



Meath Green Infant School SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Ratified by the Governing Body: April 2021

To be reviewed: April 2022

1. Aim and Objective
2. Identifying Special Needs and Disability
3. A graduated approach to SEND support
4. Managing pupils needs on the SEND register
5. Criteria for exiting the SEND register/ record
6. Supporting pupils and families
7. Supporting pupils at school with medical conditions
8. Monitoring and evaluation of SEND
9. Training and resources
10. Roles and responsibilities
11. Storing and managing information
12. Reviewing the policy
13. Accessibility
14. Dealing with complaints
15. Bullying
16. Appendices

This policy was created in partnership with the Headteacher, Inclusion Leader, Staff and Governors. The policy reflects the statutory guidance set out in the Special Educational Needs and Disability (SEND) Code of Practice 0-25 years, 2015.

How can parents access this policy?

This policy can be accessed:

- on the school website;
- by requesting a paper copy from the school office.

Principles

At Meath Green Infant School, we recognise each child's uniqueness and value their individual skills, strengths and needs. We aim to support every child to achieve their full potential by developing their core skills, embedding a resilient attitude, teaching strong moral values and providing them with memorable experiences and opportunities. Giving them the foundations for life-long learning.

Within every school there will be a number of children, who for a variety of reasons, will have a Special Educational Need and Disability (SEND).

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.
- c) are under compulsory school age and 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.

This Definition of Special Educational Needs and Disability is taken from SEND Code of Practice 0-25 years, 2015, published by the DfE. It is the guide that all schools and Local Authorities in England and Wales must take into account when organising and providing for children with Special Educational Needs.

At Meath Green Infant School, the progress and welfare of children with SEND is managed by the SENCO. She, in liaison with parents/carers of the child, the child's class teacher, support staff and professionals outside of school will monitor the learning, social, physical and emotional needs of children with SEND and set in place procedures to measure their progress against agreed targets.

Any parents/carers who have concerns about the educational progress of their child should seek an appointment with the child's class teacher and/or the SENCO.

1. Aims

- To ensure that we are an inclusive school, where everyone is valued irrespective of gender, colour, creed, race, religion, disability or ability.
- To ensure all children have equal opportunities.
- To maintain the self-esteem of children identified with SEND, so that they become confident individuals.
- To provide children with realistic and ambitious targets, discussed and agreed with parents.
- To fully engage and liaise with all stakeholders, including parents.
- To familiarise new staff with SEND procedures, ensuring all staff identify and minimise barriers to learning.
- To prepare children for their next steps, including transition into school and on to their next school.
- To support all children to meet or exceed the high expectations set for them based on their age and starting points.

Objectives

- **Members of staff seek to identify the needs of pupils with SEND as early as possible.** This is done most effectively by gathering information from parents, health and care services and early years' settings, prior to the child's entry into school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the SENCO and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress. Parents will be asked to provide feedback and suggestions on SEND procedures in our school to ensure we continually improve our practice.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. Some of these services include Educational Psychology Service, Speech and Language Therapy, Children and Adult Mental Health Service (CAMHS), Behaviour Support and Occupational Therapy.
- **Create a school environment where pupils can contribute to their own learning.** This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays, sports teams and playground pals.
- **Deliver a programme of training** and support for all staff working with our children with Special Educational Needs and Disabilities, which develops our practice within the guidance set out in the SEND Code of Practice 2015.

2. Identifying Special Educational Needs

The SEND Code of Practice 2015 describes four broad areas of need and support for Special Educational Needs:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

These four areas give an overview of the range of needs that should be planned for. The purpose of this identification is to work out what action the school needs to take, not to fit a pupil into a category. Children and young people with SEND may need extra support because of a range of needs.

In our school, a child may be identified as having Special Educational Needs if:

- they have speech, language and communication difficulties that make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.
- their academic achievements are significantly below their peers of a similar age.
- they are making inadequate progress, so that the gap between their attainment and their peers is widening.
- they find it difficult to develop social interaction with their peers and staff or those children who exhibit emotional difficulties that prevent them from forming relationships or accessing the curriculum effectively.
- they have a physical or sensory difficulty that prevents them from taking part in school life.

At Meath Green Infant School, the Headteacher, Inclusion Leader, class teachers or teaching staff may identify children that meet the criteria for SEND. This may be through observations, discussions with parents/ careers, pupil progress reviews and work scrutiny.

It is considered a vital role for teachers to monitor the progress of children in their class. First Quality Teaching (Wave 1) is the first step in responding to those who have or may have SEND.

The SEND Code of Practice 0-25 years, 2015, states that “high quality teaching differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.”

Any child who is experiencing difficulties with their learning should have targets set to monitor their progress and the SENCO should be informed that they are being monitored. All children are assessed in line with the school’s Assessment Policy.

Children who have English as an Additional Language may not have SEND but their progress will also be monitored to ensure that the appropriate provision is in place

The law says that “children and young people do not have learning difficulties *just* because their first language is not English, although, of course, some of these children and young people may have learning difficulties as well.” (*SEND guide for parents and Carers, DfE, 2015*)

3. A graduated response

At Meath Green Infant School, we will endeavour to ensure all pupils are supported with good or outstanding teaching.

When making decisions about SEND, we will;

- make sure that children and their parents participate as fully as possible in decisions that affect them,
- have regard to the views, wishes and feelings of children and their parents,
- provide support to children and their parents/family so that children do well educationally and can prepare for adulthood.

Initial concerns may be identified through:

- pre-schools-- Representatives from our Reception team visit pre-schools in the summer term before the children are due to start school. Pre-schools are also invited to visit school, with the children, in the summer term.
- home Visits – Our Reception team make a home visit to meet the child and their parents/ carers in the weeks prior to the child starting school.
- a cause for concern - From parents, other education settings, health authorities, child etc.
- authority screening procedures – 2 Year check, Early Years Foundation Stage Profile or Routine health checks (including sight and hearing).
- observations and referrals - From anyone working with children in school including Headteacher, class teachers, support staff, supply teachers.
- Year One Phonic Screening.
- outside agencies who have been previously or currently involved with a child.
- parent consultation discussions.
- termly Pupil Progress Meetings.

The information gathered from these early assessments will be discussed with the child (as relevant for their age) and parents/ carers to establish a clear understanding of their strengths and areas of difficulty. If the child is then identified as having SEND they will be included on the SEND register and in consultation with parents/ carers a SEND Support Arrangement will be drawn up.

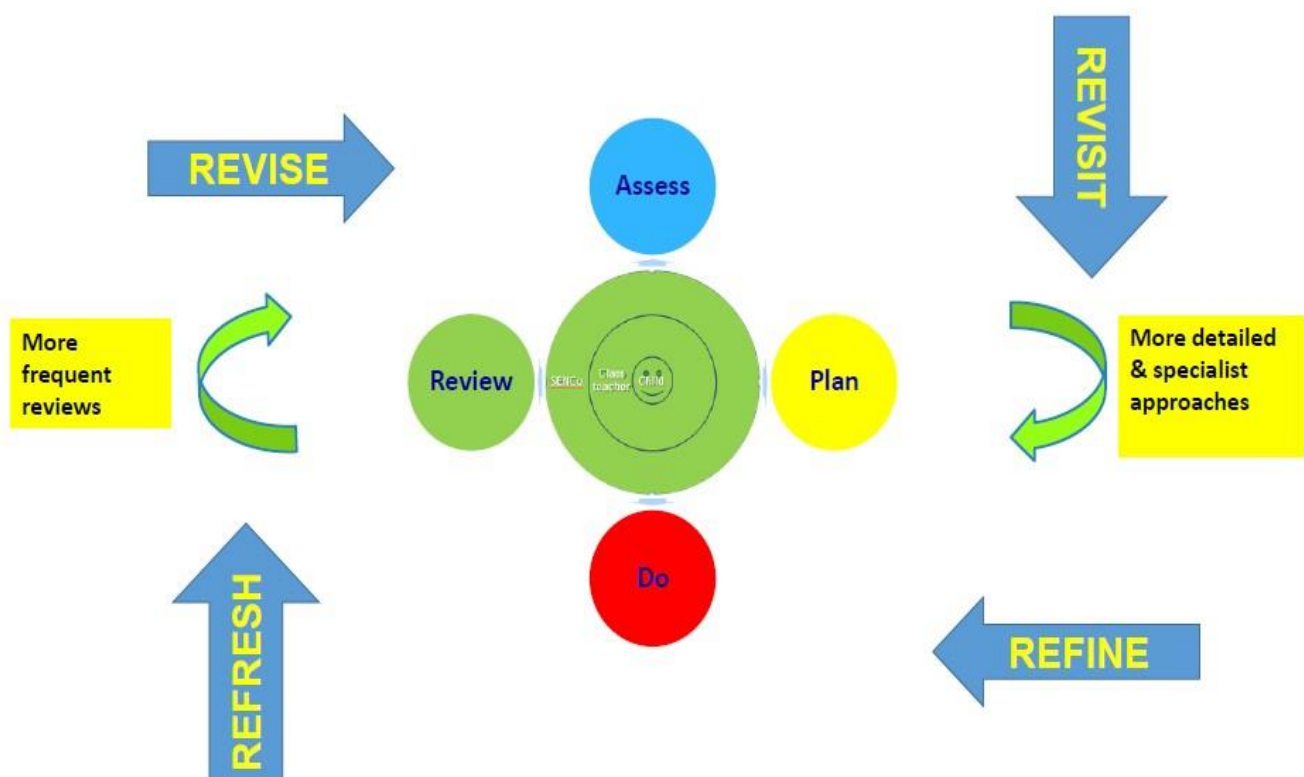
The SEND Support Arrangement aims to provide a holistic picture of the child, and to ensure that their voice and that of their family is heard and represented in the documentation. It contains a One Page Profile, information about the family and their aspirations, the family story, strengths and areas of needs, assessment information and the support plan itself. The support plan is constructed around person centred outcomes which should balance what is important to the child and their family with what is important for them. Detailed assessment information is an essential part of understanding what is important for the child/young person. This is a dynamic document which should be updated through regular reviews to ensure that it remains relevant to the individual.

A child with a SEND Support Arrangement will be supported through a combination of First Quality Teaching (Wave 1) and targeted interventions (Wave 2). In some cases, children will not make expected progress, despite having Wave 1 and Wave 2 provision, and in **some cases** more specialised assessments are required by External agencies (Wave 3), these may include:

- CAMHs (Child and Adolescents Mental Health services)
- Educational Psychologists
- Behaviour Support
- Speech and Language
- Occupational Therapists
- Learning and Language Support

Once the level of support is identified and the child's area of need has been recognised, an Individual Support Plan will be drawn up and the **Assess, Plan, Do and Review** cycle will be followed.

This SEND support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes. This is known as the graduated approach. Pupils with SEND needs are supported through this approach. However, for children and young people with more complex needs a co-ordinated assessment process and the new 0-25 Education, Health and Care plan (EHC plan) will be considered.



Assess: A child's difficulties will be assessed so that the right support can be provided. This will include, for example, asking what parent's think, talking to professionals who work with a child (such as their teacher), and looking at records and other information. This needs to be reviewed regularly so that the support provided continues to meet a child's needs. That might mean getting advice and further assessment from another professional such as an educational psychologist, a specialist teacher or a health professional. Throughout this process, class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Plan: We will agree, with parental involvement, the outcomes that the SEND support is intended to achieve. All those involved will have an opportunity to express their views in deciding what kind of support will be provided, and a date will be set by which they will review this, so that they can check to see how well the support is working and whether the outcomes have been or are being achieved.

Do: We will put the planned support into place. The class teacher remains responsible for working with the child on a daily basis, but the SENCO and any support staff or specialist teaching staff involved in providing support will work closely to track a child's progress and check that the support is being effective. The SENCO will ensure staff working with children with additional needs are appropriately trained.

Review: The support a child receives will be reviewed at the time detailed in the plan. Working with the families concerned, we will then decide together if the support is having a positive impact, whether the outcomes have been, or are being achieved and if or how any changes should be made. Class teachers are responsible and accountable for the progress and development of the pupils in their class.

At each stage of the review, we will consider if the child's needs can now be met without SEND support or if an Education, Health Care Plan is now needed.

Who is an Education, Health and Care Plan (EHCP) for?

The Right Provision at the Right Time (*Surrey County Council, April 2014*) identifies who an Education, Health Care Plan is for:

"Despite high quality teaching and purposeful intervention, through the school based local offer, a small number of children and young people may make inadequate progress towards their identified outcomes. Where pupils are making inadequate progress given their age, starting point and particular circumstances, it may be appropriate to consider whether an EHCP is needed. This is likely to be the case for children who present with multiple special educational needs of an interrelated and enduring nature and who require more highly specialised and personalised arrangements accessed through an EHCP in order to achieve their outcomes. The arrangements required to be put in place in order for children/young people to progress would be beyond those available through the school based local offer."

Parents and carers are encouraged to be fully involved in all of the above procedures and processes.

4. Managing pupils needs on the SEND register

Once a child is added to the SEND register they will have a SEND Support Arrangement which will include an Individual Support Plan containing outcomes linked to their areas of need. The outcomes will be discussed with the child in school (as age appropriate) and parents will be invited to meet with the SENCO and class teacher where strategies and advice will also be given on how to support the outcomes at home. Through applying the **Assess - Plan- Do- Review cycle** the outcomes will be review each term and new outcomes will be given if appropriate.

The SENCO has overall responsibility for maintaining and updating the SEND register and for monitoring the children's progress. Class teachers hold the responsibility for evidencing progress, according to the child's outcomes, and will discuss this during pupil progress meetings held each term. In consultations with the class teachers, the SENCO makes the decision as to whether it is necessary to engage specialist services to draw on more specialised assessments. Parents'/carers consent is always obtained for this.

5. Criteria for exiting the SEN register/ record

If a child on the SEND register makes good progress so that they are now achieving the expected level of development, in consultations, the class teacher, parents/carers and the SENCO may decide that the child no longer needs to be on the SEND register.

The final Individual Support Plan will evidence that the child has achieved their targets and is achieving the national expectations of progress. The child will continue to be monitored at termly pupil progress meetings.

6. Supporting children and their families

We believe that a close working relationship with parents is vital in order to ensure identification and assessment of SEND leads to appropriate intervention and provision.

In order to have a true partnership with parents we:

- value parental support and involvement at all stages.
- listen to parents without prejudice.
- are always truthful and realistic but also sensitive.
- ensure that all parents have equal access and entitlement.
- offer termly meetings with the class teacher/SENCO to share progress.
- ensure an open door policy to the class teacher, SENCO and Headteacher, at appropriate times.
- ensure that parents understand that there is no stigma attached to SEND.
- respect a parent's right to identify SEND in his/her child and for the school to respond.

Details of the full support we provide for children and their families is stated within our School Offer and on our provision map. These are published on our website. In addition to our School Offer you may wish to visit **Surrey's local offer**. This gives information about services and support available in the local area for children and young people with SEND. Please use the link below:

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

Admissions and Transition

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. Please see admission arrangements in our school prospectus or visit Surrey's admission criteria and information by using the link below.

<http://surreycc.gov.uk/schools-and-learning/schools/school-admissions/apply-for-a-school-place>

Our SENCO and staff prepare children for a successful transition between classes and settings using a range of strategies and resources. Details are provided within our School Offer, 14 question response. When pupils transfer from our school to their next setting, a transition planning meeting is arranged and copies of their SEND files are provided for their next school. Parents are encouraged to be fully engaged with this process.

7. Supporting Pupils with Medical Conditions

At Meath Green Infant School, we recognise that children at school with medical conditions should be 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.

Some children with a medical condition may also have SEND and therefore receive additional support or have an Education, Health and Care plan (EHCP) which brings together health and social care needs, as well as their special educational provision when the SEND Code of Practice (2015) is adhered to.

8. Monitoring and Evaluation of SEND

Children on the SEND register have an Individual Support Plan (ISP), as part of their SEND Support Arrangement, where provision and desired outcomes are clearly identified. These are written by their class teacher and /or SENCO, reviewed on a termly basis and agreed with parents at parent/teacher consultation meetings or at a separately arranged meeting.

If a child has an Education Health Care Plan their targets are reviewed annually at their Annual Review meeting. This is in addition to their termly ISP reviews. Parents, Class Teachers, SENCO and any outside agencies are involved in this process where the child's progress is reviewed and desired outcomes are agreed.

The SENCO, SEND Governor and Headteacher will monitor the implementation of the school's SEND policy throughout the year gathering information on the number of children with SEND, expressed as a percentage of the school roll, and any changes to the level of support they receive. They will also monitor the provision of support children receive and the impact and progress they make.

We continually monitor the SEND provision, evaluating and revising practice when necessary to ensure the best outcomes for all our children. In response to evaluating the whole school provision, we review our SEND provision, policy, SEN Information Report and our School Offer is updated on the website.

9. Training and Resources

Training

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. These are provided internally by staff, by external agencies, Local Authorities, INSET and the Horley Learning Partnership.

All staff receive an annual appraisal to enable them to continue their professional development and identify their training needs. Whole school SEND training needs are also identified through ongoing discussion of the needs of individual staff and children. Training sessions, including staff meetings are planned to address these needs.

All teachers and support staff undertake an induction on taking up a post and this includes a meeting with the SENCO who explains the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. NQTs are supported by the SENCO in the development of support plans for individuals.

The school's SENCO regularly attends SENCO network meetings and training in order to keep up to date with local and national updates in SEND.

Resources

In allocating resources, our guiding principle is to target support towards early and appropriate intervention for children with Special Educational Needs and Disabilities. The Headteacher, SENCO and schools Finance Manager meet regularly to draw up the resource requirements when the school is planning for the next academic year i.e. funding Teaching Assistants who support at Wave 1, 2 and 3, SENCO time and administrative costs. The Headteacher then consults with the governing body to agree the funding allocation to support SEND. There is no automatic amount of staff time or value attached to any individual child and it is the SENCO's responsibility to organise Wave 3 funding to meet the needs of all children at this level in the most effective way possible. Funding for children with an EHCP will be allocated to the statutory requirements in the SEND Code of Practice 2015.

Pupil Premium funding may be used to support pupils with SEND irrespective of whether they trigger the funding. It is the school's decision on how this funding is allocated but it is reported on the school website.

10. Roles and Responsibilities

The **Governing Body** will ensure that the school fulfils its legal duties with regard to special educational needs. This will include maintaining an overview of the learning support procedures and resources, and reporting annually on the effectiveness of the school's Special Educational Needs and Disability policy.

The **Headteacher** has overall responsibility for ensuring the Special Educational Needs and Disability policy is implemented and is responsible for Safeguarding.

The **SENCO** takes the lead in work relating to children with SEND. Staff liaise with her closely on the provision and progress of all the children with SEND to ensure continuity and support for them and their families. The SENCO is also responsible for Pupil Premium children. The SENCO is also part of the Senior Leadership Team.

SENCO Roles and Responsibilities include:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years' providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps an up to date records of all pupils with SEND.

11. Storing and Managing Information

See Confidentiality policy. This is available on our website or a paper copy is available from the school office.

12. Reviewing the Policy

This policy will be reviewed annually through engagement of all stakeholders.

13. Accessibility

Our Equality Policy and Accessibility plan are available on our website.

14. Dealing with Complaints

Copies of the complaints procedures are available on request from the school office and are available on our website.

15. Bullying

At Meath Green Infant School, we recognise that some groups of children may be victims of, or more vulnerable to bullying and we adopt a 'zero tolerance' approach towards bullying. Our Anti-Bullying policy can be found on our website or a paper copy is available from the school office.

16. Appendices

SENCO Name: Mrs Kelly Lang

Contact Details: senco@meath-green-infant.surrey.scu.uk

Other Key Roles: Assistant Headteacher / Inclusion Leader

Headteacher: Jane Pipe

Designated SEN Governor: Vicky Rose

RELATED POLICIES AND KEY DOCUMENTS

Policy/ Document	Where can it be accessed?
School Offer-14 question response	School website www.meathgreeninfant.org/send/
Whole School Provision Maps	School website www.meathgreeninfant.org/send/
SEN Information Report	School website www.meathgreeninfant.org/send/
Equality Act 2010 (Contents page)	http://www.legislation.gov.uk/ukpga/2010/15/contents
Admission arrangements	School prospectus (on website or from school office) www.meathgreeninfant.org Surrey Admission procedures http://surreycc.gov.uk/schools-and-learning/schools/schooladmissions/apply-for-a-school-place
Surrey Local Offer	https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page
Special Educational Needs Code of Practice:0-25 years	https://www.gov.uk/government/publications/send-code-of-practice-0-to25
SEND:guide for parents and carers	https://www.gov.uk/government/publications/send-guide-for-parents-andcarers
Supporting pupils at school with medical conditions	https://www.gov.uk/government/publications/supporting-pupils-at-schoolwith-medical-conditions--3
Keeping children safe in Education	https://www.gov.uk/government/publications/keeping-children-safe-ineducation
National Curriculum 2014	https://www.gov.uk/government/publications/national-curriculum-inengland-framework-for-key-stages-1-to-4
The Right Provision at the Right Time (Surrey April 14)	http://www.surreycc.gov.uk/_data/assets/pdf_file/0003/854193/SEND_TheRight-Provision-at-The-Right-Time_120814.pdf

Glossary of Terms Used in SEND Policy:

CAMHS- Child and Adolescent Mental Health Service

Dfe- Department for education

EHCP- Education, Health Care Plan

ISP- Individual Support Plan

SENCO- Special Educational Needs Co-ordinator

SEND- Special Education Needs and Disabilities