



SEND Policy



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Signed:.....

Special Educational Needs Disabilities Policy for Cardinal Road Nursery and Infant School

1 Introduction

- 1.1 Cardinal Road Nursery and Infant School provides a broad and balanced curriculum for all children enabling them to reach their full potential. All children, regardless of their physical, social, emotional, medical needs or learning and communication differences are encouraged to participate fully in the life of the school. The Early Years Foundation Stage Curriculum and the National Curriculum are our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have physical, cognitive or emotional barriers to learning that might mean they have special needs and require particular action by the school.
- 1.2 These requirements are likely to arise as a consequence of a child having Special Educational Needs or Disability (SEND). Teachers endeavour to take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different support from that given to other children of the same age.
- 1.3 Special educational needs may be a lifelong characteristic, or it may appear at any period during a lifetime. Cardinal Road Nursery and Infant School is committed to providing an environment where all children are given the opportunity to thrive and succeed as they are able.
- 1.4 At Cardinal Road Infant & Nursery School we offer all children:
- High quality teaching to access a supportive learning environment
 - A broad and rich curriculum which includes pastoral care
 - Extra-curricular activities
 - Support for additional needs
 - Partnership with Parents/Carers

2 Aims and Objectives

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

Ensure that our school fully implements national legislation and guidance regarding pupils with SEND

Outline how our school will:

- Support and make provision for pupils with special educational needs and disabilities
- Provide pupils with SEND access to aspects of school life
- Support pupils with SEND to fulfil their aspirations and achieve their best

Ensure staff have an understanding of the procedures to assist with identifying and assessing children who may have Special Educational Needs and know the actions to take to provide a programme of work that will enable all children to have access to the curriculum.

Ensure the school's Aim and Values are included when planning for children with different abilities and needs.

Identify the roles and responsibilities of staff and external agencies in providing for children's special educational needs.

Ensure all agencies involved in the child's education, work collaboratively to provide effective support.

Maintain clear and accurate records of children's needs, assessments and provision.

Work in partnership with the child's parents/carers and all supporting agencies.

Ensure that where possible, children have a voice in the process.

Endeavour to provide a school that is accessible for children with SEND.

3. High Quality Teaching

All children in school should have access to high quality teaching in class. This means:

- The teacher has the highest possible expectations for all pupils in their class, including those with additional needs;
- All teaching is based around building on what a child already knows, can do and can understand.
- Different teaching methods are in place so that children are fully involved in learning in class - this may involve interactive tasks, practical experiences, visual and auditory presentations, etc.

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- Specific strategies (which may be suggested by the SENDCo, specialist school staff or outside agencies) are in place to support children's learning.
- The teacher will have carefully checked each child's progress and will have identified any extra support needed to help ensure the best possible progress in understanding and learning.
- Staff participate in both tailored and universal continuous professional development programmes, in order to support a structured whole school approach to learning.

4. Pastoral Care

Positive behaviour in school is essential:

- Our Behaviour Policy reflects this and can be accessed on the school's website.
- We hold high expectations of the whole school community and we value working jointly with our families, forming relationships based on trust.
- We reward children's positive behaviour and attitudes to work and also celebrate in assemblies.
- Challenging behaviour is addressed using a range of appropriate strategies. We always deal with each incident individually, taking into account the age and understanding of the children concerned.
- Staff endeavour to make sense of a behaviour a child may present and ascertain underlying causes.
- Our Learning Mentor is able to observe, advise and support.
- Targeted children benefit from the quality time spent with the Learning Mentor.
- Children are able to see the Learning Mentor as necessary if they are experiencing any emotional or social difficulties.

5 Educational Inclusion

5.1 Our School Aim and Values promote excellence and choice to all our children, whatever their ability or needs.

- We plan activities and lessons taking into account barriers to learning.
- Children are a valued part of our community.
- All children have different educational and behavioural needs which may require a personalised approach to their learning.
- Children have their own individual aspirations.
- Children require teachers to provide different strategies for learning.
- Children acquire, assimilate and communicate information at different rates.

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- Children need a range of different teaching approaches and experiences.

5.2 Teachers respond to children's needs by in a variety of ways. These may include:

- Providing support for children who need help with communication, language, literacy and mathematics.
- Planning to develop children's understanding through the use of all available senses and experiences.
- Planning for children's full participation in learning, and in physical and practical activities including visits and trips.
- Helping children to manage their own behaviour and to take part in learning effectively and safely.
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.
- Implementing Quality First Teaching

5.3 Children with a disability¹ that affects their access to the normal curriculum resulting in progress significantly poorer than other children of the same age, would be considered to have a special educational need.

Not all children with a disability will have a special educational need. Disabilities that may affect access to the curriculum include but are not limited to dyslexia, dyspraxia, dyscalculia, attention deficit disorders, autistic spectrum disorders, moderate and severe learning difficulties, sensory impairment, physical impairment that requires resources to access the curriculum that are not normally available to other children of their age, or mental illness that affects behaviour or learning.

¹"Disability is a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities" (DDA 1995 Part 1 para 1.1). This definition was amended and broadened in Dec 2005 under the Disability Amendment Act to include people with cancer or surviving cancer and for a mental impairment; the need for it to be clinically well recognised has been removed.

6 Identification and Provision for Children with Special Educational Needs

6.1 A child or young person has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her. A child of compulsory school age has a learning difficulty or disability if he or she:

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Has a significantly greater difficulty in learning than the majority of other children of the same age, or
Has a disability, which prevents or hinders him or her from making use of the facilities of a kind generally provided for others the same age in mainstream schools or mainstream post-16 institutions, SEND code of practice 2014.

- 6.2 Some of the children who join our school have already attended an education setting. Children who have been identified as having a special educational need should be referred to Cardinal Road Nursery and Infant School SENDCo by the SENDCO of the previous setting, or by the Special Educational Needs Section of the Local Authority.
- 6.3 The process of identification is ongoing. The school's tracking system, rigorous analysis and termly pupil progress meetings enable those children with 'significantly greater difficulty in learning' to be identified and appropriate action taken. All children are informally assessed when they join our school.

We use this information to provide starting points for the development of an appropriate curriculum for all our children.

Special educational needs may also be identified by:

- Home visits carried out when children are about to join our Nursery or Reception for the first time
- Records from previous settings or schools
- Medical records if shared by parents
- Interviews with parents before admission
- Observations and assessments
- Information from parents during parent consultation meetings or other informal meetings
- Sharing of information by outside agencies
- Behaviour logs

- 6.4 If a child has been identified as having a special educational need, the school may use a range of strategies that make full use of all available classroom and school resources. Quality First Teaching is implemented. Staff often adopt a multi-sensory approach that is structured to provide suitable learning activities. This will include a balance of practical activities and opportunities to use information technology to support learning. It may also include a balance of adult supported and independent activities.
- 6.5 The child's class teacher in discussion with the SENDCo and/or deputy head teacher will suggest interventions that may be different from, or additional to, those provided as part of the school's usual working practices. This level of support is called SEN Support. 'Wave 2' and 'Wave 3' interventions are

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sometimes used and delivered by a range of adults including Teaching Assistants. (See Appendix 1). The class teacher will keep parents informed and may draw upon them for additional information.

- 6.6 All children in Key Stage One have individual maths and writing targets developed to help children understand what they need to work on to improve their work/learning. Reception classes develop group targets once the children have settled into school routines. Children identified as having SEND may also have targets for a variety of different areas, which are recorded on a Personal Provision Plan where interventions with adults may also be recorded. Staff working with children on interventions have outcomes to achieve and may have planning and targets depending on the type of intervention.
- 1 to 1 support for RWI and FFT follow guidelines provided by the programmes.
 - High quality teaching requires teachers to differentiate their planning and activities appropriately for children with SEND and this is found in the planning, and work completed by children.
- 6.7 Children's targets and personal Provisions Plans (PPP), where in place, are reviewed termly. If the review identifies that support is needed from external agencies, consent will be sought from the parents and referrals made. External support services will provide information and contribute to the child's new targets and/or interventions.
- 6.8 If the child continues to demonstrate significant cause for concern, a request for an Education Health Care Plan may be made to the Local Education Authority. A range of written evidence about the child will support the request. This process can take up to twenty weeks from the date of submission.
- 6.9 The LEA may issue a formal Education Health and Care Plan (EHC Plan). The LEA seeks a range of advice before taking this decision. The needs and views of the child are considered paramount in this. All children with an EHC Plan have targets shown in their Personal Provision Plan that reflect the objectives as set out in the Plan. A child who has an EHC Plan will have their targets reviewed termly at an Annual Review meeting held with parents, the Class Teacher, SENDCo and other relevant personnel.
- 6.10 The impact of provision we provide for our pupils is evaluated and measured on a regular basis.

7 Vulnerable Groups

- 7.1 Vulnerable groups, for example, those pupils who may be at risk of exclusion, pupils whose families are in crisis, 'looked after children' and parents who refuse to engage with support agencies, have their needs assessed by the SENDCo, and/or other members of the SLT. The Learning Mentor may also be involved in this process and supports both the children and parents.
- 7.2 The child may not necessarily have a Personal Provision Plan.
- 7.3 The SENDCo and Learning Mentor and other professionals if appropriate, discuss the desired outcome for each child and put into place support as necessary. Each child is monitored and evaluated on a regular basis and outcomes discussed.
- 7.4 The school follows procedures from the '*statutory guidance for schools and colleges*' 'Keeping Children Safe in Education 2018.' paragraph 107

8 Provision Mapping

- 8.1 The new statutory framework for inclusion places clear responsibilities on schools and the LEA to monitor, evaluate and plan the development of educational provision for diverse needs, increase access for disadvantaged groups, secure the entitlement of all pupils and raise achievement and standards. At Cardinal Road Nursery and Infant School we use a provision map, outlining the extra support and interventions pupils require.
- 8.2 We are responsible for evaluating how well pupils benefit from the education we provide.
- 8.3 Provision Mapping provides an 'at-a-glance' way of showing all the provision that the school makes which is additional to and different from the school's differentiated curriculum.

9 SENDCO roles and responsibilities

9.1 Role of the SENDCo

- Manages the day-to-day operation of the policy
- Co-ordinates the provision for and manages the responses to children's special needs helping to raise achievement and standards

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- Monitors, tracks and reports on the academic progress in literacy and mathematics of those children identified as being at SEN support, or having an EHC Plan
- Informs any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Supports and advises colleagues
- Oversees the records of all children with special educational needs
- Keeps up to date records of the provision that the school makes which is additional to and different from the school's differentiated curriculum (Provision Mapping)
- Acts as the link with parents
- Acts as a link with pre-school settings and other schools
- Completes and submits CFAN, Request for Involvement or Referral Forms to access support services
- Acts as link with external agencies and other support agencies
- Monitors and evaluates the special educational needs provision and reports to the Governing Body
- Arranges termly review meetings with parents to review pupil progress towards outcomes and discuss activities and support that will help the pupil to achieve the outcomes
- Arranges and attends Annual Reviews for children with an EHC Plan, completes the record of an Annual Review and distributes the record to the SEN Section
- Liaises on a regular basis with the Learning Mentor to ensure the needs of vulnerable pupils are being met
- Works closely with the SENDCO in the receiving Junior School holding a transition meeting during the summer term
- Arranges transitional programmes for vulnerable pupils and those with statements and particular needs
- Manages a range of resources, human and material, to enable appropriate provision for children with special educational needs
- Contributes to the professional development of all staff
- Supports class teachers in setting new targets on pupils personal provision plans
- Keeps up to date with developments in SEND through reading, research and by attendance at courses and co-ordinator's meetings
- Informs staff of relevant SEND issues

9.2 Class Teachers

Class Teachers are responsible for:

- Liaising with parents about their child's learning, identifying any needs and discussing these with the SENDCO.

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- Checking on the progress of pupils regularly (formally each term) in line with the school's Assessment Policy.
- Identifying, planning and delivering any additional help your child may need (for example, targeted work or additional support) and letting the SENDCO know as necessary.
- Delivering Personal Provision Plans (PPP), and sharing and reviewing these with the SENDCO and parents at least once each term and planning for the next term.
- Ensuring that all staff working with a child in school are helped to deliver the planned work/ programme, so children with SEND can make the best possible progress - this may involve the use of additional adults, outside specialist help and specially adapted work, strategies and resources;
- Making sure that the school's SEND Policy is followed in their classroom and for all the pupils with SEND that they teach.

9.3 Head Teacher

The Head Teacher is responsible for:

- The day-to-day management of all aspects of the school, this includes the support for children with SEND.
- Ensuring statutory obligations are met.
- Ensuring that children's needs are met through effectively delegating responsibilities to the SENCO and Class Teachers.
- Applying for access arrangements with the SENCO.
- Keeping the Governing Body of the school updated about any issues in the school relating to SEND.

9.4 The Role of the Governing Body

9.4.1 The governing body has due regard to the current Code of Practice when carrying out its duties toward all pupils with special educational needs.

9.4.2 The governing body endeavours to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LEA and other schools, when appropriate.

9.4.3 The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The SEND Governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

10 Assessment

10.1 At Cardinal Road Infant & Nursery School we aim to identify areas of difficulty or SEND and meet needs as appropriate. We may involve parents/carers and children may at times also be involved at different stages of this process. We make assessments of children's needs and we may carry out the following process as appropriate:

- Assess- decide on what sort of intervention is necessary
- Plan - implement the plan
- Do- give the plan a specific time frame to work.
- Review - set a date to review and discuss together the impact the plan may have made, then make a new assessment.

The process is a cycle and looks like this:



10.2 If this model is applied then parents/carers are consulted throughout assessment processes and information is shared openly.

10.3 The class teacher is responsible for every child, and on a daily basis observes and assesses children's needs, how they are responding to the teaching and what changes might need to be made to this. If the class teacher would like support with assessment or provision, they refer this to the SENDCO.

10.4 Staff work together with parents/carers and the child to find out more about what the child needs and targets/strategies may be discussed. Continuous

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monitoring of each child's progress gives a clear picture of how each child is progressing.

- 10.5 On-going formative assessment is carried out and recorded by teachers both formally and informally during learning time. This directly informs planning and has an impact on the teaching materials and strategies used.
- 10.6 Summative assessments or tests occur at defined periods during the academic year such as the Phonics Screening Tests in Year 1 and non-statutory SATs tests in Year 2.
- 10.7 Summative assessments are used alongside teacher assessment to help teachers make end of year and end of key stage assessments. This range of assessment information may highlight areas of difficulty a child may be experiencing. This is used to decide the appropriate type of support or intervention.
- 10.8 If more specialist expertise is required to meet a child's needs, outside agency advice is sought. The school recognises the importance of working closely with a full range of support services, external agencies and other professionals. Priorities and any financial implications are discussed and agreed with the Head Teacher. Before making any referral to an outside agency, parent/carer permission is sought and the referral is discussed.
- 10.9 Liaison between specialists and parents/carers is also integral to the process. The school requests assessment, support or advice via the appropriate referral process to access, for example:
 - Family Support interventions
 - Health Specialist Services such as Speech and Language Therapy, Occupational Therapy, Community Paediatric specialist assessments;
 - School Nursing Services such as healthy eating advice, weight management support, medical interventions and school care plans
 - Educational Services
 - Psychology Services to assess a range of developmental needs;
 - SpLD assessments to diagnose dyslexia, dyscalculia or visual stress;
 - Autism Support Services

The referral documents note strengths and difficulties and parents/carers contribute information. Once a referral is accepted the process of involvement begins and includes consultation with the child, parents/carers, school staff and other professionals.

11: Planning and Intervention

- 11.1 When we set outcomes or goals for a child, we are specific and set measurable targets so that we know if the provision is making a difference. Progress towards outcomes is monitored regularly but discussed more formally by school staff, parents/carers and other professionals involved at a Parent-Teacher meeting or a TAC (Team Around the Child)/SEND Review meeting; these are held at least termly. For children with an EHC Plan one of the reviews will be a formal statutory SEND Annual Review, where progress, provision, funding and placement are discussed and recommendations made for consideration by the Local Authority.
- 11.2 Every class teacher is responsible for every child in their class. The SENDCO also has a responsibility to ensure that provision is made for children with more complex needs. Systems are in place to monitor how children progress in all areas of development. Interventions aim to aid academic and personal achievement and to remove barriers to learning.
- 11.3 Interventions funded by the school to meet needs are within the category of School SEND Support.
- 11.4 Some interventions are planned by school staff. Specific targeted work within a smaller group of children may be planned and run by teachers or teaching assistants inside or outside the classroom, before, after or during the school day. These may include:
- Evidenced-based 'catch up' programmes
 - More tailored 'keep up' programmes which respond directly to children's understanding in lessons
 - Recommended strategies and interventions including those recommended by the Local Authority
- 11.5 Some interventions are planned by specialists. Following specialist assessment, specific work and strategies are advised; this may be delivered by school staff trained by specialists or by specialists working directly with children or a mixture of both. Our specialists provide support to the school at a universal level (this would benefit many children) or at a targeted level (this would benefit identified groups of children) or at a specialist level (this would benefit individual children and be personalised in order to ensure highly differentiated curriculum support).

12. Review

- 12.1 Children with more complex SEND are involved in reviews wherever possible as they are at the centre of the process; they are encouraged to discuss areas that might impact on their progress including likes, their strengths and difficulties; this is recorded on a record a 'Pupil View' form.
- 12.2 At the Review Meeting changes are made to plans as appropriate - strategies might be amended, more challenging or less challenging targets might be set, the frequency of intervention might be increased or decreased or more specialist advice might be sought within funding limits.
- 12.3 If it is felt a child at SEND support needs more help than the school can provide, there is the option of requesting that the Local Authority carry out a statutory assessment to decide whether an Education, Health and Care Plan (EHCP) is needed.

13. Education and Health Care Plan:

Requesting a Statutory Assessment - EHCP

- 13.1 The school or parents/carers may request that the Local Authority carry out an assessment of a child's special educational needs. This is a legal process which aims to decide if a child's complex needs require a tailored specialist plan and top-up funds. Parents/carers and young people can ask for support in this process from SENDIASS in Hounslow.
- 13.2 After the school have sent in the request to the Local Authority (with detailed information about the child, including some from parents/carers), they will decide whether they think an assessment should go ahead.
- 13.3 If the decision is not to proceed with an assessment, the LA will explain why and ask the school to continue with school-based support. Parents have the right to appeal.
- 13.4 If the decision is to proceed with an assessment, they will ask the parent/carer and all professionals involved with the child to write a report outlining the child's needs.
- 13.5 After the reports have all been sent in, the Local Authority SEN panel will consider all the information carefully and decide if a child's needs are severe, complex and lifelong and require additional top up funding to ensure the right provision in school. If this is the case, they will write an EHCP. If not, they will ask the school to continue with school-based support and also set up a meeting in

school to ensure a plan is in place to ensure the child makes as much progress as possible.

- 13.6 Parents/carers can talk with the Local Authority about the reasons for the decision. SENDIASS can support parents to take next steps if they are dissatisfied with the decision.

14 Access to the Curriculum

- 14.1 All children have an entitlement to a broad and balanced curriculum, to enable them to:
- Understand the relevance and purpose of learning activities
 - Experience levels of understanding and rates of progress that bring feelings of success and achievement
- 14.2 Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately and we use assessment to inform the next stage of learning.
- 14.3 A Personal Provision Plan (PPP) will indicate the small-steps approach, breaking down the existing levels of attainment into finely graded steps and targets, ensuring that children experience success.
- 14.4 We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times, when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom. This may include 'Wave 2' and 'Wave 3' provision.
- 14.5 Extra-curricular activities are available to children as appropriate according to the School Clubs Termly programme.

15 Partnership with Parents/Carers

- 15.1 The school works closely with all parents/carers in the support of their children. We encourage an active partnership through an on-going dialogue with parents/carers. The home-school agreement is central to this. Parents/Carers have much to contribute to our support for children with special educational needs.

- 15.2 Teachers provide regular opportunities on a formal or informal basis for parents/carers to discuss their child's progress. The SENDCo is also available to discuss their child's progress. We inform the parents/carers of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs. Parents/carers have access to all professional reports about their child, such as speech and language or occupational therapy.
- 15.3 The SENDCO works with parents and the Head teacher to decide how to best allocate any funding in support of a child who has an EHC Plan.

16 Pupil Participation

- 16.1 In our school, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage and KS1 recognises the importance of children developing social as well as educational skills.
- 16.2 We aim to involve the children, where appropriate, in setting their targets and we encourage them to make judgements about their own performance against their targets. We recognise success here as we do in any other aspect of school life.
- 16.3 Pupils with Education and Health Care Plans are invited to participate in their annual review by submitting an 'About Me' document and/or PowerPoint which they present at their annual review meeting.

17. School Admission

- 17.1 Children with SEND are allocated places at Cardinal Road Infant & Nursery School in two separate and distinct ways: Those pupils with EHCPs have a separate admissions procedure overseen by Hounslow SEN Team. We adhere to the SEND Code of Practice. Those pupils who have SEND but do not have an EHCP are admitted via the normal school admissions criteria. Our Admissions Policy is available on our school website: <http://www.cardinalroad.co.uk>
Detailed information and guidance of how to apply for a place at Cardinal Road Infant & Nursery School, both if a child has an EHCP or if s/he has special needs but does not have an EHCP, can be found on the following website: <http://www.hounslow.gov.uk/schooladmissions>

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Any additional needs that are identified on or prior to admission are discussed with parents/carers, allowing the school to put into place support mechanisms to cater for the child's SEND.

18. Transition

- 18.1 Change can be challenging for a child with SEND so steps are taken to ensure that any transition is as smooth as possible. Prospective parents/carers are welcome to arrange to visit the school.

New admissions to the school:

- 18.2 On admission parents/carers are requested to complete a SEND Information Form to give details of areas of need, outside agencies involved and provision received to date.
- 18.3 At Nursery and Reception home visits, parents are able to discuss needs further with the visiting Class Teacher and support staff.
- 18.4 Information may also be relayed from the previous setting where relevant, or via outside agencies involved including Health, Social Services and the Hounslow SEND Team if an EHCP is in place or in progress.
- 18.5 A transition meeting is arranged, attended by all involved to share information, make plans for transition and provision to support the child's special educational needs and/or disabilities.
- 18.5 Sometimes different arrangements than the usual are made for admission in order to support a smooth and settled transition.

Transitioning to a new class:

- 18.6 When moving classes in school a transition meeting is held with the current and receiving class teacher and SENCO at which:
- Information is shared about assessment, targets, strategies and attainment
 - Individual planning and target sheets for development and learning and records of provision and progress are passed on
- 18.7 Pupils are supported by becoming familiar with new staff and the new classroom during the Summer Term. They undertake focused learning to support their understanding of the changes ahead. They have an opportunity along with their

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peers to spend some time with their new teacher in the new classroom. Children are prepared for new routines and different environments.

- 18.8 For some children a transition book is created containing information and photographs of the changes so that they can refer to it with their parent/carer during the summer holidays.
- 18.9 A transition pupil passport may also be created to pass key information between members of staff.

19 Monitoring and Evaluation

- 19.1 The SENDCo monitors the movement of children within the SEND system in school. The SENDCo provides staff and governors with regular summaries of the impact of the policy on the practice of the school.
- 19.2 The SENDCo may be involved in supporting teachers in drawing up personal provision plans for children. The SENDCo and the Head Teacher hold regular meetings to review the work of the school in this area. The governing body reviews this policy annually and considers any amendments.
- 19.3 The SENDCo analyses SEND data and reports to the SLT, the staff and the governing body, acting upon findings as necessary.

20 Special Facilities, The Speech & Language Workshop and Disability Access

- 20.1 Cardinal Road Nursery and Infant School is also the location for a Speech & Language Workshop. Children may travel from all over the borough and, consequently, many rely upon LEA organised transport. This provision is completely separate to the school and has a separate external admissions procedure. **Attendance at Cardinal Road has no bearing on obtaining a place at the Workshop and Cardinal Road children are not given priority.**
- 20.2 When Cardinal Road School was rebuilt, it was designed to facilitate access for pupils with physical disabilities who are confined to a wheelchair. Doorways are wide enough to accommodate a wheelchair and there are no steps. The entrance doors are automatic. There are disabled toilet facilities throughout the school. There is a system of panic alarms in strategic areas - the Hall, Blue Class, the Nursery, the Speech & Language Workshop and all the disabled toilets. These alarms relay back to the administration area so that help can be summoned

should it be necessary. There is a portable induction loop for use in the office for the hearing impaired.

- 20.3 There is a named SEND Governor who has a responsibility to understand SEND at Cardinal Road Nursery and Infant School.

21 Allocation of Resources

The SENDCo is responsible for the management of the budget with regards to SEND equipment, resources and publications within the school.

The head teacher is responsible for all other aspects of the budget, including the devolved SEND funding and the provision for children with EHCP's. The Head Teacher works closely with the SENDCo and ensures that all those who teach a pupil with an EHCP are aware of the nature of the statement. The Head Teacher informs the governing body and the LEA on how the funding allocated to support special educational needs has been employed. Both the head teacher and the SENDCo meet when appropriate to agree on how to use funds directly related to statements.

Appendix 1 - Waves of Provision

Please read the appendices that outline how the Special Needs Code of Practice 2014 is implemented in our school and an explanation of 'Waves of Provision'.

This policy links to:

The Teaching and Learning Policy

The Inclusion Policy

The Disability Equality Scheme

Keeping Children Safe in Education 2020 updated September 2024.

Appendix 1

Wave 1

Wave 1 is good quality, inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work, creating an inclusive learning environment, and teacher or teacher assistant support.

Wave 2

Wave 2 outlines specific, additional and interventions provided for some children who are falling behind the age related expectation. Wave 2 interventions are often targeted at a group of pupils with similar needs. At Cardinal Road Nursery and Infant School, these small group interventions may include Early Literacy Support, RWI phonics support, language support and maths support, as well as more practical interventions.

Wave 3

Wave 3 is targeted provision for a small percentage of children who require a high level of additional support/specialised provision in order to address their needs. At Cardinal Road School, this may include Fisher Family Trust and specialist Speech and Language and Occupational Therapy programmes. We may also respond to recent updates and implement recommended programmes of intervention. These programs may involve activities, which tackle fundamental errors, misconceptions, and gaps in knowledge or understanding that are preventing progress, as well as more practical interventions.

For Waves, 1-3 an outside agency or specialist may be involved in order to offer advice, targets or reports as necessary.