

Updates since last edition

Section	Topic	Amendment
5.	<b>Responsibility for the coordination of SEN provision</b>	Update to staff employed and roles
6	<b>Arrangements for co-ordinating SEN Provision</b>	Details of Provision Map system added.
7.	<b>Admission arrangements</b>	Part time transition arrangements added.
10.	<b>Allocation of resources for pupils with SEN</b>	Update to information about Medical IPRA funding – annual funding
11.	<b>Identification of pupils needs.</b>	Defined where interventions can take place more clearly (can be within class or alongside)  One Page Profiles definition amended to One Plan
19.	<b>Working in partnerships with parents</b>	Meetings can be held virtually if not all parents can attend. Not recorded.



Montgomery Infant School and Nursery

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## SEN POLICY 2023

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**The Policy was formally adopted by the  
Governing Board on:**

**Date: 16<sup>th</sup> October 2023**

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## 1. Overview

### **Definitions of special educational needs (SEN) 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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

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

In 2014 the Government reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13<sup>th</sup> March comes into force from the 1<sup>st</sup> September 2014. A new SEN Code of Practice also accompanies this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

[www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)

One significant change arising from the reforms is that Statements of Special Educational Needs for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan.

This information is also available by putting the above web address into the browser of a smart phone or tablet.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Essex that have an Education, Health and Care Plan and those who do not have a plan, 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.

## 2. Legislation and guidance

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care plans (EHCP), SENCOs and the SEN information report

### 3. Mission statement

#### Aims and philosophy of Montgomery Infant school and Nursery

*“Children enjoy coming to school and want to learn.  
Their personal development and well-being are outstanding”*

Ofsted

Our school, Montgomery, belongs to all of us...we have a warm, welcoming and happy environment where teamwork and mutual support permeate through every aspect of school life. We celebrate the diversity of our school family.

We have high expectations of all pupils in all areas. Creativity is at the heart of what we teach and learn. We reflect upon our practice to provide imaginative and stimulating educational opportunities and skills for life.

Our ethos is a caring one which develops respect, self esteem and gives a voice for all. Our school is passionate about meeting the needs of every child.

#### **We aim to be a school where:**

- Everyone achieves their full potential.
- Teaching and learning is personalised, creative, challenging and fun.
- Children are inspired and supported to develop interests and skills both in and outside school.
- Positive links with the local community create strong partnerships.
- A sense of mutual respect, care and responsibility is shown for everyone and everything in school.
- Everyone in school feels safe, supported, valued and happy.
- Children are supported to make informed decisions for a healthy lifestyle- physically, emotionally, socially and academically.

## 4. Aims and objectives

### Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice (2014).

### Objectives

- **Staff members seek to identify the needs of pupils with SEN as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and early year's settings prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by the SENCo, External Professionals and their teachers ensures that they are able to reach their full potential.
- **Make all reasonable adjustments to our provision to overcome barriers to learning and ensure pupils with SEN have full access to the National Curriculum.** This will be co-ordinated by the SENCo and Head Teacher and will be carefully monitored and regularly reviewed in order to ensure that we are making every reasonable adaptation to strive to meet an individual's targets.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. Including supporting their understanding SEN procedures and practices and providing regular feedback on their child's progress.
- **Work with and in support of outside agencies** when the pupils' needs educational cannot be met by the school alone. Some of these services include SEND Operations Team at Essex County Council, the Educational Psychology Service, Speech and Language Therapy, Emotional wellbeing and mental health service (EWMHS), cluster network of SENCOs, Occupational Therapists, Physiotherapy and commissioned practitioners
- **Create a school environment where pupils can contribute to their own learning.** This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through collecting children's views and by wider opportunities such as school council, school plays, sports teams and after school clubs.
- **To full embed Ordinarily Available inclusive practise through out the setting** through staff training, lesson study and resourcing reviews.

## **5. Responsibility for the coordination of SEN provision**

- The person responsible for overseeing the provision for children with SEN for Montgomery Infant School & Nursery is Mrs Tara Robinson (SENCo). The Infant School and Nursery also have five SEN LSAs, Sue Sharp (Thrive Practitioner), Max Scrivener (Core Subject SEN LSA), Jessie Bridges (SEN LSA), Chantelle Fisher (SEN LSA), Arati Gurung (SEN LSA). Agency support staff are also recruited as required to ensure deliver of EHCP provision where permanent staff cannot be assigned or recruited.



## **6. Arrangements for coordinating SEN provision**

The SENCo will hold details of all SEN records for individual pupils. At Montgomery Infant School and Nursery all children's records are held within Provision Map a secure online database.

### **All staff can access:**

- The school SEN Policy
- A copy of the SEN Register.
- Monitored children register
- Guidance on identification of SEN in the Code of Practice and Montgomery SEN Procedure Policy
- SEN Provision at Montgomery Matrix
- SEN Provision by class
- SEN On a Page Overview
- Information on individual pupils' special educational needs, including pupil profiles, One Planning, Intervention Data, Meetings with parents and professionals, targets set and copies of their targeted interventions.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities via the Provision Guidance document.
- Information available through Essex's SEND Local Offer

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEN provision.

## 7. Admission arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without. All children with an identified special educational need or disability, may begin by attend part time only for the first half term and beyond if that is best for the individual child. This is to allow the child to feel safe and secure. Children's confidences are enhanced when changes happen gradually and when time is prioritised to support these transitions with sensitive planning and preparation.

*“Transitions should be seen as a process not an event, and should be planned for and discussed with children and parents. Settings should communicate information which will secure continuity of experience for the child between settings”.*

*“Careful preparation will make for a smooth transition but the process continues when the child starts in a setting, and starting itself may be a staged process with the amount of time in the setting gradually building up.”*

*Early Years Foundation Stage Practice Guidance, 2008*

## **8. Specialist SEN provision**

We are committed to whole school inclusion and promote Ordinarily Available inclusive practise in our setting. In our school we support children with a range of special educational needs. We will seek specialist SEN provision and training from SEN services where necessary.

Further detailed information outlining all the SEN Provision available at our school can be found in the SEN Provision at Montgomery Matrix, and Intervention Pyramids.

## **9. Facilities for pupils with SEN**

The school complies with all relevant accessibility requirements; please see the school accessibility plan and SEN Provision at Montgomery Matrix for more details.

## **10. Allocation of resources for pupils with SEN**

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is part of the central schools budget share as identified by SENCO on a High needs basis. Additional funding is also available from the Local Authority for some children with an EHCP or a Statement of Educational Need. There is also funding which can be applied for at transition points for one to two terms - Individual pupil resource allocation (IPRA) or annually for ongoing medical need (Medical IPRA)

## **11. Identification of pupils needs**

### **Identification**

See definition of Special Educational Needs at start of policy and SEN at Montgomery Procedure document which outlines in more detail the procedure for following the Graduated Approach.

### **A graduated approach:**

At our school we follow a graduated approach when identifying children with SEN and when monitoring children with SEN. The graduated approach is outlined in the SEN Code of Practise.

### **High Quality Teaching**

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCo will be consulted as needed for support and formal interventions will be arranged to further support the child. These interventions may be run within class timetables or alongside.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parent teacher interviews
- i) Parent teacher interviews are used to monitor and assess the progress being made by children.

### **SEN Support**

Where it is determined that a pupil does have a SEN, parents will be advised of this decision and the child will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove 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 pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes. It is recorded by class teachers in the form of a 'Pupil Passport', One Plan', Thrive Profile One Plan or SALT Record.

### **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, intervention baseline tests, Essex AFALS Assessment and EPS Maths Baseline, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### **Plan**

Planning will involve consultation between the teacher, SENCO and parents 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.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### **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 and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO and SEN LSA's.

### **Review**

Reviews of a child's progress will be made regularly. Through One page profiles, Thrive Profiles, Target Tracker, SALT Register, Intervention Assessment and One Plans. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

## 12. Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent, social worker or healthcare professional. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be in consultation with parents at a one plan meetings. The decision to issue a plan will be taken after a needs assessment review. This is done by the statutory assessment service.

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

- Parents
- carers
- Teachers
- SENCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

[www.essexlocaloffer.org.uk](http://www.essexlocaloffer.org.uk)

### **EHCP Plans**

- a. Following Statutory Assessment, an EHC Plan will be provided by Essex County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available (See SEN at Montgomery Provision Matrix). The school and the child's parents will be involved developing and producing the plan.
- b. Parents 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 pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.



### **13. Access to the curriculum, information and associated services**

Pupils with SEN that cannot be met through Ordinarily Available provision will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEN and SEN teaching are provided both in school and across the family of schools. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEN.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.

We set appropriate child friendly, individual targets that motivate pupils to do their best, and celebrating achievements at all levels. (This is outline in the SEN information report)

#### **14. Inclusion of pupils with SEN**

The Head Teacher and SENCO oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

## **15. Evaluating the success of provision**

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done through the assess, plan, do review cycle.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

All interventions delivered are measurable. Support given to children with SEN via Tier 3 interventions will be evaluated using the graduated approach via each specific interventions assessment and planning tools.

Only children with an EHCP plan or high need (those whose needs cannot be met through Tier 1,2 or 3) in the SEN Provision at Montgomery Matrix, will have a One Plan. This person centred approach brings together all parties working with the child in order to discuss what is working well, what needs improving and agree actions. The child's needs are at the centre of all discussions and it is the meeting and conversations which are important, rather than the paperwork produced.

SEN provision and interventions for children accessing Tier 3 intervention are recorded on one plans, which are updated 3 time per academic year. Progress for all children on the SEN register is also tracked via half termly teacher assessments. Children supported through interventions are assessment at the beginning, middle and end of Intervention to assess progress and suitability of the intervention. Children supported with SALT as guided by NHS SALT are assessed on their progress by NHS SALT Team and revisits are requested by the SENDCO every 2 academic terms. One Plans are updated by the class teacher and parent, SEN team, and are monitored by the SENCo. These reflect information passed on by the SENCO at the beginning of an academic year and are adapted following assessments. This helps to identify whether provision is effective.

## **16. Complaints procedure**

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 or SENCO, who will be able to advise on formal procedures for complaint.

## **17. In service training (CPD)**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

The SENCo attends relevant SEN courses and meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section **11**).

## 18. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCo who will then inform the child's parents.

### Requests for support services documentation

The SENCo is responsible for ensuring any supporting documentation required by external agencies, relating to the child's education and health needs is completed (for example CAST or SNAP IV Assessments, or GP Statements). This will usually also require a child's class teacher input.

Requests for the completion of paperwork, **must be received by the SENCo with at least 10 working days notice for submission**. The SENCo will then return all documentation directly to the requesting agency.

We are not able to complete documentation/forms for matters outside of Educational or Health needs such Disability Living Allowance forms (DLA), Charity Submissions or Blue Badge Applications.

Requests for forms to be completed for private assessments will be reviewed on a case by case basis.

## **19. Working in partnerships with parents**

The belief of both Montgomery Infant and Nursery and Junior School's is that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEN
- c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. She is fully aware of SEN matters.

Where required meetings will be recorded in written minutes or outcomes summarised in supporting documentation such a 'record of communication' or 'agreed behaviour policy' etc. Meetings can be held virtually if both parents are unable to attend in person.

## **20. Links with other schools**

The Infant and Junior schools work in partnership with each other. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise. Montgomery Infant School also seeks collaboration, advice from other schools within our consortium and SEN Cluster Groups.

The SENCo will transition any files, and information to a child's new school by recorded delivery.



## **21. Links with other agencies and voluntary organisations**

The Montgomery Schools invite and seek advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENCo is a designated person responsible for liaising with the following:

- Essex Education Psychology Service
- Social Services
- Speech and Language Service
- Occupational Therapy
- Community Paediatrics
- CAMHS

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.