

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

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 (July 2014)
- Schools SEN Information Report Regulations (2014)

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 Mudeford Infant School.

The designated teacher responsible for coordinating SEND provision for children is the SENCO, Miss Deb Kelly, and she can be contacted via the School Office. The Inclusion Leader is Daniel Pope together with the other members of the Senior Leadership Team.

The person co-ordinating the day to day SEND provision for children at Mudeford Infant School is the SENCO: Miss Deb Kelly.

The Governor with oversight of the arrangements for SEN and Disability is Mr John Churchill who can be contacted via the School Office/Clerk to the Governors.

Mission Statement for Special Educational Needs and Disability at Mudeford Infants:

Mudeford Community Infants School provides opportunities for everyone to become successful motivated learners, confident individuals and responsible citizens, whatever their needs or abilities. Not all pupils with disabilities have Special Educational Needs (SEN) and not all pupils with SEN meet the definition of disability but this policy covers all of these pupils.

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

RIGHTS RESPECTING SCHOOL

Mundeford Community Infants School intends to work towards the Level 1 Rights Respecting Schools Award (RSSA) and has achieved United Nations recognition of our commitment as a Rights Respecting School. The award recognises “achievement in putting the United Nations Convention on the Rights of the Child (CRC) at the heart of a school’s planning, policies, practice and ethos. A rights-respecting school not only teaches about children’s rights but also models rights and respect in all its relationships: between pupils and adults, between adults and between pupils.” (UNICEF)

The articles from the ‘Convention on the Rights of the Child’, relevant to our SEND Policy include:

Article 2

The Convention applies to every child whatever their ethnicity, gender, religion, abilities, whatever they think or say, no matter what type of family they come from.

Article 3

The best interests of the child must be a top priority in all actions concerning children.

Article 12

Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

Article 15

Every child has the right to meet with other children and young people and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 23

A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community. Governments must do all they can to provide free care and assistance to children with disability.

Article 28

Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children’s human dignity. Wealthy countries must help poorer countries achieve this.

Article 29

Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

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.

OBJECTIVES

- To identify and provide for children who have Special Educational Needs, Disabilities and additional needs.
- To work within the guidance provided in the SEND Code of Practice, 2014.
- To operate a "whole child, whole school" approach in the management and provision of support for children with Special Educational Needs or disability.
- To employ a Special Educational Needs and Disabilities Inclusion Leader whose work will include following the requirements of the Special Educational Needs and Disability Policy.
- 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 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 and Mrs Carly Butler, Mrs Jo Shale and Mrs Kate Jennings are the Deputy Safeguarding Leaders. Please refer to our Child Protection Policy.

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:

<http://familyinformationdirectory.dorsetforyou.com>

You can find Mundeford Infants 'Local Offer' if you insert our postcode: BH23 3HH in the location box.

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 (Foxdenton) chair and foot supports to aid sitting position
- Writing slopes and finger grips to aid writing
- Variety of sensory resources
- ICT and internet access available in all classrooms.
- the school is all on the ground floor, except for the adults-only staff room facilities.

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 www.dorsetforyou.com/local-offer using the search engine to find our school or other Dorset schools. The local offer website holds a directory of facilities and resources available from many services within Dorset.

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, 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 Mundeford 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 differentiated for individual children
- learning resources are adapted

and this is the first step in responding to children who have or may have 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 an Individual Provision Map will be actioned 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 in a meeting, that Special Educational provision is being made.

A child identified with a Special Educational Need/disability is placed on the SEN register at 'SEN Support' (formally 'School Action' and 'School Action Plus').

All children at 'SEN Support' have an Individual Provision Map which identifies the support they receive. The children will have personal/group targets in each of the interventions they receive. Their SEN Support Plan, outlines specific targets to meet their needs. A child's Individual Provision Map and their targets must be shared with their parent/carers.

The child's targets/ SEN Support Plan and Individual Provision Map are reviewed at least termly with their parent/carers. The Inclusion Leader 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 - For those children requiring support beyond that which is provided by Quality First Teaching, groups are run, some with guidance from Outside Agencies.

Usually this is for children identified as being at 'SEN Support' or with an Education Health Care Plan (EHCP).

Individual Support - 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.

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

MANAGING SEND CHILDREN 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:

- Your 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, Provision Map and SEN Support Plan 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 take place with your class teacher if, for example, an intervention changes before the next review.
- All Individual Provision Maps and SEN Support Plans are signed by the parent/carer and collated by the SENCO as evidence that review meetings have taken place.
- 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.

Evidence may include but is not limited to:

- the Child's views
- Attendance levels
- Strengths and needs in
 - Communication & Interactions
 - Cognition & Learning
 - Social, Emotional & Mental Health

- Sensory needs
- Physical needs
- Long term and current attainment and progress
- Social Care needs (if any)
- Desired Outcomes
- 2 most recent SEN Support Plans & provision maps and reviews
- Details of Whole class/Small group/Individual provision from school, Local Authority, Learning and Inclusion Services and Health Provision
- Details of staff and teaching assistant training courses and resources used with the child
- Child's progress in response to provision
- How Outside Agency input has been used to develop provision
- Educational Psychologist involvement in planning interventions & reviewing progress within last 6 months
- Reports/Records from Outside Agencies

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

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 pre- caf (Common Assessment Framework) to ensure the whole family is supported in meeting the needs of the child in their daily life.

Where support needs are identified, a Common Assessment Framework can help a family access advice and support e.g. financial and housing advice, parenting support. 'Team Around the Child' meetings involve all agencies supporting the child to plan how to meet their needs.

Local Authority's High Needs Block

If Mundeford Infants School identifies that additional funding and support are needed from the Local Authority's 'High Needs Block' of need, the Inclusion Leader will seek advice from our Local Authority SEN Co-ordinating Planner.

[SEE sections 6.36 to 6.56 and 6.58 to 6.78 of SEND CoP]

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 a termly report on the progress of SEND children, vulnerable groups and interventions. 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. An area for development in SEN provision is selected for a 'Spring Health Check' (including observations of provision & monitoring standards) which is reported to the Head Teacher.

The SENCO monitors the Individual Provision Maps to ensure provision is not duplicated and monitors the intake of afterschool clubs to ensure all vulnerable groups have access.

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'. Each member of staff is provided with a termly class provision map on which staff can record and then discuss with the SENCO 'causes for concern'.

Parent/carers views are recorded in the yearly questionnaire sent out to parent/carers and they are invited to comment when reviewing the policy. Parent/carers are consulted about provision when asked to review the schools 'local offer'.

The SENCO 'interviews' a sample of children who receive interventions to monitor their views. The children who attend intervention groups are encouraged to have ownership of their targets as they are written so they can understand what is expected.

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.

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 children'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 areas for development. 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 support with Communication and Interactions or have Social, Emotional & Mental Health needs may 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 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.

For children with a current Statement of Special Educational Need, the local authority aims to move all with Statements on to Education, Health and Care Plans by 2018. Children for whom a request for assessment is made for an EHC Plan will be assessed using the SEND Code of Practice: 0 to 25 (*DfE - July 2014*) and if appropriate, issued with an EHC Plan. During this interim period, both documents will be respected and managed using the new SEND Code of Practice.

TRAINING AND RESOURCES

Training needs are identified through a process of analysis of need 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 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's Accessibility & Action Plan is in Group 1A. It is also published on the school website in the Key Policy section. Further information about our school's accessibility can be found on the local authority's *Local Offer* website; this can be found at www.dorsetforyou.com/local-offer.

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 by them to speak and explain the issues to the Inclusion Leader.

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

Policy review

This policy has been adopted by the governors and is approved annually by the full governing body at its first routine meeting of each academic year (usually in September). In the meantime it is reviewed as necessary by the head teacher assisted by a governor. Any resultant changes other than minor clarifications or those of a typographical nature are brought to the attention of the governing body and the whole school community, with details included in the school newsletter. It is available on the school website, and a printed copy can be obtained from the school office. The policies master record index (MRI) is updated to reflect the dates of the last and next review.

Reviewed Approved and Adopted as detailed in the current MRI.

Please refer to other related Policies:

Supporting Children with Medical Conditions

Accessibility Policy and Action Plan

Equality Policy and Objectives

Child Protection Policy