, in consultation with parents/carers.

## REFERRAL FOR A HEALTH ASSESSMENT

If a child is displaying neuro-diverse behaviours a Single Point of Access (SPOA) referral can be made by GP or primary care professional in health or education. The referral is completed in partnership with parents.

Within our school we have a specific system in place which all staff must follow when completing a SPOA referral.

- Initially if a member of a class team has a SEN concern regarding a pupil this must be discussed with the Inclusion Leader,
- After an initial discussion it may be decided that a SPOA referral needs to be completed,
- Parents will receive a copy of the Neurodevelopmental Pathway Parent/Carer Questionnaire to complete. They will be offered a meeting with either the class teacher or the Inclusion Leader if they need help to complete the forms,
- The class teacher will be given a copy of the Neurodevelopmental Pathway Child/Young Person Questionnaire to complete,
- Completed Teacher and Parent forms must then be given to the Inclusion Leader, to be securely stored within the child's SEND file,
- The Inclusion Leader will then complete a SENCO SPOA referral form. This will include key SEND information regarding the child along with any other relevant documents.
- The Inclusion Leader will then send the Neurodevelopmental Pathway Child/Young Person Questionnaire, Neurodevelopmental Pathway Parent/Carer Questionnaire, and the SENCO SPOA referral form via secure email to the Neurodevelopmental pathway team.

Only the Inclusion Leader, Headteacher or Deputy Headteacher are able to complete the SENCO SPOA referral form and to send via secure email all relevant paperwork as part of a SPOA referral. It is not possible to send completed Neurodevelopmental Pathway Child/Young Person Questionnaire and Neurodevelopmental Pathway Parent/Carer Questionnaire and without a completed SENCO SPOA referral form. The referral will not be accepted by the Neurodevelopmental pathway team without a completed SENCO SPOA referral form.

## REFERRAL FOR AN EDUCATION, HEALTH AND CARE PLAN

If a child has lifelong or significant difficulties they may undergo an Education, Health, Care Needs Assessment which may be requested by the school, parent, health or social care. This will occur where the complexity of need or lack of clarity around the needs of the child are such that a multiagency approach to assessing that need, to planning the provision and identifying resources is required.

The decision to make a referral for an Education, Health and Care plan will be taken at a progress review.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents/carers,
- The child's views
- Teachers and teaching assistants,
- Inclusion Leader,
- External agencies,
- Social Care,
- Health Professionals.

Information will be gathered relating to the current provision provided, action that has been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people coordinated by Derby City Council (including professionals from education, health and social care) about whether or not the child is eligible for an EHC Plan. Parents/carers have the right to appeal against a decision made by the Education, Health, and Care panel.

Further information about EHC Plans can be found via the Derby City Council Website

[EHC assessments and plans - Derby City Council](#)

### Education, Health and Care Plans

- a) Following statutory assessment, an EHC Plan may be provided by Derby City Council, if it is decided the child's needs are not being met by the support that is ordinarily available. The school and the child's parents/carers will be involved in developing and producing the plan. Parents/carers have the right to appeal against a decision not to issue an EHC Plan.
- b) Parents/carers have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the plan if it differs from their preferred choice.
- c) Once the EHC Plan has been completed and agreed, it will be kept as part of the child's formal record and reviewed at least annually by staff, parents/carers, and professionals external to the school, representatives from the Local Authority and the child where appropriate. The annual review enables provision for the child to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing the levels of support.

### SEND provision

On entry to the school each child will be skilfully assessed. This will help to inform the school of a child's aptitudes, abilities, and attainments. The records provided help the school to design appropriate differentiated learning programmes. For children with identified SEND, the Inclusion Leader and class teacher will use the records to:

- Provide starting points for an appropriate curriculum.
- Identify the need for support within the class.

- Assess learning difficulties.
- Ensure on-going observations/assessments provide regular feedback on achievements/experiences, for planning next steps in learning.
- Involve parents/carers in a joint home-school learning approach.

### ENGLISH AS AN ADDITIONAL LANGUAGE

For those children whose first language is not English, teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required.

### STAFFING

The SEND team of the school is:

Headteacher - Mrs Christina Diffin.

Deputy Headteacher and Early Years Foundation Stage Leader - Mrs Caroline Howett. Inclusion Leader – Mrs Rebecca Vincett

Learning Mentor - Mrs Jeanette Leadbeater.

A team of highly skilled teachers, Higher Level Teaching Assistants and Teaching Assistants.

### SEND INSET

All staff are encouraged to attend courses that help them to acquire the skills needed to work with children with SEND. The School's INSET needs will be included in the annual School Improvement Plan. Regular professional development meetings contribute to ongoing staff development.

### PARTNERSHIP WITH PARENTS/CARERS

Cavendish Close Infant and Nursery School firmly believes in developing a strong partnership with parents and that this will enable children with SEND to achieve their potential. The school recognises that parents/carers have a unique overview of the child's needs, and that this gives them a key role in the partnership.

The school aims to work in partnership with parents and carers.

We do so by:

- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision.

- Working effectively with all other agencies supporting children and their parents/carers.
- Giving parents and carers opportunities to play an active and valued role in their child's education.
- Making parents and carers feel welcome.
- Ensuring all parents and carers have appropriate communication aids and access arrangements.
- Providing all information in an accessible way.
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Instilling confidence that the school will listen and act appropriately.
- Focusing on the child's strengths as well as areas of additional need.
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- Agreeing targets for the child.
- Making parents and carers aware of support services.

### EVALUATING THE SUCCESS OF OUR SEND POLICY

The SEND Governor will meet termly with the Inclusion Leader and the governor will report annually on the success of the policy against the specific objectives which are given under 'The SEND Aims of the School' at the beginning of this policy. The school adopts the Revise, Revisit, Refine and Refresh approach to ensuring that the needs of children with SEND and their parents/carers are successfully met as well as suitable training and support for all appropriate staff.

Pupil progress will provide evidence for the success of the SEND policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting targets when reviewed.
- Use of standardised tests – Foundation profile scores, Key Stage 1 tests.
- School tracking systems.

In addition the school will publish an annual SEND Information report which can be viewed on the school's website which details the key SEND information for the year.

### COMPLAINTS PROCEDURE

Parents/carers are encouraged to discuss their concerns with the school. These should be raised with the class teacher initially as most concerns can be resolved in this way, but if this does not happen, parents/carers may raise concerns with the Inclusion Leader or the Headteacher. If still dissatisfied, parents/carers should follow the school's complaints procedure.

The school's complaints procedure is outlined on the school's website. The SEND Code of Practice outlines additional measures which the Local Authority must have in place to prevent and resolve disagreements. These will be explained to parents/carers if required.

### LINKS WITH EXTERNAL AGENCIES/ ORGANISATIONS

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide support for children with SEND. Derby City Council's Local Offer webpage is a good source of support and information about services locally that can be very helpful to families, it will signpost families to other useful agencies and services. [Derby's SEND Local Offer - Derby City Council](#)

When it is considered necessary, colleagues from the following support services may be involved with children with SEND:

- Educational Psychologists,
- Medical professionals, for example, Community Paediatricians, Clinical Psychologists, Epilepsy nurses, Diabetes nurses,
- Speech and Language Therapists,
- Physiotherapists,
- Occupational Therapists,
- Hearing Impairment Specialists,
- Visual Impairment Specialists,
- Physical Impairment Specialists,
- Autism Consultants,
- School Nurses,
- Behaviour Specialists

In addition, links are in place with the following organisations:

- The Local Authority,
- Education Welfare Officers,
- Social Care and Early Help Professionals,
- SENCOs in other Derby schools,
- Schools with Enhanced Resource Facilities and Special Schools.

### SEND POLICY REVIEW

The school considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice as identified in the School Improvement Plan.

This policy was reviewed in: October 2025

It was approved by Mrs C Diffin (Headteacher) and the Full Governing Body in October 2025.

Planned review date: October 2026

## CHANGES

DATE	CHANGE AND REASON
March 2021	Added new school core purpose
March 2021	Added the phrase parents/carers into the document
May 2023	Page 3 – updated SEND areas of need.
May 2023	Page 3 – Adaptive teaching strategies information added.
May 2023	Page 4 -Information added into the Inclusion section.
May 2023	Page 6 – Updated website link to Derby City Council School Portal.
May 2023	Page 9 – Behaviour Specialist added onto the links with external agencies.
September 2023	Page 2 – Visual impairment added to ‘Sensory and/or physical needs’.
September 2024	Page 2 – Core purpose updated. Page 2/3 – SEND aims updated. Page 7 – Updated link for EHCP guidance. Page 5 – Assessment section updated. Page 9 – Evaluating the success of our SEND policy updated. Page 10 – Links with external agencies/organisations updated.
January 2025	Page 7 – Information added regarding making a SPOA referral.
September 2025	Page 2 – Core purpose updated, Page 2/3 – SEND aims updated, Page 7 – Updated information regarding SPOA referral forms



