

SEN policy and information report

Newlaithes Nursery & Infant School



Approved by: Governing Body

Date: 12th May 2026

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Next review due by: May 2027

REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version number	Version description	Date of Revision
1	Original version	November 2022
2	Updated names of key people. Included most recent changes to the assessment of children with SEND.	September 2024
3	Additional definition around SEN support. Additional statement regarding the involvement of parents in decision making around their child's needs. Updated Barnado's services to instead mention Cumberland Council's Family Hub.	May 2025
4	Updated contact details for the SENCO. Updated link to Cumberland Local Offer. Updated to include reference to regular planning meeting held with representatives from the Local Authority.	May 2026

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
- to create an environment that meets the special educational needs of each child;
- 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;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum
- to ensure that parents or carers are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process as much as possible.

Values and Ethos

Our values and ethos are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils as happy, confident citizens.

Our aims as a school

Our most basic purpose is to encourage and help our children achieve their full potential. We want them to:

“Be happy. Learn. Be proud.”

Our aims are to:

- create a family atmosphere where our children are happy, safe and secure.
- help our children develop a life-long love of learning.
- help our children reach their full potential.
- establish an 'I can do it' attitude by focusing on the keys to success – confidence, persistence, organisation and getting along.
- Provide equal opportunities to all members of our community and adhere to our responsibilities as outlined in the *SEND Code of Practice*, *Children and Families Act 2014*, *Equality Act* and any other relevant legislation.

2. Legislation and guidance

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

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

3. Definitions

This school provides a broad and balanced curriculum for all children. The National Curriculum is 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. Teachers follow quality first teaching (as outlined in 5.2). Some children have barriers to learning that mean they have special needs and require particular action by the school.

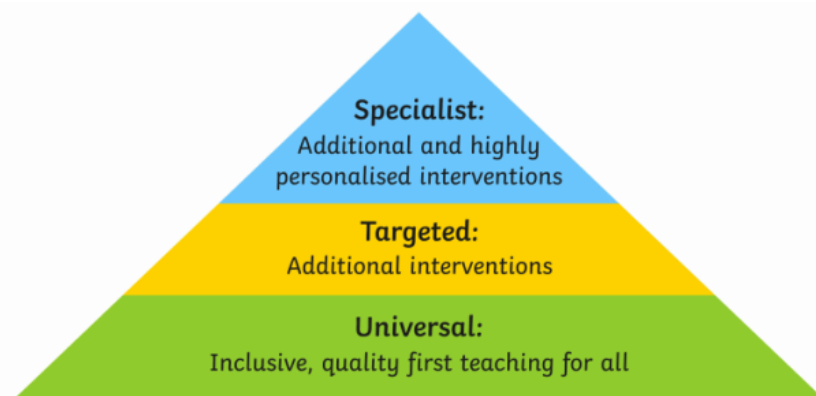
A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of 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.

At Newlaithes Nursery and Infant School, we recognise the use of the three-wave model in identifying and managing the level of support that some children may require.



4. Roles and responsibilities

4.1 The SENCO

The SENCO is Mr Tom Harker who can initially be contacted through the school phone number (01228 525 756) or office email (secretary@newinf.cumbria.sch.uk).

They will:

- 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
- 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
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that 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

4.2 The SEN governor

The SEN governor will:

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

4.3 The headteacher

The headteacher will:

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

4.4 Class teachers

Each class teacher is responsible for:

- 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 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, which will be clearly documented in an individual education plan (IEP).
- Will use PIVATS and the Early Years Developmental Journal (and other methods of assessment where deemed necessary by the SENCO) to track and monitor closely the progress made by children identified as having a special educational need, where appropriate.
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

At Newlaithes Nursery & Infant School we operate a policy of inclusion, recognising that all children are entitled to equal access to the curriculum. Admission of children with special educational needs is considered in line with our admissions policy, which relates equally to all children. We also recognise that some children may have needs beyond those which we cater for. We work with parents/ carers and

specialists to facilitate the appropriate placement of children with special educational needs. Special educational needs and provision can be considered as falling under four broad areas:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

We use our best endeavours to ensure that necessary provision is made for any individual who has special educational needs (SEN), in co-operation with our local authority. We make reasonable adjustments to ensure that disabled children are not at a substantial disadvantage compared with their peers. We constantly strive to improve the accessibility of our school and curriculum.

Our school currently provides additional and/or adapted provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, global learning difficulties
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, processing difficulties or physical disability. The entrance to our school building is fully accessible for wheelchair users, with each year group also having ramps for wheelchair accessibility.

5.2 Identifying pupils with SEN and assessing their needs

In our school, we aim to offer excellence and choice to all our children, whatever their ability or needs through quality first teaching. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy
- planning to develop children's understanding through the use of all their senses and of varied experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions and to take part in quality learning.
- Working with external agencies and families to better understand children's needs and how to best support them.

Each child's current skills and levels of attainment are assessed on entry, including liaison with their previous school or nursery. Regular assessments of progress are made and where pupils are falling behind or making inadequate progress, they are given extra support. Class teachers and the SENCO meet at least termly to discuss progress and intended actions for children.

If a child continues to struggle to make progress, despite high quality teaching targeted at their areas of weakness, the teacher and SENCO work together, with parents and carers, to assess whether the child may have a particular learning difficulty. Where a child is believed to have SEND, parents are also involved in this decision making and the pupil's voice is used to help guide practice where possible.

Where this is the case, agreement is reached about the SEN support that is required. Identification includes the use of high quality assessment and, where necessary, may include more specialised assessments from external agencies and professionals. Parents will be supplied with an IEP if the decision is made to create one, this will be regularly reviewed both with staff and parents. Parents/carers will be involved in the formation of targets set in their child's IEP, alongside being given a copy when first written and once reviewed.

Parents/carers know their children best, and we listen and understand when they express concerns about their child's development. We also listen to and address any concerns raised by children themselves.

Where a pupil is not making progress, teachers, the SENCO and parents/carers collaborate on problem-solving, planning, support and teaching strategies for individual pupils.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

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

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

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

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

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. 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

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

SEN Support
Name: _____
NRP: _____

Sub: _____ Please underline: School Support/ EAP Date of NRP: _____

Long-Term Aims/Objectives: _____

Pupil Targets (include success criteria)	Support/Teaching strategies (by school/family/pupil)	By Whom?	Date	Outcomes: To be completed at Review
I can We will We will	I can We will We will	Child Staff Family		
I can We will We will	I can We will We will			
I can We will We will	I can We will We will			

Name: _____ Date of plan: _____
Provision: _____

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Most of our children leave our school and move to Newlaithes Junior School at the end of Year 2. We have a comprehensive transition process in place to ensure the children are happy and secure moving on, including attending assemblies, visiting the ICT suite, spending time with their new teacher here and at the juniors and spending time in their new classroom. Our SENCO and the Junior School SENCO also meet in the Summer Term to aide transition. In some cases, provision will be made to give individual children more chances to visit the school, their staff and its classrooms ahead of the summer break.

5.6 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. This will be differentiated for individual pupils.

We will also provide the following interventions amongst others:

- Nurture group
- Drawing and Talking
- Lexia
- Read, Write, Inc. 1-1 phonics intervention.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Using adaptive teaching to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, pre-teaches, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

5.8 Expertise and training of staff

Our Headteacher, Mr Simon Wilkinson, has over 5 years experience in the role of SENCO and has worked as lead in two resourced provision settings.

Our SENCO has completed an NPQ in Leading Behaviour and Culture and has completed the NASENCO award.

We have a team of 10 teaching assistants, including a higher level teaching assistant (HLTA) who are trained to deliver SEN provision.

Teachers are given regular CPD related to providing for children with SEND, in staff meetings and on INSET days. Some examples of this being: the use of sensory circuits, setting effective IEP targets, the use of the AET progression framework in target setting and methods of positively managing behaviour. We were also recently involved in an EEF trial for the effectiveness of an intervention called *LEXIA* and have been one of the first schools involved in the early rollout of a Local Authority wide training initiative focused on supporting neurodiverse children.

5.9 Evaluating the effectiveness of SEN provision

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

- Reviewing pupils' individual progress towards their goals each term in SEN class meetings
- Reviewing the impact of interventions after half a term unless a different time frame is better suited to meeting the outcomes for the child

- Monitoring by the SENCO
- Using pupil progress reviews to increase monitoring discussion
- Holding annual reviews for pupils with EHC plans
- Each year group completes termly provision maps outlining current interventions.

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our school trips and reasonable adjustments are made in order to facilitate this where appropriate.

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability. Where possible, we work with the child and their family to discuss how best to support them on these occasions.

5.13 Support for improving emotional and social development

We try to support the emotional and social development of all our pupils, including those with SEND. Our staff members are caring and have the wellbeing of all children as their top priority.

Class teachers have responsibility for the pastoral care of every child in their class and deliver a broad programme of social and emotional education through Personal, Social and Emotional Education (PSHE) and Circle Time. All children are encouraged to share any worries by talking to an adult as part of our Kidsafe sessions. We have a member of staff who is a trained deliverer of Kidsafe. If further social or emotional support is required, this can be arranged through the SENCO and may involve joining our Nurture Group.

Where appropriate, we work with parents to get support from external agencies, including Cumberland County Council's Family Hub or Child and Adolescent Mental Health Service. We take any suggestion of bullying very seriously and act in strict accordance with the school's anti-bullying policy.

5.14 Working with other agencies

We work closely with a number of external agencies depending on the needs of our current cohorts. This includes a close working relationship with the SEND team at the Local Authority, alongside making relevant referrals to service providers such as Springboard Child Development Centre or North Cumbria ADHD where relevant.

Our SENCO holds termly planning meetings with Specialist Advisory Teachers (SATs), employed by the local authority, to discuss the current needs of our school and the possibility of future referrals to the service.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy, which can be found on our school website.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details for raising concerns

Any concerns should be first raised with a member of the Senior Leadership Team (SLT) through the school email (secretary@newinf.cumbria.sch.uk) or phone number (01228 525 756)

5.17 The local authority local offer

Our local authority's local offer is published here: <https://cumberlandsend.co.uk/cumberland-send>

Contact details of support services for parents of pupils with SEN can also be found through a link on this page.

5.18 Supporting Children Looked After with SEND

At Newlaithes Nursery and Infant School we are passionate about supporting all children to achieve their very best. When supporting Children Looked After (CLA) we work closely with the Virtual School to understand and support their needs. Recently, staff have completed training on supporting children with trauma and attachment difficulties. We work closely with their carers throughout their time with us, also.

6. Monitoring arrangements

This policy and information report will be reviewed by Tom Harker SENCo **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.