

**Section A.**

**Pupils with Special Educational Needs**

**A summary of the governing body's policy in relation to children with special educational needs, and any significant changes to that policy since the last governors' annual report.**

**A statement on the success in implementing the governing body's SEN policy in the last year.**

May Bank Infants School policy for Inclusion and Special Educational Needs was revised in 2016. The policy sets out how May Bank Infants School is seeking to be "educationally inclusive" in relation to the needs of those pupils at risk of social exclusion.

**Key Principles**

At May Bank Infants School we:

- Believe all children should have an equal opportunity to attend our school.
- Value every individual and celebrate their achievements.
- Ensure policies and systems are in place to promote inclusive provision and practice.
- Identify and respond to individual needs.
- Identify and overcome barriers to learning for groups and individuals.
- Set suitable learning challenges for every pupil.

**Key Actions**

At May Bank Infants School we will take action to:

- Promote inclusion.
- Promote equal opportunity for pupils.
- Recognise and celebrate the achievements of all pupils.
- Ensure that all pupils have access to a broad, balanced and relevant curriculum, including access to extra-curricular learning activities.
- Ensure strategies are in place to identify pupils' needs and put in place an appropriate differentiated curriculum and where necessary individual support programmes.
- Ensure that through positive behaviour management all pupils are enabled to learn within a safe and caring environment.
- Work in partnership with parents / carers.
- Seek access to advice and training to enable staff to meet the needs of individual and groups.
- We regularly monitor and evaluate our provision and practice.

**Identifying, assessing and providing for pupils with special educational needs**

At May Bank Infants School we:

- Endeavour to identify children experiencing difficulties (whether short or long term) as early as possible in their education.
- Act upon concerns expressed by parents/carers.
- Initiate necessary assessments.
- Implement strategies and programmes to ensure the development of skills and access to the curriculum.

- Provide access to necessary resources and support as the budget allows.
- Liaise with parents/carers
- Monitor progress and regularly review/revise programmes of support to ensure impact.

### **Monitoring and record keeping**

Children are monitored closely and meetings held formally with parent/carers a minimum of once per term. Records of progress are kept which may include written assessments, observations, samples and photographs of learning.

### **The use of external support services and agencies**

At May Bank Infants School we:

- Follow necessary procedures for referrals to outside agencies.
- Liaise with educational and health professionals.
- Request advice from external agencies and Key Learning Centres.
- Act upon advice given.
- Seek multi-disciplinary meetings to liaise effectively where multiple agencies are supporting a child.

### **The use of resources**

We endeavour to provide children with resources appropriate to their needs. This may include access to physical resources, programmes of learning and/or additional adult support where appropriate.

## **Section B**

### **Pupils with Disabilities**

#### **A description of the admission arrangements for pupils with disabilities.**

All admissions are arranged through the Local Authority Central Admissions Unit. Where there is oversubscription, a child with a disability may take precedence over other children (after Looked After Children, catchment children or siblings) if they satisfy **both** of the following tests:

Test 1: The child is distinguished from the great majority of other applicants either on their own medical grounds or by other exceptional circumstances. Medical grounds must be supported by a medical report (obtained by the applicant and provided at the point of application). This report must clearly justify, for health reasons only, why it is better for the child's health to attend the preferred school rather than any other school.

Test 2: The child would suffer hardship if they were unable to attend the preferred school.

Hardship means severe suffering of any kind, not merely difficulty or inconvenience, which is likely to be experienced as a result of the child attending a different school. Applicants must provide detailed information about both the type and severity of any likely hardship at the time of application.

In line with the Disability Equality Scheme and Access Plan Governors have agreed a number of reasonable adjustments to help us to support children with disabilities. Each child's situation needs to be fully discussed with the parents of the child, the SENCo, Headteacher and with advice from Pupil Support. There is a fully accessible school very near by.

**Details of steps taken to prevent pupils with disabilities from being treated less favourably than other pupils.**

Every effort is made to adapt the curriculum and experiences offered to the children to enable all children attending the school to take part, including pupils with a disability (temporary or permanent). For example, planning school visits, transport arrangements, liaising with parents, P.E. activities (including Sports Day), classroom arrangements and the learning environment.

**Details of existing facilities provided to assist access to the school by pupils with disabilities.**

All doorways are accessible by a standard wheelchair. The Beeches can be made accessible by the fire exit ramp (a reasonable adjustment) and in Summer 2012 the main entrance has been made accessible by the building of a disabled ramp. There is access to a suitable toilet. In July 2017, new nursery provision was developed and this has ramp access and a disability access toilet. The original nursery room is only accessible via the main building or steps and does not have direct access to a disabled toilet. Access to the Early Years Foundation Stage outdoor classroom would need to be made via the external gates.

In July 2019, an additional handrail was fitted in the main building nursery to accommodate a child's needs. In July 2020, modifications were made in the washrooms to support the needs of a child.

The school has full Dyslexia Friendly Status (renewed 2016) and an award for engagement with Autism. The school holds the Basic Skills Quality Mark.

**Progress towards the accessibility plan detailing the school's future policies for increasing disability access to the school.**

A disabled ramp at the main entrance to the school was completed in 2012. Nursery provision was completed in the Summer of 2017. The nursery steps to the main building were modified in Summer 2019. Access to and within the remainder of the buildings would be by "reasonable adjustments" as the cost of major works would be prohibitive given the age and nature of the buildings. The use of Dyslexia Friendly approaches to all of the curriculum for all pupils and use of ICT has enhanced access to written information for pupils and parents alike.

Date: 2019-20

**1) Profile of pupils with SEN**

**Number of pupils on school's SEN record**

	Monitoring	Supported	Statutory Assessment	Statement (S)
Year 2	7	1	0	0
Year 1	4	1	0	0
Year R	0	0	0	0
Nursery	0	1	0	0
Total numbers	11	3	0	0

**b) Areas of need (total numbers on school's SEN record)**

	General Learning Difficulties	Specific Learning Difficulties	Speech and Language Difficulties	Autistic Spectrum Disorders	Emotional, Behaviour and/or Social Difficulties	Hearing Impairment	Visual Impairment	Physical/Medical Difficulties	Early Years
Number of pupils	13								1

**c) Gender of pupils on school's SEN record**

Total number of boys	Total number of girls
6	8

**d) Ethnicity of pupils on school's SEN record**

	White	Mixed e.g. White and Asian	Asian	Black	Chinese	Other
Number of pupils	14					