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## **Special Educational Needs and Disability Policy**

Melbourne Infant School is an inclusive school and recognises that provision for children with special educational needs and disabilities (SEND) is a whole school responsibility, as determined by the SEN Code of Practice (2014). We know that every teacher is a teacher of every child, including those with SEND. We believe that communication is vital to the success of this policy. We seek to establish close links with parents/carers and if relevant other support services.

A close working partnership with parents/carers is vital to ensure:

- information is shared in order to gain a holistic view of a child. This enables barriers to be identified and a comprehensive approach of support strategies put in place to meet need.
- early and accurate identification of need/barriers to learning is made.
- targets set are monitored for effectiveness/success and any additional barriers are identified early, through Assess Plan Do Review cycles.

### **Aims**

- To ensure that all pupils have access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure early identification of any barriers to learning.
- To ensure that parents/carers of SEND pupils play an integral part in identifying need/barriers in school and at home.
- To ensure parents/carers are kept fully informed of their child's progress and are included in target setting.
- To create an environment where pupils can contribute to their own learning, where they feel safe and listened to.

### **Definition of Special Educational Needs**

A child with SEND requires educational provision which is additional to, or different from, the educational provision made generally for children of their age. Children with EAL should not be regarded as having SEN, although a proportion of EAL pupils may also have SEN.

A child or young person has SEND if he or she has a learning difficulty or disability if they



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- have a significantly greater difficulty in learning than the majority of others of the same age
- or
- have a disability which prevents or hinders him or her from making use of the facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Clause 20, Children & Families Bill 2013, Department for Education.  
Code of Practice 2014

Mrs Howell is the SEND Lead at Melbourne Infant School. She is also Deputy Head and a member of the school's senior leadership team. Mrs Howell can be contactable through the school office 01332 862325 or email [vhowell@melbourne-inf.derbyshire.sch.uk](mailto:vhowell@melbourne-inf.derbyshire.sch.uk). The named Governor for SEND is Mrs Sarah Butler.

There are four broad areas of Special Education Need as outlined in the SEND Code of Practice 2014:

### **Communication and interaction**

Children and young people with speech, language and communication needs (SLCN) demonstrate barriers when communicating with others. This may be because they present with an expressive language barrier (the ability to communicate thoughts, feelings and needs through various means including verbal and non-verbal communication - using words, sentences, gestures, signs and symbols to convey meaning) a receptive language barrier (the ability to understand words and language. Processing and understanding verbal and non-verbal interactions) or a social interaction barrier (the ability to communicate effectively with others. This includes understanding and using social rules of communication). The profile for every child with SLCN is different and their needs may change over time. A child may present with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children with a diagnosis of autism spectrum disorder (ASD) often demonstrate barriers in communication and interaction due to their unique communication styles and preferences. These barriers can manifest in various ways, including limited use of gestures, difficulty understanding body language, and challenges with social exchanges.



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## **Cognition and Learning**

Support for cognition and learning barriers may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

## **Social and Emotional Development**

Children and young people may experience barriers in their social and emotional development. A child may present with barriers in social interactions, emotional regulation and behavioural changes that may reflect a need for support with mental health.

## **Sensory and or physical**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Some children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Code of Practice (2014).

## **Admissions**

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 2014. Parents/Carers seeking the admission of a child with any identified or suspected SEND needs are encouraged to approach Melbourne Infant School so that the relevant consultations can take place.



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## **Inclusion**

Our SEND policy reinforces the need for teaching that is fully inclusive to all including children with SEND.

## **Identification**

We follow a whole-school approach to our SEND policy and practice. All staff are committed to upholding the aims of this policy. Wherever possible, pupils identified as having SEND are fully included in mainstream classes. We ensure they have full access to the National Curriculum and the Early Years Foundation Stage Curriculum, where appropriate, and are included in all aspects of school life. All teachers are responsible for identifying pupils with SEND and, in collaboration with the SEND Lead, will ensure those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEND can be identified. Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEND provision.

## **Early Identification**

Early identification of pupils with SEND is a priority. The school uses appropriate assessment tools to ascertain pupil progress through:

- Evidence obtained through formative and summative assessment data
- Teacher observations
- Foundation Stage assessments
- Pupil progress in relation to National Curriculum objectives
- Parent/carer views

## **Assessments**

Assessments will be made through

- Information from parents/carers
- Day to day observations
- Records from feeder providers (pre-school or previous setting)
- Pupil tracking
- Formal assessments - Engagement Model, Formative Footprints, National Curriculum
- Other professionals if appropriate



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## **Code of practise graduated response**

Melbourne Infant School follows the levels of intervention as set out in the SEN Code of Practice (2014).

The Code of Practice advocates a graduated response to meeting pupils' needs.

## **SEN Support**

If a child is identified as having SEND, parents will be formally advised and the decision to add the pupil to the school SEND register is made. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove any barriers to learning. The support provided consists of a four-part process:

1. Assess
2. Plan
3. Do
4. Review

This is an ongoing cycle to enable the provision to be reviewed and adapted as necessary to ensure maximum impact on outcomes and barriers identified. This cycle enables identification of those interventions which are most effective in supporting the pupil to overcome any barrier identified.

**ASSESS:** This is carrying out a clear analysis of a pupil's needs. Using the class teachers' assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experiences of parents/carers. Advice from external support services and staff will be sought if appropriate and with the agreement of parents/carers.

**PLAN:** All staff and support staff who work with the pupil will be made aware of a pupil's barriers, the outcomes sought, the support provided and any teaching strategies or approaches that are required. Planning will involve consultation between teacher, SEND Lead, parents/carers and any outside agencies involved as appropriate e.g. Educational Psychologist, Inclusion Support Advisory teacher Speech and Language Service, Physical Impairment, Teacher of the Deaf etc.

**DO:** Provision identified is delivered to the pupil.



# MELBOURNE INFANT SCHOOL

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**REVIEW:** The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. The review process will evaluate the impact and quality of the support and interventions.

## **Accessibility**

**Please visit** <https://melbourne-inf.derbyshire.sch.uk/> and click the 'Our School' tab and then 'SEND Information' tab for the school's accessibility plan and SEND information report.



The SEND Local Offer is a resource which is designed to help and support children and young people with special educational needs and disabilities, and their families to be more confident in their communities and live independently. This can be found by [Home - Derbyshire Local Offer](#)

## **Policy Evaluation and Review**

This policy is reviewed on an annual basis.

*Revised January 2026*

*Next review date: January 2027*

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