



Designated person responsible for managing provision for children with SEND –

Mrs Moon - SENCO and SLT

Headteacher - Mrs Underwood

SEND Governor: Lisa Taylor

This school is committed to safeguarding and promoting the welfare of children and ensuring that every child with special educational needs/disabilities will have entitlement to a high quality education provision.

Headteacher:

Mrs Underwood, has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. The Head teacher works closely with the SENCO and keeps the Governing Body fully informed of SEND issues.

SENCO: (Special Educational Needs Co-ordinator)

Mrs Moon is an experienced teacher and a member of the Senior Leadership Team.

Mrs Moon has been a SENCO since January 2014 and passed her National Award for SEND Co-ordination with a merit.

Designated Safeguarding Leads:

Mrs Underwood - Head Teacher

Mrs Spice - SLT

At Meadowcroft Community Infant School the staff and governors value all children equally and aim to ensure that appropriate provision is made to meet the needs of every child. This policy was created by the SENCO in liaison with the SLT, all staff, governors and children with SEND (Special Educational Needs/Disabilities). This policy has been written with reference to the following guidance and documents;

- The SEND Code of Practice (July 2014)
- Section 69(2) & Part 3 of the Children & Families Act 2014
- Equality Act 2010: advice for schools DFE Feb 2013
- Regulation 51 & Schedule 1 of the Special Educational Needs and Disability regulations 2014
- The National Curriculum in England Key Stage 1 framework document Sept 2013
- Teachers Standards 2012

This policy also keeps with the aims of our school, our Teaching and Learning policy, our policy for Equal Opportunity and our accessibility policy.

Our Aims

- Enable every child to experience success
- Promote individuality and a positive attitude
- Ensure that all children, whatever their special educational needs, receive appropriate educational provision through quality first teaching. We ensure that a broad and balanced curriculum that is relevant and differentiated, and that demonstrate cohesion and progression is delivered to our children
- Give children with SEND, equal opportunities to take part in all aspects of school life
- Identify, assess, plan, do and regularly review children's progress and needs
- Have close and effective partnership with parents/carers, school and outside agencies
- Provide appropriate provision for children with SEND and keep reviewing and evaluating interventions to ensure maximum impact

At Meadowcroft we are an inclusive and supportive infant school. We believe that every teacher is a teacher of every child including those with SEND. We have high expectations and are always aiming to raise the aspirations for all pupils with SEND. We focus on specific outcomes for the children to ensure they are making progress and achieve the best they can.

We ensure successful inclusion by active engagement and collaboratively working with parents, children and other professions in order to accurately identify plan and meet individual needs.

Identifying Special Educational Needs

Children have Special Educational Needs if they have a significantly greater difficulty in learning than the majority of children of the same age; this is in line with the definition in the Special Educational Needs Code of Practice 2014. They may not access the learning or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school. The child's needs and requirements may fall broadly into at least one of four categories detailed in the SEND Code of Practice, 2014.

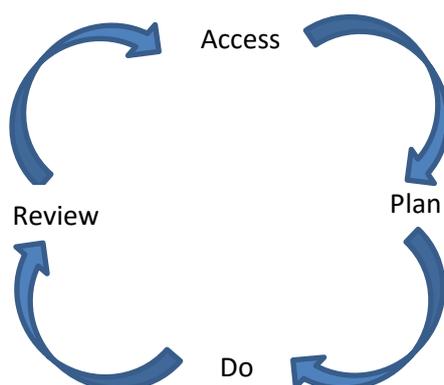
- **Communication and interaction**
 - Specific learning difficulty (SpLD)
 - Moderate learning difficulty (MLD)
 - Severe learning difficulty (SLD)
 - Profound and multiple learning difficulties (PMLD)
- **Cognition and learning**
 - Behaviour, emotional and social difficulties (BESD)
 - Speech, language and communication needs (SLCN)
- **Social, emotional and mental health difficulties**
 - Autistic Spectrum Disorder (ASD)
- **Sensory, and/or physical**
 - Visual Impairment (VI) Hearing Impairment (HI)

We identify the needs by considering the needs of the whole child and not just the special educational need. Our purpose of identification is to work out the action the school needs to take, not to fit a pupil into a category.

Arrangements for SEND provision at Meadowcroft – The Cycle

We consider the child's teacher's assessment of their learning, previous progress and attainment and their individual development in comparison to their peers and national data. We take into account parents views, the child's opinion, and where relevant advice from external specialist services such as, educational physiologists, speech and language therapists and occupational therapists. We use Pupil Progress meetings and Target Tracker to regularly update and review pupil assessments and decide next steps to ensure that all children are making good progress and securing good outcomes.

Our cycle ensures that there is a clear process to follow in responding to a child's need and overcoming the barriers to their learning.



ASSESS - The class teacher and SLT will analyse a pupil's needs before identifying a child as needing SEND support. A Pupil Page Profile will then be created.

PLANNING – We discuss the child's progress with their parents, as well as having a meeting with them if we decide to place their child on the SEND register and give them additional support. We will agree a pupil profile which will note key areas of difficulty, targets and interventions to address and what can be done at home to help them further.

DO – Class teachers ensure children receive quality first teaching in the classroom plus any additional support to address specific needs as agreed on their pupil profile. This may involve them working with teaching assistants or specialist staff. The class teacher will ensure the learning can be reinforced where it is appropriate in class.

REVIEW – Class teachers review a child's pupil profile formally on a half termly basis, evaluating the effectiveness of the support and interventions planned and discuss this with the parents. This review will be based on the progress towards the outcomes which have been agreed. Further discussion may take place informally with parents if necessary. Where necessary, this four stage cycle is repeated in order to continue to meet the needs of the child and best match support and interventions so that good progress and outcomes are achieved. This may include involvement of external agencies to give further support and guidance. In some cases, the school or parent in partnership may consider a request for an Education, Health and Care assessment. This will be fully discussed and will only be appropriate when a child continues not to make progress despite planned support

In school we use a range of assessment data to build a picture of the child's progress. Some examples are; relevant family/medical history, Foundation Stage Profiles, Teacher Assessments, Target Tracker, Screening Tests, SATs results, Teaching Assistant assessments, reading/spelling phonological awareness tests; behaviour observations recorded in a diary, etc. A range of diagnostic tests are also used as appropriate.

Time bonded SEND intervention

As mentioned previously if pupils are not making expected progress the class teacher will consult with the SENCO and a short time-bonded specific intervention may be put in place to meet the needs of the pupil. Parents are informed of the decision to place the pupil on the intervention.

SEND support register

Pupils who fail to make adequate progress on the basis of accumulated evidence are placed on the Special Needs Register. Parents are always consulted before this decision is made. The information the school uses to decide whether a child should need to be placed on the SEND register may include:

- the fact the child is making little or no progress even when teaching approaches are targeted
- shows signs of difficulty in developing English and Mathematics skills which result in poor attainment in some curriculum areas
- evidence of persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques typically employed in the school
- knowledge of physical or sensory problems which require intensive support and impact on progress made
- symptoms which indicate the pupil has communication and / or interaction difficulties which result in them making little or no progress

Parents are consulted and together with the child, Surrey's SEND Support Arrangements document will be compiled. This is reviewed by the SENCO every half term.

Once a pupil is put on the SEND register we work with a range of external professionals, where appropriate, to ensure that every pupil experiences the highest quality of teaching and support. Again this is in consultation with parents.

The Surrey's SEND Support Arrangements document allows for close monitoring of progress towards short-term outcomes, agreed with pupil and parents/carers, which are reviewed formally every half term.

Following termly review it may be decided that the pupil has made and maintained significant progress and no longer requires intervention support. We would consider recommendations of professionals and views of parents before removing a child from the register. However, after removal, any child would continue to be monitored closely by the Class teacher and SENCO on a 'watch list,' at half termly reviews. We firmly believe that the majority of children's needs can be met within the classroom through quality first teaching.

The SENCO is responsible for updating and maintaining the SEND register.

Education, Health and Care Plan

If a pupil is either not making expected progress or achieving at a considerably lower level than is within the national expectations for their age, a decision may be made to request formal assessment for an EHC Plan (Education Health Care Plan). This will always be done in consultation with the parent/carer. An application can usually only be made following two full cycles of Assess, Plan, Do, Review (mentioned earlier) covering at least two terms. There may be exceptions to this and an application may be made earlier.

Having gathered all relevant evidence on a pupil's progress, The Local Authority looks at the evidence and decides whether the extra support and funding is needed to help the child in school. The Education Health and Care Plan will describe the specific difficulties and set out objectives. It will also outline the provision for the support to achieve these objectives. We will endeavour to meet these objectives and ensure all staff working with the child is familiar with the Plan and its contents. The Plan is reviewed annually and a meeting is held, organised by the SENCO. The SENCO will invite the parents, the child (or include the child's views) as well as any outside agencies involved with the child in the past year.

Supporting pupils and families

The Surrey Local Offer can be found on the Surrey Council website:

<https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>

This website will provide information on what is available in the area. Parents without internet access should contact the SENCO for support in finding the information they require. We also display SEND courses to parents on our Parent board.

We have an open door policy where parents are invited to come in and speak to the SENCO or class teacher should they have any concerns about the overall progress of their child.

Transition is recognised as extremely important and any pupils requiring additional support at this time are identified and planned for. Pupils are supported in transition; this may be internal transition between year groups for example, from Reception to KS1 or transition from other schools and also to new schools for example, Year 2 to Year 3. The SENCO is responsible for this with input from the relevant class teacher. Parents will be kept informed of the strategies used such as, early visits to a new school.

We have good links with our feeder pre-schools and junior schools. Our Reception team carry out home visits prior to them starting our school. Information will be gathered regarding any special needs, disabilities and necessary support to be put in place for their entry into school.

Supporting pupils with medical conditions

We recognise that pupils at Meadowcroft with medical conditions should be supported so that they have full access to education, including school trips and physical education. These children will be issued with a Health Care Plan (HCP) where staff will have up to date information on that child's condition and any requirements they need in class or out on school trips. 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.

Further details of how we support pupils with medical conditions can be found in our Medical Policy.

Monitoring and Evaluating of SEND children

The monitoring and evaluating of provision is an ongoing process. The Head teacher carries out learning walks to ensure the curriculum is delivered through purposeful, exciting and differentiated activities. The SENCO also monitors the delivery of interventions to ensure they are appropriately targeting the needs of the children.

The SENCO has a provision management tool to monitor the effectiveness and impact of interventions. Where children have not made expected progress, interventions will be reviewed and where appropriate changed.

The SENCO meets with the SEND Governor and she is involved in monitoring SEND within the school. Evaluation and monitoring arrangements enable us to continually review and seek to improve the provision for all pupils.

Training and resources

Each school is allocated from the Local Authority (LA), funding which is to be specifically used to support the learning of children with SEND.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision.

The school's SENCO regularly attends the LA and Cluster SENCO network meetings in order to keep up to date with local and national updates in SEND. Where a training need is identified beyond this we will find a provider who is able to deliver it. Training is ongoing and in response to identified needs.

Role of SENCO - (Special Educational Needs Co-ordinator)

- To draw up an Action Plan, in line with the School Improvement Plan and the SEND Code of Practice, which promotes and champions a whole school approach to SEND
- To be responsible for the day to day implementation of the SEND policy
- To maintain and regularly update the SEND register
- To support teachers to write the Surrey SEND Support Arrangements document which outlines the provisions made by class teachers and pupils, to ensure they reach targets
- To monitor the progress of SEND pupils and to organise reviews, including Annual Reviews for those children with an Educational Health Care Plan (EHC)
- To liaise and disseminate information of SEND teaching strategies to parents, teachers and TAs to ensure access to curriculum
- To oversee learning resources for SEND
- Together with the Head Teacher, the SEND governor and the bursar, manage the SEND budget
- Ensure records are kept up to date
- To provide staff with up to date training

Role of Governors

The Head teacher and the SENCO are responsible for monitoring the implementation of the policy throughout the school. The Governing Body has the ultimate responsibility for monitoring the policy. The expectations of them are to take a mainly strategic view, to act as a critical friend and to ensure accountability.

Role of teachers

- To deliver quality first teaching in the classroom to all pupils
- Inclusion of all children regardless of SEND in their classroom and where necessary to provide an appropriate differentiated curriculum to support individual needs
- Liaise with parents of children with SEND with regards to their needs and update them on their progress
- Liaise with the SENCO about parent meetings, transition meetings and pupil progress
- To Complete the Surrey SEND Support Arrangements setting targets and implementing provision needed with support from SENCO
- Be responsible for the use of Teaching Assistants and their role in regards to supporting children with SEND

Storing and managing information

Information is stored in a locked filing cabinet in the SENCO's office. The information is shared with staff working with the pupil. At the end of each year the information is transferred to the next class teacher and a discussion held to ensure transition is efficient and effective. When a pupil moves to another school, the originals are passed onto the new school.

Reviewing our policy

This policy will be reviewed annually and changed according to the needs of the children and any new arrangements that are put in place.

Accessibility – (please also see our Accessibility policy and plan)

Our school is on one level. There is disabled access throughout most of the building and 2 larger toilet cubicles in the Reception and Year 1 classes. We also have ramps to assist in greater mobility. The school will have regard to the Equality Act 2010, the Children and Families Act 2014 and the Code of Practice 2014: 0 to 25 years in terms of admitting pupils with disabilities.

All members of the school community, including pupils, are invited to inform the school of any disability they have.

Complainants Procedure

Our school welcomes all children including children who have specific SEND. Successful inclusion is ensured by active engagement and collaborative working with parents, children and other professions in order to accurately identify, plan and meet individual need.

If a parent/carer wishes to complain about the schools' provision for a pupil with SEND, he/she should speak to the class teacher, the SENCO or the Head teacher as appropriate. If they are still not satisfied, they are invited to write to the Chair of Governors setting out their cause for concern.

We will endeavour to act swiftly and positively to address the issue directly.

Bullying

Meadowcroft Community Infant School has a robust response to any bullying. We run an Anti-Bullying indicatives, have regular assemblies and class PHSE time to raise awareness of differences and allow children to share their thoughts and feelings.

Signed:



Mrs Moon (SENCO)