



# **MEREBROOK INFANT SCHOOL**

## **SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY**

## VERSION

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# 1 OVERVIEW

This policy includes the processes identified to respond to students with Special Educational Needs and Disabilities (SEND). It should be read in conjunction with the School SEND Information report which is published annually.

## 1.1 Statutory Requirements

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 Years (June 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for Schools DfE February 2013;
- Section 19 of the Children and Families Act 2014;
- SEND Code of Practice 0-25 (June 2014);
- Schools SEN Information Report Regulations (2014);
- Statutory Guidance and Supporting Pupils at School with Medical Conditions (April 2014);
- The Special Educational Needs and Disability Regulations (2014);
- The National Curriculum in England Key Stage 1 and 2 Framework document (September 2013);
- Teacher Standards (2012);
- Safeguarding Policy;
- Accessibility Plan.

The Policy was created by **Hayley White**, the School Executive Headteacher.

The SEND Governor is Rebecca Cosgrove

Mrs Amanda Protheroe is the Federation **SENDCo**. She has passed the National SENDCo Award.

Since September 2017, we have been federated with Emerson Valley School. We share one Headteacher and Governing Board.

## 1.2 Rationale

Merebrook Infant School is a friendly, caring and vibrant learning environment where mutual respect and high expectation produces resilient, independent learners. We aim to provide a safe and secure environment where children can be happy, creative and confident in their learning and development. We seek to celebrate every individual's talents and successes, developing pride and self-belief. We believe that the environment, experiences and expectation that we provide will allow all children to achieve their potential both academically and personally.

The SEND Policy for Merebrook Infant School seeks to promote this by providing equality of access and opportunity to all areas of the curriculum for all learners. Pupils are taught in an environment where they receive equal respect and in which their individuality is valued. It is the responsibility of all teachers to help each and every pupil reach their own potential through supported and differentiated teaching across the curriculum.

We believe that parents and carers play a vital role in supporting their child's education and we therefore aim to foster positive relationships between school staff, parents and carers during their time at Merebrook Infant School.

## 2 Aim

‘All children and young people should expect to receive an education that enables them to achieve the best possible educational and other outcomes, and become confident, able to communicate their own views and ready to make a successful transition into adulthood’.

(Schools: Guide to the 0 to 25 SEND Code of Practice, p10, September 2014)

At Merebrook Infant School, we aim to raise the aspirations and expectations for all pupils, including those with special educational needs and disabilities. We will do this by:

- Working within the guidance provided in the SEND Code of Practice (2014);
- Providing a Special Educational Needs and Disabilities Coordinator (SENDCo) who will oversee the implementation of the SEND Policy;
- Identifying any additional needs at the earliest point in order to provide effective provision for all pupils;
- Providing high quality provision that focuses on inclusive practices and removing barriers to learning for all;
- Providing support and advice for all staff working with pupils with SEND;
- Providing support and advice for the parents and carers of pupils with SEND;
- Involving parents and carers of those pupils with SEND with decisions regarding provision provided by Merebrook Infant School and other professionals.

## 3 IDENTIFYING SPECIAL EDUCATIONAL NEEDS

### 3.1 What are Special Educational Needs or Disabilities?

According to the SEND Code of Practice:

#### **Special Educational Need:**

‘A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age
- or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions’

(xiii, xiv, pages 4-5, 2014)

#### **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 asthmas, diabetes, epilepsy and cancer’

(xviii, page 5, 2014)

The SEND Code of Practice identifies the following four broad areas of need:

- Communication and interaction;
- Cognition and learning;

- Social, emotional and mental health difficulties;
- Sensory and / or physical needs.

These four broad areas give an overview of the range of needs that should be planned for. Pupils with SEND may have needs which lie in one or more than one of these specific areas.

At Merebrook Infant School, we recognise the importance of early identification and aim to identify pupils' special needs as early as possible. The skills and levels of attainment of all pupils are assessed on entry and build on information provided by any previous settings. The purpose of identification is to work out what action the school needs to take. As part of this process, the needs of the whole pupil are considered, not just the special educational needs of the pupil. For some children, SEND can be identified at an early age. However, for other children and young people difficulties become evident only as they develop (SEND Code of Practice, 6.20).

Class teachers in conjunction with the SENDCo will make termly assessments of the progress of all children in their class. These assessments should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- 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.

(SEND Code of Practice, 6.17, 2014)

We recognise that other factors may influence a pupil's progress and attainment, but these factors *do not* necessarily mean that the pupil has a special educational need. These factors might include one or more of the following:

- Disability (where reasonable adjustment under the Disability Equality Legislation can enable the child to make expected progress);
- Attendance and / or punctuality;
- Health and welfare;
- English as an Additional language (EAL);
- Being eligible for Pupil Premium funding;
- Being a Looked After Child (LAC);
- Being a child of a serviceman/woman.

## 4 SEN PROVISION

### 4.1 Pupil Progress

Class Teachers are responsible and accountable for the progress and development of all pupils in their class (SEND Code of Practice, 6.3, 2014). High quality teaching, which is adapted appropriately for groups or pupils and individual pupils, is the first step in meeting the needs of any pupil who has or may have a special educational need.

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

The quality of classroom teaching accessed by pupils with SEND is monitored in the following ways:

- Classroom observations by the Head of School/ Executive Headteacher and / or SENDCo;

- Ongoing assessments of the progress made by pupils with SEND, which are reviewed by the SENDCo, once per term;
- Work sampling and scrutiny of planning to ensure effective matching of work to student need;
- Teacher meetings with the SENDCo to provide advice and guidance on meeting the needs of pupils with SEND.

## 4.2 Provision Mapping

At the start of every term, the Head of School meets with Class Teachers to discuss any pupils across the school that are not making expected progress. Where progress continues to be less than expected, the Head of School, in conjunction with the Class Teacher, should assess whether the child would benefit from any Tier 2 interventions. These interventions will be recorded on the whole school Provision Map according to the four broad areas of need.

The process that will be followed is listed below. The SENDCo will:

- Meet with the Class Teacher to discuss the needs of the pupil. This conversation will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment and any other relevant information, which may include attendance or behaviour, for example. Pupils own views may be taken in to account at this point, as may any concerns raised by parents or carers.
- If appropriate, carry out classroom observations or 1:1 assessments to further understand the pupils' needs
- Suggest appropriate interventions that can be delivered on a 1:1 or small group basis outside of the classroom.
- Meet with the Teaching Assistant that will be working with the child to discuss the pupils' needs and focus of the intervention(s).
- Meet with parents or carers to discuss the areas of difficulty and suggested plan for intervention(s)
- With parents or carers support, seek the advice of outside professionals. This may include making a referral to appropriate services.

## 4.3 A Graduated Approach to SEN Support

Where pupils continue to make less than expected progress and interventions have had limited impact on the pupils' progress, the SENDCo may consider providing the pupil with SEN Support and will list the pupil on the school's SEN Register.

The SEND Code of Practice (6.44, 2014) states that:

'Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes'.

We will adhere to the following four-part cycle in order to support those pupils in need of SEN Support:

- Assess;
- Plan;
- Do;
- Review.

### **4.3.1 Assess**

The SENDCo, in conjunction with the Class Teacher, will discuss the progress of pupils who are not making the expected progress. This will follow the same process as listed above in Section 4.2 Provision Mapping above.

### **4.3.2 Plan**

'Where it is decided to provide a pupil with SEN Support, the parents or carers of that pupil must be formally notified. The SENDCo will arrange a meeting with the parents or carers and the Class Teacher to discuss this. During this meeting, the SENDCo and Class Teacher should agree, in consultation with the parents or carers and the pupil, the adjustments, interventions and support to be put into place, as well as the expected impact on the progress, development or behaviour, along with a clear date for review' (SEND Code of Practice, 6.48, 2014).

It is the Class Teacher's responsibility to make sure that all other Teachers and Support Staff who work with the pupil are made aware of the child's additional needs and the strategies that are used within class.

### **4.3.3 Do**

The Class Teacher should remain responsible for working with the pupil on a daily basis. Where interventions involve 1:1 or small group teaching away from the classroom, the Class Teacher should work closely with any Teaching Assistants delivering these interventions. It is the responsibility of the Class Teacher to liaise with the Teaching Assistant to ensure that interventions are linked with classroom teaching.

Any Teaching Assistants delivering 1:1 or small group interventions meet with the SENDCo on a half termly basis so that these sessions can be reviewed.

### **4.3.4 Review**

The effectiveness of the support, interventions and their impact on the pupil's progress should be reviewed in line with the date agreed during the 'Plan' stage meeting. This will usually be within one term of the original meeting but may be sooner depending on the needs of the pupil.

The SENDCo, in conjunction with the Class Teacher, is responsible for evaluating the effectiveness of SEN Support, including any interventions that have been used. Parents and carers will be invited in to discuss the pupils' progress. Discussion will focus on the impact of the support and any interventions provided and form the basis of planning for the next stages of the pupils' progression.

For children receiving SEN Support, this process will generally be repeated once per term unless the needs of the pupil require more frequent reviews.

The graduated approach of support may be recorded in a Provision Plan which is shared with parents and carers in meetings during the 'plan' and 'review' stage.

## **4.4 Managing Pupils needs on the SEN Register**

When review meetings are held for pupils in receipt of SEN Support, if expected progress has been made, gaps in learning have closed and pupils are achieving in line with their ability, a decision will be made by the SENDCo about whether the pupil needs to remain on SEN Support. If the decision is made that the pupil no longer needs SEN Support, the SENDCo will arrange to meet with the Class Teacher and parents / carers one term later to review progress once SEN Support has ceased. Parents may request additional meetings as they wish with the SENDCo and / or Class Teacher at a later date.



However, if the SENDCo, Class Teacher and / or parents judge that the pupil is making inadequate progress despite the delivery of high quality targeted interventions, the SENDCo may choose to seek parents' or carers' permission to make a referral to one of the following:

- Speech and Language Therapy;
- Special Needs Nursing Team;
- Physiotherapy;
- Occupational Therapy;
- Audiology;
- Ophthalmology ;
- Education Support Teams (Early Years and Sensory Impairment Teams);
- Child and Adolescent Mental Health Service;
- Any other agency as appropriate.

At this stage the graduated response may be recorded on a SEND Support plan, a local authority document detailing the provision and support in place.

## **4.5 Education and Health Care (EHC) Plans**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of a child or young person, the child or young person has not made expected progress, the school or child's parents could consider asking the Local Authority to carry out an Education, Health and Care (EHC) needs assessment.

During the course of an EHC needs assessment, the Local Authority must gather advice from relevant professionals about the young person's education, health and care needs, desired outcomes and special educational, health and care provision that may be required to meet the identified needs and achieve desired outcomes. The school will co-operate with the Local Authority in this by providing the educational advice and information requested. This process will be managed by the SENDCo.

## **5 SUPPORTING PUPILS AND FAMILIES**

### **5.1 Admissions**

Merebrook Infant School is a co-educational school for pupils aged 4-7 years old. The school is all on one level and there is a disabled toilet in the centre of the school.

The school ensures that all students with SEND are admitted on an equal basis with others in accordance with our School Admissions Policy criteria.

For children with an EHCP, parents have the right to request a particular school and the Local Authority must comply with that preference and name the school in the EHC 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

(SEND Code of Practice, 9.79, 2014)

Parents of a child with an EHC Plan 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.

## 5.2 SEN Information Report

The governing bodies of maintained schools must publish information on their website about the implementation of the Governing Body's policy for pupils with SEN. The information must be updated on an annual basis (SEND Code of Practice, 6.79, 2014).

The SEN Information Report can be found on the school website. It contains information about the following:

- The kinds of SEN that are provided for;
- Policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENDCO (mainstream schools);
- Arrangements for consulting parents of children with SEN and involving them in their child's education;
- Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review;
- Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society;
- The approach to teaching children and young people with SEN;
- How adaptations are made to the curriculum and the learning environment of children and young people with SEN;
- The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured;
- Evaluating the effectiveness of the provision made for children and young people with SEN;
- How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN;
- Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying;
- How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families;
- Arrangements for handling complaints from parents of children with SEN about the provision made at the school.

## 5.3 Transition

### 5.3.1 Starting School

For children that start Merebrook Infant School in Early Years, parents and carers are offered the following:

- Two visits to Merebrook Infant School for children to spend some time in the setting with school staff during the Summer Term before they begin in September
- Information evening for parents, during the Summer Term before they begin in September, to explain the provision and expectations in Early Years
- There is a phased introduction to school in Early Years: Week 1 - a home visit will take place by school staff before the child starts school. Week 2 - pupils attend school part time. Week 3 - pupils attend full time.

For pupils with any additional needs, the SENDCo may also visit the pupil in their current school setting to enable conversations between staff and to meet the pupil.

For pupils that have an EHC Plan, there will be an agreed series of transition visits and meetings organised by the SENDCo to ensure that arrangements are in place for the child's transition to Merebrook Infant School. These meetings will involve Merebrook Infant School staff, staff from the current school and parents.

Additional visits can be organised if appropriate for any pupils so that they can become more familiar with the school and the staff before September.

### **5.3.2 *Joining Merebrook Infant School at Other Times***

When pupils join Merebrook Infant School in-year, the SENDCo always try to ensure that they liaise with the child's previous school if the child has any additional needs. The SENDCo also aims to meet with the pupil's parents prior to them starting at Merebrook Infant School if possible. This helps to ensure a smooth transition and helps the school prepare for the pupil starting at our school. An informal home visit will be organised prior to the child starting school.

For pupils who have an EHC Plan, there will be an agreed series of transition visits and meetings organised by the SENDCo to ensure that arrangements are in place for the child's transition into Merebrook Infant School. These meetings will involve Merebrook Infant, school staff from the pupil's previous setting and parents.

### **5.3.3 *Moving to Junior School***

During the Summer Term before pupils move to Junior School, the SENDCo will ensure that transition arrangements are in place for pupils with additional needs. Meetings may be held with the SENDCo and the SENDCo of the pupils' new school to discuss the pupils' needs. These meetings may also involve the Class Teachers. For those pupils with an EHC Plan, the SENDCos from both schools will meet to discuss some additional transition visits for pupils as appropriate. Any Teaching Assistants that support the pupil at Merebrook Infant School will also be involved in this transition process.

For those pupils transferring to Emerson Valley School, the SENDCo will already have an in depth knowledge of their needs and will be able to share this directly with the Year 3 staff at Emerson Valley School.

## **6 SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

At Merebrook Infant School, we recognise that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and Physical Education (PE) lessons. Some pupils with medical conditions may be disabled, and where this is the case the school will comply with its duties under the Equality Act 2010

Some pupils with medical conditions may also have SEN and may have a Statement or Education, Health and Care (EHC) Plan which brings together health and social care needs as well as their special educational provision. In these cases, the school follows the guidance set out in SEND Code of Practice (2014).

For further information, please refer to the school's Managing the Medical Conditions of Pupils Policy. This can be found on our school website.

## **7 MONITORING AND EVALUATION OF SEND**

The monitoring and evaluation of the SEND provision is an integral part of the Assess, Plan, Do and Review Model explained in Section 4 of this policy. It forms an essential part of the whole school monitoring, evaluation and review.

Throughout the year as appropriate the SENDCo will:

- Carry out observations of whole class and group teaching;

- Carry out observations of small group and 1:1 interventions.

The SENDCo will also obtain the views of pupils and parents on an annual basis in order to evaluate the overall effectiveness of the school's SEND Provision.

The SEN Governor will visit the school to monitor the SEND Provision throughout the year and feed back at full Governing Body meetings.

The SENDCo will present a report to the Governing Body during the last meeting of each academic year.

## 8 TRAINING AND RESOURCES

### 8.1 Training

The SENDCo has completed the Masters level National Award for SENDCos. She has attended training sessions in a range of different interventions and specific learning difficulties. She keeps up to date with the services offered through the Local Authority by attending training sessions and meeting as they arise.

The training needs of school staff, including support staff, are regularly reviewed and planned for so that all staff are well equipped to meet the needs of the most common barriers to learning, and support any children with developing needs.

All teaching staff meet with the SENDCo when they are new to post so that the systems and structures detailed in the SEND Policy and the school SEND Provision can be explained in more detail.

Support staff, including those delivering 1:1 and / or small group interventions, have training with the SENDCo as needed to support their understanding of:

- New resources;
- New systems for recording pupil attainment and progress;
- Any specific learning needs pupils may demonstrate;
- Effective delivery of particular interventions.

### 8.2 SEN Funding

The SEND Code of Practice states that:

- All mainstream schools are provided with resources to support those with additional needs, including pupils with SEN and disabilities (6.95);
- Schools have an amount identified within their overall budget, called the notional SEN budget. This is not a ring-fenced amount, and is for the school to provide high quality appropriate support from the whole of its budget (6.96);
- It is for schools, as part of their normal budget planning, to determine their approach to using their resources to support the progress of pupils with SEN (6.97).

The school could also be eligible for top-up funding from the Local Authority for those SEN pupils that need more than £6000 worth of special educational provision.

At Merebrook Infant School, we have access to a range of resources that can be used for 1:1 or small group intervention sessions. Our Teaching Assistants are timetabled to run these specific interventions for pupils identified as making less than expected progress across the school day.

## 9 ROLES AND RESPONSIBILITIES

### 9.1 Roles

The key roles of the SENDCo are:

- Overseeing the day-to-day operation of the school's SEN policy;

- Co-ordinating provision for children with SEN;
- Liaising with the relevant Designated Teacher where a looked after pupil has SEN;
- Advising on the graduated approach to providing SEN support;
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Liaising with parents of pupils with SEN;
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- Being a key point of contact with external agencies, especially the local authority and its support services;
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned;
- Working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- Ensuring that the school keeps the records of all pupils with SEN up to date.

## **9.2 Responsibilities**

The Executive Headteacher has overall responsibility for the school's SEND Provision. She delegates the role of SENDCo to the Federation SENCO but is still responsible for ensuring that all pupils' needs are met and that they make the best possible progress. The Executive Headteacher is also responsible for making sure that the Governing Body is kept up to date about all issues in the school relating to SEND.

It is the responsibility of the SEN Governor, Rebecca Cosgrove, to ensure that:

- The SEND Policy is reviewed and agreed on an annual basis;
- The school has appropriate provision and has made necessary adaptations to meet the needs of all students at the school, including those identified at SEND;
- Regular visits are made to monitor the SEND provision within the school.

The designated member of staff with specific responsibility for Safeguarding is the Head of School, Miss Tracy Hurwood.

The member of staff with responsibility for Pupil Premium funding is the Head of School, Miss Tracy Hurwood, responsible for Data and Pupil Progress.

## **10 STORING AND MANAGING INFORMATION**

Please refer to the whole-school Data Protection Policy for more information. This can be found on our school website.

## **11 REVIEWING THE POLICY**

The SEND Policy will be reviewed on an annual basis in order to ensure that it is kept up-to-date and in line with any changes in law and legislation. The SENDCo will review this policy in conjunction with the SEN Governor and the Head of School.

## **12 ACCESSIBILITY**

Merebrook Infant School's Accessibility Plan describes the actions the school takes to increase access to the school environment and the curriculum for those that need it. Please see the school website for this policy.

## **13 DEALING WITH COMPLAINTS**

At Merebrook Infant School we strive to provide a good education for all our pupils. The Head School and staff work very hard to build positive relationships with all parents; however, sometimes parents or carers may feel unsatisfied with the SEND Provision that their child is receiving. In these cases, parents or carers should contact the SENDCO, Mrs Amanda Protheroe, to discuss the matter. She will deal with the matter and hopefully resolve the issue, involving other parties as necessary.

If the parent or carer is unhappy with the outcome of this meeting, the complaint can be dealt with in accordance with the schools' Complaints Policy. This can be seen on the school website.

## **14 BULLYING**

At Merebrook Infant School, we are committed to providing a caring and safe environment for all pupils. Bullying of any kind is unacceptable in our school. Please refer to the school's Anti-Bullying Policy for more information. This is available on the school website.