



MELBOURNE INFANT SCHOOL

Special Educational Needs and Disability Policy

This is a policy to promote the successful inclusion of pupils with special educational needs and disabilities. It complies with statutory requirements laid out in the SEND Code of Practice 0-25 (June 2015).

The named person responsible for managing the provision for SEND at Melbourne Infant School is Mrs V Howell. Mrs Howell is a member of the Senior Leadership team and a class teacher. Mrs Howell can be contactable through the school office 01332 862325 or email vhowell@melbourne-inf.derbyshire.sch.uk. The named Governor for SEND is Mrs K Adcock.

The responsibility for providing for the special needs of pupils including those with disability or learning difficulties is considered to be an integral part of all teaching and learning.

At Melbourne Infant School we are all fully committed to offering an inclusive curriculum to ensure the best possible progress for all of our children whatever their needs or abilities, race or gender. Our policy promotes consistency of approach and puts the rights of the child at the heart of the process. All of our children will have the right to a broad and balanced curriculum, including extra curricular activities where appropriate, full access to the Foundation Stage Curriculum/National Curriculum, be valued, have their self esteem promoted and the aspirations and expectations for all pupils with SEND raised. To help safeguard our more vulnerable children we work to promote independence and build resilience.

We believe that a close working partnership with parents/carers is vital to ensure that

- information is shared with others
- early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- social, emotional and academic progress is made
- contact with parents/carers takes place as is relevant

Objectives

- to identify and monitor children with special educational needs and disabilities from the earliest possible stage and ensure that their needs are met
- to ensure that all children with special educational needs and disabilities are able to access all school activities
- to remove barriers to participation and learning
- to ensure that all children make the best possible progress
- to ensure that parents/carers are informed and involved effectively with their child's needs and provision and that effective communication methods between home and schools are used
- to ensure that children are appropriately able to express their views and are fully involved with decisions which affect their education
- to promote effective partnership and involvement with outside agencies where appropriate
- to plan an effective curriculum to meet the needs of children with special educational needs and disabilities
- to work within the guidance provided in the SEND Code of Practice 2014
- to provide support and advice for all staff

The Governing Body has agreed with the Local Education Authority's admission criteria which does not discriminate against children with SEND and its admissions policy has due regard for the guidance in the Code of Practice. Parents/Carers seeking the admission of a child with any SEND needs are encouraged to approach the school well in advance so that the relevant consultations can take place.

It is therefore our aim to provide appropriate support for the following Special Needs:

- Those who far exceed the average performance of the class
- Those who are not achieving at a level appropriate to their age/ability
- Those who are experiencing difficulty through a physical sensory disability
- Those who are experiencing difficulty in connection with equal opportunities
- Those who have emotional/behaviour problems

Special educational provision means:-

Educational provision which is additional to, or otherwise different from, the educational provision made generally for children in schools maintained by the Local Authority, other than special schools in the area. At Melbourne Infant

School we identify the needs of children by considering the needs of the whole child, which includes not just the SEND of the child.

The areas of special need will be identified as either:

Communication and Interaction

This includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.

Cognition and Learning

This includes children who demonstrate features of moderate, severe or profound learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.

Social, Mental and Emotional Health

This includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.

Sensory and/or Physical Needs

This includes children with sensory, multi-sensory and physical difficulties.

A Graduated Response Approach to SEN Support

Melbourne Infant School is committed to early identification of special educational needs and adopts a graduated response to meeting these in line with the Code of Practice. All children are treated as individuals and the class teacher, alongside other support staff, plan an appropriately differentiated curriculum for our children with additional needs to ensure high quality teaching and learning with effective knowledge of the subject, support and resources.

The quality of teaching for all pupils is regularly and carefully reviewed. Teachers understanding of strategies to identify and support vulnerable pupils and their knowledge of SEND are also reviewed regularly and relevant training is identified and undertaken. A range of evidence is collected through our school assessment and monitoring arrangements. If this suggests the learner is not making expected progress, the class teacher will consult the SEND coordinator to decide whether additional and/or different provision is necessary. There is need for children to be registered or identified as having special educational needs unless the school is taking additional or different action. However, the school does keep a record of children who are involved in a variety of intervention programmes within school to enhance or boost confidence and competence.

SEN Support

If a child is deemed to have SEND, it will be discussed with parents and the child added to our SEND register. The aim of this formal identification is to ensure that the child receives effective provision and any barriers to learning are removed, ultimately diminishing the differences, if there are any, in progress and attainment, between those children on the SEND register and those children not on the SEND register. The support provided consists of a four part process: Assess, Plan, Do, Review. This cycle enable provision to be monitored, impact assessed and different interventions put in place as the needs of the child change.

ASSESS: Children's needs will be assessed using class teacher assessments, knowledge of the child, previous progress and attainment, views of parents/carers, pupils and outside agencies.

PLAN: Planning will involve consultation between teacher, SEN Coordinator, parents/carers, children and outside agencies to agree interventions and support required, along with the impact on progress, development and/or behaviour that is expected and a clear date for review.

DO: The class teacher/support staff will work with the child in a variety of ways applicable to individual needs: 1-1 support and small group activities. Work will be implemented and targets set. Support and assessment of a child's needs will be monitored by the class teacher and SEN Coordinator along with teaching support staff. Advice form external agencies will be sought as appropriate.

REVIEW: A child's progress will be regularly reviewed and the impact of support monitored. The quality of support will also be regularly reviewed and monitored. A child's view and those of his/her parents/carers will also be taken into account. Support and outcomes will be revised based on the child's progress and development and any necessary amendments made.

Any child put on the SEND register will have specific, measurable, achievable, realistic short term targets and suggested teaching strategies will be identified to enable the child to achieve them. These targets are regularly reviewed and the outcomes recorded. Parents/carers will be invited to participate in the target setting and review process. Any child exiting the SEND register will still be regularly monitored and progress assessed.

ACCESSIBILITY

Melbourne Infant School facilitates reasonable access for adults and children with disabilities.

The SEND Local Offer is a resource which is designed to support children with special educational needs and/or disabilities and their families. This can be found at



<http://localoffer.derbyshire.gov.uk/>

Policy Evaluation and Review

This policy is reviewed on an annual basis.

Revised February 2019
