

Mundeford Community Infant School
Special Educational Needs and Disability & Inclusion Policy

Date adopted: February 2024

Date of next review: October 2025

Related policies: Safeguarding, Child Protection,
Accessibility Plan, Equality, Administering
Medicines, Intimate Care

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND (**Special Educational Needs and Disability**) Code of Practice: 0 to 25 (Jan 2015), and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools – (DfE May 2014)
- SEND Code of Practice 0 to 25 (Jan 2015)
- Schools SEN Information Report Regulations (2014)
- It will also reflect the DfE SEND Handbook (2021)

SPECIAL EDUCATIONAL NEEDS AND DISABILITY – SCHOOL INFORMATION

The Head Teacher, Mr Daniel Pope, has overall responsibility for Inclusion and Special Educational Needs and Disability at Mundeford Infants School.

The designated teacher responsible for coordinating SEND provision for children/young people is Deb Kelly 01202 488142. Deb has the National Award for Special Educational Needs Coordination and is a member of the Senior Leadership Team.

The person co-ordinating the day to day SEND provision for children/young people at Mundeford Infants School is Deb Kelly - office@mundefordinf.dorset.sch.uk

The Governor with oversight of the arrangements for SEN and disability is Lucy Brown who can be contacted via the School Office/Clerk to the Governors.

This policy was developed in conjunction with: the Senior Leadership Team; SENCO and Staff; the SEND Governor; Governing Body and parent/carers.

AIMS AND OBJECTIVES

Mundeford Infants School has high aspirations for all children identified as having SEND in our school. We strive to ensure that all children achieve their best, that they become confident individuals living fulfilling lives, and make a successful transition into the next stage of their education and personal development.

Mundeford Infant School is committed to raising the aspirations of and expectations for all children with SEND, by focusing on outcomes for children which may be met through provision and support.

AIMS

- To create an atmosphere of encouragement, acceptance, respect of achievements and sensitivity to individual needs, in which all children can thrive.
- To identify at an early age, individuals who need extra help and support.
- To enable each child to take part and contribute fully to school life.
- To develop individuals' self-esteem.
- To provide access to and progression within the curriculum.
- To involve children in planning to address and monitor their Special Educational Needs and or disability.
- To work in partnership with parent/carers to support children's learning and health needs.
- To provide quality training for staff that enables them to support children with Special Educational Needs and disability.
- To provide, within available resources, the highest possible quality support and inclusive education for children with SEND

OBJECTIVES

- To identify meet the individual needs of children in our setting who have Special Educational Needs and/or Disabilities.
- To work within the guidance provided in the SEND Code of Practice, 2015.
- To raise quality and standards through personalised learning.
- To employ a SENCO who will work within the bounds of the SEND, Disability & Inclusion Policy.
- To recognise the right of the child.
- To involve Outside Agencies when appropriate, through effective partnership.
- To provide support and advice to all staff who work with children with Special Educational Needs & Disabilities.

ROLES AND RESPONSIBILITIES

The Governing body will exercise their duty and have regard to the Children and Families Act 2014 and the Equality Act 2010. They will ensure that Mundeford Infant School's arrangements supporting disability and medical conditions, equality, school and SEND information pertinent to the SEND Policy, are published.

The Senior Leadership Team, including the Inclusion Leader, monitors the inclusion and progress for children:

- with Special Educational Needs and/or Disability
- with medical conditions
- who are Looked After
- in receipt of Pupil Premium

- receiving support through a CAF (Common Assessment Form) with Family Support Services
- receiving support through Social Care as a 'Child in Need'
- who meet the school's 'Every Child Matters' criteria
- with English as an additional Language
- from a Minority Ethnic group
- from any vulnerable group

Mr Daniel Pope is the Designated Safeguarding Leader, Mrs Jo Shale and Mrs Suzie Allkins the Deputy Safeguarding Leaders. Please refer to our Child Protection Policy.

SENCO responsibilities include:

- Overseeing the day-to-day operation of the school's SEN policy
- Coordinating provision for children with SEND
- Monitoring and tracking the progress of pupils with SEND
- Liaising with and advising staff on children's possible needs and possible next steps
- Overseeing the records of all children with SEND
- Liaising with parents of children with SEND
- Contributing to the in-service training of staff
- Liaising with external agencies including the LA's support service; Educational psychology service; Health and social services and Voluntary bodies
- Attend appropriate staff training as required

Class teacher responsibilities include:

- Providing high quality teaching, adapted and adjusted for individual pupils as the first step in responding to pupils who have or may have SEN
- Working with the children on a daily basis
- Planning, delivering and assessing individualised programmes and involving children in their learning plans and reviews
- Devising strategies for children's possible needs and possible next steps
- Using appropriate methods of support
- Directing support and resources appropriately
- Ensuring that the records are maintained and filed in line with the school assessment and recording policy
- Contribute to and review the Plan Do Review cycle through a Graduated Response
- Attend appropriate staff training as required
- Keeping parents informed
- Liaising with SENDCo

Teaching Assistants responsibilities consist of:

- Assisting the teacher to devise targets and share in the planning
- Support the child/children in the classroom
- Feedback to the teacher any problems, progress made and perceived adjustments required

- Feedback to the SENDCo
- Advise the teacher of any opinions or feelings the child expresses
- Prepare resources and become familiar with appropriate resources
- Complete records as required
- Liaise with other agencies as required
- Attend appropriate staff training as required

ADMISSION ARRANGEMENTS

Mundeford Infant School uses the local authority arrangement for School Admissions. The agreement is mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school. In addition to this Mundeford Infant School makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, Mundeford Infant School liaises with the local authority, health services and parent/carers to ensure that appropriate arrangements are made to meet individual medical conditions. More information can be found in the Local Offer information held on the local authority's website:

[The Bournemouth, Christchurch and Poole SEND Local Offer - BCP Council](#)

FACILITIES FOR THOSE WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY

The school has an Accessibility Plan that is monitored, reviewed and reported upon annually by the Governing Body in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed in 'The Equality Act 2010 and schools – (May 2014)'. We comply with the requirement to support children with disability as defined by the Act.

The school has a range of specialist SEND facilities in place:

- A disabled toilet with changing facilities and shower
- Ramp access into the hall and some classrooms
- Removable ramp
- Handrails are fitted in some toilets
- Steps to aid access to toilets
- Support chair (Foxdenton) and foot supports to aid sitting position
- Writing slopes and finger grips to aid writing
- Variety of sensory resources (wobble cushions, fidget toys, sensory diets)
- ICT and internet access available in all classrooms.
- The school is all on the ground floor, except for the adults-only staff room facilities
- Access to 'The Burrow' – a small calming/sensory space
- Access to 'The Reef' for ELSA and pastoral work
- Small corridor spaces to support small group and individual work
- Increased access to the curriculum through bespoke differentiated timetables

SEND INFORMATION AND LOCAL OFFER

The school website holds information about SEND and specific information about how children with SEND are supported in the curriculum and around the school. We comply with the statutory requirement to publish SEND information as specified in paragraphs 6.79 to 6.83 of the SEND Code of Practice: 0 to 25. This information is kept under review and updated regularly in liaison with parent/carers, governors and staff.

We publish further information about our arrangements for identifying, assessing and making provision for children with SEND on the local authority's website. This can be found at [The Bournemouth, Christchurch and Poole SEND Local Offer - BCP Council](#) using the search engine to find our school or other BCP schools. The local offer website holds a directory of facilities and resources available from many services within BCP.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The SEND Code of Practice: 0 to 25 (*Jan 2015*) identifies SEND under four broad areas of need (sections 6.28 to 6.35):

- i. Communication and Interaction.
- ii. Cognition and Learning.
- iii. Social, Emotional and Mental Health difficulties.
- iv. Sensory and/or Physical needs.

Children may have needs in more than one category and we aim to ensure that individual plans match personal learning requirements.

We identify if your child needs extra help in a number of ways. They include the following:

- We assess and monitor every child closely.
- In Reception we look to see if there are any concerns arising from information received from Pre-schools.
- We discuss your child with their Pre-school Staff.
- They are formally assessed termly and the school uses additional assessments when we feel there is a need.
- Provision is made for children making limited progress or who have shown a change in their behaviour or progress.
- Concerns are raised by parent/carers, a teacher, teaching assistant or the child.
- The school will act on advice received from Outside Agencies e.g. Community Paediatrician, Educational Psychology, Speech and Language Services.

Your child's needs will be met through a 'graduated response':

Learning needs are managed either by using 'SEN support' or by having an Education, Health & Care Plan (EHCP). The majority of children with Special Education Needs or disability will have their needs met by the school

Our staff are responsible and accountable for the development and progress of the children in their class, including where they access support from Teaching Assistants or specialist staff.

Every child at Mudeford Infants School is entitled to high quality teaching, where:

- your child's strengths are recognised
- areas for development are identified
- achievable targets are set
- a range of teaching and learning styles are used
- learning is scaffolded for individual children
- learning resources are adapted

and this is the first step in responding to children who have, or may have, additional learning needs. This is known as a 'graduated response'.

Small Group Work - Every class is supported by Teaching Assistants who can provide small group work and booster activities when required, managed by the Class Teacher. **This is available to any child in the school.**

We regularly review the quality of teaching for all children, including those at risk of underachievement. Where it is clear that additional intervention is not resulting in progress, it is possible that a child may have Special Educational Needs and/or a disability. If a child has been identified as having Special Educational Needs, a one page profile and small step targets will be developed and the school will keep a record of this in order to monitor progress.

Where it is decided that a child does have SEND, the decision is to be recorded in the school records and the child's parent/carers **must** be informed that Special Educational provision is being made. These decisions will be discussed as part of the Graduated Response during parent consultations or Team Around the Child Meetings and shall be recorded.

A child identified with a Special Educational Need/disability is placed on the SEN register at 'SEN Support'. All children at 'SEN Support' have a One-Page Profile and Small Step Targets which identify their strengths and needs and the support they receive. The children will have personal/group targets in each of the interventions they receive.

The child's targets are reviewed at least termly with their parent/carers. The SENCO will provide support for these meetings, particularly if the school wishes to refer the child to Outside Agencies e.g. Speech and Language Services or the Educational Psychologist.

Specialised Small Group Work and Individual Support - For those children requiring support beyond that which is provided by Quality First Teaching, groups are run, some with guidance from Outside Agencies. Your child may receive individual support within the class and/or separate one-to one teaching/provision. Individual work can be carried out by an Outside Professional. **Usually this is for children identified as being at 'SEN Support' or with an Education Health Care Plan (EHCP).**

The Inclusion Leader & Senior Leadership Team will use the school's tracking system and comparative national data and expectations to monitor the level and rate of progress for children identified with SEND.

Staff monitor the progress of all children to identify those at risk of underachievement. We recognise that needs are sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies. Some children may only need temporary support and would not need to be placed on the SEND register.

The Head Teacher, another member of the SLT, the SENCO and class teacher as appropriate, meet with parent/carers of children who are causing concern with regard to their rate of progress/ are at risk of underachieving/ do not appear to be responding to their provision.

Some examples of other influences upon progress include but are not limited to:

- Attendance and punctuality
- Health and welfare
- English as an Additional Language
- Pupil Premium
- Looked After Children
- Service children
- Disability where there is no impact on progress and attainment.
- Behaviour where there is no underlying SEND
- Bereavement and family issues
- Trauma and Adverse Childhood Experiences
- Mental Health Wellbeing

MANAGING SEND IN OUR SCHOOL

Where a child is identified as having SEND and/or a disability, Mundeford Infant School adopts a process of "Assess, Plan, Do, Review". This method is detailed in the SEND Code of Practice: 0 to 25 (*Jan 2015*) sections 6.45 to 6.56. The principle is firmly embedded in working closely with parent/carers and children to agree, action and monitor individual progress over time so that Special Educational Needs for all children are addressed appropriately, effectively and with good outcomes.

We keep parent/carers informed by:

- The class teacher, the SENCO, and/or SLT staff will meet with you when your child has been identified as having a Special Educational Need or there is another factor impacting on their learning.
- If your child has 'SEN support' or an Education Health Care Plan, their progress, One-Page Profile and Small Step Targets will be reviewed at least termly with you in a meeting with your class teacher. The meeting, together with any documents will inform us exactly what needs have been identified, how to remove key barriers to learning effectively, i.e. targets set to overcome barriers and clear outcomes to be achieved within an agreed time frame. The class teacher evidences progress according to the outcomes agreed.

- In the Autumn and Spring terms there are parent/carer meetings with the class teacher to review your child's progress, targets and interventions. Additional meetings can take place with your class teacher if, for example, an intervention changes before the next review.
- All Individual One-Page Profile and Small Step Targets are shared with the parent/carer.
- In the summer term your child will receive a progress report.
- Your child's class teacher can discuss with you how you can best support your child at home.
- Mundeford Infant School has an 'open door' policy which enables parent/carers to come in to share their concerns and make an appointment to discuss them.

Outside Agency Involvement.

If targets are not achieved in the time frame or expected progress has still not been met - interventions will be adapted. It may be appropriate to consider further assessments to pinpoint your child's needs and/or a referral to an Outside Agency.

Parent/carers will be consulted regarding any referrals and the child will be informed of the purpose of any assessment sessions with Outside Agencies, where appropriate.

Educational Health Care Plan.

If provision from Outside Agencies proves to be ineffective and the child's needs are not being met, evidence will be collated and in consultation with parent/carers, an application to the Local Authority for an Educational Health Care Needs Assessment will be initiated.

Parent/carers will be informed about the process throughout and given the contact details of the SENDIASS (Special Educational Needs Information & Advice Support Service).

Common Assessment Framework

When there are additional factors to educational needs that are impacting on a child's learning, the school will work with the family to complete a Team Around the Family (TAF) meeting to ensure the whole family is supported to meet the needs of the child in their daily life. Where support needs are identified, a Team Around the Family meeting can help a family to access advice and support e.g. financial and housing advice, parenting support. Where other professionals are involved they can also be invited.

MONITORING AND EVALUATION OF SPECIAL EDUCATIONAL NEEDS & DISABILITY

Provision for children with Special Educational Needs and Disability (SEND) is monitored and evaluated throughout the year. The SENCO produces an annual report on SEN provision and the progress of children with SEND. This is shared with the Senior Leadership Team and SEN Governor. The SENCO meets with the Head Teacher weekly and with the SEN Governor at least once a term.

The SENCO monitors the One-Page Profile and Small Step Targets to ensure provision is appropriate and that progress is being made. The SENCO monitors the afterschool clubs to ensure all vulnerable groups have access and a TA is provided by the school for an hour after school to support access to clubs.

Interventions are monitored by the Senior Leadership Team and SENCO to ensure they are having the desired impact on progress and learning.

The SENCO is available for staff to discuss in-class strategies and use of resources to ensure the progression of children with 'SEN support'.

Impact is measured through class teacher record sheets, SLT, data and SENCO observations.

A SEND questionnaire is also given to parents yearly.

COMING OFF THE SEND RECORD

A child will be removed from the SEND Register if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully. It is possible that some children may require support for particular aspects of their learning which may be due to their underlying learning issues. All children will be monitored and their progress tracked so that staff will be alerted to potential learning issues. For some children it is possible that they will dip in and out of additional support throughout their school experience; parent/carers will be consulted at each stage if support is provided or when it will cease.

A child with an EHCP will follow the statutory guidance for ceasing an EHCP as set out in the Code of Practice. The ceasing of an EHCP is determined by the local authority where a child no longer requires the Special Education provision as specified in the EHCP.

However, a child's progress will continue to be monitored by using the school's tracking systems.

STORING AND MANAGING INFORMATION

All data including data stored electronically is subject to Data Protection law (GDPR)

All paper records will be held in line with the school's policy/protocol on security of information.

SUPPORTING CHILDREN WITH MEDICAL CONDITIONS

Mundeford Infant School will work within the statutory guidance, Supporting Pupils at School with Medical Conditions – (*DfE April 2014*). We will comply with the duties specified under the Equality Act 2010. We recognise that provisions relating to disability must be treated favourably and that Mundeford Infant School is expected to make reasonable adjustments in order to accommodate children who are disabled or have medical conditions. (See Mundeford Infant School's policy on "Supporting Children with Medical Conditions and Managing Medicines".)

TRANSITION ARRANGEMENTS

Mundeford Infant School is committed to ensuring that parent/carers have confidence in the arrangements for children on entry to our school, in the year to year progression, and at the point of exit and transition to the next school. Staff will discuss these arrangements with parent/carers and agree the information that should be passed to the next phase of education.

Entry to Mundeford Infants School

- Mundeford Infant School staff visit the main feeder Pre-schools to discuss the child's needs.
- If your child has already been identified as having Special Educational Needs or Disability, a meeting will be arranged to meet with you (the parent/carers) to identify your child's strengths and needs. Outside Agencies who are already involved may also attend.
- It may be appropriate for you (the parent/carer) and your child to have additional pre-visits.
- Mundeford Infant staff may make additional visits to your child's Pre-school.
- If your child is joining Mundeford Infant School from another school, we will ensure records are received from their previous setting.
- If your child has received 'SEN Support', we will meet with you (the parent/carers) to discuss their needs and how they have been met at their previous setting.

Moving to the next Year Group:

- All children have a 'meet the teacher lesson' with their new class teacher and peers in the term before they move up.
- There are often opportunities for children to visit classes in the next year group: e.g. art days, Book at Bedtime.
- Those children who require additional transition meetings have further pre-visits to their new class, photos to share at home, or a social story to support them with the changes ahead.

When your child is about to move up to the local Junior School:

- Your child will visit their new school during the Summer Term with their class and have additional opportunities like Sports Day to familiarise themselves.
- The ELSA (Emotional Literacy Support assistant) supports those children who would benefit from additional pre-visits and photos of their new class etc.
- Their Class Teacher will meet with the Junior Staff to share relevant information.
- Our SENCO meets with the SENCO at the Junior school to share information about your child and to pass on their Special Educational Needs information and records.
- When necessary, we will organise transition meetings between both schools' staff and yourselves to discuss how we can make your child's move to their new school as smooth as possible.
- Where appropriate, Outside Agencies will attend your child's transition meeting.
- Your child may benefit from working together with a Teaching Assistant to create a 'Moving to new School' booklet, to help them adapt to the changes ahead.

If your child is moving to another school

- We will contact the school SENCO/Inclusion Leader and ensure relevant information is passed on.
- Your child's records will be passed on to their new school.
- A pre-visit to the school is recommended to help your child familiarise themselves.

TRAINING AND RESOURCES

Training needs are identified through a process of analysis of the needs of both staff and children as and when required.

The SLT together with the SENCO will provide information on specific needs for new staff.

School staff have had training in a variety of areas and where a need for training is required the appropriate agency is contacted to support staff in school or appropriate course attended. Our SENCO is a Qualified Teacher has the National Award for Special Educational Needs Coordination and keeps the staff informed of SEN news and practices.

A member of the SLT and/or the SENCO attends Inclusion Briefing Meetings to keep up to date with local and national SEND issues.

The school uses the Manual Handling Adviser to support staff who work with those children who may at times need manual handling due to physical needs.

Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals.

The Inclusion School Governor has attended the appropriate governor training courses, is kept informed of future developments and attends refresher training.

SEN INFORMATION

Mundeford Infant School presents its SEN information in three ways:

- i. by information placed on the school website which can be found at www.mundefordinf.dorset.sch.uk
- ii. by following the link from the school website to the local authority's Local Offer website;
- iii. through information contained in this policy which is also published on the school website.

All information can be provided in hard copy and in other formats upon request. Alternatively, parent/carers may visit the school by appointment to use IT facilities to view the school and local authority's websites.

ACCESSIBILITY

Mundeford Infant School publishes its Accessibility Plan on the school website and through the local authority's *Local Offer* website; this can be found at:

[The Bournemouth, Christchurch and Poole SEND Local Offer - BCP Council.](#)

COMPLAINTS

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent/carer feels that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made to discuss any concerns with Miss Kelly or Mr Pope.

A copy of Mundeford Infant School's Complaints Policy can be obtained from the School Office.