



MELBOURNE INFANT SCHOOL
'Shine Brightly Together and Reach for the Stars'

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 believe 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 therefore seek to establish close links with parents/carers and other support services.

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 SEND is made leading to appropriate intervention and provision
- social, emotional and academic progress is made
- regular contact with parents/carers takes place as is relevant

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

- 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 Verity 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. The named Governor for SEND is Mrs Sarah Butler.

There are four broad areas of SEN as outlined in the SEND Code of Practice 2014:

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties 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, mental and emotional health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse,

eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

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. These difficulties can be age related and may fluctuate over time. Many 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 habilitation 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).

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 the identification of all pupils requiring SEND provision as early as possible in their school journey.
- To ensure that SEND pupils take as full part as possible in all school activities.
- To ensure that parents of SEND pupils are kept fully informed of their child's progress and attainment.
- To create an environment where pupils can contribute to their own learning, where they feel safe and listened to.

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. 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.

INCLUSION

This policy builds on our school inclusion policy, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. The governing body will ensure that appropriate provision will be made for all pupils with SEND.

IDENTIFICATION

At Melbourne Infant School we have adopted a whole-school approach to SEND policy and practice. All staff are committed to the aims of this policy. Pupils identified as having SEND are, as far as practical, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and Early Years Foundation Stage Curriculum, when appropriate and integrated into 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 pupil's 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

Assessments

Assessments will be made through

- information from parents/carers
- observations
- records from feeder providers
- pupil tracking

CODE OF PRACTICE 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 refined and revised as the understanding of the needs of the pupil grows. This cycle enables identification of those interventions which are most effective in supporting the pupil to achieve good levels of progress and outcomes.

ASSESS: This involves clearly analysing the pupils' need 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: Planning will involve consultation between teacher, SEND Lead and parents/carers to agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute at home. This plan will be recorded in the form of a Target Planning and Review document which will be shared with staff, parents/carers and pupil.

DO: The class teacher remains responsible for working with the child on a day to day basis. They will retain responsibility even where the interventions may

involve group or 1:1 teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and ensure links with classroom teaching.

REVIEW: Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take into account the views of the pupil and their parents/carers. The class teacher, in conjunction with the SEND Lead, will revise the support outcomes and based upon the pupils progress and development make any necessary amendments going forward, in consultation with parents/carers and pupils.

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 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 May 2025

Next review date: May 2026
