The Mead Infant and Nursery School

Special Educational Needs and Disability (SEND) Policy

School name: The Mead Infant and Nursery School

Approved by the LGC

Status & review cycle: Annually

Next review date: Spring 1 2026

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At The Mead, regard for children's safety is paramount. All policies are developed with a high priority on children's safety and the safeguarding policy. All school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to behaviour, anti-discrimination, anti-bullying, medical and curriculum policies.

The Mead Infant School has a Specialist Centre for Deaf children. The centre is led and managed by Mrs Blatcher and all enquiries should be directed to her at blatcherm@auriol.surrey.sch.uk or by making an appointment to meet with her through the school office.

This SEND policy is written to comply with the 2014 Children and Families Act and its SEND Code of Practice together with the Equality Act 2010.

The SEND team at The Mead Infant and Nursery School

If parents/carers have any concerns about their child's progress they should be shared in the first instance with the child's class teacher since he or she is the person who knows them best. Other enquiries can be addressed to Mrs Bedford the SENDCO. Parents/carers should make an appointment through the school office if they wish to speak to Mrs Bedford.

Changes in the 2014 SEND Code of Practice. (From September 2014)

- Education, Health and Care plans (EHC Plans) are used to plan support for children and young adults from birth to 25 years, who need more than is available through special education needs support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs.
- The 2014 Code of Practice identifies four broad categories of SEND:

    - communication and interaction
    - cognition and learning
    - social, emotional and mental health
    - physical and Sensory.

The Mead staff work closely with parents/carers and children to ensure that they take into account the child's own views and aspirations and the parents'/carers' experience of, and hopes for, their child. Parents/carers are invited to be involved at every stage of planning and reviewing SEND provision for their child. All children benefit from 'High Quality Teaching': this means that teachers expect to assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, the school implements some focused interventions to help children with their particular needs. The Mead has high expectations for all children. Children on the SEND register make progress which compares well with the progress made by other children in school.

Defining SEND

The 2014 Code of Practice states that:

A person has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others at the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools. (2014 SEND Code of Practice: 0 to 25 Years – Introduction xiii and xiv)

SEND at The Mead Infant School

The school's objectives are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND; (see also curriculum and assessment policies)
- To ensure that every child experiences success in their learning and achieves to the highest possible standard
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents/carers
- To work with the LGC to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

The Mead has a PAN of eight Specialist Centre places for Deaf Children all of whom have an EHCP or Early Years Governance Panel approved placement

The school teaches children with a range of SEND needs including children with a medical diagnosis as well as those with learning profiles consistent with the diagnosis:

Communication and Interaction

- autistic spectrum and language disorders

Cognition and Learning

- dyslexia, dyspraxia and dyscalculia; moderate learning difficulties, global developmental delay.

Social, Emotional and Mental Health

- ADHD, ADD, attachment disorders, emotional difficulties, mental health difficulties

Physical and Sensory

- Hearing impaired, Vision impaired

Medical Needs

- Asthma and allergies.

Identifying children at SENS (SEN Support)

Children with SEND are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

- The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress in spite of High Quality Teaching they are discussed with the SENDCO and a plan of action is agreed.
- Class teachers are continually assessing children's progress. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:

    - is significantly slower than that of their peers starting from the same baseline
    - fails to match or better the child's previous rate of progress
    - fails to close the attainment gap between the child and their peers

- Parents/carers sometimes ask staff to look more closely at their child's learning. All parental/carer requests are taken seriously and they are all investigated. Often, the concern can be addressed by High Quality teaching or some parental/carer support. There may be a period of monitoring the child particularly if support or a referral has been requested from other agencies or professionals.

Working with Parents/Carers and Children

The school aims to have good, supportive and informative relationships with all parents/carers. If a child is experiencing difficulties, parents/carers will be informed either at parents' meetings (Autumn and Spring terms) or during informal meetings to discuss the child's progress. It shouldn't come as a surprise to a parent/carer to learn that their child is being identified as having SEND. Once a child has been identified as having SEND, the class teacher will discuss any assessments that have been completed and agree a plan and provision for the next term.

Thereafter, parents/carers are invited to a meeting at least once each term to review progress made, set targets and agree provision for the next term.

Documentation at SENS (SEND support)

Once a child has been identified as meeting the criteria for SENS the following paperwork is completed:

- Termly, at progress meetings, an Individual Support Plan is produced and/or reviewed. The plan records specific and challenging targets for the child to achieve in a term, together with the personalised provision (which may be 1-1 or in a small group) put in place to enable the child to achieve these targets.

Moving to an EHCP (Education, Health and Care Plan)

If children fail to make progress, in spite of high quality, targeted support at SENS, the school may apply for the child to be assessed for an EHCP. Generally, application for an EHCP occurs if:

- The child has a disability which is lifelong and which means that they will always need support to learn effectively
- A child required additional support that goes beyond what the school can typically offer
- The child's achievements are so far below their peers that staff think it likely that the child may at some point benefit from special school provision or placement

- The child is Looked After and therefore additionally vulnerable

Children, who staff think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.

If the application for an EHC Plan assessment is successful, a member of the Local Authority (LA) will call a meeting for parents/carers, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting.

Teaching and Learning

The Mead believes that all children learn best with the rest of their class. Its aim is for all children to be working independently, in class, fufilling their potential. Children with SEND and disabilities are entitled to be taught by their teacher, not always by a member of our support staff. Teachers aim to spend time each day working with all children with SEND, individually or as part of a group.

When allocating additional adult support to children, the school's focus is on outcomes, not hours: staff aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

The school has a range of interventions available. When considering an intervention, it looks first at the child's profile of learning in order to select the intervention which is best matched to the child. Targets for children at SENS are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher- who monitors progress towards the targets during the intervention- and by the SENDCO who monitors overall progress after the intervention.

- Interventions are planned in blocks
- At the end of each block, children's progress towards their targets is assessed and recorded
- A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class

Adaptations to the curriculum and teaching and learning environment

All classrooms are inclusion-friendly: each one is equipped with a sound field system and acoustic ceiling and flooring to achieve an optimum listening environment. Good practice supports all children but is vital for those who particularly need it. All children access the full National Curriculum/Early Years Foundation Stage Curriculum, and the school recognises achievement and expertise in all curricular areas. As part of normal class adaptation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

Access to extra-curricular activities

The Mead provides a wide range of before-school, lunchtime and after-school clubs which develop engagement with the wider curriculum. Where necessary, the school makes accommodation and adaptation to meet the physical and learning needs of the children. Class trips are part of the

curriculum and staff aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

Staff Expertise

All teachers are trained to work with children with SEND. Some are very experienced, and others less so, but all have access to advice, information, resources and training to enable them to teach all children effectively. The school offers training and self-help opportunities through access to in-house or LA courses, provision of books or guidance towards useful websites.

Many of the Teaching Assistants (TAs) have completed Family Fischer Trust training which helps them to support children with literacy difficulties. Other TAs have expertise and training on other areas such as supporting deaf children or specific interventions. All TAs work with children with SEN and disabilities.

The Mead has an experienced teacher and leader with responsibility for SEND, they hold the National Award for Special Educational Needs Coordination. She offers training and advice and shares resources with all staff. The expert Teacher of the Deaf also supports staff to meet the needs of children with SEND.

The school benefits from specialist support from the local authority. This includes access to Educational Psychologists and Advisory Teachers.

Children with social, emotional and mental health needs

We recognise that behaviour is a form of communication. The class teacher may assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) staff will liaise with professionals for further advice and support the child through that process. This may be part of an Early Help request. We understand that behaviour could be a special education need or an indicator of a safeguarding concern.

If parents/carers and school are concerned that the child may have mental health needs, staff encourage parents to talk to their GP. Support may also be offered through the school's Emotional Literacy Support assistant and the Primary Mental Health worker.

If the child is felt to have long-term social, emotional or mental health needs- for example with anger management- the school offers a range of social skills or therapeutic interventions. These are generally delivered by trained support staff who develop good, trusting relationships with the children. The whole school approach to emotions delivered through Zones of Regulation can be personalised for individual children and provides a framework and teaching opportunities.

All children's behaviour is responded to consistently in line with the school's Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

The school has a zero-tolerance approach to bullying, especially towards children with SEND and disabilities. Staff will actively investigate all allegations and, if there is cause, work with both the bully and the victim to resolve their social difficulties.

Transition Arrangements

Transition into and within school

The Mead understands how difficult it is for children and parents/carers as they move into a new class or a new school and staff will do what they can, according to the individual needs of the child, to make transitions between classes- including from the nursery- as smooth as possible. This may include, for example:

- Additional meetings for the parents/carers and child with the new teacher
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc and address the child's particular concerns
- Opportunities to take photographs of key people and places in order to make a transition booklet

The school has close links with Auriol Junior School and enhanced transition arrangements are tailored to meet individual needs.

Governors

It is the statutory duty of the Governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

The Governor with particular responsibility for SEND is Mrs Garnett Watts. She meets with the SENDCO and/or Teacher of the Deaf (ToD) to discuss actions taken by the school.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

All complaints are taken seriously and are heard through the school's complaints policy and procedure.

Surrey's Local Offer

The purpose of the Local Offer is to enable parents/carers and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Surrey's Local Offer is available from the website: https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page

Equal Opportunities

The Mead is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. It promotes self and mutual respect and a caring and non-judgmental attitude throughout the school

Please also see Accessibility plan