

New Invention



We can...we will...together!

SEND Policy December 2025

This policy will be reviewed in full by the Governing Body on an annual basis before it is published on the school website.

The policy was last reviewed and agreed by the Governing Body in December 2025.

It is due for review December 2026.



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The SENCO has achieved the National Award for SEND and is a member of the Senior Leadership Team.

Legislation and guidance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 - 25 (2015) and has been written with reference to the following guidance and documents:

- Children and Families Act 2014
- Schools SEND Information Report Regulations 2014
- Supporting Pupils at School with Medical Conditions (2017)
- Keeping Children Safe in Education (2025)
- Working together to Safeguard Children (2018)
- Equality Act 2010: advice for schools DfE Feb 2013 (Updated June 2018)
- Teachers Standards 2012
- Child Protection and Safeguarding Policy
- Supporting children with Medical Needs Policy
- Equal Opportunities Policy
- Confidentiality Policy
- Data Protection Policy

Ethos

Our school has an acknowledged reputation for exemplary inclusive practice. Every single teacher in our school is a teacher of special educational needs, and works alongside a skilled team of SEND support staff. Teachers and learning support assistants plan together and use their shared knowledge of the children to take learning forward through engaging and highly focussed tasks and activities. The school highly values parent partnership and works hard to utilise and value the intimate knowledge a parent has of their child to enhance our provision.

Aims and Objectives

New Invention Infant School places great importance on ensuring that **all** children are given the experience of a caring supportive community where learning is enjoyable and where children are able to develop their abilities, interests and aptitudes as fully as possible. We recognise that some children will require additional help and we believe that **all** children have a right to a broad and balanced curriculum that is differentiated and relevant to their needs, and will help them reach their full potential. We aim:

- To accurately identify children with SEND as soon as possible in order to support progress and continued good physical and mental health and wellbeing.
- To provide appropriate provision to overcome all barriers to learning and cater for the needs of every child to enable them to reach their full potential.
- To work with parents to gain a better understanding of their child and involve them in all stages of their child's education.
- To provide a SENCO who will put into practice the SEND Code of Practice 2015 and provide support and advice for all staff working with special educational needs children, through targeted, continued professional development.

- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To support children with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of children.

Definition of Special Educational Needs and Disability

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age, or
- have a disability that prevents them from making use of the provision 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 others of the same age in mainstream schools or maintained nursery schools.

(Code of Practice 2015)

Our school currently provides additional and/or different provision to cater for the four broad areas of need, including:

- Communication and interaction, for example, Autistic Spectrum Disorder, attention and listening difficulties, expressive and understanding difficulties
- Cognition and learning, for example, Dyslexia, Dyscalculia, , moderate learning difficulty, severe learning difficulty
- Social, emotional and mental health difficulties, for example, Attention Deficit Hyperactivity Disorder, emotional difficulties
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, sensory processing difficulties, Development Coordination Disorder

Our school has a clear approach to identifying and responding to children who may have SEND. We understand that early identification and effective provision improves long-term outcomes for the child. The purpose of identification is to work out what action the school needs to take, not to fit a child into a category. Behaviour is not regarded as a special educational need but a symptom of underlying needs that will be identified and supported with appropriate support and interventions.

We take into account the needs of the whole child. "Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a child being recorded as having SEN." (Code of Practice 6.23). Progress may also be affected by other needs such as disability (a child may have a disability and a special educational need although under the current disability legislation, a disability alone does not constitute SEND), attendance and punctuality, health and welfare, English as an additional language, being in

receipt of the Pupil Premium grant, being a Looked-After Child or being a child of a serviceman/woman.

A Graduated Approach to SEND Support

The SEND code of practice and the Teachers Standards 2012 state that teachers should adapt their teaching to respond to the strengths and needs of all children. "High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have SEND. **Additional intervention and support cannot compensate for a lack of good quality teaching for all children.**" The class teacher is responsible for working with **all** children on a daily basis including those identified as having SEND. If a child is involved in interventions that are delivered away from the main class then the teacher should still retain responsibility for the child.

'If pupils don't learn the way we teach..... perhaps we should teach the way they learn.'
Eppig (1981)

As part of our normal teaching arrangements, all children will access some additional teaching to help them catch-up if progress monitoring indicates that this is necessary; this will not imply that the child has a special educational need. Parents are notified and all such provision is recorded, tracked and evaluated then shared with parents during consultation evenings.

Where progress is not sufficient, even if a special educational need has not been identified, we put in place extra support to enable the child to catch up. Detailed information about this support is available in the SEN Information Report. Some children may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these children, we will use a range assessment tools to develop a better understanding of the child's difficulty such as the Derbyshire Language Scheme, Talk Boost, WELLCOMM and ELSA pre-assessments. The information gathered will be shared with parents, permission will be sought to place the child on the SEND register if considered necessary and the first Individual Education Plan (IEP) is written and the cycle of Assess, Plan, Do and Review will begin:

- **Assess:** Data from the assessments mentioned above together with information gleaned from class observations will be collated by the class teacher and SENCO in order to make an accurate assessment of the child's needs and identify specific areas to target and next steps.
- **Plan:** The class teacher and SENCO will identify and discuss evidence based interventions needed to support the child that are "additional to and different from" our normal provision.
- **Do:** These interventions are recorded and implemented by the class teacher and other supporting adults with advice from the SENCO.
- **Review:** Progress towards these outcomes will be tracked and the impact of the interventions will be discussed and reviewed termly with parents.

We always ensure that all parents, teachers and support staff who work with the child are part of the assessment process, are aware of the support to be provided and the teaching approaches to be used, and take an active role in the regular review cycle.

Managing Children's Needs on the SEND Register

At New Invention Infant School the graduated approach is broken down into stages;

1. Initial concern: For children whose difficulties persist after having access to a range of appropriate quality first teaching and class interventions the class teacher will complete a 'Notification of Concerns' form highlighting the area of need and the interventions to be implemented as the first step for a possible inclusion on the SEND register. A copy is given to the SENCO and put on CPOMs. This is also shared with the child and parents as appropriate and a date is agreed for the review of the targets that have been set (usually 6 - 8 weeks).
2. SEND Support: After observations and discussions between the class teacher, the parents/carers and the SENCO, and a review of the success of the interventions so far still indicate the need for continued support, permission is obtained for the child to be placed on the SEND Register. They will then be provided with further interventions that are 'additional to or different from' previous strategies, and outside of expected classroom differentiation. School will issue a parent friendly guide to the SEND Code of Practice including sign posting to parent groups, and support is offered to the family from the class teacher, the SENCO and the DSL and Family Help lead in order for any child to have their needs met. The first IEP is written detailing appropriate SMART (Specific, Measurable, Achievable, Relevant and Time-Bound) targets. The agreed interventions are monitored by the SENCO and the child's progress is reviewed during meetings arranged at termly intervals (or more frequently if required).

Where a child continues to make less than expected progress, despite evidence based support and interventions that are matched to the child's area of need, parental permission is obtained to seek additional specialist support from an outside agency such as physiotherapy, educational psychology, Early Years specialists, speech and language, occupational therapy or other health professionals. Additional support and interventions are implemented based on the advice from these professionals and the SENCO and class teacher work closely with them to continue to develop an understanding of the child's difficulties and appropriate strategies to use.

3. Education Health Care Plan: Sometimes a child may need a more intensive level of support and specialist help that cannot be met from the resources normally available to mainstream schools. Where the school has taken relevant and purposeful action to identify, assess and meet the specific needs of the child through a robust graduated approach for a sustained amount of time and the child has not made expected progress, school and parents will consider requesting an Education, Health and Care needs assessment. This involves gathering information from parents, class teachers, support assistants and any other agencies involved. This then creates a full picture of a child's strengths and difficulties to present to the SEND Team in the Local Authority who will decide if an assessment is appropriate or not. The school and the child's parents will be consulted at every stage of the process until a decision is made. If agreed the EHCP will be reviewed on an annual basis to decide whether any changes are needed to the provision or level of support for the child.

Criteria for exiting the SEND Register

If the gap between a child with SEND and a child without SEND has greatly decreased or even closed so that they are accessing the usual classroom provision, a meeting will be held with the class teacher, parents and SENCO to remove the child from the SEND register. The child's progress will continue to be closely monitored by the class teacher to ensure the rate of progress is maintained and the gap does not begin to widen.

Supporting Children and Families

Admission to New Invention Infant school is via the Local Authority. We work closely with the educational settings used by the children before they transfer to us in order to seek all of the information that will make the transfer as seamless as possible, identifying what the possible barriers to learning may be within our school setting, and helping us to plan appropriate support strategies. Parents and carers are encouraged to visit the school before they start. When we are aware that children joining us from other settings have identified special educational needs, we routinely arrange a visit to observe them in their familiar environment and talk to the professionals who know the child well. We liaise very closely with our partner junior school to ensure that the transition from the infant school to the junior school is as smooth as possible. We also support parents of children with needs that require a specialist setting for their Key Stage 2 provision by liaising closely with the SEND team and formulating and delivering bespoke transition plans.

Reviews are arranged every term to allow all school staff, other professionals and family or carers involved with a child to share information, celebrate progress and achievement and plan next steps. In addition to this, parents of children with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the child.

Our school operates an 'open door' policy and our SENCO is available to support families of children with SEND and can signpost them to external specialist agencies if appropriate.

Links to a range of supporting agencies can be found in the authority's local offer on

<https://send.walsall.gov.uk/>

Walsall SENDIASS provide advice and support to children and young people aged under 25 in a variety of ways including telephone support, email, website, social media and face-to-face contact, both at their office and at community outreach hubs. They can be contacted in the following ways:

Website address: <https://family-action.org.uk/services/walsall-sendiass/>

Telephone number: 01922 612008

Email Address: walsallsendiass@family-action.org.uk

Monitoring and evaluation of SEND

The senior leadership team regularly and carefully review the quality of teaching for all children, including those at risk of underachievement, through lesson observation, learning walks, book trawls, and pupil progress meetings. This includes reviewing and, where necessary, improving teachers understanding of strategies to identify and support vulnerable children. The impact of any interventions is assessed after 8 weeks and the SENCO monitors the progress of all children on the SEND register through observations, learning walks, and pupil progress meetings. Termly reviews are held for all children on the SEND register. These will be informed by the views of the child, parents and class teachers together with the assessment information from teachers and advice from relevant outside agencies that will show whether adequate progress is being made. An evaluation of the effectiveness of our provision is reported to the governing body on a termly basis.

New Invention Infant school arranges yearly independent reviews by a range of outside consultants and constantly seeks feedback from all stakeholders through child and parent surveys, Ofsted parent view and detailed data analysis. This is used to inform the school development plan and identify areas for improvement in all areas including our provision for children with SEND.

Training and resources

Teachers and teaching assistants have had the following awareness training: Dyslexia, Derbyshire language Programme, Speech and Language, Colourful Semantics, Attention Autism, Intensive interaction, TEACHH style workstation and basket work, Autism, ADHD, Emotional Coaching, Team Teach, Attachment and Trauma Awareness and Safeguarding. Individual staff members have also received a variety of training such as I Can, Talk Boost, use of Aided Language Display boards, developing and using a communication book, BSL, PECS, Buddies, Wellcomm, TACPAC, ELSA, Yoga and Cool Kids. If a training need is identified, we have a wide range of partners who are able to deliver it. We work closely with our Educational Psychologist, our Speech and language therapists, the local authorities early years advisory teachers, school nursing, occupational therapy and physiotherapy services. Our SENCO regularly attends the Local Authority SENCO Forums and those run by North Star Advisory Team, to keep up to date with local and national updates. Our SENCO is also a member of the LA PFA (preparation for adulthood) Co Production Group, the LA Local Offer Steering Group and she regularly sits on the LA Decision Making Group to support the development of SEND provision for all children in Walsall.

Roles and responsibilities

The SENCO:

- Works with the Head Teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Has day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual children with SEND, including those who have EHC plans
- Provides professional guidance to colleagues and works with staff, parents, and other agencies to ensure that children with SEND receive high quality teaching and

appropriate support at school and in the home, together with those who do not have SEND

- Advises on the deployment of the school's delegated budget and other resources to meet children's needs effectively
- Is the point of contact for external agencies, especially the local authority and its support services
- Liaises with potential next/previous providers of education to ensure children and their parents are informed about options and a smooth transition is planned
- Is familiar with the provision in the Local Offer and works with professionals who are providing a supporting role to the family
- Works with the Head Teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensures the school keeps the records of all children with SEND up to date, in line with the school's Data Protection Policy
- Evaluates, in conjunction with all relevant stakeholders, the effectiveness of the School's SEND provision.
- Researches and organises relevant training for teachers and support staff

The SEND Governor:

- Ensures that suitable provision is provided for children with SEND and that it promotes high standards and expectations.
- Ensures that children with disabilities are not discriminated against, harassed or victimised in line with the Equal Opportunities Policy
- Ensures that school staff are adhering to the appropriate legislation and guidance
- Ensures that they have an up to date knowledge and understanding of the school's SEND provision and the deployment of funds and resources
- Ensures that the SEND provision in school is constantly monitored, reviewed and adapted to meet the specific needs of the current children.

The Head Teacher:

- Works with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Has overall responsibility for the provision and progress of learners with SEND and/or a disability

Class teachers:

- Are accountable for the attainment, progress and outcomes of all children in their class, including those with SEND
- Are responsible for the delivery of quality first teaching, with appropriate differentiation for all children in their class, including those with SEND
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions, including those with SEND

- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Work closely with any teaching assistants or specialist staff and use relevant data to monitor progress, assess the impact of support and interventions, set targets, and plan subsequent lessons
- Work with the SENCO to review each child's progress and development and decide on any changes to provision

Learning Support Assistants:

- Work with the class teacher and SENCO to support the learning needs of the children.
- Liaise closely with the class teacher and SENCO to help monitor and evaluate strategies used in order to inform future planning and provision that meets the needs of the child.

Storing and Managing information

All information relating to children on the SEND register is kept in locked filing cabinets in the office. It is also entered onto the school's internal logging system CPOMs that can be accessed by all members of the SLT, the child's class teacher and appropriate support staff. All relevant information is passed to the next teacher or next setting to ensure consistency in provision for the child. Information is shared with appropriate outside agencies once parental permission has been obtained.

All members of staff have received Level 1 Safeguarding training that includes information on the need for confidentiality. They have also all read and signed the school's confidentiality agreement form.

Accessibility

Although our school is over one hundred years old, it is built all on the same level, and doors are wide enough to accommodate a wheelchair with ramps at all main entrances. One of the child toilets has been adapted for wheelchair users.

We have highlighted possible trip hazards for children with visual impairment and have added a hydraulic changing bed to allow for children who still need this support as they progress through school and a dedicated bed for the children who are in the Specialist Resource Provision.

Where external advisors recommend the use of equipment or facilities that the school does not have, we will purchase it using our notional SEND funding, seek it by loan or make a request to the Local Authority for Top-up funding, as appropriate.

We are constantly differentiating and adapting our curriculum, staffing structure and range of resources to ensure all children are able to access a range of broad and balanced learning activities, for example, by grouping, 1:1 work, teaching style, content of the lesson, use of visuals etc. We employ a range of additional aids recommended by outside agencies such as such as laptops, IPADs, coloured overlays, visual timetables, noise reducing headphones, wobble cushions, weighted shoulder wraps, writing slopes and a sensory room. We adapt our teaching giving longer processing times, pre-teaching of key vocabulary, reading instructions

aloud, scribing, using visual clues and objects of reference, Makaton signs, InPrint widgets and multi-sensory approaches.

Our school runs a number of lunchtime clubs such as dance, gymnastics, cricket, archery, art, Science and many more. Children with SEND are included, and provided with one-to-one support where needed to support access. All clubs, trips and activities offered to children at our school are available to children with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the child in the activity. Risk assessments are completed for children requiring extra support.

Dealing with complaints

Our school operates an open door policy. The first point of contact is a child's class teacher, who is always available at the end of every school day. In addition, our SENCO is here to listen to any parental concerns. If they are not satisfied that their concern has been addressed then parents may speak to the Head Teacher at any time. If she cannot solve these issues, then parents may speak to any of our school governors. The Chair of Governors and the school governor responsible for SEND can be contacted through the school office on 01922 710871.

Advice and support to parents and carers of all children and young people with SEND can be found from Walsall SEND Services. For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here <https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>

Parents and carers can appeal to the Government's SEN tribunal if they disagree with the Local Authorities decisions about their child's special educational needs. Parents and carers can also appeal to the tribunal if the school or council has discriminated against their disabled child. Information on this process is available here <http://www.gov.uk/special-educational-needs-disability-tribunal/overview>.