

Meadow Lane Infants School

Policy



Inclusion Policy

Last reviewed	September 2016
Review Cycle	Annually

Meadow Lane Infants School

Special Educational Needs and Disability Policy

Adopted: July 2014

Review date: September 2016

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Mission statement

“At Meadow Lane Infant School we believe that all children should be valued equally within a climate of warmth and support in which all pupils feel valued and able to risk making mistakes as they learn without fear of criticism. Every teacher is a teacher of every child including those with SEND”

Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The new SEND Code of Practice was drafted in September 2014 and has been implemented throughout the school ever since. The below link is to the Code of Practice.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Nottinghamshire's SEND Local Offer website:

www.nottinghamshire.SENDlocaloffer.org.uk

This information is also available by putting the above web address into the browser of a smart phone or tablet.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

SENCO: Mr David Osborne SEND Governor: Mrs Janie Goodman

SEND Teaching Assistant: Mrs Elaine Allcoat

Designated Safeguarding Officer, PPG/LAC funding and children's medical needs manager : Mrs Joanne Revill (Head teacher)

1. Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs and Disability Code of Practice 0-25 years*.

Our aims are:

- to develop effective and enthusiastic learners
- to ensure that each child realises their full potential intellectually, emotionally, physically and socially
- ensure a differentiated curriculum for a range of abilities
- to develop the whole child by valuing their strengths, and to raise the levels of children's attainment continuously
- to provide basic skills in order to improve the quality of learning and life chances
- to set a clear Provision Map of the child of how they are supported and the progress they make
- to engage in regular dialogue and report to parents and governors about progress
- to maintain an effective liaison with a range of external agencies
- to ensure the policy is implemented, monitored and reviewed to ensure its fairness and equitability to pupils from all groups
- to foster caring relationships in a secure environment
- to maintain an accurate system of tracking children's progress

Objectives

- to identify and provide for children who have special educational needs and additional needs
- to work within the guidance provided in the SEND Code of Practice, 2015
- to operate a 'whole child, whole school' approach to the management and provision of support for special educational needs.
- to provide a SENCO who will work within the guidance of the SEND Inclusion Policy
- to provide support and advice for all staff working with special educational needs children

2. Responsibility for the coordination of SEND provision

- The person responsible for overseeing the provision for children with SEND is the Headteacher.
- The person co-ordinating the day to day provision of education for pupils with SEND is the SENCO.

3. Arrangements for coordinating SEND provision

The SENCO will hold details of all SEND support documentation for individual children.

All staff can access:

- The Meadow Lane Infants School SEND Policy;
- A copy of the full SEND Register and Intervention Tracking document used for tracking this cohort;
- Guidance on identification in the Code of Practice (SEND Support and pupils with Education, Health and Care Plans);
- Information on individual children's special educational needs, including Provision Maps;
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities;
- Information regarding current legislation and SEND provision (in files in the staffroom)
- Information available through Nottinghamshire's SEND Local Offer

This information is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEND provision. In this way, every staff member will have complete and up-to-date information about all children with special needs and their requirements which will enable them to provide for the individual needs of all pupils. Parents will be able to access a summary version of the above information if requested. This can either be accessed from our school website or a paper copy from the school office.

4. Admission and Transition arrangements

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

Transition Arrangements

At Meadow Lane our aim is to make the transition from class to class and school to school a smooth and supportive one.

- Teachers and support staff have a transition meeting to discuss the needs of the children with SEND. All records are shared and discussed. The child's new teacher will attend the child's review meeting in the Summer term.
- The SENCO at Meadow Lane and the SENCO at the junior school meet in the summer term to discuss the children with SEND who will be transferring. This is a meeting of information gathering.
- The Meadow Lane SEND Teaching Assistant and the junior school's SEND Teaching Assistant meet to discuss each child with regards to provision required and strategies used.
- Children complete (with support from Class Teacher or Teaching Assistant) a Pupil Profile which stipulates their learning style, their likes and dislikes, how they manage their emotions, and any other information that is relevant so that a member of staff can access the information easily.
- Extra visits to the junior school with Meadow Lane SEND Teaching Assistant, to complete a questionnaire and for the children to familiarise themselves with the new environment and staff.
- Feeder school's SEND Teaching Assistant visits Meadow Lane to look through their books, talk to the children on a one to one basis, and to discuss any other support or clubs they may be interested in.
- Meadow Lane SEND Teaching Assistant prepares passports (photos with captions, questionnaires and family information), this is shared with the child on a one to one basis which they take home over the summer holidays to help familiarise themselves with their new class or school.
- Copies of child's and family information given to junior school's SEND Teaching Assistant, and / or SENCO along with Provision Maps and agency reports.
- Copies of any safeguarding information is passed between the Head teachers marked confidential.

5. Facilities for pupils with SEND

At Meadow Lane Infants School we have facilities for children with medical and physical disabilities:

- Ramps leading into the hall and Foundation classes
- Ramp leading to the Early Years Garden
- Hygiene/medical suite (including a changing plinth, lockable fridge and cupboard)
- Visual timetables, Makaton resources, individual timetables

6. Allocation of resources for pupils with SEND

The school receives additional funding to support pupils with SEND. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools (AFN). (The Family of Schools comprises of a secondary school and its feeder primary schools). For those with the most complex needs, additional funding is retained by the local authority (HLN – Higher Level Needs). The Family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

Additional funding at Meadow Lane AFN or HLN will be allocated to provide a range of provision for children with SEND:

- Intervention programmes: Maths, Reading, Phonics, Spelling
- Nurture groups: social and emotional
- Individual time to talk sessions
- Meet and greet children and their parents
- EAL groups
- In class support
- Medical support

Procedures used to allocate resources, key decision-making approaches and staff involved will be made by the SENCO, Head teacher and Senior Leadership Team.

All documentation regarding children with SEND are kept in the staffroom SEND cupboard. Each class teacher has a folder with documentation regarding SEND children in their class. Any safeguarding documents are kept in the Head teacher's office. When children transfer to another school all documents regarding the child are passed on to their new school. Photocopies of all documentation are also kept at Meadow Lane.

7. Identification of pupils needs

A graduated approach:

Identification of SEND

At Meadow Lane we identify children as having Special Educational Needs if they have difficulties with one or more aspect of school life, which, as a result, require the provision of support and/or resources that are different from or additional to those generally provided for children of the same age.

The school recognises the importance of the early identification and assessment of SEND. Information is gathered from parents, early pre-school settings and health and social care services.

We identify SEND as the following categories:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- Sensory or physical needs

At Meadow Lane we identify the needs of children by considering the needs of the whole child which will include not just the special educational needs of the child.

At Meadow Lane we ensure that all children receive quality teaching, which is provided by the class teacher and the subject specialist teachers. Children are only identified as SEND if they do not make adequate progress once they have had all the interventions, differentiation and good quality personalised teaching. Above all the class teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants.

- a) Any children who are falling significantly outside of the range of expected academic, social, health and well-being achievements, in line with predicted performance indicators, will be monitored.
- b) Class Teachers will collate information about the child (Concern Form) and share this with the SENCO.
- c) Once a child has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- d) The Graduated Approach of 'Assess, Plan, Do, Review' will be implemented by the class teacher and supported by the SENCO to gather evidence of the child's needs.
- e) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic, social, health and well-being progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- f) The SENCO will be consulted as needed for support and advice and may wish to observe the child in class.
- g) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- h) The child will be discussed at Springboard (a termly meeting with the family of schools SENCO's, the Family SENCO, representatives from SFSS (Schools and Families Specialist Services) and the areas Educational Psychologist) with consent of the parents. The discussion will involve idea sharing on how to best support the child and whether they need a visit from a member of the SFSS team and / or the Educational Psychologist to aid assessment and provision.
- i) If a child has been identified as having SEND a Provision Map will be collated for the child by the class teacher and SENCO. This will include an area of need, targets, provision and timings.
- j) The teacher holds the responsibility for evidencing progress according to the outcomes described in the Provision Map and from the results of the Graduated Approach.
- k) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- l) Progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.
- m) The child will be formally recorded on the school's SEND register.
- n) If a child does not have a SEND, but there are concerns about the child's overall development, the child will be placed on the Monitoring register and parents will be informed. Monitoring will be carried out by the class teacher and SENCO.

SEND Support

Where it is determined that a child does have SEND, parents will be formally advised of this. The aim of formally identifying a child with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the children's needs using the class teacher's assessment and experience of working with the child, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The child's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the child is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the child, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought

Appropriate Provisions

Appropriate provision to overcome all barriers to learning will be made and we will ensure that children with SEND have full access to the curriculum. This may be an individualised curriculum, depending on the child's age and ability.

(National Curriculum, PIVATS, Development Matters)

This will be co-ordinated by the SENCO and curriculum leader and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all children's needs are catered for.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the child's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews will be undertaken every term. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the child and their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the child's progress and development making any necessary amendments going forward, in consultation with parents and the child. Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Monitoring progress

Continuous monitoring of all pupils' progress will aid the identification of children with SEND. Continuous monitoring of those children with SEND by their teachers will help to ensure that they are able to reach their full potential.

Education, Health and Care Plans [EHC Plan]

- a. Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the child's formal record and reviewed at least annually by staff, parents and the child. The annual review enables provision for the child to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for a EHC will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

<http://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?directorychannel=10or>

by speaking to an Education, Health and Care Plan Co-ordinator on:

0115 9773779

or by contacting the Parent Partnership Service on:

0115 948 2888

8. Supporting children at school with medical conditions

At Meadow Lane we recognise that children with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Please refer to the Policy for Medical Needs and DFE guidance for further information.

9. Access to the curriculum, information and associated services

Children with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

The school curriculum is reviewed on a termly basis, through staff meetings and Senior Leadership Team meetings. This involves discussions about the impact of the teaching and learning, how the curriculum is differentiated for all children, where it is required and any amendments and adjustments that need to be made.

Whole school provision map

- Keeping staff fully informed of the special educational needs of any children in their charge including sharing progress reports, medical reports and teacher feedback
- Providing regular training and learning opportunities for staff on the subject of SEND and SEND teaching. School staff should be up to date with teaching methods which will aid the progress of all children including those with SEND
- Making use of all class facilities and space
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Setting appropriate individual targets that motivate children to do their best, and celebrating achievements at all levels.

10. Inclusion of pupils with SEND

The SENCO oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Headteacher and Deputy Head together with the SENCO to ensure that it promotes the inclusion of all children. This includes learning outside the classroom.

All children have equal access to all the areas of the curriculum, including after school clubs, and where appropriate, additional support staff will support the child to ensure equal opportunities.

11. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and children throughout the year. This is undertaken in the process of termly meetings with parents and children, where their views about targets, progress and provision are noted. There is also SEND staff meetings, led by the SENCO. This involves discussions about provision for children with SEND, any training needs of the staff, reviewing of Provision Maps and the monitoring, review and evaluation of interventions used to support children. All the information can be used to identify how effective the provision is in enabling children to achieve academic and wider outcomes.

Children's progress will be monitored on a termly basis in line with the SEND Code of Practice.

There is an annual, formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the SENCO. This will be collated and published by the governing body of a maintained school on an annual basis in accordance with section 69 of the Children and Families Act 2014.

12. Complaints procedure

- If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO, who will be able to advise on formal procedures for complaint.
- Any complaint concerning the operation of the Special Educational Needs Policy should be directed to the SENCO or the Head Teacher in the first instance, who will carry out a thorough investigation.
- If parents remain dissatisfied they should follow the procedures laid out in the School's Complaints Policy. A parent leaflet explaining the complaints process is available from the reception.

13. In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

Our school operates the following training programmes:

- Annual SENCO and TA conferences
- We identify training within school and ensure that staff can attend courses based on SEND.
- The SENCO attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train *all* our staff on SEND issues. The SENCO, with the Senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

14. Links to support services and agencies

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. The school will seek advice, as appropriate, around individual children, from external support services through the termly 'Springboard meetings', Early Help Unit

and the Multi-Agency Safeguarding Hub. We would involve external agencies when the child's SEND needs cannot be met by school alone.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school.

The following professionals will be involved as and when is necessary:

- Educational Psychologist
- School Nurse
- Community Paediatrician
- Physiotherapist and Occupational Therapist
- Speech and Language Therapist
- School and Family Support Services
- Medical specialists
- Social Care Services
- Health and well-being Team

15. Working in partnerships with parents and children

Parents/Carers have a vital role in their child's education. We actively involve them at every stage of their child's education. This includes:

- supporting them in terms of understanding SEND procedures and practices
- providing termly reports on their child's progress
- supporting parents/carers to access support from external agencies
- conducting initial meetings to discuss concerns and gaining knowledge and views about their child
- dialogue about the provision of support for their child, including targets and home/school support

We have an open door policy and encourage parents to discuss their child's needs with the SENCO or class teacher at any time.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of children with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

The role of the child

- children with SEND should, where appropriate, be involved in discussions about their needs, targets, provision and reviews.
- children will be encouraged to record their views, using appropriate communication strategies, such as photos, pictures, audio, written and verbal communication
- children will be involved in transition planning

The class teachers will make regular opportunities to discuss the needs and provision with the children. This will ensure that children have a voice in their learning.

If an assessment or referral indicates that a child has additional learning needs the parents and the child will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND governor Mrs Janie Goodman may be contacted at any time in relation to SEND matters.

16. Links with other schools

The school is a member of Chilwell Family of Schools. The SENCOs and Family SENCO meet every half-term. These meetings are for training, Springboard meetings and funding applications.

Signed _____ *[Name]* **(Headteacher)**

Date _____

Signed _____ *[Name]* **(SENCo)**

Date _____

Signed _____ *[Name]* **(SEND Governor)**

Date _____