



Special Educational Needs and Disability Policy March 2026

Including the Chawson Preschool Special Educational Needs and Disabilities (SEND)
annex

This policy has been developed by the SEN Co-ordinator, Pre-school SEN Co-ordinator and shared with staff and the governing body

Policy revised March 2026

Introduction

At Chawson First School we value the individuality of all of the children in our care. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that our school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Aims

- ◆ Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- ◆ To ensure that the special educational needs of children are identified, assessed and provided for.
- ◆ To make clear the expectations of all partners in the process (Head Teacher, teachers, pupils, parent/carers, outside agencies, the Local Authority)
- ◆ To identify the roles and responsibilities of all related parties (especially teaching staff) in providing for children's special educational needs.
- ◆ To, as far as possible, for all children to have full access to all elements of the school curriculum.
- ◆ For those children who are unable to access the curriculum fully due to their SEND requirements, to receive a curriculum as similar as possible to the rest of the class

Legislation and guidance

This policy is based on the statutory guidance Special Educational Needs and Disability (SEND) Code of Practice, Keeping Children Safe in Education and working together to improve school attendance.

This policy is also based on the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The governance guide for maintained schools which sets out governors' responsibilities for pupils with SEND

Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

Definitions

Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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.

Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

Roles and responsibilities

The SENCO

The Year 2 and Key stage 2 SENCO is Karen Sage -senco@chawson.worcs.sch.uk

The Early years and Year 1 SENCO is Elizabeth Jones (Maternity cover)–
preschoolsenco@chawson.worcs.sch.uk

They will:

- Work with class teachers to inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and adapted/differentiated teaching methods appropriate for individual pupils.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned.

- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date
- Monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- Regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

The SEND link governor

The SEND link governor is Mark Moloney and can be contacted through the school office-office@chawson.worcs.sch.uk

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

The headteacher

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer

- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is adapted and/or differentiated to meet pupil needs through a graduated approach- This will be documented on a class C-STEP Plan. (see appendix 1)
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents' concerns and agree their aspirations for the pupil

Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Invited to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parents or carers in any decisions made about the pupil.

The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are

- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

Identification:

We are aware that no identification strategy is perfect when identifying special educational needs. A flow chart is in place to recognise key times where staff may identify children with additional/Special Educational needs (see appendix 2). We understand that educational needs and talents emerge at different ages and in different circumstances, we therefore review our SEN register termly, adding pupils or removing them from the register when appropriate.

Early identification of children with SEN is advantageous. The earlier action is taken, the more responsive the child is likely to be. SEN pupils are identified through teacher assessment, information obtained from parents, SEN specific provision reviews and pupil progress meetings, whole school tracking data and class pupil progress meetings. The pupil progress meetings identify and track pupils who are not making expected progress. Teaching and learning approaches are used, as outlined in the Worcester 'Graduated Response' document. Interventions and support programmes are also implemented and monitored to ensure progress.

If pupils continue to show lack of progress over time, including:

- Significantly slower progress than that of their peers starting from the same baseline
- Failure to match or better the child's previous rate of progress
- Failure to close the attainment gap between the child and their peers
- Widening of the attainment gap

they will be referred to the SENCO and after discussion with parents, may be placed on the SEN register where a clear graduated response of assess, plan, do and review will take place.

Children within our Early Years settings are assessed using a language programme (WELLCOMM) when starting school and ongoing assessments through our Little Wandle phonics programme. This allows support to be put in place if and when required. Due to children developing at different stages, any child within Early Years, causing concern with regards to SEN are monitored by the class teachers and discussed with the SENCO at regular times throughout the year in addition to an initial baseline assessment in September, the twice-yearly SEN pupil progress meetings.

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
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AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

*Taken from Code of Practice

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. In the first instance, parents may be invited to attend an Drop In Meeting with our Assistant Headteacher, Mrs Wood, Designating Safeguarding Lead to offer advice and support. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the

use of approaches such as the Early Help Assessment, may be appropriate. We may also refer families to the Early Intervention Family Support Service. In all cases, early identification and intervention can significantly reduce the use of greater intervention at a later stage.

Children must not be regarded as having a learning difficulty due to having English as an additional language; such children will have short term intensive support in curriculum areas.

For children with a disability, we will work closely with parents and outside agencies to identify their needs within our school to ensure we are best meeting their needs and working towards improving our inclusive practice where required.

Consulting and involving pupils and parents

The school will put the pupil and their parents/carers at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents/carers. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents/carers.

Class teachers will notify parents when it is decided that a pupil will receive SEN support and gain consent for their child to be placed on the SEN register and receive additional/different provision through a Individual Provision Map.

Assessing and reviewing pupils' progress towards outcomes

Graduated response:

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

Assess Plan Do Review

Assess

When a child has been identified as needing SEN support the class teacher, working with the SENCO, will carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, specific assessment through the termly SEN assessments, their previous progress and attainment and behaviour. It should also draw on the views and experiences of parents and if relevant, advice from external support services. We take seriously any concerns raised by a parent with regards to SEN.

Plan

Where it is decided to place a pupil on the SEN register as SEN support, parents will already be fully involved in the process. The class teacher will complete an Individual Provision Map (IPM) (see appendix 3) focusing on:

- Individual strengths

- Barriers
- support strategies and adaptive teaching strategies
- Expected outcomes
- Provision/intervention
- Frequency and person delivering

Do

The class teacher will identify details of support strategies, adaptive teaching and interventions that are required to support the children to make progress throughout the term. These strategies and interventions are split into two areas:

Support strategies and adaptive teaching strategies- Adaptive teaching is a personalised and flexible approach that ensures all pupils can access learning, make progress, and achieve intended outcomes. It involves anticipating potential barriers to learning through careful planning and ongoing assessment, allowing teachers to respond proactively to individual needs.

Teachers use a secure understanding of each pupil's strengths, needs, and learning barriers to design lessons, tasks, and resources that support access and progress for all. This includes both planned modifications and in-the-moment adjustments to teaching, activities, or resources as new needs emerge.

Provision/intervention- (*Targeted support- small-group intervention and/or Specialist support- Additional and different support*) Targeted support includes interventions that are for pupils who can be expected to catch up with their peers. These interventions are designed for pupils for whom a well structured short-term programme is all that is needed to enable them to make accelerated progress and close the gap between themselves and their peers.

Specialist support is for pupils for whom Adaptive teaching strategies and targeted catch-up programmes are not enough. It may need to be a more intensive programme, involving more individual support or specialist expertise that is provided for longer lengths of time.

The class teacher and/or teaching assistant will be timetabled to complete any specific additional and different provision for each child. Additional interventions may also take place through pupil premium staff or SEN teaching assistants. The class teacher will still retain responsibility for interventions completed by additional staff members, they will work closely with them to plan and assess the impact of support and how it can be linked to classroom teaching.

Review

The impact and support documented on the Individual Provision Map will be evaluated by the class teacher focusing on progress made against each individual outcome and include an evaluative review of the pupils' progress. This will be shared with parents termly. Pupil progress and parent views will feed into the reviews and will contribute to the planning and setting of new targets for the following term. The SENCO will also review the impact of Individual Provision Map targets and additional interventions for pupils on the SEN register, supporting the class teacher in adjusting the interventions and targets as appropriate, and report findings to SLT and staff.

Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. Staff are encouraged to use a range of scaffolding ideas and adaptations when planning the teaching and learning for their

class.

Where required, the SENCO and teaching staff will discuss adaptations to ensure all pupils' needs are met, adaptations fall into the 4 categories of communication, space, task, equipment and people (C-STEP).

Additional adult support may be put in place in line with EHCP requirements or the needs of individual children in line with the graduated response.

We have a number of teaching assistants who support pupils on a 1:1 basis or complete small group intervention planned by the class teacher/SENCO.

Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, Health and Care Plans (EHC Plan)

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

An EHC Plan brings together the health, education and care needs for young people aged 0 – 25 and sets out the provision that they need from education, health and care to meet these needs. If the child or young person has not made expected progress despite following the graduated approach, we will consider in complex, extreme cases, requesting an Education, Health and Care needs assessment. Parents and the pupil will be involved in these discussions and the assessment at all times.

Following a request for an assessment the Local Authority must determine whether an EHC needs assessment is necessary within six weeks. The Local Authority will gather evidence from school and external agencies to support the request. Parents will be informed by the Local Authority of the outcome of the EHC assessment. Where the assessment is successful the Local Authority will provide a finalised EHC plan for a child or young person from the age of 0 – 25 years. Where an EHC assessment is not successful children with special educational needs will have their needs met through the 'Graduated Response' provision. EHC Plans should be used to actively monitor children's progress towards their outcomes and long term aspirations. They must be reviewed by the Local Authority at a minimum of every 12 months. Reviews must focus on the child's progress towards achieving the outcomes and whether they remain appropriate.

Evaluating the effectiveness of SEN provision:

SEN management remains the responsibility of the SENCO in liaison with all appropriate parties, a clear annual planner is in place to show the management of SEN provision across the school.

Management roles include-

- Updated the SEN register/contextual grid and SIMS information
- Tracking pupils' progress, including by using Individual Provision Maps
- Monitoring responsibilities
- Using pupil questionnaires
- Links with parents
- Reporting to Governors
- Data analysis in line with whole school data collection
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents/carers

Management of provision for children with a disability will be the responsibility of the senior leadership team in liaison with all appropriate parties. This will also include links with outside agencies to ensure that the provision being provide is the most suitable we are able to offer.

External agencies:

External agencies work alongside school to assess pupils and suggest strategies to support pupils with SEND.

If a need is identified by the SENCO and the appropriate resources/interventions are available, they will liaise with specialist outside agencies to work with an individual child to understand their needs and make recommendations as to the ways the child is given support. This will help the school and parents to understand a child's particular needs better and be able to support them more effectively in school.

We currently obtain advice from:

- Speech and language therapist (weekly school visits)
- Behaviour support team
- Complex communication team (for those diagnosed with Autism)
- Health- School nurse/community paediatrician
- Early intervention family support
- Educational psychologist
- Regency outreach support team (specialist occupational therapy service)
- Visual and hearing impairment team
- Medical education
- Multi-sensory team
- Occupational Therapist

Parental permission is always sought before making use of any of these outside agencies.

Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy.

Admissions:

The admission policy, as laid down by the LA, remains the same for all children who apply for a place at our school regardless of their needs, dependent on the ability of the school to meet the child's needs. The Governors will ensure that any child with SEND admitted to Chawson will have the support needed to enable that child to have as full an access to the curriculum and related activities as is possible in our school.

Facilities for pupils with SEND:

The school is accessible to disabled pupils and adults using wheel chairs. Ramps have been fitted to the main external entrance and the majority of the school building is accessible at ground level, with the exception of 1 downstairs classroom. If required a ramp could be fitted or the outside entrance used. The school has first floor class rooms however all year groups have a classroom based on the ground floor.

Resources:

Money is allocated from the schools delegated budget each year for SEND. This money is used to purchase resources to assist in the teaching of pupils with special needs, for staff training, non contact time and the purchase of outside agency services. SEND resources are reviewed annually or as and when required. The school would endeavour to make funds available for any immediate resources if needed.

Inclusion:

All SEND pupils are fully integrated within their class and the school. They participate in all activities in so far as it is reasonably practical and safe to do so. Conversations will be had with parents, class teachers and a senior leader where risks have been identified and an appropriate risk assessment will be carried out to strive for full inclusion in all school activities.

Evaluation:

The success of the policy will be evaluated by the SENCO and governing body every three years, in line with the school monitoring cycle. The aims set out at the beginning of the policy and the SEN Code of Practice (2014) will lay the foundation for evaluation. The School SEN information report, which is published on the school website, will be reviewed annually in line with Government legislation.

Complaints:

If a parent of a child with SEND has a complaint about the provision made for their child they should initially speak to the class teacher concerned. If the problem cannot be resolved the SENCO will be consulted and a meeting held with the parent and teacher. The school will deal with such a complaint within the structure of the complaints policy outlined elsewhere.

Staff training:

The SENCO will keep abreast of SEND developments by reading relevant information and attending appropriate courses.

The SENCO will cascade relevant information to all members of staff (teachers and support).

Transition between schools:

When a child on the SEND Register moves to a different school all relevant information regarding the SEND and the provision made will be forwarded to the receiving school within 14 working days.

Where the transition is a planned event the child will be considered for a transition support plan, which may involve prearranged visits, provision of photo-booklets and additional preparation as appropriate.

When a child is entering reception with SEND, relevant staff will make contact with the pre-school setting and parents. In line with the Early Years Policy, Reception staff contact preschool settings to hear first hand about each child from their key person in preschool. Transition activities are planned by the Early Years team, additional activities may be planned by SENCO and Parents. School also receives notifications of special educational needs from Worcestershire Country Council for unknown Pre-school children, to ensure their needs can be monitored on arrival. The SENCO is available to meet with new parents who have concerns about SEND if required.

This policy should be read alongside:

Accessibility plan

Chawson SEN information report

Worcester Local offer: <https://www.worcestershire.gov.uk/council-services/schools-education-and-learning/send-local-offer>

<https://www.worcestershire.gov.uk/council-services/schools-education-and-learning/send-local-offer/send-graduated-response>

Appendix 1- Class C-STEP Profile

Class _____

C-STEP Class Profile

Academic Year: 2025-2026



	Children/Barriers	Strategies used or could be used
Communication		
Space		
Task		
Equipment		
People		

Appendix 2- identification flow chart

Identification for children with additional/special educational needs

Reception

Baseline assessments, Wellcomm, speech screening and phonics assessment.

Staff identify children '*not on track*', identify barriers and how these barriers will be raised. (**whole class and targeted interventions**)



SEN provision reviews and pupil progress meetings Autumn term.



Staff to have initial discussion with parents to share concerns.

Where appropriate/needed- Staff to share identification of Special Educational Needs and ask for permission for their child to go on the SEN register- **IPM or support plan to be written.**

Speech and language referrals where appropriate.



Ongoing **teacher assessment**- Dec, March and Eoy.

SLT data input and review of class data

IPM- assess, plan, do, review process. (**targeted and/or specialist support**)



Yr 1-4

September SEN provision review, Spring and Summer SEN pupil progress meetings.



Staff to have discussion with parents to share ongoing concerns, whole class and targeted interventions in place.

Where appropriate/needed- Staff to share identification of Special Educational Needs and ask for permission for their child to go on the SEN register- **IPM or support plan to be written.**



Ongoing **teacher assessment**- Dec, March and Eoy (including standardised testing)

SLT data input and review of class data

IPM - assess, plan, do, review process. (**targeted and/or specialist support**)

SEN specific assessments- phonics, spelling and reading.



SENCO involvement where a significant need is identified which will including outside agency involvement and/or EHCP application.

Appendix 3:

Individual Provision Map Academic Year: 20__-20__			
Name:		Class:	
Area of Need <i>*Please Highlight primary need</i>	Cognition and Learning Social, Emotional and Mental Health Communication and Interaction Sensory and / or Physical Needs	Specific Needs <i>E.g. diagnosis</i>	
Strengths			
Barriers			
Support strategies and adaptive teaching strategies-			

Name:						
Autumn term						
Expected outcome (What do we want the child to achieve?)	Provision/Intervention (How are we enabling the child to achieve?)	Frequency & person delivering	Review Highlight as appropriate			
			Not met	Partially met	Fully met	
			Evidence:			
			Evidence:			
			Evidence:			

Chawson Preschool Special Educational Needs and Disabilities (SEND) annex to whole school SEND policy

1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

This SEND policy details how Chawson First School Preschool will ensure that the necessary provision is made for any pupil who has special educational needs or disabilities and that those needs are made known to all who are likely to teach them. The school will use its best endeavors to ensure all staff members in the preschool are able to identify and provide for those pupils who have special educational needs or disabilities; allowing these children to join in the activities of the preschool together with pupils who do not have special educational needs. Chawson Preschool will have due regard for the Special Needs Code of Practice when carrying out its duties towards all pupils with special educational needs and disabilities, and ensure that parents are notified when SEND provision is being made for their child.

Provision for children with special educational needs and disabilities is a matter for the school as a whole. The Governing Body, the Head teacher, the SENCo, teachers, teaching assistants and all other members of staff have important day-to-day responsibilities in this regard.

2. Our approach to SEND support in the Preschool setting

2.1 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment when they start in the preschool class. This will build on information from previous settings, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the preschool may need to make.

Staff will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When staff identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching enhancing the normal entitlement. If progress does not improve, the Preschool lead will raise the issue with Parents to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying a change of circumstances at home or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our normal entitlement, or whether something different or additional is needed.

If a pupil is joining the preschool, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the preschool will work in a multi-agency way, utilizing any external agency reports, to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

2.2 Consulting and involving pupils and parents

The preschool will put the pupil and their parents views at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We will consider any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents if it is decided that a pupil will receive special educational provision.

2.3 The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will act to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's Keyworker, staff, Preschool SENCO will carry out a clear analysis of the pupil's needs. Worcester Child First assessment trackers are used as the supporting document. Consideration will be taken into account, whether the need is SEND or whether through lack of exposure. Adaptions to the normal entitlement will be made to finalise this hypothesis. The views of the pupil and their parents will be considered. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents and the pupil, the staff, Preschool SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on individual Provisio Maps, and will be made accessible to staff.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's Teaching Assistants and Preschool lead retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class, they still retain responsibility for the pupil. They will work closely with other Preschool staff or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. This will be reviewed every 6/ 8 weeks. Parents will be invited to be part of this process.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of preschool staff who work with the pupil

The Preschool SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

2.4 Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through GR funding.

Early Years Inclusion

With parental consent, some children may be recommended to be referred to the Early Years Inclusion Team.

- The Early Years Inclusion Team (EYIT) in Worcestershire provides support, advice, training and information to Early Years Providers and schools for children with special educational needs and disabilities (SEND) to help ensure that all children are fully included within the setting.
- Worcestershire is committed to providing effective early identification and intervention for children with Special educational needs and disabilities. It is essential that all children with SEND have their needs identified as early as possible and the aim is to provide early intervention programmes to help remove barriers to learning.
- Worcestershire have Area SENCOs and SENCo Support Advisors, both teachers and specialists in SEN and disabilities. They are part of the Inclusion Support Service. The principle focus of their role is to support all early years providers and schools in the early identification and intervention for children with Special education needs and disabilities.
- Further Information can be found <https://www.worcestershire.gov.uk/worcestershire-children-first-education-services/support-services/improving-schools-and-settings/early-years/early-years-inclusion/early-years-inclusion-process>

Feedback to parents will always be given following a meeting when their child has been discussed.

Education, health and care (EHC) plan

Pupils who need more support than is available through the preschool's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

2.5 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support every 6-8 weeks.
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from parents

3 Monitoring the policy

This policy will be reviewed by the Preschool Senco annually. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.