



KINGMOOR NURSERY AND INFANT SCHOOL SEND POLICY

Approved by ¹	
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Position:	Headteacher
Signed:	<i>N. Corfield</i>
Date:	September 2025
Proposed review date ² :	September 2026

Context and Vision

The SEND Code of Practice distinguishes between children in receipt of an EHCP (Education, Health and Care Plan) and those who do not have an EHCP. The Local Authority, does, however, make some distinctions between children in need of support from other agencies and those who are managed by school alone and the policy therefore, also reflects the systems in place in our county. The county stipulates that children receiving support, or advice from other agencies should usually be managed using an Early Help Assessment process and/or a Specialist Request process, which involves a multi-agency meeting to plan provision to meet those children's needs. The SEND Code of Practice places parental and child involvement at the heart of all actions relating to SEND and we as a school are committed to facilitating this. Our vision is for an inclusive and effective learning environment in which all children thrive and succeed.

Resource Provision (RP) forms part of the Cumberland Local Authority inclusion agenda and graduated response. RP is for those Children and Young People (CYP) who benefit from a mainstream school's learning and socialising aspects but require a more tailored curriculum. Our Local Authority vision for Resourced Provisions is that they will consist of identified resourced areas within a mainstream school, which clearly demonstrates an inclusive ethos with a community focus. A resourced provision is not necessarily a separate building with a unique identity. It may be a cluster of spaces within the school which will provide opportunities, depending on the type and extent of a child/young person's individual needs, targets and general development, for them to link into the activities and learning of mainstream classes as appropriate.

At Kingmoor Nursery and Infant School we provide ten Specialist Resource Provision Places. These places are for children with Autism, Speech, Language and Communication Needs and Social, Emotional, Mental Health Needs. The council provide additional funding for the school to support these children. Some children already attending the school may be eligible for this additional support.

Pupils attending the RP are educated in some or all mainstream classes with other children in their year group. There are spaces in school, ensuring that they have quiet areas to use when they need it, or when they require some additional support outside of the classroom.

Policy Aim

This policy aims to describe how our school will endeavour to ensure that the provision required in support of pupils with SEND, is available to them; so as to secure the best possible outcomes for all pupils in school.

Objectives

- To provide an environment where barriers to learning and participation are minimised and participation is maximised.
- To promote success, confidence and self-esteem in pupils with SEND.
- To ensure that all pupils have access to a broad and balanced curriculum, equality of access to out of school activities and are able to reach their full potential as people and as learners.
- To provide an integrated system to support children with SEND that places the child and their family at its core.

Definition of Special Educational Needs

According to the SEND Code of Practice, children have SEND if they have a learning difficulty that calls for special educational provision to be made for them. They will require something 'additional to' or 'different from' that which is available to all pupils in school.

Special Educational Needs (SEN) falls into 4 broad areas of need:

- **Communication and Interaction**
- **Social, Emotional and Mental Health**
- **Learning and Cognition**
- **Physical and/or Sensory**

Children have a learning difficulty if they:

- Have significantly more difficulty in learning than the majority of children the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.
- Are under compulsory school age and fall within the definitions above or would do so, if special educational provision was not made for them.

Responsibilities for Managing SEND provision:

Policy Determination	-	Governors and Head Teacher
Staffing	-	As Above
Day to day management	-	Head Teacher
Day to day operation	-	SENDCo
Reporting on policy	-	Governors
Designated Teacher for Looked after Children	-	SENDCo
Designated Safeguarding Lead	-	Head Teacher
Deputy Designated Safeguarding Leads	-	Business Manager, SENDCo, Early Years Lead, ES Manager and ES Deputy Manager

SENDCo:

Catherine Lamb

Admission Arrangements

Kingmoor Nursery and Infant School embraces the uniqueness of every child and welcomes all children, irrespective of need. We endeavour to provide a quality educational experience for all and a happy place to be. When a child has SEND, we will work with parents and families, previous schools or nurseries, the Local Authority and any relevant outside agency to ensure that we are able to effectively meet the specific needs of the child and offer them the educational experience that they are entitled to.

All CYP accessing RP will have an EHCP. Their needs will be complex and require educational providers and commissioners to collaborate with other agencies, parents/carers, and the CYP themselves.

Four Key Principles:

- Children and young people will be supported to receive the best social and educational outcomes.
- Children and young people will receive specialist teaching and support specific to their needs.
- All children will be working towards independence and achieving their potential as set out in the Preparation for Adulthood Agenda.
- Children and young people will be supported through partnership work.

The aspiration for all pupils placed in RP is to increase engagement and access to the wider life of the school to maximise opportunities for social learning and the development of resilience and independence; this will include teaching and learning opportunities. Although the undertaking is to increase mainstream inclusion, there may be an exception for certain children, especially those requiring a change of placement for a more specialist provision.

Cumberland Council is the admissions authority for all RP places in mainstream schools. The school will always be sent consultation papers (in the usual way) for placement. However, schools cannot place pupils directly in the RP. Full details can be found in the Admissions Guidance for Specialist Placements document:

<https://fid.cumberland.gov.uk/kb5/cumberland/directory/advice.page?id=85LQsd0Ywz4>.

The school is required to:

- Respond to formal consultations for placements in line with the SEND Code of Practice.
- Make the provision in section F of an EHCP when named in section I.
- Make reasonable adjustments as required by the Equality Act 2010.
- Take every possible action to avoid placement breakdowns and exclusions and will work with Cumberland Council to reduce midyear moves.
- Raise any concerns on the future success of placements through annual reviews or interim reviews and liaise directly with SEND Teams concerning individual placements.

Cumberland Council is required to:

- Liaise with RPs each summer term, concerning their planned and commissioned places for the upcoming academic year.
- Support with monitoring vacancies and coordinating formal consultation processes.
- Consult for placements in line with the Code of Practice 2014.

Identification of SEND

- Children may already have been identified as having SEND by nurseries or previous schools when they begin at Kingmoor Nursery and Infant School.
- Parents, carers or teachers may raise concerns.
- Assessment data may tell us that a child is not making the progress we would like, or that despite good progress, a child is significantly behind their peers in one or more areas of their learning or development.
- A child may need support with behavioural or emotional development.
- Medical professionals may diagnose or identify additional needs.
- The Local Authority may identify a child as having SEND

Supporting Pupils with SEND

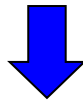
We have clear systems in place to support children with SEND in school and these are detailed in the SEND flowchart on the page below.

SEND Flowchart

Here is a flow chart showing you the steps we take to support children with SEND. We move from one step to another, if and when a child requires more support and is not making good progress. Sometimes, depending on the need, it may be necessary to move from Step 1 initial identification to Step 3 IEP or Step 4 Early Help. If a child makes good progress, we may decide to move back a step. It represents our graduated approach to SEND. As children can move up the flowchart steps, they can also move down, following successful input of support.

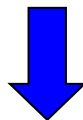
Step 1 - Identification

Parents/carers and/or teachers raise concerns about a child. Concerns are discussed between parents or carers and the class teacher. The SENDCo will be made aware of these early concerns.



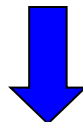
Step 2 - Initial Support

The class teacher adapts work and/or re-organises classroom support to help the child to make better progress. A child may also be involved in intervention groups to support the development of specific skills or behaviours. The impact of support will be monitored closely. Children are monitored as a group and children are not recorded on the SEND register.



Step 3 - IEP

The child's needs are assessed in detail and an IEP (Individual Education Plan) is developed with the SENDCo to support the child. School resources and/or expertise will be assigned to deliver the IEP. Parents/carers will be involved in the creation of an IEP.



Step 4 - Request For Involvement

The SENDCo arranges a TAF (Team Around the Family) meeting and invites parents and (depending on need), outside specialists to come along and help us to carry out a Request For Involvement. We need lots of information from parents at this stage to help us to fully understand the child. The information we collect, helps us to plan very closely to meet the needs of children. Plans made will be reviewed through another TAF meeting and we will all decide what to do next.



Step 5 - EHCP Statutory Assessment

If it has been agreed by everyone at step 4, we will apply for an ECHP (Education and Health Care Plan) from the County. This is where the County assesses a child's needs and gives the school extra resources to help us support learning and development. The process takes around 20 weeks and plans will be reviewed annually.

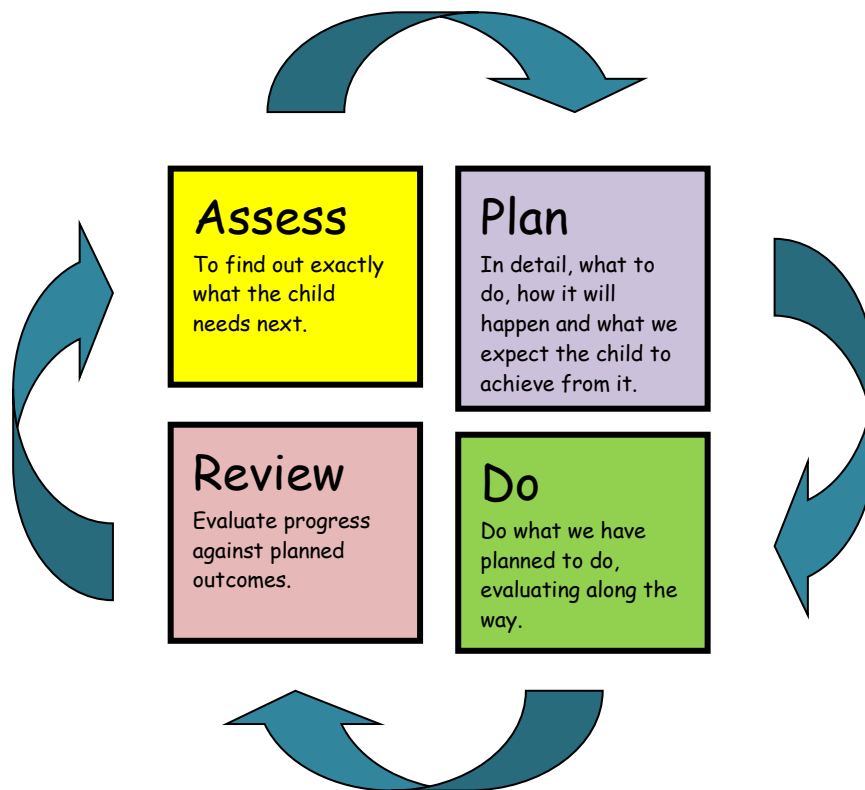


Step 6 - EHCP

Once we have an EHCP, it will be reviewed once a (school) year. To help us deliver on the plan, a child with an EHCP will have a detailed IEP and a timetable of support. Other agencies may visit regularly to monitor how effective the plan is and to provide support and advice to staff and feedback to parents. Parents will be very involved in the development of and progress towards their child's plans. If excellent progress is made, it may be agreed at an annual review to cease to maintain an EHCP and children will then either be managed through the Request For Involvement and/or the school IEP process.

The flowchart mentions that we have a *Graduated Approach* to managing provision for pupils with SEND. At Kingmoor Nursery and Infant School, we use a *Graduated Approach* to supporting pupils with SEND. This involves a cycle of actions which may become more intensive in terms of content as it is repeated. Our graduated response cycle follows a four-step system: First, we **assess** pupils' needs and then we **plan** to meet those needs. Next, we **do** what we have planned and then we **review** what has happened before we begin the process again, if necessary.

Graduated Responses	
Assess	Class assessments, identification of barriers to learning, parental involvement, Early Help, standardised tests, other agency assessments, IEP and Annual Reviews, ECAT screening, maintain and review IEP Focus Record sheets for progress against IEP targets, review impact evaluations from group interventions, use of Tapestry to analyse progress over time, data for impact of actions taken previously, Provision Map, etc.
Plan	Early Help action planning, Pupil Profiles showing barriers to learning, IEPs, group intervention planning, advice from other agencies, Intimate Care and Toileting Plans or Individual Health Care Planning, Positive Behaviour Plans, Fatigue Plans, etc.
Do	Make adaptations to the classroom, remove barriers to learning, provision of resources / equipment, delivery on IEPs, group intervention delivery, provision of health or intimate care.
Review	Use Tapestry assessment data and Provision Map data to evaluate impact of actions, review all plans, consult with child and parents/carers and gain other agency advice, look at group intervention and evaluate impact, use IEP Focus record to evaluate IEP target progress etc. - Move back to Assess phase.



If a child is not making sufficient progress, then we may involve other agencies or specialists in the process to ensure that we have the best possible advice.

SEND Provision

In supporting children with SEND, we have a wide range of strategies and interventions available in school. This will always start with high quality first teaching, moving on to the use of group adaptations and then personalised work provision.

Initial Support

Initially, children may be classed as requiring 'Initial Support' and they would be supported through appropriate group interventions, have provision recorded individually, have barriers to learning identified and strategies identified to attempt to remove these, and have enhanced monitoring and tracking. Group interventions will be planned by a supervising teacher and evaluated after each session and at the end of the intervention. Intervention Leads for each unit will liaise with the SENDCo half-termly, to plan and evaluate group interventions.

IEP

If progress is not improved, we would then implement an IEP. This is where specific interventions are being utilised by school from their own resources in support of pupils with SEND. For these children, in addition to their IEP, individual provision will be recorded, a Pupil Profile identifying barriers to learning will be completed and if applicable, pupils will each have an IEP workbook that records delivery on IEPs and evidence of work. IEP workbooks will also contain IEP Focus Record sheets. This sheet tracks progress against targets and supports delivering on IEPs by having a weekly focus target, which enable principles of precision teaching to be used to secure learning. Next steps for IEP targets will be identified. All interventions will be monitored closely by class teachers and Intervention Lead Teachers, to ensure a positive impact on pupil progress.

Behaviour Plan

For children with needs in the area of SEMH (Social, Emotional and Mental Health) who do not have any learning needs, we may decide to complete a Behaviour Plan in place of an IEP, that details the strategies we are using to manage and improve behaviour. If a child with learning difficulties also has behavioural needs, these will be addressed via an IEP.

Request For Involvement / Early Help For SEND

On occasion, a child and family may need a whole team approach. An initial assessment form is completed and this includes a consultation with parents and the child's voice and may include input from other agencies. In addition to this assessment, referrals can be made through a 'Request For Involvement' to County specialists, using a Specialist Referral Form and if the family or child needs enhanced planning and support, a Family Action Plan may be developed to ensure a coherent delivery. The Family Action Plan will be reviewed every 6-8 weeks via a multi-agency TAF (Team Around the Family) meeting. For children involved in the Request For Involvement / Early Help For SEND process that do not require such high levels of support, this is managed via the IEP review process.

EHCPs

Children with an EHCP will have provision detailed in sections E and F of the Plans. School will use this information to develop a personalised timetable in order to deliver on their EHCP. They will also have a detailed IEP, which breaks end of Key Stage outcomes down into smaller steps of learning and stipulates what we will do to support that learning. The IEP will also act on advice from specialists assigned to the child through their EHCP. Wherever possible, children will work in the class with their peers, but may be withdrawn for personalised learning that requires a different environment e.g. physical interventions / support where a child needs a quieter place to enable them to focus or for sensory reasons, or where their personalised learning timetable is incompatible with the class timetable. All children with EHCPs will have an assigned key worker, who may not work exclusively with them, but will work with them more than other adults and act as a link for parents, for example when reviewing the child's day on Tapestry. All children will have a Pupil Profile, identifying how to remove barriers to learning and to facilitate learning across all areas of the curriculum. Children under five in receipt of an EHCP will have their plan reviewed bi-annually, to take into account how quickly children learn, grow and change in this age group. In Key Stage One, plans will be reviewed annually. Some pupils with an EHCP may attend Kingmoor Nursery and Infant School in a Resource Provision place.

Record Keeping

Each pupil with SEND will have their provision recorded on Provision Map, in support of their areas of need. Parents and carers are able to view the provision, using a password to access their child's account. Class Teachers support parents in using this online platform. Details of significant events will be recorded on CPOMS by the staff working with the child and the SENDCO.

For pupils whose needs are managed via an IEP, a copy of their current IEP will be available for parents and carers to view on Provision Map and will be uploaded to CPOMS. IEPs will be reviewed four times per year. Parents will be invited to a meeting to discuss progress and to help us to plan for the next steps.

Looked After Children

In school, we have a Designated Teacher who takes overall responsibility for managing support for children who are looked after. We are committed to supporting children in these circumstances and will offer enhanced pastoral, educational and socio-emotional support to ensure that children who are looked after, thrive in every way. We also work closely with the Virtual School to ensure that provision meets short and longer-term need. Plans for these children are called PEPs (Personal Education Plans) and they are developed with carers and social workers to meet the educational needs of the child.

Policy Details

This policy was written in September 2025.

There is additional SEND information also included in our School Local Offer, which can be found on the school's website and supplements this policy.