

# ASHCROFT INFANT AND NURSERY SCHOOL

Providing the best start in life for all children



## Special Educational Needs Policy

Headteacher: Mrs Jayne Fellows

Chair of Governors: Mrs Tania Phillips

Person Responsible for Policy and Review: SENCo

Policy Type: Statutory

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### DOCUMENT AND VERSION CONTROL

Version	Author	Implementation Date	Revision Detail
2.0	Julie Teal	January 2026	Reissue

Ratified by Governors: January 2026

Review Date: January 2027

# Ashcroft Infant and Nursery School

## Special Educational Needs

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## **Philosophy**

At Ashcroft we believe in providing every child with opportunities to achieve, succeed and to reach their full potential. We are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. All pupils have access to a broad and balanced curriculum in line with the National Curriculum and the Code of Practice. Children with special educational needs are fully integrated into the life of the school.

## **Contextual Information**

Ashcroft is a small infant school with 163 pupils on roll (including our Nursery pupils). The school is located in a residential area near to the town centre of Tamworth in Staffordshire. We currently have 11 Pupil Premium children on roll.

This policy was developed in consultation with the Headteacher and has been shared with stakeholders, including parents and governors via our school website. It reflects the SEND Code of Practice, 0-25 guidance and guidance from Nasen.

## **Aim**

At Ashcroft we aim to raise aspirations and expectations for all pupils with SEN. Our school provides a focus on outcomes for children to ensure they are always given opportunities to be the best they can be.

## **Objectives**

- To identify pupils' special educational needs as early as possible.
- To plan an effective curriculum in order to meet the special educational needs of each pupil.
- To assess and monitor progress in order to aid the identification of pupils with SEN.
- To work in partnership with parents and pupils in the identification and review of targets set out in individual support plans.
- To support parents in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
- Work with outside agencies when the pupils' needs cannot be met by the school alone. Some of these services include Educational Psychology Service, Speech and Language Therapy, Children and Adolescent Mental Health Service (CAMHS) and the Autism Inclusion Team.
- To ensure that all staff are aware of the procedures for identifying, monitoring, teaching and supporting pupils with special educational needs.

## **Identifying the Child with Special Educational Needs**

### **Definition 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 of (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.

Initial concerns about a child may be raised by any one of the following: staff, parents and outside agencies from the LA. The following may be used to aid identification of a child with special educational needs:

- Baseline assessment
- Ongoing assessment by the class teacher
- Assessment results
- Assessment by SENCO
- Assessment by outside agencies

Once identified the school follows the guidance as set in the Code of Practice. Within the Code of Practice, the four areas of need are broadly outlined. When identifying a child with special educational needs the range of needs that must be planned for will fall within these four areas of need. The Code of Practice names these four areas as:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

When we identify the needs of our pupils, we consider the needs of the whole child which will include not just the special educational needs of the child or young person. We consider all factors which may impact on progress and attainment. This may include:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an Additional Language (EAL)
- Being in receipt of a Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

### **A Graduated Approach to SEN Support**

As a school, we are using a graduated response to supporting children with additional needs. We believe in the importance of quality first teaching where class teachers provide for all their pupils. If interventions have been put in place, reasonable adjustments have been made and good quality personalised teaching has been in place for pupils and they still are

not making adequate progress, the Code of Practice then suggests that pupils are identified as SEN.

Class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching which is differentiated is the first step in responding to pupils who may have SEN. Additional interventions and support cannot compensate for this. At this early stage, teachers are asked to complete an 'Initial Concerns' form which is passed to the SENCo. The SENCo is then aware of concerns at an early stage and can assist the teachers in providing the support needed for the individual needs of the pupil. We also hold a parent meeting to discuss our concerns and, if necessary, we place the child on our monitoring register. This will involve closer monitoring of the progress of the child when given some additional support, differentiated work or other reasonable adjustments.

Where it is determined that a pupil does have SEN, parents will be formally advised of this and, with their consent, the child will be added to the SEN register. The decision to place pupils on our SEN Register is made by the teacher and SENCo gathering information about progress against the adjusted work and interventions that have been put in place. A range of data will be analysed and used to inform the decision, along with conversations with parents and assessments or reports from outside agencies, where appropriate. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place, therefore hoping to remove any barriers to their learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle which enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and the best possible outcomes.

### **SEN Support**

The triggers for intervention through SEN support will be concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities makes:

- Little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness. This may be highlighted during pupil progress analysis.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

This level of support is characterised by the gathering of information and increased differentiation within the child's normal classroom work. The class teacher will:

- Complete an 'Initial Concerns' form and highlight what additional provision will be made through discussion with the SENCO.
- Consult with the parents and the child (if appropriate) to inform them of the intervention and monitoring processes.
- Identify the nature of the child's difficulties and alter their teaching to suit the child's needs.
- Attend formal reviews of individual 'Support Plan' targets with the SENCO and parents termly or earlier if necessary. Where possible, this review will not be done during parents evening, to ensure quality conversations can take place in privacy.
- Gather evidence showing progress and feed this into termly pupil progress proforma. Class teachers will be expected to evidence any reasons for pupils needs not being met through our own school provision.

Through our graduated approach and continual cycle of the assess, plan, do, review process it may become necessary to involve specialist agencies from outside the school. If this is the case then further support from specialist agencies may be sought, relating to the nature of the difficulty. This decision is made in discussion between parents, class teachers, the SENCO and the Headteacher. The Headteacher must approve any outside involvement which incurs a cost to the school. The SENCO will usually liaise between school, families and outside agencies to initiate any referrals. Communication is open between all parties so that we can all keep each other informed about any appointments, observations and reports.

### **Support Plans**

Strategies employed to enable the child to progress will be recorded within a Support Plan. The Support Plan will include information about:

- the short-term targets set for the child;
- the teaching strategies to be used;
- the provision to be put in place;
- outcomes (to be recorded when the Support Plan is reviewed);
- next steps.

The Support Plan will only record that which is additional to, or different from, the differentiated curriculum and will focus upon individual targets that match the child's needs and have been discussed with the child and the parents. The Support Plan will be reviewed at least once each term and parents' views on their child's progress will be sought.

Wherever possible, the child will also take part in the review process and be involved in setting the new targets.

### **Request for support**

If the child is still not making satisfactory progress, the SENCO will consider making a request for support through the Enhanced APDR model via the SEND and Inclusion Hub.

Once the SENCO has applied, the panel has to decide whether to proceed with further support, which will include support from an Educational Psychologist. The outcome of the

Enhanced APDR model may result in the pupil being put forward for an Education, Health and Care Needs Assessment.

### **Referral for an Education, Health and Care Plan (EHCP)**

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. 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 usually be taken at a progress review. A child may be discussed at the SEND District Hub, to ask advice from other professionals. If they agree that an application may be appropriate, they will provide a supporting letter to accompany the EHCP application. The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision, 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.

Following Statutory Assessment, an EHC Plan will be provided by Staffordshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan. 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.

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 (every six months for children in Early Years) by staff, parents, the pupil and any professionals involved. 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.

### **Partnership with Parents/Carers**

Parents or carers are seen as partners in the effective working relationship with the school in raising their child's attainment. They are fully involved in the identification, assessment and monitoring of their child's progress at school. Parents' contribution to their child's education is highly valued by all staff. We use 'Class Dojo' to help with communication between home and school, ensuring information is shared openly and in a timely manner.

If parents or carers have a concern about the provision for their child they should attempt to resolve it in the following order:

- With the class teacher.
- With the SENCO and/or the Headteacher.

In the event of this being unsuccessfully resolved there is a complaints procedure on our website [Complaints Policy](#) or it can be taken up within the LA.

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 Staffordshire 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. The following link is to the Staffordshire Local Offer: [Staffordshire Connects](#)

### **Supporting pupils at school with medical conditions**

At Ashcroft we recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may have a disability and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and or an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed. Any pupil in school with a medical need has a care plan drawn up in collaboration with parents which is updated at least annually. Children with medical needs have their photo and a brief statement of need displayed in their classroom and in the medical room.

### **Monitoring and Evaluation of SEN**

The SENCo supports staff at Ashcroft to ensure they are well equipped to support the needs of their pupils. The SENCo meets with class teachers regularly to discuss progress and difficulties for SEN children. Class teachers also complete termly pupil progress documents which also detail any children on the SEN Register or those being monitored. Parent views are taken on board during termly Support Plan meetings and parents' consultations.

The SENCo monitors SEN provision across school in a variety of ways, including learning walks, looking in books, observing the delivery of interventions and through the gathering and analysis of data. Data is gathered from a variety of sources with the aim of showing all steps of progress, including smaller steps made from their personal starting points.

The SENCo writes a report to the Governors on a termly basis to ensure they are aware of the SEN needs and provision in school.

### **Training and Resources**

The training needs of staff are identified during discussions between the SENCo and class teachers/teaching assistants. Here, any difficulties the teachers/teaching assistants are facing can be discussed and systems put in place to provide training or resources for support. The SENCo also leads staff meetings as and when needed to update staff within school on policies and procedures.

The SENCo attends network meetings with other SENCO's usually on a termly basis, to help keep up to date with local and national updates in SEND.

### **The role of the SENCO at Ashcroft**

The SENCO at Ashcroft is Mrs Julie Teal who works alongside the SEN Governor (Tania Phillips).

The SENCO's responsibilities include:

- overseeing the day-to-day operation of our SEN policy;
- coordinating provision for children with SEN;
- liaising with and advising members of staff;
- overseeing the records of all children with SEN;
- liaising with parents of children with SEN;
- contributing to the training of all members of staff;
- liaising with external agencies

### **Governing Body**

The Governors, working in partnership with the Headteacher, have responsibility for deciding the school's general policy, approach and funding to meet the needs of SEN pupils. The named SEN governor is Tania Phillips.

### **Storing and managing Information**

All documents linked to SEN are kept in a locked unit which selected members of staff have access to on a need only basis. Storage is in line with our school policies for Confidentiality and Information Management. When pupils move on to a new school, documents are transferred and signed for by the SENCo or Headteacher.

### **Accessibility**

Please see the Ashcroft Accessibility Plan

### **Dealing with Complaints**

Please see our Complaints Policy