



CASTLE BROMWICH INFANT AND NURSERY PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS (SEND) POLICY

APPROVED BY GOVERNORS

DATE

SUMMER 2026

Reviewed by Miss G Bunting

REVIEW DATE

SUMMER 2027

In Solihull all schools are encouraged to provide appropriate support for those children with special educational needs and disabilities (SEND) who live in their area. In this school we support all children to achieve well throughout their school life.

Every pupil with SEN and disability in this inclusive school has an entitlement to fulfil his/her potential.

This is achieved by ensuring the health and well-being of all pupils as well as supporting them to make academic progress. We work in partnership with parents and carers, other schools, the local community and external support services and providers.

These outcomes are embraced in every aspect of school life; personalised teaching and learning approaches; access to technology across the curriculum; flexible learning pathways and out of hours learning activities; support for emotional well-being; flexible timetables; assessment systems that engage pupils in having a say about their progress and additional provision.

Our vision for children with special educational needs is: -

At Castle Bromwich Infant and Nursery School, every child with special educational needs and disabilities has an entitlement to fulfil their potential and be the best they can be.

Perseverance - We believe that every child can achieve and make progress, regardless of their starting point or the barriers they face.

Kindness - We create a nurturing, compassionate environment where every child feels valued, respected and supported.

Belonging - We are an inclusive school community where every child participates fully and feels they truly belong.

This Special Educational Needs Policy should read in conjunction with our school's local offer (also called the SEN Information Report) and our accessibility plan. This policy will be reviewed annually by the SENDco, Headteacher and Local Advisory Board and is monitored to ensure its effectiveness is evaluated and responded to, regularly throughout the year.

Aims of this SEND policy

The aims of our special educational needs and disability policy and practice in this school are:-

- (1) To ensure that children and young people with SEND engage in the full range of activities offered by the school alongside pupils who do not have SEND.
- (2) To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum and the environment
- (3) To make every effort to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum.
- (4) To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- (5) To work in partnership with the Local Authority and outside agencies included health professionals.
- (6) To work in partnership with parents/carers and children in order to help them to be the best they can be.
- (7) To improve the mental health and wellbeing of young people of Castle Bromwich Infant and Nursery School.

What are special educational needs (SEN) or a disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:-

*“SEN: A child or young person has special educational needs if he or she has a learning difficulty or a disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from**, that made generally for others of the same age in a mainstream setting in England.*

*Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a **physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day to day activities**.’ This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy and cancer.*

Under the Equality Act 2010, we have a duty to:

- Not discriminate against disabled pupils in admissions, exclusions, provision of education and associated services
- Make reasonable adjustments to ensure disabled pupils are not at a substantial disadvantage
- Publish information about arrangements for disabled pupils (covered in our Accessibility Plan)

We ensure that our SEND provision complies with the Equality Act 2010 and respects all protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. We ensure teaching and support is delivered in a way that does not discriminate against pupils or amount to harassment.

This policy is based on the statutory requirements set out in the Children and Families Act 2014, Part 3, which relates to children and young people with special educational needs and disabilities.

This policy should be read in conjunction with our Safeguarding and Child Protection Policy, which is based on Keeping Children Safe in Education (KCSIE). We recognise that pupils with SEND may face additional safeguarding challenges and we ensure all staff are trained to identify and respond to these.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

How does our school know if children have special educational needs and need extra help?

We know children need help if: -

- Concerns are raised by parents/carers, teachers or the child’s previous school or setting, or from information from the Local Authority or outside support agency regarding a child’s progress or inclusion.
- A pupils asks for help.
- Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need as described in the code of practice for SEND:-
 1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health
 4. Physical/Sensory
- Whole school tracking of outcomes indicates concern about progress or general well-being.

What should a parent do if they think their child may have special educational needs?

If parents have concerns relating to their child's learning then please discuss these initially with your child's teacher. This then may result in a referral to the school SENCO whose name is Miss Gemma Bunting and whose contact details are 0121 7473369

All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

The kinds of special educational needs for which provision is made at the school

Children and young people with SEN have different needs, but all children with SEND are welcomed at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEND of pupils at this school.

For children with an Education, Health and Care Plan (EHCP) or a statement of special educational need, parents have the right to request a particular school and the Local Authority must comply with that preference and name of the school or college in the Education, Health and Care Plan unless:-

- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our school in a child's EHCP, the Local Authority will send the Local Advisory Board a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the Local Authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

How will the school support a child with SEND?

All pupils will be provided with quality first teaching that is adapted to meet the diverse needs of all learners.

Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.

The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that includes: -

- (1) Classroom observations by the senior leadership team, including the SENDCo, external verifiers;
- (2) Ongoing assessment of progress made by pupils with SEND;
- (3) Work sampling and scrutiny of planning to ensure effective matching of work to pupil need;
- (4) Teacher meetings with the SENCO to provide advice and guidance on meeting the needs of pupils with SEND;
- (5) Pupil and parent feedback on the quality and effectiveness of interventions provided;
- (6) Attendance and behaviour records.

Parents are informed of progress within the curriculum these via the reporting system and also at events such as Parents' Evenings.

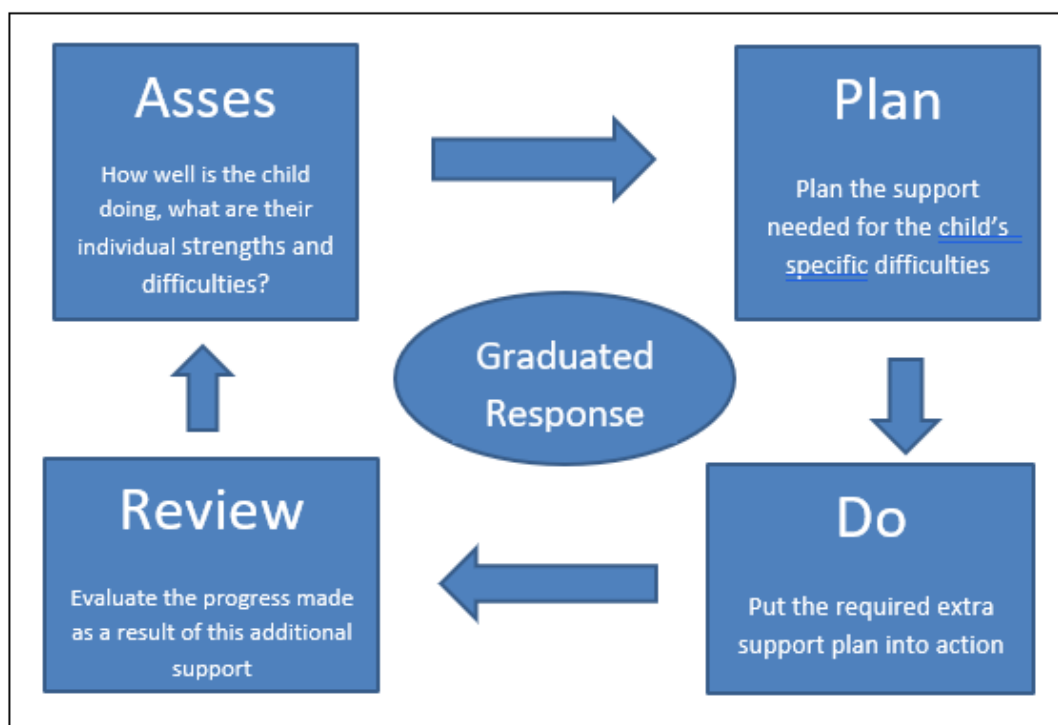
Pupils' attainments are tracked using the whole school tracking system and those failing to make expected progress are identified quickly. These pupils are then discussed in Inclusion meetings to ensure correct provision is in place to best support progress.

Additional action to increase the rate of progress will then be identified and recorded that will include a review of the impact of the adaptive teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.

If we consider at this stage that special educational provision is required, we will contact parents to discuss this.

More information on the identification of needs process can be found in the Schools Information Report.

Action relating to SEN support will follow an assess, plan, do and review model:



As a result of the review process within of the graduated response, we may decide to involve outside agencies for specialist support. This could include health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting families.

The range of agencies that come into school can be found in the school's local offer (SEN information report) on our website.

For a very small percentage of pupils, whose needs are significant and complex and the SEN support required to meet their needs cannot be provided from within the school's own resources, a request will be made to the Local Authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being created. It must be noted that only just over 3% of the entire population of school age children should expect to have an EHCP and evidence of considerable additional need will be required in order for this process to be commenced.

At Castle Bromwich Infant and Nursery School we keep a register of pupils with SEND. If pupils are receiving support which is additional to and different from that of other pupils then they are added to our SEND register as SEN Support and their primary needs identified. Pupils with EHCPs are also recorded on the register.

Pupils are removed from the register if they have made good progress and no longer require additional support.

How will the curriculum be matched to each child's needs?

Teachers plan using pupils' achievement, adapting tasks to ensure progress for every pupil in the classroom.

When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.

These adaptations may include strategies suggested by the SENCO and/or external specialists.

In addition, if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.

How will parents know how their child is doing?

For children with Learning Plans and targets in place, termly SEN Reviews will take place with class teachers and parents to share progress against targets but there are also further opportunities through the school reporting system and Parents Evenings.

Parents are encouraged to arrange an appointment to discuss their child's progress with the class/subject teacher, the SENCo, a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success.

Please contact the school office who will arrange this appointment for you. The contact number is 0121 7473369.

Our SEND provision is designed to support pupils in achieving the best possible outcomes and to prepare them for their next phase of education and, ultimately, adulthood. We work with pupils and families to understand their aspirations and ensure our provision supports these long-term goals.

How will parents be helped to support their child's learning?

Please look at the school website. It can be found at www.cbins.solihull.sch.uk.

The class/subject teacher or SENCo may also suggest additional ways of supporting your child's learning.

The school organises a number of parent workshops during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about how to support your child's learning.

If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENCo who will locate information and guidance for you in this area.

What support will there be for children's overall wellbeing?

We recognise that pupils with SEND may be more vulnerable to mental health difficulties, bullying, and other safeguarding concerns. Our pastoral support and SEND provision work together to ensure these pupils receive appropriate support for their emotional and mental wellbeing.

The school offers a wide variety of pastoral support for children. These include: -

- An evaluated Personal, Social, Health Education (PSHE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- The school employs a family support worker who work in collaboration with the inclusion team who meet bi-weekly to agree next steps in supporting families and pupils across school with the aim of reducing barriers to learning. Specific work with pupils may include meet and greet, 1:1 self-esteem sessions, targeted support, social skills groups, lunchtime and playtime activities and friendship groups.
- Small group evidence-led interventions to support pupil's well-being are delivered to targeted pupils and groups. These aim to support improved interaction skills, emotional resilience and well-being.

For information about pupils with medical needs please refer to the Medicines in Schools Policy.

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

What training do the staff supporting children and young people with SEND undertake?

In the last two years school staff have received a range of training at three levels awareness, enhanced and specialist.

Awareness training has been provided to staff on:

- How to support pupils with ASD – all staff have had the opportunity to complete their AET training
- How to use concrete materials to support children with SEND
- How to write IEP SMART targets
- Technology and how this can be used in the classroom to support SEND pupils
- Total Communication Approach
- Premature Birth
- Identification of Need
- Adaptive Teaching Approaches
- Universal Design for Learning

Enhanced training has been provided on:

- Oracy - a whole school approach
- Autism Lead Training
- Makaton
- De-escalation training for students with SEMH needs
- PACE Training
- Intensive Interactions
- Communication Lead Training
- SCLD training
- The school has regular visits from SEND specialist teachers who provide advice to staff to support the success and progress of individual pupils

Specialist training has been provided to the SENCo and on:

- SEND local network meetings
- AET Leadership Training
- National Professional Qualification for Special Educational Needs
- Situational Mutism Training
- PKS training

How will my child be included in activities outside the classroom including school trips?

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

How accessible is the school environment?

Our Accessibility Plan describes the actions the school has taken to increase access to the environment and the curriculum.

How will the school prepare/support my child when moving classes or joining or transferring to a new school?

A number of strategies are in place to enable effective pupils' transition. These include:

On entry:

- A planned introduction programme is delivered in the Summer term to support transfer for pupils starting school in September.
- Parents/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- If pupils are transferring from another setting, the previous school records will be requested and a meeting set up with parents to identify and reduce any concerns.

Transition to the next school:

- The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the Junior school. These opportunities are further enhanced for pupils some children with SEND. These children are identified by the class teacher and SENDCo.
- The annual review in Y2 for pupils with an EHCP begins the process where parents are supported to make decisions regarding junior school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible. .
- For pupils transferring to local schools, the SENCos will share information related to SEND with the new school once confirmation of the new school placement is made.
- The records of pupils who leave the school mid-phase will be transferred following notice from the parents that their child has been enrolled at another school.

How are the school's resources allocated and matched to children's special educational needs?

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:-

- (1) A proportion of the funds allocated per pupil to the school to provide for their education called the National Funding Formula.

- (2) The Notional SEN budget. This is a portion of the schools budget which is identified to support learners with SEND.
- (3) The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the Local Authority or whose parents are in the Armed Services.
- (4) For those pupils with the most complex needs and are in receipt of an EHCP, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities. The range of support offered is identified on the provision maps which are available to view on the school website. These target the areas of need: -
 - Cognition and learning
 - Behavioural, emotional and social
 - Communication and interaction
 - Sensory and/or physical

If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class/subject teacher, SENCo or a member of the Senior Leadership Team.

How is the decision made about how much support each child will receive?

- For pupils with SEN but without an EHCP, the decision regarding the support provided will be taken by the schools Senior Leadership Team, inclusive of the SENDCo.
- For pupils with an EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.
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How will I be involved in discussions about and planning for my child's education?

This will be through:

- discussions with the class teacher, SENCo or another member of the Senior Leadership Team member;
- during parents' evenings;
- meetings with support and external agencies.

Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs, please contact the following:

- Your child's class teacher
- The SENCo: Miss Bunting
- The Headteacher: Mr Stokes

For any complaints, please contact the school Local Advisory Board member with responsibility for SEND. This is Ms C Lines and she can be contacted via the school office on 0121 747 3369.

If concerns cannot be resolved through discussion with staff, parents can access our formal complaints procedure, which is available on our school website and on request from the school office.

Support Services for parents of pupils with SEN include:

- Parent Partnership Services (PPS) offer independent advice and support to parents and carers of all children and young people with SEND. The nearest PPS can be located:

Solihull SENDIAS service – 0121 516 5173. 11-13 Land Ln, Marston Green, Birmingham B37 7DE. The aim of SENDIAS is to provide advice and support for children and parents of children from 0-25 with SEND. <http://www.family-action.org.uk/solihullsendias/>

- You can also find a number of support services on our school website: <https://www.cbins.solihull.sch.uk/special-educational-needs-and-disabilities/>

Information on where the Local Authority's Local Offer can be found: Solihull's Local Offer can be found via this link: <https://www.solihull.gov.uk/children-and-family-support/localoffer>