



Aiming High, Achieving Together

SEND Policy

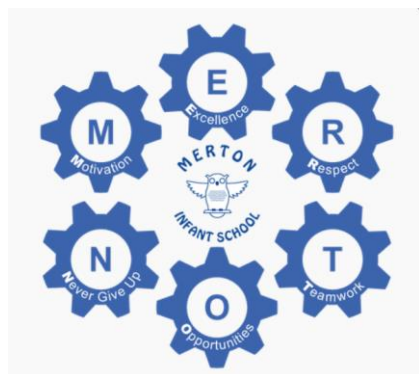
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Signature of the SEND/Inclusion Governor	L. Di Rienzo

Merton Infant School is an inclusive mainstream setting which admits all children and promotes a culture to support children in achieving their potential regardless of their gender, needs or abilities, social background, physical ability, language, religion or ethnic background.

Our vision and values are at the core of everything we do. They underpin our teaching and learning and provide an environment which prepares our children as happy, confident, safe and successful citizens.

We strive to live up to our school vision statement: **'Aiming High, Achieving Together.'**

Our children proactively follow our 'Merton' values:



We are a Rights Respecting School and encourage children to understand their rights as outlined in the United Nations Convention on the Rights of the Child (UNCRC). The following articles relate to this Information Report:

Article 12

Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.

Article 23

Children who have any kind of disability should have special care and support, so that they can lead full and independent lives.

Article 28

All children and young people have a right to a primary education, which should be free. Wealthy countries should help poorer countries achieve this. Discipline in schools should respect children's human dignity. Young people should be encouraged to reach the highest level of education they are capable of.

Article 29

Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures.

Definition of Special Educational Needs and Disabilities (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 he or she:
 - has a significantly greater difficulty in learning than the majority of others of 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 or mainstream post-16 institutions

- requires support that is “additional to or different from that made generally for others of the same age”

The four broad areas of SEN are:

- Communication and interaction (including Speech Language and Communication Needs (SLCN), Autistic Spectrum Condition (ASC) and Attention Deficit Hyperactivity Disorder (ADHD))
- Cognition and Learning (Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD), Specific Learning Difficulties (SpLD) - Dyslexia, Dyscalculia, Dyspraxia, Dysgraphia and Dysphasia)
- Social, Emotional and Mental Health Difficulties (SEMH)
- Sensory and/or physical needs (Visual Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI), Physical Disability (PD))

Children who require support that is “additional to or different from that made generally for others of the same age” will be added to the school’s SEND register as SEN support in agreement with parents.

Children who need support that is significantly above and beyond that of other children may require an Education and Health Care Plan (EHCP). EHCPs identify educational, health and social needs above the SEND support level.

Vision for Inclusion:

Intent

‘Understanding that each child brings distinct capabilities, interests and preferences’ regardless of diagnosis or need’

- Ensure that children receive the highest standard of care including High Quality Inclusive Teaching using statutory Ordinarily Available Provision (OAP) guidance
- Plan an ambitious and achievable curriculum to enable children to function independently in their next phase of education and adult life
- Adopt inclusive practices for children – barriers to learning and engagement are reduced
- Plan to meet the needs of children across the four broad areas of need outlined in the SEND Code of Practice/SEND Support Guidance to meet our statutory requirements
- Ensure that school’s notional SEND budget and any Top-Up funding are used effectively to support children’s complex needs
- Ensure all staff have high quality knowledge, skills and understanding to support children with SEND
- Ensure that the School Vision and Values champion the lowest 20% attainers, children with SEND, English as an Additional Language (EAL), new starters and those with gaps in learning
- Ensure all relevant stakeholders are involved in supporting the needs of children
- Staff understand the clear distinction between EAL and SEND
- Decision making for children with SEND and EAL is a focus in all school policies
- Ensure that SEND and EAL have an equal status in line with all curriculum areas
- Ensure all staff are accountable and regularly review provision to support the lowest 20% attainers, children with SEND, EAL, new starters and those with gaps in learning

Implementation

- Plan effective transition to school with parents and previous setting to gain a full ‘picture’ of strengths and needs
- Use the Graduated Approach of Assess-Plan-Do-Review in line with the SEN Code of Practice/SEND Support Guidance
- Planning indicates adaptive teaching and/or reasonable adjustments across all year groups and subjects
- Devising SMART (Succinct, Measurable, Achievable, Relevant and Time –related) Provision maps or IBMP (Individual Behaviour Management Plan) targets
- Referring to external agency support for expert advice and implementing their recommendations
- Specific interventions are planned and delivered effectively
- Fortnightly staff meetings update staff knowledge and understanding
- Fortnightly SEND team meetings review practices and procedures across the school, including changes to the SEND register and interventions
- Termly Pupil Progress Meetings review the progress of all children with the Senior Leadership Team (SLT)
- A concise Continuing Professional Development (CPD) plan is devised and delivered to all teachers and LSAs (Learning Support Assistants) to ensure relevant strategies are implemented for specific learning difficulties e.g. Autism, Dyslexia, Dyspraxia, ADHD etc.

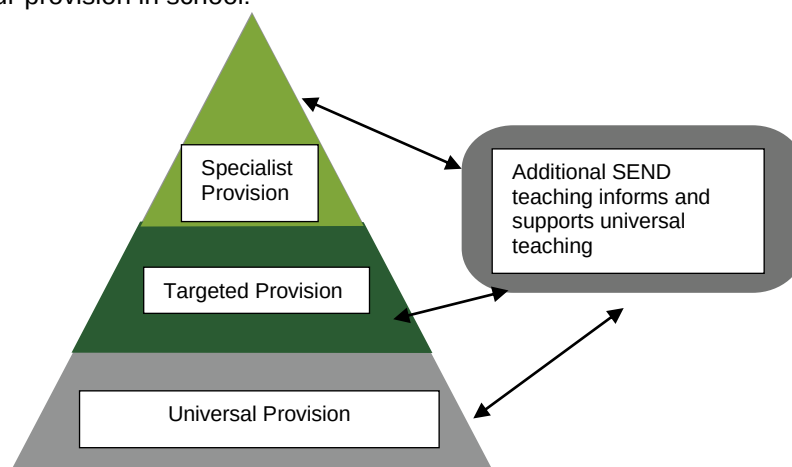
- Use assessment tools i.e. Language Link, PIRA, Thrive to ascertain need, starting point and finishing point to measure impact
- Use school's assessment data to inform practice
- Use relevant WIGIT visual aids to support learning across the curriculum to reduce the cognitive load
- Use of a WAGOLL to support delivery of learning
- Use of Now/Next boards to aid children's organisational skills
- Use strategies such as I do / We do / You do and Revisit-Teach-Practise-Apply (RTPA) across the curriculum
- Provide effective feedback and addressing mis-conceptions to enable children to continually learn and make progress
- Sharing children's progress with parents/carers and suggesting ways they can support at home
- Planning a balance of working in ability and mixed ability groups according to task or need
- Delivery of a rich and diverse learning environment (physical, materials, resources, instructional strategies and learning outcomes) which positively impacts children
- Specific interventions are planned for any learners who have gaps in their literacy skills i.e. missing phonic sounds etc. For example, Five Minute Box, Daily Target Readers, Precision Teaching, Write from the Start etc. to ensure all learners are able to make accelerated progress in order to catch up and keep up with peers
- The school will contact EMTAS for advice when a pupil with EAL has SEND to support an application for an EHCP

We follow the principles of the SEND Code of Practice (2015) which are designed to support:

- the participation of children, their parents and young people in decision making
- the early identification of children and young people's needs and early intervention to support them
- greater choice and control for young people and parents over support
- collaboration between education, health and social care services to provide support
- high quality provision to meet the needs of children and young people with SEND
- a focus on inclusive practice and removing barriers to learning
- successful preparation for adulthood, including independent living and employment

All staff have high expectations of our children which is promoted by encouraging a thirst for learning which fosters a memorable learning experience. Our school provides a happy, caring, positive and nurturing environment. One in which we prepare our children to manage the challenges and opportunities of their future lives. Within cross-curricular themes we aim to develop independent and creative learning. Through stimulating and practical first hand experiences children develop self-motivation and inquisitive attitudes to learning. We believe that High Quality Inclusive Teaching (HQIT) underpins supporting children's individual needs and enables them to learn successfully. HQIT incorporates high quality planning and resourcing of lessons, differentiation of work and robust assessment using statutory Ordinarily Available Provision (OAP) guidance.

The following outlines our provision in school:



Additional SEND teaching informs and supports ordinarily available provision	Universal Provision	Targeted Provision	Specialist Provision	Additional SEND teaching informs and supports ordinarily available provision
	Ordinarily available	Overlearning	Additional needs	
	Ongoing formative and summative assessment			
	High Quality Inclusive Teaching: • Clarity of learning intentions • Explicit instruction • Scaffolding – adult interaction / resources • Cognitive and metacognitive strategies - chunking	SEND Support = SEND Register Provision maps	SEND Support = SEND Register Provision maps EHCP = SEN Register Discovery Room	
• Adapted small group provision to plug gaps in learning • Daily Target Reader • LSA deployment • Pre-Writing skills • Write from the Start – Handwriting • Fine Motor Skills • Doh Gym • Core Stability – NHS Solent Therapy Pack • Toileting support • WIDGIT visuals • WAGOLL • Social Stories • Daily Cued Articulation • Coloured overlays/writing paper • Adapted teaching approaches for individuals – I do / We do / You do strategy, Revisit-Teach-Practice-Appl y (RTPA) • Now / Next board • Talking Tins • Class Colour Monster displays	Short term Interventions across the school: • SALT • Paired reading • Precision Teaching - Phonics • Precision Teaching - Maths • Wave 3 – 5 minute box literacy • Sound Linkage • Language Link • Identiplay • Lego Therapy • Thrive • Individual visual timetable • Individual workstation • Individual emotions board • Individual praise ladder • IT support - Clicker	• Occupational Therapy • Vision impaired • Hearing impaired • 1:1 counselling e.g. bereavement, sexual abuse Involvement from external agencies – EMTAS, PBS, Maple Ridge, EP, CAMHS, Specialist Advisory Teachers, School Health, MHST		

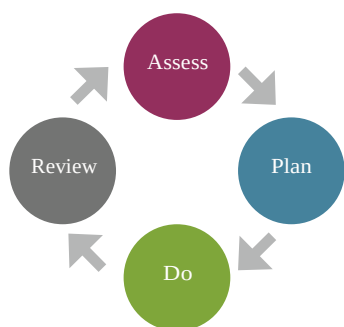
We recognise the importance of getting to know every child and use this to develop an adapted curriculum to suit the individual needs of each child. We meet with parents and liaise with children's previous settings to aid a smooth transition into our school in Year R, and in Year 1 or 2 if a child joins our school at a later date, to ensure any specific needs are met.

The following assessments are carried out annually in each year group:

Assessment	Purpose	Year R	Year 1	Year 2
Baseline	Statutory	✓		
Language Link	Assess receptive language	✓	✓	✓
School nurse – height, weight, vision	Statutory	✓		
Phonics screening check	Statutory		✓	✓ for children who didn't pass in Year 1
PIRA (termly)	Assess word reading and comprehension		✓	✓

Teachers also complete assessments in class through the use of INSIGHT trackers, daily /weekly Fix-It, marking, feedback and observation.

Children may be identified as needing extra help if they are not making expected progress through observation, monitoring and assessment using the graduated approach outlined in the SEND Code of Practice (2015) shown below.



Impact

- All children make strong progress at their level across the curriculum from their starting point to enable them to access life skills
- Parents are better placed to support their children's needs outside of school
- Children's independence and confidence improves and they engage in all school activities
- All children are able to communicate their needs and can talk about their strengths, development points and worries
- All children feel happy, safe and respected

Please refer to the school's SEN Information Report for further details on our SEN provision.