



Our children leave Mile Oak thinking big with no limit on their potential. The school family works together to inspire and support every child. They learn and achieve through inspirational teaching in a lively, ambitious environment. Every child is nurtured to gain the creativity, responsibility and full breadth of skills required to take an active and fulfilling role in society.

Mile Oak Primary School and Little Oaks Nursery

SEND Policy

Approved by: Full Governing Board

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Appendices are available from the school on request and do not form part of the website version of this policy.

Appendix 1: Forest Class

Appendix 2: Reduced timetables

Appendix 3: High Quality Teaching at Mile Oak

Appendix 4: Preparing for Inclusion at Mile Oak

1. Aims and scope

At Mile Oak Primary School and Little Oaks Nursery, we are committed to securing an inclusive education for all children, including those with special educational needs and disabilities (SEND). This policy sets out the school's legal duties, principles, systems and responsibilities in relation to SEND. It explains how the school identifies needs, plans and reviews support, and ensures accountability for provision.

This policy applies across Mile Oak Primary School and Little Oaks Nursery. Where arrangements differ in the early years, these are made explicit in the relevant sections of the policy.

The aims of this policy are to:

- make sure the school meets its statutory duties in relation to SEND and disability
- make sure children's needs are identified and responded to in a timely, proportionate and needs-led way
- make sure high-quality inclusive teaching is the starting point for all children
- make sure special educational provision is put in place where this is required and reviewed over time
- make clear the roles and responsibilities of staff, leaders, governors, children and their families
- make sure the school's systems and statutory processes are understood and used consistently
- support children with SEND to access learning and wider school life as fully as possible within a mainstream setting
- make sure provision is monitored and reviewed so that it remains purposeful, appropriate and effective

2. Vision, values and principles

Inclusion is central to Mile Oak Primary School and Little Oaks Nursery. We want every child to feel they belong, are known and understood, and are able to participate meaningfully in school life. Our approach to SEND is shaped by the school's vision that children leave Mile Oak thinking big with no limit on their potential, and by our core values of **Ambition, Pride, Courage and Respect**.

At Mile Oak and Little Oaks, this means:

- every child is part of the school community and entitled to high expectations
- all staff are responsible for inclusion

- strong relationships, emotional safety and belonging are essential
- high-quality inclusive teaching is the foundation of SEND support
- support should be planned carefully, reviewed regularly and matched to need
- support should build independence over time
- children's views, experiences and strengths should inform planning
- families are important partners in understanding need and supporting agreed approaches

The school recognises that children with SEND are not a fixed group and that need may change over time. Decisions about support are therefore based on the child's current presentation, the barriers they experience in school, and the provision required to support access, participation and progress.

3. Legislation and guidance

This policy is based on the statutory duties and guidance set out in:

- Part 3 of the **Children and Families Act 2014**
- the **Special Educational Needs and Disability Regulations 2014**
- the **Special Educational Needs and Disability Code of Practice: 0 to 25 years**
- the **Equality Act 2010**
- the **Public Sector Equality Duty**
- **Keeping Children Safe in Education**
- **Working Together to Safeguard Children**
- **Working together to improve school attendance**
- the **School Admissions Code**
- the **Early Years Foundation Stage statutory framework** for group and school-based providers
- statutory guidance on **supporting pupils at school with medical conditions**

This policy should be read alongside the school's SEND Information Report and related school policies.

4. Inclusion, equality and accessibility

Mile Oak Primary School and Little Oaks Nursery aim to provide an inclusive environment in which all children can access learning, participate in school life and experience a sense of belonging.

The school will work to reduce barriers to learning, participation and wellbeing by:

- using high-quality inclusive teaching as the starting point for all pupils
- making reasonable adjustments where a disabled child would otherwise be placed at a substantial disadvantage
- planning support in a needs-led and proportionate way
- reviewing support regularly so that it remains purposeful and manageable within a mainstream setting
- working with children, their families and relevant professionals where adaptations are needed

The school recognises that inclusion does not mean that all children receive the same support or provision. It means that barriers are identified and responded to thoughtfully, lawfully and proportionately so that children can access school life as fully as possible.

The Headteacher has overall responsibility for accessibility plans and accessibility processes. The SENDCo supports this work, alongside other relevant leaders and staff where appropriate.

5. Definitions

5.1 Special educational needs

The school uses the definition of SEN set out in the Children and Families Act 2014 and the SEND Code of Practice.

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

A child has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age, or
- have a disability which prevents or hinders them from making use of facilities generally provided for others of the same age in a mainstream setting

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children of the same age.

At Mile Oak Primary School and Little Oaks Nursery, this statutory definition is used for identification and decision-making. However, the school's approach to SEND is not deficit-based. We recognise that children learn, communicate, regulate and participate in different ways, and that many barriers arise from the interaction between the child and the environment, curriculum, systems and expectations around them. Our response is therefore needs-led, strengths-based and focused on understanding what support, adaptation and provision will enable each child to access, participate and progress.

5.2 Disability

The school uses the definition of disability set out in the Equality Act 2010.

A child is considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

The school will make reasonable adjustments where required so that disabled children are not placed at a substantial disadvantage compared with their peers.

At Mile Oak Primary School and Little Oaks Nursery, disability is not viewed as something that defines or limits a child. We recognise that disabled children may experience barriers in school life, and we aim to respond by planning thoughtfully, removing avoidable barriers where possible, and making reasonable adjustments in a way that is respectful, proportionate and practical within the context of a mainstream setting.

5.3 The four broad areas of need

The needs of children with SEND are grouped into four broad areas:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

Children may have needs that cut across more than one area and their needs may change over time. Support will be planned in response to the child's whole profile.

5.4 What is not SEND

The school recognises that slow progress and low attainment do not automatically mean that a child has SEND. A child will not be identified as having SEND solely because of attendance difficulties, behaviour, disadvantage, English as an additional language, family circumstances, bereavement or short-term disruption.

These factors will be considered carefully as part of assessment. Identification and provision will be needs-led, based on the child's presentation over time, the barriers they experience in school, and the provision required to support access, participation and progress.

6. Roles and responsibilities

6.1 The SENDCo

The SENDCo is **Holly Taylor**.

The SENDCo will:

- work with the Headteacher, wider SLT and SEND governor to determine the strategic development of SEND provision
- have day-to-day responsibility for the operation of this policy and the coordination of provision for children with SEND, including those with EHCPs
- provide professional guidance to colleagues and support staff in relation to inclusive practice, reasonable adjustments and the graduated approach
- work with class teachers, nursery staff, children and their families, and outside agencies to ensure children receive appropriate support
- advise on the deployment of resources to meet need effectively
- oversee the SEND register and ensure records are accurate and up to date

- oversee the creation, review and quality of provision maps, Pupil Profiles, SEN Plans where needed, and nursery equivalents including All About Me documents and support plans
- support staff in creating, reviewing and updating SEND documentation so that it remains accurate, purposeful and useful
- coordinate annual reviews and contribute to statutory assessment and EHCP processes
- support transition planning for children with SEND
- contribute to staff development, coaching and training
- monitor the quality and impact of SEND provision across the school and nursery
- prepare and review this policy and the SEND Information Report

6.2 The governing board

The governing board is responsible for making sure the following duties are carried out:

- doing all it can to make sure every child with SEND gets the support they need
- making sure children with SEND engage in the activities of the school alongside children who do not have SEND
- making sure the school has a clear approach to identifying and responding to SEND
- ensuring that there is a qualified teacher designated as SENDCo and that the key responsibilities of the role are carried out effectively
- making sure arrangements are in place to support children with medical conditions
- ensuring information is published on the website in the SEND Information Report
- ensuring the school's accessibility arrangements and accessibility plan are in place and reviewed
- monitoring the quality and effectiveness of SEND provision and the use of resources

6.3 The SEND link governor

The SEND link governor is **Susan Wright**.

The SEND link governor will:

- help raise awareness of SEND issues at governing board meetings
- monitor the quality and effectiveness of SEND provision and report to governors
- work with the Headteacher, wider SLT and SENDCo to support strategic development and accountability

6.4 The Headteacher

The Headteacher is **Luke Lording**.

The Headteacher will:

- work with the SENDCo, wider SLT and SEND governor to determine the strategic development of SEND provision
- have overall responsibility for inclusive practice and the provision made for children with SEND

- make sure the school meets its responsibilities under the Equality Act 2010
- make sure the SENDCo has sufficient time and capacity to carry out the role
- ensure that staff are given appropriate time to maintain and review provision maps, Pupil Profiles, SEN Plans where needed, and nursery equivalents
- oversee the use of the notional SEND budget and any additional funding allocated to support individual children
- ensure funding is used appropriately to secure resources, provision, training and support required to meet identified needs as far as reasonably possible
- have overall responsibility for the school's accessibility plans and accessibility processes
- have overall responsibility for policies and procedures relating to supporting children with medical needs, working with the SENDCo and other relevant staff where appropriate
- support the monitoring and evaluation of SEND systems, teaching and provision
- ensure that attendance, safeguarding, curriculum, behaviour and inclusion systems work together to support children with SEND

6.5 Wider SLT

Wider SLT share responsibility for promoting inclusive practice and making sure SEND systems are implemented consistently across the school.

Members of SLT will:

- support the strategic development of SEND within their areas of responsibility
- work with the Headteacher and SENDCo to monitor the quality of teaching, provision and outcomes for children with SEND
- help ensure agreed systems and processes are understood and followed by staff
- support staff to identify barriers, review provision and respond to emerging needs
- contribute to monitoring, review, staff development and whole-school improvement in relation to SEND

6.6 Class teachers

Class teachers are responsible and accountable for the progress and development of every pupil in their class, including where pupils receive support from teaching assistants, Forest Class staff, intervention staff or external specialists. This responsibility remains central at all times.

Class teachers must:

- provide high-quality inclusive teaching and reasonable adjustments
- apply the school's agreed expectations for high-quality teaching, as set out in **Appendix 3: High Quality Teaching at Mile Oak**, and use **Appendix 4: Preparing for Inclusion at Mile Oak** to inform lesson preparation, classroom adaptation and proactive support
- use the **Brighton & Hove SEND guide for professionals** and, with support from the SENDCo, the school's ordinarily available inclusive practice expectations, including the developing **Brighton & Hove OAIP guidance**, to inform classroom adaptation, provision and review

- identify emerging concerns and act through the school's SEND systems
- understand that they are the first point of contact for children and their families in relation to day-to-day concerns about progress, participation and provision
- raise concerns promptly using the agreed school process
- make sure that any concerns about progress are shared clearly, including where concerns are continuing, becoming more significant, or may require further action
- contribute to assessment, planning, implementation and review
- create, review and keep up to date Pupil Profiles and SEN Plans where needed, with support from the SENDCo
- use provision maps and class-level SEND information accurately and keep these up to date as required by school systems
- work with support staff to make sure additional provision is linked to classroom teaching
- implement agreed strategies consistently and record impact or concerns
- engage with and implement targets, outcomes and recommendations from SEND plans, outside agencies, SALT programmes, support plans and EHCPs
- attend meetings, reviews and planning discussions as required
- keep families informed through the school's agreed processes
- ensure key SEND information transfers effectively at transition points
- read and use pupil documentation, including pupil profiles and provision information

6.7 Nursery manager, key persons and nursery staff

In Little Oaks Nursery, identification and provision for children with SEND are a matter for the nursery team, particularly the nursery manager, working with the SENDCo. The key person approach is central. Each child builds a secure and insightful relationship with one practitioner, while inclusion remains the responsibility of the wider nursery team.

Nursery staff must:

- build a detailed understanding of each child through planning, observation and assessment
- use the nursery's key person system to support communication, care, progress and partnership with families
- raise concerns promptly through the agreed nursery and school systems
- work with the nursery manager and SENDCo to assess, plan, do and review support
- create, review and keep up to date nursery SEND documentation, including All About Me documents and support plans where needed
- implement individual strategies and support plans consistently
- contribute to record keeping, observations and review discussions
- support children's participation, communication, regulation and independence
- ensure families are involved and informed

6.8 Support staff

Support staff play a vital role in supporting access, communication, regulation, participation and independence. Support staff work under the direction of the class teacher, nursery manager and school leaders.

Support staff must:

- know the needs, strategies and targets relevant to the children they support
- implement agreed provision, interventions and adjustments
- contribute to observation, review and feedback
- support independence rather than creating unnecessary adult reliance
- undertake training to develop relevant knowledge and skills

6.9 Children and their families

Children and their families are key partners in the graduated approach. Families should inform the school if they have concerns about their child's progress, development, participation or wellbeing. The school will seek and take account of their views in decisions about support and provision.

Working in partnership also means that families have an important role in supporting agreed approaches beyond school where this is reasonable and appropriate. This may include attending meetings or workshops, trying suggested strategies at home, implementing specialist advice where possible, and sharing feedback on what is or is not helping. The school recognises that families have different pressures and capacities, but effective SEND support is strongest when school and families work together with shared understanding and commitment.

6.10 The child

Children will be supported to share their views in ways appropriate to their age, communication and development. Their strengths, experiences, aspirations and views about what helps will be considered in planning and review.

7. SEND Information Report

The school publishes a SEND Information Report on its website. This is reviewed annually and updated as needed. It should be read alongside this policy.

8. Our approach to SEND support

8.1 Identifying needs and responding early

When a concern is identified about a child's learning, communication, behaviour, attendance, regulation or wellbeing, the school follows a clear and supportive process. Concerns may be raised by school staff or by children and their families.

The school always begins with high-quality inclusive teaching and reasonable adjustments. This is best practice for all children and is where most children make the best progress. When a child needs support that is additional to or different from this, the school uses a graduated approach.

The graduated approach is needs-led, not diagnosis-led. These levels are not fixed thresholds and are not a step-by-step pathway that all children move through in the

same way. Children may move between them depending on need. Universal inclusive practice remains in place for all children, with further support added where required.

The involvement of external professionals does not automatically place a child at a particular level of support. In the same way, an intervention does not by itself determine a level of support. What matters is the intensity, individualisation and duration of support over time.

Most support happens in the classroom. Progress is reviewed regularly by the class teacher, with SENDCo support where needed. Alongside the graduated approach, the school uses clear systems for raising and tracking concerns. Paperwork is kept to what is useful and the focus remains on supporting the child.

Class teachers are expected to use the Brighton & Hove SEND guide for professionals and, with support from the SENDCo, the school's ordinarily available inclusive practice expectations, including the developing Brighton & Hove OAIP guidance, to guide their teaching, adaptations and early response to concern. They must make concerns about progress explicit, including where concerns are ongoing, increasing, or may require further action through the graduated approach.

The school's key principles are that:

- every child is different
- support is needs-led and reviewed regularly
- most support happens in the classroom
- support increases when needed
- families are involved through the school's existing communication processes
- progress is reviewed regularly by the teacher, with SENDCo support where needed
- paperwork is kept to what is useful
- the focus remains on supporting the child

8.2 Universal inclusive practice

Universal inclusive practice is made up of high-quality inclusive teaching and high-quality inclusive provision. At Mile Oak, universal inclusive practice is rooted in the school's agreed expectations for high-quality teaching, as set out in **Appendix 3: High Quality Teaching at Mile Oak** and supported by **Appendix 4: Preparing for Inclusion at Mile Oak**.

High-quality inclusive teaching includes:

- clear explanations, modelling and checking understanding
- scaffolding and chunking tasks so learning is accessible
- adapting teaching approaches to match need
- explicit teaching of language, vocabulary and concepts
- inclusive behaviour approaches and emotional regulation support
- same-day intervention and short catch-up within class to respond quickly to misconceptions and small gaps

High-quality inclusive provision includes:

- predictable routines and supported transitions
- an environment designed to reduce barriers, for example visual cues, clear organisation and calm spaces
- access to resources that support communication and independence
- curriculum and enrichment designed to include all pupils
- staff using shared approaches so support is consistent across the school
- whole-class movement breaks

Reasonable adjustments are part of universal inclusive practice. Some adjustments are used for whole classes and some are tailored to an individual child. Examples may include:

- clear routines and predictable transitions
- visual supports such as visual timetables, now and next boards, and task checklists
- chunking instructions and checking understanding
- flexible ways to record work
- adapted seating or positioning in the classroom
- movement breaks or sensory regulation strategies
- reduced distractions or access to a quieter working space where needed
- additional processing time, pre-teaching key vocabulary, or over-learning
- the use of visuals so that materials are accessible and support attention, understanding and independence

8.3 Initial support

Where universal inclusive practice is not sufficient on its own, initial additional support may include:

- further bespoke adjustments within class lessons e.g. adapting print, layout, font size, worksheet design, amount of written content
- targeted strategies to support learning, communication, behaviour or wellbeing
- a short, focused intervention to address a more significant gap, with impact checked over time
- short focused small-group support where appropriate
- referral pathways being initiated and some contact with external professionals taking place
- key information recorded where helpful
- communication with families through usual school processes

Progress is monitored through existing school systems, including ongoing assessment, day-to-day staff dialogue and regular progress meetings.

8.4 Further support

Where needs continue over time, support may become more structured. This may include:

- the SENDCo supporting staff to plan, review and coordinate provision where needed

- adjustments being reviewed regularly and adapted where needed
- sustained input from outside professionals where appropriate
- more sustained intervention with planned review points and closer monitoring
- children and their families being invited to a short meeting to agree next steps where helpful

Progress is reviewed more closely alongside existing school systems, with clear review points agreed where appropriate.

8.5 High-level support

Some children require a high level of individualised support over time, where needs are complex and ongoing. This may include:

- more individualised approaches and specialist programmes where appropriate
- adapted learning environments or resources
- adapted timetables where needed
- planning with families and other services, including specialist input where appropriate

Progress is reviewed regularly through school processes, with additional multi-agency discussion where helpful.

8.6 Monitoring, review and paperwork

The school monitors progress through existing systems, including ongoing assessment, day-to-day dialogue with staff, and regular progress and pastoral meetings.

Where it is meaningful, the school may use a Pupil Profile or a short SEN Plan to clarify outcomes and strategies, support consistency and agree review points. In Little Oaks Nursery, nursery equivalents may include All About Me documents and support plans.

The Provision Map is used as a working school document to help keep track of:

- children who are being monitored
- children who are on the SEND Register
- any additional or specialist support in place

Provision maps must be kept up to date. Pupil Profiles, SEN Plans, and nursery equivalents must be created and reviewed where needed. The SENDCo has oversight of these systems and supports staff in using them effectively. Teachers and nursery staff remain accountable for maintaining and implementing them.

Paperwork is kept proportionate and purposeful. Not every child needs a written plan. Documentation is used where it helps support the child, improves consistency and clarifies review points.

8.7 Raising and monitoring concerns

Concerns can be raised at any time by home or school. To keep support consistent, the school uses a termly cycle of plan, do and review. This usually means an update and review, with families, in the autumn term, a check-in and review in the spring term, and a check-in and review in the summer term. The school will make contact sooner if needed.

Support is reviewed at least once each term. Many children will stay at the same level of support for a full term so they have enough time to make progress. Changes are usually made at review points so that support has time to work. In some cases, where needs are clear or urgent, support may increase more quickly. Families are involved in these decisions.

8.8 The SEND Register

The SEND Register identifies children who need SEN Support at that time. It helps ensure the right adults are aware of a child's needs and that support and review are coordinated.

Being on the SEND Register does not mean constant testing, large amounts of extra paperwork, or support outside normal school systems. It does mean there is an identified SEN need in school and that the school is putting in place support that is additional to, or different from, universal inclusive practice.

Children are added to the SEND Register with family agreement when:

- more support is needed over time and monitoring shows this is required beyond universal inclusive practice
- an EHCP confirms that SEN Support is required in school
- in most cases, where a diagnosis is shared and it is clear that this results in SEN needs in school and requires SEN Support

Some children may be monitored through existing school systems before any SEND Register decision is made. This helps the school understand needs properly and choose the right level of support before moving to formal SEN Support.

8.9 Pupil Progress Meetings

Pupil Progress Meetings are regular school meetings where teachers and senior leaders:

- look closely at how each child is doing
- identify any concerns
- agree next steps and support

These meetings help ensure that children are not missed and that support is planned in a timely and consistent way.

8.10 Meetings with families

Most discussions around progress and communication with families happen through the school's normal review points - Parents' Evening.

Additional meetings with the SENDCo are arranged when they are helpful or needed. They are not automatic and are focused on reviewing what is working and what may need to change. This approach helps keep communication clear without creating unnecessary appointments or pressure.

8.11 Family involvement

The school works closely with children and their families at every stage of SEND support. Families' views and children's lived experiences help shape the support that is put in place.

The school's approach is designed to be meaningful, purposeful and sustainable. Families are key partners in SEND support.

- families share their views, concerns and priorities
- families receive regular updates through normal school communication systems
- contact with the SENDCo takes place when it is helpful and needed, rather than as a routine expectation for all pupils on SEN Support
- ideas may be offered to try at home where this is helpful
- advice from specialist professionals may be shared with families where appropriate

The school also provides opportunities for families to access workshops, information sessions and parent forums, often in partnership with external specialists.

8.12 Pupil involvement

Children are involved in ways that are appropriate for their age and needs.

- children are supported to share their views where helpful
- children's experiences in the classroom help inform decisions
- children help to reflect on what is helping and what may need to change

8.13 Medical needs and SEND

Some children have medical conditions such as diabetes, epilepsy or asthma. When a child has a medical need, support is planned through an Individual Healthcare Plan, which sets out the care they need in school. A Healthcare Plan on its own may be appropriate when a child does not have SEND.

Some children also have intimate care needs. These are supported through an Intimate Care Plan. An Intimate Care Plan on its own may be appropriate when a child does not have SEND.

A child may have SEND for different reasons. Sometimes a medical or physical need can lead to difficulties in one of the four broad areas of SEND. In other cases, a child may have a SEND need that exists alongside a medical need. In both situations, SEND is identified through the child's learning and developmental profile.

The school works closely with children and their families to understand the whole picture so the right type of support is in place.

8.14 English as an Additional Language and SEND

Being new to English does not mean that a child has SEND. Children learning English as an additional language may show communication or learning differences while acquiring the language. This is expected and should not be seen as SEND.

A child is identified as having SEND only when they show underlying difficulties that cannot be explained by limited experience of English. This might include:

- persistent difficulty understanding concepts in any language
- challenges processing information
- difficulties with memory across languages
- slow progress across the curriculum despite effective EAL support

The school works closely with children and their families to understand language background, development in the home language, progress in English, and how both languages are used at home and in school.

8.15 Forest Class

Forest Class is a mainstream internal intervention space for a small number of children with complex or higher-level needs who require more than classroom-based support to access the school day. Children remain part of their base class, with the class teacher continuing to play a central role in their learning and relationships.

Forest Class is used as part of a planned package of provision to help children access learning and wider school life more successfully. It supports children to feel settled and regulated while developing skills needed for learning in class, including attention, communication, independence, managing change and positive relationships. Forest Class is not a catch-up space for children who are simply working below age-related expectations.

Forest Class may be used at different points within the graduated approach. Support is planned carefully and matched to need, so the amount of time a child spends in Forest Class will vary. Needs are reviewed regularly so that support can be adjusted and, where appropriate, children can spend more time in class over time. Places are limited, and placement is considered carefully to ensure the group remains calm, safe and supportive.

8.16 Reduced timetables

Reduced timetables are rare and only considered in exceptional circumstances as part of a wider support plan. They are used only where there is a clear reason linked to a child's needs, wellbeing or safety. They are not used as a consequence and are not offered as a standard option.

Any reduced timetable must be time-limited, agreed jointly with the family, put in writing, reviewed regularly and monitored by the Local Authority. It must also be supported by appropriate risk assessments and a clear plan to return to a full timetable as soon as this is right for the child.

If a reduced timetable is agreed, the school will:

- agree this with families in writing, with clear reasons, intended outcomes and review dates
- set an early first review and regular review points after that
- plan and support a return towards a full timetable as soon as appropriate
- ensure safeguarding and in-school risk assessments are completed
- involve other professionals where needed
- share information with the Local Authority as required

8.17 Learning Mentor support

The Learning Mentor provides pastoral support that helps children feel confident, calm and ready to learn. Some children spend time with the Learning Mentor for short periods while others access support at key points through the year.

Not all children with SEND will work with the Learning Mentor. Support is based on individual need and may include emotional support, nurture-based activities, friendship work, resilience building, or self-esteem support.

8.18 EYFS and nursery arrangements

This policy applies across Mile Oak Primary School and Little Oaks Nursery.

In Little Oaks Nursery:

- staff build a picture of each child through observation, assessment and professional dialogue
- the key person system supports secure relationships and continuity
- concerns are discussed through nursery systems and with the SENDCo where appropriate
- nursery SEND documentation may include All About Me documents and support plans where needed
- the nursery team works with the SENDCo to assess, plan, do and review support

- early years external professionals, including BHISS, may be involved where appropriate
- transition into Reception is planned carefully and enhanced transition support may be put in place where needed

9. Attendance

The school recognises that some children with SEND face additional barriers to attendance. The ambition for attendance is the same for all children, but the support required to achieve this may differ.

Where attendance concerns are linked to SEND, staff must work in a joined-up way and consider attendance alongside safeguarding, emotional wellbeing, communication, sensory needs, family context and inclusion systems.

10. Safeguarding

The school recognises that children with SEND can face additional safeguarding challenges and that there can be additional barriers to identifying abuse, neglect or exploitation. All staff must understand that SEND, inclusion and safeguarding are interconnected.

Safeguarding is central to the school's professional responsibilities. Every member of staff has a duty to protect children and the school maintains a strong culture of vigilance supported by regular training.

All staff and governors receive annual child protection training and safeguarding updates through the year so that knowledge stays current and practice remains confident and consistent.

The Designated Safeguarding Leads are **Hiedi Larter**, Luke **Lording**.

The Deputy Designated Safeguarding Leads are **Jen Wilkes**, **John Cosgrove**

11. Expertise and training of staff

The school invests in ongoing professional development so staff can meet a wide range of needs and support inclusive practice.

Senior leaders, including the SENDCo, also contribute to wider inclusion development through local partnerships, forums and improvement work. This strengthens whole-school systems and supports inclusive, equitable practice.

12. Links with external professional agencies

The school works with a range of external professionals who help staff understand children's needs in greater depth and plan effective support. The SENDCo

coordinates referrals, gathers information and liaises with services so support is timely and aligned with school provision.

Services may include:

- Brighton and Hove Inclusion Support Service
- educational psychologists
- social, emotional and mental health practitioners
- sensory needs specialists
- autism and social communication specialist teachers
- family support workers
- language and literacy specialists
- early years SEND specialists
- EAL and Traveller Service
- NHS Speech and Language Therapy
- paediatrics
- occupational therapy
- physiotherapy
- mental health and wellbeing services
- CAMHS
- school health services
- social care and family support services
- young carers support

Where appropriate, the school may also provide factual information to support Disability Living Allowance applications. Requests for this should be directed to the SENDCo.

13. Admission and accessibility arrangements

13.1 Admission of disabled pupils

The school welcomes disabled pupils as part of the school community and works to ensure that all children can access learning and wider school life in a positive and inclusive way.

Admissions arrangements apply fairly to all children. Where a child has an Education, Health and Care Plan that names the school, they will be admitted in line with statutory requirements. Oversubscription arrangements ensure that disabled pupils and pupils with SEND are treated fairly.

13.2 EHCP consultations

Where the Local Authority consults the school about admitting a child with an EHCP, the school will consider the consultation carefully and respond within the statutory timescale.

In responding to consultations, the school will consider:

- whether the school can meet the child's needs
- what provision, staffing, training, resources and environmental adjustments would be required
- whether admitting the child would be compatible with the efficient education of others
- whether admitting the child would affect the efficient use of resources beyond the relevant legal threshold

Where the school considers that placement may not be appropriate, it will provide evidence to the Local Authority through the statutory consultation process.

For Little Oaks Nursery, admissions may also involve earlier liaison with BHISS and other early years professionals where this helps plan provision, identify funding routes and support a successful start. In some cases, and in partnership with children and their families, a reduced hours offer may be agreed at the point of admission where this is judged to be in the child's best interests and supports a safe and successful placement.

13.3 Accessibility and preventing less favourable treatment

The school takes active steps to ensure that disabled pupils are not treated less favourably than their peers. This includes reasonable adjustments to support access to learning, routines and the school environment where needed, in line with duties under the Equality Act 2010.

13.4 Accessibility and inclusion

The school is committed to providing an accessible and inclusive environment that values and includes all children and families. The Accessibility Plan focuses on:

- improving access to the physical environment
- increasing access to the curriculum and wider school life
- improving access to information

This includes consideration of access to classrooms, playgrounds, shared areas, school trips and extra-curricular activities. Practical adaptations may include step-free access where possible, adapted toilet facilities, flexible classroom layouts, visual signage, sensory-friendly adjustments, adapted activities, enhanced planning for trips or clubs, short-term targeted adult support, specialist equipment, and individual risk assessment where required.

All decisions about access and participation are based on individual need, agreed with families and reviewed regularly so that support remains appropriate, inclusive and effective.

The Accessibility Plan is reviewed regularly and is available on the school website.

13.5 Support for pupils with medical needs

The school is committed to making sure that children with medical needs are properly supported so that they can play a full and active role in school life, remain healthy and achieve their potential.

Where a child has a medical need that requires support in school, this will be discussed with families so that clear arrangements can be put in place. Some children will have an Individual Healthcare Plan. Medication is administered in school only when essential to do so and clear procedures are in place for the safe storage and administration of medicines.

Children with medical needs are supported to access the curriculum, school trips, physical education and extra-curricular activities. Where a child cannot attend school because of medical needs, the school will consider the situation individually, work in partnership with the family, and involve other services where appropriate.

14. Complaints about SEND provision

To ensure swift responses, equitable access and accurate tracking, communication is logged by the admin team and directed to the appropriate member of staff.

Most concerns should first be raised with the class teacher or relevant nursery staff member. SEND-related concerns may then be escalated to the SENDCo, then to the relevant senior leader, and then to the Headteacher if needed.

The school aims to acknowledge contact within two working days. If a meeting is required, this will be arranged at a mutually convenient time.

15. Monitoring and evaluation arrangements

15.1 Evaluating the effectiveness of the policy

The school evaluates the effectiveness of this policy and SEND provision through:

- review of pupils' progress and participation
- monitoring of the SEND register and provision maps
- learning walks, book looks, reviews of planning and pupil progress tracking
- pupil voice and family feedback
- review of access to clubs, trips, events, social times and the physical environment
- annual reviews for pupils with EHCPs
- review of attendance, safeguarding and behaviour patterns
- monitoring by senior leaders and governors

The Headteacher has overall responsibility for ensuring that pupils can access the curriculum and wider school life. The Deputy Headteacher oversees curriculum quality and teaching and learning. Subject leaders monitor how well the curriculum is adapted within their areas. The SENDCo has specific responsibility for reviewing

the quality of provision, teaching and support for pupils with SEND. The site manager contributes where access relates to the physical environment, premises or safety.

15.2 Monitoring the policy

This policy will be reviewed annually by the SENDCo and senior leaders, with oversight from governors.

16. Links with other policies and documents

This policy should be read alongside:

- the SEND Information Report
- the Local Offer
- the Accessibility Plan
- the Supporting Pupils with Medical Conditions Policy
- the Administration of Medications Policy
- the Attendance Policy
- the Safeguarding and Child Protection Policy
- the Behaviour Policy
- the Anti-Bullying Policy
- the Equality Information and Objectives
- the Complaints Policy
- Appendix 3: High Quality Teaching at Mile Oak (not on school website)
- Appendix 4: Preparing for Inclusion at Mile Oak (not on school website)