

The Mead Infant and Nursery School

Special Educational Needs and Disability (SEND) Policy



Proud to Belong

This Policy was adopted by The Governing Body in the Autumn term 2014 and is reviewed annually.

Reviewed by: Headteacher and the Full Governing Body in the Autumn Term 2020

Next Review: Autumn Term 2021

The Mead Infant and Nursery School Special Educational Needs and Disability (SEND) Policy

At The Mead our regard for children's safety is paramount. All of our policies are developed with a high priority on children's safety and our safeguarding policy. All of our 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 Dr Nicola Temko and all enquiries should be directed to her at: hiunit@mead.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 School

If you have any concerns about your child's progress they should be shared in the first instance with their classteacher since he or she is the person who knows them best. Other enquiries can be addressed to Mrs Bedford the SEND leader

Please make an appointment with the school office if you wish to speak to Mrs Bedford.

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

- Statements will no longer be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC Plans) which will be used to plan support for children and young adults from birth to 25 years;
- School Action and School Action Plus have been replaced by one school based category of need known as 'Special Education Needs Support' (SENS). All children are closely monitored, and their progress tracked each term. Those at SENS are additionally tracked by the SEND Leader
- 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.

At The Mead we work closely with parents and children to ensure that we take into account the child's own views and aspirations and the parents' experience of, and hopes for, their child. Parents are invited to be involved at every stage of planning and reviewing SEND provision for their child. All children benefit from 'Quality First 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, we implement some focused interventions to help children with their particular needs. We have high expectations of all our children. Children on our 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

Our 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;
- To work with the Governing Body 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.

We have a nine place Specialist Centre for Deaf Children all of whom have a Statement.

Types of SEND which we currently have in school, during 2018-2019, include 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,

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 Quality First Teaching they are discussed with the SEND Leader 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 sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental 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 and Children

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents 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 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 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, (like an IEP) 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, we may apply for the child to be assessed for an EHC Plan. Generally, we apply for an EHC Plan if:

- The child is Looked After and therefore additionally vulnerable
- The child has a disability which is lifelong and which means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

Children, who we 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 is successful, a member of the Local Authority will call a meeting for parents, 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

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of 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, our focus is on outcomes, not hours: we 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, we look first at the child's profile of learning in order that we can 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 SEND Leader 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 of our classrooms are inclusion-friendly: each one is equipped with a soundfield system and acoustic ceiling and flooring to achieve an optimum listening environment. We aim to teach in a way that will support our deaf children as well as those with tendencies towards dyslexia, dyspraxia, ASD etc. This good practice supports all children but is vital for those who particularly need it. All of our children access the full National Curriculum/Early Years Foundation Stage Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

Access to extra-curricular activities

We provide a wide range of before-school, lunchtime and after-school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class trips are part of our curriculum and we

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 of our 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. We offer training and self-help opportunities through access to in-house or LA courses, provision of books or guidance towards useful websites.

Many of our 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 or specific interventions. All TAs work with children with SEN and disabilities.

The Mead Infant School has an experienced teacher and leader with responsibility for SEND. She offers training and advice and shares resources with all staff. Our expert Teacher of the Deaf also supports staff to meet the needs of children with SEND.

As a LA Community School we benefit from specialist help from the local authority. This includes access to Educational Psychologists and Advisory Teachers.

Children with social, emotional and mental health needs

Behaviour is not classified as an SEND. If a child shows consistent unwanted behaviours, the class teacher will 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) we complete a CAF with the family and support the child through that process.

If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS.

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.

All children's behaviour is responded to consistently in line with our 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. We 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

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we 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 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.
- Opportunities to take photographs of key people and places in order to make a transition booklet.

We have 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 Dr Elisa Zreik. She meets with the SEND Leader and/or Teacher of the Deaf (ToD) at least termly 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 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. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school

Review Framework

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance)

Last reviewed: Autumn 2020

Please also see Accessibility plan