



MILLSIDE

SPENCER ACADEMY

Inclusion Policy

October 2024



Contents

1. Accessibility Plan
2. Special Educational Needs & Disability Policy
3. English as an Additional Language Policy
4. Designated Teacher Policy Looked-after and previously looked-after children.
5. Supporting Students with Medical Conditions in School
6. Intimate Care Policy



1. Accessibility Policy

Introduction and school vision

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act 1995. The effect of the law is the same as in the past meaning that 'schools cannot unlawfully discriminate against pupils because of age, gender, reassignment, sex, race, disability, religion or belief and sexual orientation'. According to the Equality Act 2010 a person has a disability if:

- a) he or she has a physical or mental impairment, and
- b) the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department of Education's guidance on statutory policies for schools. The plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Principal. At Millside Spencer Academy the Plan will be monitored by the SENDCo and Principal and evaluated by the Local Governing Body.

At Millside Spencer Academy, pupils are supported and nurtured to ensure they reach their full potential as learners and positive contributors to society. We expect every pupil to demonstrate our SHINE values to create a culture that has respect, resilience, aspiration, determination and positive relationships as its core. We offer a safe and enjoyable learning environment where excellence is promoted. We are committed to an inclusive and creative curriculum that meets the needs of all learners.

The Plan sets out the school's proposals to increase access to education for disabled pupils in three areas required by planning duties in the Equality Act 2010:

- To increase the extent to which disabled pupils can participate in school curriculum.
- To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- To improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled. This Accessibility Plan has been developed in consultation with the Local Authority (LA), The Spencer Academies Trust, LA, staff and governors of the school and covers the period from September 2021-September 2024.

The Accessibility Plan is structured to complement and support the school's equality objectives and will be published on the school website.



Current Accessibility Arrangements

Millside Spencer Academy has the following arrangements in place to comply to Equality Act 2010.

Admissions

Our admissions criteria is structured to not discriminate against pupils with SEND and has due regard for the Equality Act 2010 and the practice advocated in the SEN Code of Practice, in that schools are prohibited from,

“...discriminating against disabled children and young people in respect of admissions for a reason related to their disability.” (DfE: 2015: 26: 1:28).

The development of caring, professional and respectful relationships is a key aim of our school development plan and we recognise the importance of these to ensure our pupils to ensure our pupils learn to become independent and confident learners.



All areas are accessible by all children and their parents. Further details below;

Car Park & External pathways	▪ The car park has two parking bay for blue badge holder. ▪ Access to the car park is via a barrier with intercom control from the school reception. ▪ Access to the grounds is also available via gates front and rear ▪ All entrances from the external areas into the building are level.
Ground Floor	▪ All areas of the ground floor are accessible with wide doors, level floors and access control at the correct height. ▪ Entrance to the reception is via powered doors and intercom. ▪ Accessible toilet is available opposite the reception ▪ There is a lift to access all floors.
1 st Floor	▪ All areas of the ground floor are accessible with wide doors, level floors and access control at the correct height. ▪ There is an accessible toilet on this floor.
External Areas	▪ All external areas are level, but some areas have raised beds and grass.
Emergency Procedures	▪ The building is fully compliant to current fire regulations, you will be given visitor information on what to do in an emergency. ▪ The stair wells are protected and deemed as a refuge point with intercoms. ▪ Individuals with mobility needs have a personal PEEP which is shared with them and key staff .



Evacuation Procedures

The schools Fire and Evacuation Policy lays down basic procedures for the safe efficient evacuation of the school buildings.

These procedures will be adapted to meet the specific needs of an individual. Such procedures will be discussed with the pupil and parents and will be set out in the Individual Plan for the pupil. Personal Evacuation Plans will be put in place if required for specific individuals. All staff will be made aware of their responsibilities regarding individual risk assessments.

Curriculum Access: Teaching, Learning and Assessment

It is important that all pupils are equally valued within our school and that pupils with disabilities should as far as possible have access to a full and broad curriculum, similar to that followed by their peers. At Millside Spencer Academy, we promote a principle that values pupils' wellbeing, dignity, autonomy, and contribution to society. Inclusion means that we are committed to ensuring that there is a continuous process to eliminate barriers to education and promote reform in the culture, policy, and practice in our school to include all of our pupils. Research suggests that to implement an inclusive education, the school must adopt the assumption that all children have a right to be in the same educational space (Cobley, 2018; Florian, Black Hawkins & Rouse, 2017; Hehir, et al., 2016). At Millside Spencer Academy, we are committed to promoting inclusion and providing an inclusive education.

To ensure that all pupils feel equally valued it is important that all pupils feel part of their class team and wider school community team. We implement this through ensuring that all pupils have opportunity to participate in a range of activities whilst at Millside Spencer Academy. These experiences equip our pupils with the relevant knowledge and cultural capital that they need to succeed, enabling them to achieve a set goal or target that they aim for not only during their time spent with us, but throughout their life. This is underpinned by our SHINE values. Pupils ideas and thoughts are valued as we encourage them to be determined risk takers who want to succeed. We promote the development of resilience, a characteristic required to embed challenge and to develop self-confidence. We provide a supportive learning environment where pupils are respectful of others and value one another. The use of working walls, internal screens or class books is used to promote this and is a thread which is seen across the whole school.

Pupils ideas and thoughts are valued as we encourage them to be determined risk takers who want to succeed. We promote the development of resilience, a characteristic required to embed challenge and to develop self-confidence. We provide a supportive learning environment where pupils are respectful of others and value one another.



Wider Curriculum

Pupils at Millside Spencer Academy, are able to participate fully in the wide range of activities offered in and beyond the classroom consistent with the limitations imposed by any disability. The school recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out normal activities, and respect the parents' and Childs' right to confidentiality. The school provides a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum, which underpin the development of a more inclusive curriculum.

We aim to:

- Set suitable learning challenges
- Respond to pupil's diverse learning needs
- Overcome potential barriers to learning and assessment for individuals and groups of pupils.

Learning beyond the classroom has included:

- Outdoor Education, including Forest School
- Sports
- Music
- Clubs and activities
- Excursions and trips
- Making links with other mainstream and special schools

At Millside Spencer, we work in partnership with parents and the suitability of any event and the need for additional support is discussed fully with parents in advance.

The priorities for this plan have been decided in reference to:

- Parent/ carer consultations
- Pupil voice
- Health and Safety Inspections
- Service Reports

Information for Pupils and Parents

Parents are routinely involved in reviewing the provision for their child. The child will also be involved depending on their ability and willingness to participate. Inclusion review meetings are held for parents of children with SEND. These allow for provisions to be monitored and



up to date information to be shared. Large print format materials will be provided when required. If either pupils or parents have difficulty accessing information normally provided in writing by the school, such as handouts, newsletters, homework etc. then the school will be happy to consider alternative forms of provision.

Reference Sources for the Accessibility Plan

- Advice from multi agency professionals
- Multi-agency meetings

The plan has been written to ensure that the school identifies and prevents discriminating practices which might disadvantage vulnerable groups by creating or exacerbating inequalities and barriers to learning. Children with disabilities are a potentially vulnerable group who can be disadvantaged if policies, procedures and practices within the school do not take account of, and seek to remove, barriers which could deny them the educational opportunities available to other children.

Other important policies have been considered alongside this plan. They are:

- Equalities Policy
- Health and Safety Policy (including procedures for administering medicines)
- Emergency Evacuation Procedures
- Special Educational Needs and Disability (SEND) Policy
- Behaviour and Anti-Bullying Policies
- Admissions Policy

Action Plans

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Action plans will be developed as the accessibility arrangements are reviewed.

Management of the plan

Spencer Academies Trust Director of Estates will be responsible for the strategic direction of the school's accessibility plan for obtaining and allocation the funds needed to implement the priorities in the plan. The progress of the plan will be monitored by the Principal and Governors and reviewed every three years. New actions will be added within this time frame should they arise and be reapproved by Governors. The Principal and the SENDCO will be responsible for the plans' day to day implementation. Progress of the plan's priorities will be reported to Full Governing Body at least once per year and accessible on the school website.



References

Department for Education (2015) Special educational needs and disability code of practice: 0 to 25 years. Available at: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> (Accessed: 19/01/2021).



Accessibility Plan

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

	Target	Strategies	Timescale	Responsibilities	Success Criteria
Short Term	To ensure no pupil is denied access to the curriculum due to their learning difficulties/ disabilities	Ensure all staff knowledge is up to date about children's needs Ensure liaison with therapists and specialist teachers in order to meet individual needs and provide an inclusive learning environment	Ongoing CPD Regular meetings to review SEND targets with parents and other professionals	SENDCO Teachers Principal	Staff know how to best support pupils. Pupils individualised needs are met.
	To ensure that staff understand inclusive practice and how this relates to personalised learning	Ensure that staff understand personalised learning approaches and know of strategies to best support pupils needs. Effective deployment of Learning Mentors / Sports Coaches to support Inclusion and provide bespoke intervention	Support Staff Inclusion Training Staff deployment – Intervention training	SENDCO/Principal	Staff know and use different Inclusive practices to meet individual pupils' needs Inclusive practice is embedded



Medium Term	To connect with parents, increasing their participation involvement in the school.	Family learning is reinforced.	Develop contact with Parents/carers through Workshops/ parent clubs	SENDSCO/Principal Class teacher	Pupils attend after school clubs to enhance learning and family participation.
	To further develop inclusive provision providing specialist classes to provide more bespoke learning opportunities	Embed personalised teaching & learning into specialist classes	Refine curriculum and Teaching and learning for pupils in enhanced classes	SENDSCO/Principal	Personalised learning embedded In to the provision
	To create links with other local specialised providers- Ashlea, Ashmount	Develop local network of schools to form partnerships to support transitions	Make connections	SENDSCO	Increased understanding of opportunities available for all children
Long Term	To achieve the IQM Bronze award for Inclusion	To create an environment which provides the opportunity for all to succeed. To promote access and diversity to their fullest extent.	Self Evaluation School improvement Planning	Principal Training & advisory Input from IQM	Recognition of the school's commitment to inclusive practice through achieving IQM accreditation

Aim 2: To further develop the environment within the school to increase the extent to which disabled pupils can take advantage of education services

	Target	Strategies	Timescale	Responsibilities	Success Criteria
Short Term	Ensure that staff and Governors are outward thinking and proactive in	Access plans are reviewed as part of the IP process	Ongoing CPD	SENDSCO/ Principal Teachers	IEP/ care plans & risk assessments in place for individual pupils



	ensuring the school is accessible to all	Bespoke staff training on IEP/ care plans & risk assessments as required	Regular meetings to review SEND targets with parents and other professionals		with staff having an increased awareness of accessibility access
	To reduce sensory overload Improving provision for pupils with sensory & physical needs	Calm learning environment Reduction in reverberation Streamlined furniture in corridors	Ongoing review	Principal/SENDCO	Provision reflects needs of pupils
	To ensure that all disabled pupils can be evacuated safely	Personal evacuation plans are in place Staff are aware and competent in evacuation procedures Corridors are clear	Ongoing review	Principal/ SENDCO Teachers	Staff confident in evacuation procedures Individuals with mobility needs are able to be evacuated safely
Medium Term	To develop the use of the sensory room and other spaces to support pupils with SEMH/ sensory needs	Sensory room to be timetabled to maximise use Sensory circuits to be set up to support pupils; individual programmes	Ongoing Staff CPD – sensory processing Ordering of equipment- As required	Principal SENDCO	Pupils are provided with the Space and equipment to Self-regulate
Long Term	To implement the Autism Education Trust school Autism standards	To use the framework to Evaluate our practice in addressing the needs of pupils with autism	Ongoing	Principal SENDCO	Autism friendly school



2. Special education Needs and Disabilities Policy

1. Millside Core Purpose

To build an empowered community which champions all through love, inclusivity and extensive opportunities.

It is the intention of this policy document to ensure that all those children who have a special educational need, are identified and have their needs met within a nurturing and inclusive environment, within their local community.

2. Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

The Staff and Governing Body, through this policy, seek to secure the following aims and objectives:

- To provide a safe, caring and happy environment where pupils learn effectively.
- To ensure that at least good progress is made for children with Special Educational Needs and disabilities.
- To ensure pupils value others as individuals whatever their need or ability.
- To work co-operatively supporting and sharing expertise with all stakeholders.
- To encourage a successful partnership approach between home and school.
- To ensure pupils with SEND participate fully in the school community and are active in decisions about their education.
- To use a range of teaching and learning styles and resources to enable access to the entire curriculum.

3. Objectives

Millside Spencer Academy will:

- Identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents/carers, education, health and care services [and feeding schools or early years settings– where applicable] prior to the child's entry into the school.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.



- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENDCo and SLT and will be carefully monitored and reviewed at least termly in order to ensure that individual targets are being met and all pupils' needs are catered for.
- Work with parents/carers to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, and providing information [at least termly] on the provisions for pupils within the school as a whole, and the effectiveness of the SEND policy and the school's SEND work.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.
- Create a school environment where pupils feel safe to voice their opinions of their own needs.

This means providing regular one to one meetings between pupils and their teacher/SENDCo and will be made easier by carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life e.g. membership of the School Council

As a school we will begin to develop and nurture links with: School, families and Support Services (SFSS); Children and Adolescent Mental Health Services (CAMHS); Physical Disability Support Services (PDSS); Early Help Team; Personal, Social and Emotional Development Team (PSED); School Health; Speech and Language Therapists; Physiotherapists; Occupational Therapists; Paediatricians and The Educational Psychologist in the interests of children with SEND.

4. Areas of SEND need

There are four 'areas of need' as stated in the SEND Code of Practice (2015:97):

i) 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, understanding what is being said to them, or they do not understand or use social rules of communication. Children with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.



ii) 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 pupils 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 pupils 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.

iii) Social, Emotional and Mental Health Difficulties

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. School has clear processes in place to support pupils including how we will manage the effect of any disruptive behaviour, so that it does not adversely affect other pupils.

iv) Sensory and/or Physical Needs

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 multisensory impairment (MSI) will require specialist support and/or equipment to access their learning. Pupils with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum.

5. Responsibility for the coordination of SEND provision

The name of the SENDCO is **Brooke Phillips**, with responsibility for inclusion. The SENDCO has an important role to play, with the governing body, in determining the strategic development of SEND policy and provision in the academy. The SENDCO has day-to-day responsibility for the operation of the SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have (Education Health Care) EHC plans. She is also responsible for ensuring that records for pupils with SEND are kept up to date.



The SENDCO provides professional guidance to colleagues including implementing a graduated approach and will work closely with staff, parents and other agencies. The SENDCO is aware of the provision in the Nottinghamshire County Local Offer and works with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high-quality teaching.

The SENDCO liaises with the parents of pupils with SEND and also other professionals including early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies. The SENDCO is responsible for reporting to the governors to support the strategic development of SEND policy and provision.

6. Arrangements for coordinating SEND provision

The SENDCO meets with each class teacher and with senior leaders at regular intervals to discuss pupil progress, concerns about pupils, additional needs and review Individual Provision Maps. At other times, the SENCO will be alerted to newly arising concerns by staff.

Support staff, class teachers, middle leaders, the SENCO and outside agencies liaise and share developments in order to inform reviews and forward planning. Reviews for pupils with SEND are held every term. Pupils and parents are encouraged to attend and participate in review meetings. During reviews, individual learning outcomes are agreed and reviewed, there is also discussion around individual provision including teaching and learning strategies and specialist interventions.

The SENDCO together with the senior leadership team monitors the quality and effectiveness of provision for pupils with SEND through classroom observation, data analysis and other regular quality assurance activities. SEND support is primarily delivered by class teachers through differentiated teaching methods

7. Admission arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

Millside Spencer Academy adheres to the (SEND) Code of Practice 1.33 - 1.36 in relation to school admissions and inclusion. No pupil will be treated 'less favourably than other pupils' and 'reasonable adjustments' will be made in consultation with the 'Physical Disability Support Service' (PDSS) for those children with specific physical disabilities.

8. Allocation of resources for pupils with SEND



All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding.

This additional funding is from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools). For those with the most complex needs, additional funding is retained by the local authority. The Family SENDCo will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

Key decision-making approaches involve largely the SENDCo and Principal as to the deployment of staff and relevant and necessary resources needed for individual pupils.

If a pupil requires specialist resources other sources of funding/resources can be accessed e.g. pupil premium, equipment provided through PDSS etc.

9. Identification and assessment arrangements, monitoring and review procedures

See definition of Special Educational Needs at start of policy

Millside Spencer Academy work largely on these criteria to identify SEND within school.

- Medical diagnosis.
- Level 2 or above on 'The Nottinghamshire Continuum of Children and Young People's Needs'.
- Outside agency support/in need of agency support.
- 1 full level or more behind in their progress.
- Has severe and complex needs that affect everyday life.
- Provision and resources are needed that are not usually available.
- Has intensive help and support from more than one agency.
- Has received appropriate intervention, support and resources from local offer of services and provision available in Nottinghamshire.
- Despite high levels of support is making limited or no progress.

10. SEN support in school

Where a pupil is identified as having SEN, we will take action to remove barriers to learning and put effective special educational provision in place. This SEN support takes the form of a four-part cycle known as Assess, Plan, Do, Review, through which earlier decisions and actions are revisited, refined, and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND needs of pupils.



Assess

When a pupil is identified as needing SEN support the class teacher will work with the SENDCO to carry out an analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil and the pupil's previous progress and attainment. It should also draw on the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. We take seriously any concerns raised by a parent. These should be recorded and compared to our own assessment and information on how the pupil is developing.

This assessment will be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in to place and their effect is developed. For some types of SEND, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

In some cases, outside professionals from health or social services may already be involved with the pupil. These professionals should liaise with school to help inform the assessments. Where professionals are not already working with school staff, the SENDCO may contact them with the parents' consent.

Plan

Where it is decided to provide a pupil with SEN support, the parents must be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The SENDCO will agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in to place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and be provided by staff with sufficient skills and knowledge. Parents should be fully aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

The class teacher will remain responsible for working with the pupil on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.



Do

In order to make progress, a pupil may require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies.

A pupil may also require more specialist approaches including small group or one to one support. Specialist provision individual teaching and learning strategies are recorded on the pupil's individual provision map. Teaching and learning approaches for pupils with different areas of need are also outlined on the whole school provision maps.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning. The pupil's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the pupil is making satisfactory progress at this level of intervention.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents/carers. This will feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENDCO, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent/carer and pupil.

Parents/carers will have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Involving specialists

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, we will consider involving specialists from outside agencies. The pupil's parents should always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN support.

Such specialist services include, but are not limited to:

- Educational Psychologists



- Child and Adolescent Mental Health Services (CAMHS)

- Specialist teachers or support services, including specialist teachers with a mandatory qualification for pupils with hearing and vision impairment, including multi-sensory impairment, and for those with a physical disability.
- Therapists (including speech and language therapists, occupational therapists and physiotherapists).

Requesting an Education, Health and Care (EHC) assessment

SEND support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the pupil, the pupil has not made expected progress, the academy or parents should consider requesting an Education, Health and Care (EHC) assessment. To inform its decision, the local authority will expect to see evidence of the action taken by the academy as part of SEND support.

Further information about EHC Plans can found via the SEND Local Offer:

www.nottinghamshire.sendlocaloffer.org.uk

or by speaking to an Education, Health and Care Plan Coordinator on: 0115 9774012 or 0115 9773323 or by contacting the Parent Partnership Service on: 0115 948 2888

Education, Health and Care Plans [EHC Plan]

- a) Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents/carers will be involved developing and producing the plan.
- b) Parents/carers have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c) Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents/carers and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support. This information, where required will be shared with the Local Authority (Nottinghamshire County Council).

Involving parents and pupils in planning and reviewing progress

Where a pupil is receiving SEN support, we will talk to parents regularly to set clear outcome targets and review progress towards them, discuss the activities and support that will help



achieve them, and identify the responsibilities of the parent, the pupil and school. We will meet parents at least three times each year.

These discussions should be led by a teacher with good knowledge and understanding of the pupil who is aware of their needs and attainment. This will usually be the class teacher supported by the SENDCO. It should provide an opportunity for the parent to share their concerns and, together with the teacher, agree their aspirations for the pupil. These discussions will need to allow sufficient time to explore the parents' views and to plan effectively. Meetings should, wherever possible, be aligned with the normal cycle of discussions with parents of all pupils. They may, however, be longer than most parent-teacher meetings.

The views of the pupil should be included in these discussions. This will be through involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation.

A record of the outcomes, action and support agreed through the discussion should be kept and shared with all the appropriate school staff and parents.

11. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents/carers and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCo will consult with the child's parents/carers for other flexible arrangements to be made.

We also give consideration to the following:

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEND
- Making use of all class facilities and space
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Any decision to provide group teaching outside the classroom will involve the SENDCo in providing a rationale and focus on flexible teaching. Parents/carers will be made aware of any circumstances in which changes have been made.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.



12. Complaints procedure

An appointment can be made with the SENDCo or the Class Teacher at any time if a parent/carer wishes to discuss their child's needs. If further discussions are needed then the

Principal may be included too. All complaints will be dealt with in accordance to the school's complaints procedure.

If a Parent/Carer feels uncomfortable speaking to a member of staff they should put their complaint or concern in writing and a member of the Leadership Team and they will respond to them within the week.

13. Positive perceptions of pupils with SEND

School staff will always promote a positive attitude towards pupils with SEND. We work with all pupils to understand that people have different abilities and difficulties and promote a culture of acceptance. Pupils are made aware of the impact of the words they use, and staff deal seriously with derogatory name calling related to 'special educational needs' or disability.

We use positive images of disabled pupils and adults in displays, resources etc.

We aim to make optimum use of PSHE sessions for raising issues of language and other disability equality issues.

References

Cobley, D. (2018). Disability and international development: A guide for students and practitioners. London: Routledge. Department for Education (2015) Special educational needs and disability code of practice: 0 to 25 years. Available at: <https://www.gov.uk/government/publications/send-code-ofpractice-0-to-25> (Accessed: 19/01/2021).

Fullan, M. (2007). The new meaning of educational change (4th ed.). New York: Teachers College Press.

Hehir, T., Grindal, T., Freeman, B., Lamoreau, R., Borquaye, Y. & Burke, S. (2017). A summary of the evidence on inclusive education. Report prepared for Instituto Alana, in partnership with ABT Associates. Retrieved from: https://alana.org.br/wpcontent/uploads/2016/12/A_Summary_of_the_evidence_on_inclusive_education.pdf (Accessed: 20/01/2021)

Office for Disability Issues (2011) Equality Act 2010 Guidance.



Guidance on matters to be taken into account in determining questions relating to the definition of disability. Available from: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/570382/Equality_Act_2010-disability_definition.pdf Accessed: 20/01/2021

3. EAL POLICY

Introduction

At Millside Spencer Academy, the teaching and learning achievements, attitudes and wellbeing of all our pupils are important. We encourage all our children to achieve the highest possible standards. We do this by taking in to account each child's life experiences and needs. We may occasionally have children who have particular learning and assessment requirements that are linked to their progress in learning English as an Additional Language. Children who are learning English as an Additional Language have skills and knowledge about language that are similar to those of their monolingual - speaking peers. Their ability to participate in the full curriculum may be in advance of their communicative skills.

Aims and Objectives

The National Curriculum secures the entitlement for all children to a broad and balanced curriculum and gives them the opportunity to develop the knowledge and understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens. We promote the principles of fairness and justice for all, through the education that we provide in our school. The aim of this policy is to ensure that we meet the full range of needs of those children who are learning English as an Additional Language, including those pupils with EAL who may have Special Educational Needs.

Principles

- English is the primary language of education and communication in this country therefore all children have a right to effective teaching of English and in English.
- Support in all the languages in a child's linguistic repertoire helps to ensure that children have the best access to new concepts and ideas and therefore to the highest possible achievement. It is essential that this starts with a strong foundation in the early years.
- Language is a fundamental aspect of identity. Denying children the experience of communicating in their home languages damages their confidence, but valuing and drawing on this asset builds self-esteem and belief in their ability to learn.
- All pupils should have access to a range of languages in order to increase social and community cohesion. An ability to communicate in more than one language is a social and life advantage.
- To value the whole child or young person their full language repertoire must be included.



- Continuing to develop the first language at home and at school while learning English maintains family and cultural relationships.
- Promoting home languages at school and within the school's community, including communicating with parents in ways which are accessible to them, builds community links and mutual respect. This encourages families and schools to work in partnership to develop children's full range of language competencies.
- Achievement in more than one language develops the capacity to enjoy being a confident and competent user of spoken and written language for an expanding range of purposes.
- The approach to language development is inclusive and values the language heritages and experiences of all pupils and adults within the educational community, whether they are monolingual, bilingual or multilingual.

Teaching and Learning

In our school, teachers take action to help children who are learning English as an additional language by various means:

1. Providing a welcoming and supportive induction into the school by:

- Seeking information from parents and new pupils about cultural background, previous educational experience and achievements, special interests and skills, dietary, faith and dress requirements.
- Conducting a tour of school and explaining how it is organised
- Talking through rights and responsibilities for parents and pupils (homework, uniform, lunchtime arrangements, start & end of school day, etc).
- Answering any questions parents and children may have.
- Negotiating an induction programme to suit the new child's needs.
- Ensuring that host classes are prepared to welcome their new classmates
- Ensuring that all staff are aware of the pupils new to English and what they can do support their welcome into our school.
- Being prepared to address any difficulties that may emerge during the induction period.

2. Developing the pupil's English by:

- Providing a range of clear visual contexts to support listening and speaking in social interaction and in learning activities.
- Identifying specific needs relating to the development of the pupil's oracy and literacy skills.
 - Ensuring that these needs are addressed in the teacher's planning
 - Ensuring that vocabulary work covers the technical as well as the everyday meaning of key words
 - Explaining that speaking and writing in English are structured for different purposes across a range of subjects
 - Providing a range of reading materials that highlight the different ways that English is used



- Ensuring that there are effective opportunities for listening and speaking and that these are used to support reading and writing
- Encouraging pupils to translate their knowledge, skills and understanding from one language to another
- Building on children's experiences of language at home and in the wider community, so that their developing use of English and other languages support each other.
- Ensuring parental involvement and participation in pupil's learning, especially if there is no bilingual support available in school.

4. ***Ensuring access to the curriculum and fair assessment by:***

- Using activities, texts and visual materials that are suited to the pupil's age, ability, culture and level of English language acquisition.
- Providing support through ICT, video or audio materials, dictionaries, translators, talk partners, readers and amanuenses
- Using home or preferred language when appropriate
- Putting in place any special assessment and reporting arrangements required by the DfE.
- Consulting with parents and enlisting their support in helping their children with their learning

Resources

In order to develop independence, all pupils will have access to:

Pictures, artefacts, ICT resources, illustrated books, bilingual picture dictionaries, English picture dictionaries, dual language books, help sheets, word-banks, labelled diagrams and pictures, writing frames and differentiated materials.

Curriculum Access

All children in our school, including those with English as an Additional Language, follow the requirements of the National Curriculum. Wherever possible, after Induction or specialist assessments, we do not withdraw pupils from lessons to receive EAL support as learning needs are best met alongside their peer group. EAL team support is focused on enabling the class teacher to assess, plan and provide appropriate learning activities to help pupils access the curriculum and to develop English language skills.

Resources to support in the classroom such as Racing to English may be used to help pupils <https://www.lcp.co.uk/product/racing-to-english-cd/>

Assessment

We may use assessment frameworks such as The Bell Foundation levels of progress in reading, writing and speaking or listening. This will be used to inform planning and teaching. <https://www.bell-foundation.org.uk/>

<https://www.bell-foundation.org.uk/eal-programme/teaching-resources/eal-assessment-framework/>



Best practice from across the Trust will also be sought to help pupils and parents in addition to support from the local authority.

This policy will be reviewed every two years or in light of any further DfE guidance from schools.



4. Designated Teacher Policy for Looked After and Previously Looked After Children

Aims

The school aims to ensure that:

- A suitable member of staff is appointed as the designated teacher for looked-after and previously looked after children
- The designated teacher promotes the educational achievement of looked-after and previously looked-after children, and supports other staff members to do this too
- Staff, parents, carers and guardians are aware of the identity of the designated teacher, how to contact them and what they are responsible for.

Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance on the designated teacher for looked-after and previously looked-after children. It also considers section 20 and section 20A of the Child and Young Persons Act 2008.

Definitions

Looked-after children are registered students that are:

- In the care of a local authority, or
- Provided with accommodation by a local authority in the exercise of its social services functions, for a continuous period of more than 24 hours

Previously looked-after children are registered students that fall into either of these categories:

They were looked after by a local authority but ceased to be as a result of any of the following:

- A child arrangements order, which includes arrangements relating to who the child lives with and when they are to live with them
- A special guardianship order
- An adoption order

They appear to have:

- Been in state care in a place outside of England and Wales because they would not have otherwise been cared for adequately, and
- Ceased to be in that state care as a result of being adopted



Personal education plan (PEP) is part of a looked-after child's care plan that is developed with the school. It forms a record of what needs to happen and who will make it happen to ensure the child reaches their full potential.

Virtual school head (VSH) is a local authority officer responsible for promoting the educational achievement of their authority's looked-after children, working across schools to monitor and support these students as if they were in a single school. The VSH is also responsible for providing information and advice to schools, parents and guardians in respect of previously looked-after children.

Identity of our designated teacher

Our designated teacher is Sophia Thorne

You can contact her by phoning the school on 01509 974255

Our designated teacher takes lead responsibility for promoting the educational achievement of looked-after and previously looked-after children at our school. She is your initial point of contact for any of the matters set out in the section below.

Role of the designated teacher

Leadership responsibilities

The designated teacher will:

- Act as a central point of initial contact within the school for any matters involving looked-after and previously looked-after children
- Promote the educational achievement of every looked-after and previously looked-after child on roll by:
 - Working with VSHs
 - Promoting a whole school culture where the needs of these students matter and are prioritised
- Take lead responsibility for ensuring school staff understand:
 - The things which can affect how looked-after and previously looked-after children learn and achieve
 - How the whole school supports the educational achievement of these students
- Contribute to the development and review of whole school policies to ensure they consider the needs of looked-after and previously looked-after children
- Promote a culture in which looked-after and previously looked-after children are encouraged and supported to engage with their education and other school activities
- Act as a source of advice for teachers about working with looked-after and previously looked-after children
- Work directly with looked-after and previously looked-after children and their carers, parents and guardians to promote good home-school links, support progress and encourage high aspirations



- Have lead responsibility for the development and implementation of looked-after children's PEPs
- Work closely with the school's designated safeguarding lead to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Involve parents and guardians of previously looked-after children in decisions affecting their child's education.

Supporting looked-after children

The designated teacher will:

- Make sure looked-after children's PEPs meet their needs by working closely with other teachers to assess each child's specific educational needs
- Have overall responsibility for leading the process of target-setting in PEPs
- Monitor and track how looked-after children's attainment progresses under their PEPs
- If a child is not on track to meet their targets, be instrumental in agreeing the best way forward with them in order to make progress, and ensure that this is reflected in their PEP
- Ensure the identified actions of PEPs are put in place
- During the development and review of PEPs, help the school and relevant local authority decide what arrangements work best for students
- Ensure that:
 - A looked-after child's PEP is reviewed before the statutory review of their care plan – this includes making sure the PEP is up to date and contains any new information since the last PEP review, including whether agreed provision is being delivered
 - PEPs are clear about what has or has not been taken forward, noting what resources may be required to further support the child and from where these may be sourced
 - The updated PEP is passed to the child's social worker and VSH ahead of the statutory review of their care plan
- Transfer a looked-after child's PEP to their next school or college, making sure it is up to date and that the local authority responsible for looking after them has the most recent version.

Supporting both looked-after children and previously looked-after children

The designated teacher will:

- Ensure the specific needs of looked-after and previously looked-after children are understood by staff and reflected in how the school uses pupil premium funding
- Work with VSHs to agree how pupil premium funding for looked-after children can most effectively be used to improve their attainment
- Help raise the awareness of parents and guardians of previously looked-after children about pupil premium funding and other support for these children
- Play a key part in decisions on how pupil premium funding is used to support previously looked-after children



- Encourage parents' and guardians' involvement in deciding how pupil premium funding is used to support their child, and be the main contact for queries about its use
- Ensure teachers have awareness and understanding of the specific needs of looked-after and previously looked-after children in areas like attendance, homework, behaviour and future career planning
- Be aware of the special educational needs (SEN) of looked-after and previously looked-after children, and make sure teachers also have awareness and understanding of this
- Ensure the SEND code of practice, as it relates to looked-after children, is followed
- Make sure PEPs work in harmony with any education, health and care (EHC) plans that a looked-after child may have
- Ensure that, with the help of VSHs, they have the skills to identify signs of potential SEN issues in looked after and previously looked-after children, and know how to access further assessment and support where necessary
- Ensure that they and other staff can identify signs of potential mental health issues in looked-after and previously looked-after children and understand where the school can draw on specialist services
- Put in place arrangements to ensure that looked after children have their wishes and feelings recorded, and use the results of these to inform PEPs
- Put in place mechanisms for understanding the emotional and behavioural needs of previously looked after children.

Relationships beyond the school

The designated teacher will:

- Proactively engage with social workers and other professionals to enable the school to respond effectively to the needs of looked-after and previously looked-after children
- Discuss with social workers how the school should engage with birth parents, and ensure the school is clear about who has parental responsibility and what information can be shared with whom
- Be open and accessible to parents and guardians of previously looked-after children and encourage them to be actively involved in their children's education
- Proactively build relationships with local authority professionals, such as VSHs and SEN departments
- Consider how the school works with others outside of the school to maximise the stability of education for looked-after children, such as:
 - Finding ways of making sure the latest information about educational progress is available to contribute to the statutory review of care plans
 - Ensuring mechanisms are in place to inform VSHs when looked-after children are absent without authorisation and work with the responsible authority to take appropriate safeguarding action
 - Talking to the child's social worker and/or other relevant parties in the local authority regarding any decisions about changes in care placements which will disrupt the child's education, providing advice about the likely impact and what the local authority should do to minimise disruption



- Making sure that, if a looked-after child moves school, their new designated teacher receives any information needed to help the transition process
- Seek advice from VSHs about meeting the needs of individual previously looked-after children, but only with the agreement of their parents or guardians
- Make sure that for each looked-after child:
 - There's an agreed process for how the school works in partnership with the child's carer and other professionals, such as their social worker, in order to review and develop educational progress
 - School policies are communicated to their carer and social worker and, where appropriate, birth parents
 - Teachers know the most appropriate person to contact where necessary, such as who has the authority to sign permission slips
- Where a looked-after child is at risk of exclusion:
 - Contact the VSH as soon as possible so they can help the school decide how to support the child to improve their behaviour and avoid exclusion becoming necessary
 - Working with the VSH and child's carers, consider what additional assessment and support needs to be put in place to address the causes of the child's behaviour
- Where a previously looked-after child is at risk of exclusion, talk to the child's parents or guardians before seeking advice from the VSH on avoiding exclusion

Monitoring arrangements

This policy will be reviewed annually by Sophia Thorne – Principal. At every review, it will be approved by the Governors.



5. Supporting Children with Medical Conditions in School

STATEMENT OF INTENT

Millside Spencer Academy, wishes to ensure that pupils with medical conditions receive appropriate care and support at school. This policy has been developed in line with the Department for Education's guidance – "Supporting pupils at school with medical conditions".

Ofsted places a clear emphasis on meeting the needs of pupils with SEN and Disabilities and this includes children with medical conditions.

INTRODUCTION

Section 100 of the Children and Families Act 2014 places a duty on Head Teacher to make arrangements for supporting pupils at our school with medical conditions. Pupils with special medical needs have the same right of admission to school as other children, and cannot be refused admission or excluded from school on medical grounds alone. However, teachers and other school staff in charge of pupils have a common law duty to act in the place of the parent and may need to take swift action in an emergency. This duty also extends to teachers leading activities taking place off the school site. This could extend to a need to administer medicine. The prime responsibility for a child's health lies with the parent who is responsible for the child's medication and should supply the school with information.

This Policy will be reviewed regularly and will be readily accessible to all Parents/Carers and staff.

Policy Implementation

All schools are expected by Ofsted to have a policy dealing with medical needs and to be able to demonstrate that this is implemented effectively. The overall responsibility for the successful administering and implementation of this Policy is given to Mrs. Sophia Thorne, Principal. The Principal will also be responsible for ensuring that sufficient staff are suitably trained and will ensure cover arrangements in case of staff absences or staff turnover to ensure that someone is always available and on site.

The Principal, will be responsible for briefing supply teachers, risk assessments for school visits and other school activities outside of the normal timetable and for the monitoring of individual healthcare plans. All staff will be expected to show a commitment and awareness of children's medical conditions. All new members of staff will be inducted into the arrangements and guidelines set out in this Policy.



Definitions of Medical Conditions:

Pupils' medical needs may be broadly summarised as being of two types:

1. Short-term affecting their participation in School activities because they are on a course of medication.
2. Long-term potentially limiting their access to education and requiring extra care and support (deemed special medical needs).

Where children have a disability, the requirements of the Equality Act 2010 will also apply. Where children have an identified special need, the SEN Code of Practice will also apply. All children have a right to access the full curriculum, adapted to their medical needs and to receive the on-going support, medicines or care that they require at school to help them manage their condition and keep them well.

We recognise that medical conditions may impact social and emotional development, as well as having educational implications. Our school will build relationships with healthcare professionals and other agencies in order to support effectively pupils with medical conditions.

ROLES AND RESPONSIBILITIES

The named person responsible for children with medical conditions is Hollie Fensome.

This person is responsible for:

- Informing relevant staff of medical conditions
- Arranging training for identified staff
- Ensuring that staff are aware of the need to communicate necessary information about medical conditions to supply staff and where appropriate, taking the lead in communicating this information
- Assisting with risk assessments for school visits and other activities outside of the normal timetable
- Developing, monitoring and reviewing individual Healthcare Plans [HCP]
- Working together with parents, pupils, healthcare professionals and other agencies
- Overseeing the management and provision of support for children with medical conditions
- Ensuring that sufficient trained numbers of staff are available to implement the policy and deliver individual healthcare plans, including to cover absence and staff turnover
- Ensuring that school staff are appropriately insured and are aware that they are insured
- Teachers and Support Staff are responsible for: the “day to day “management of the medical conditions of children they work with, in line with training received and as



set out in HCP.

- Providing information about medical conditions to supply staff that will be covering their role where the need for supply staff is known in advance.

The school nurse is responsible for:

- Notifying the school when a child has been identified as having a medical condition which will require support in school. Wherever possible this should be done before the child starts at the school.
- Providing support for staff on implementing a child's individual healthcare plan and providing advice and liaison including with regard to training.

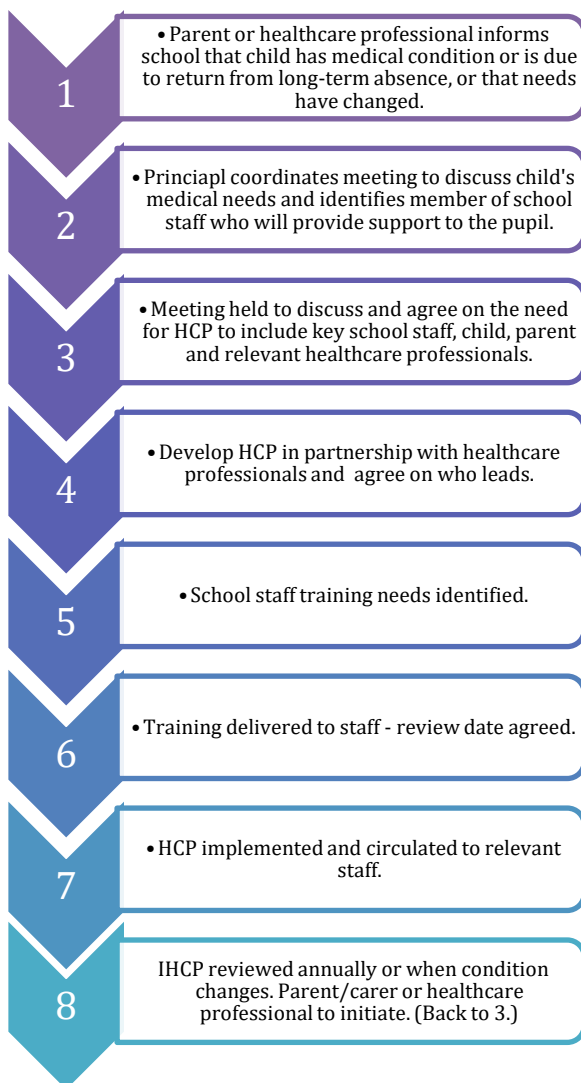


PROCEDURE WHEN NOTIFICATION IS RECEIVED THAT A PUPIL HAS A MEDICAL CONDITION

The named person will liaise with relevant individuals, including, as appropriate, parents, the individual pupil, health professionals and other agencies to decide on the support to be provided to the child

Where appropriate, an individual Healthcare Plan will be drawn up [HCP]

The detailed process in diagrammatic form for developing individual healthcare plans is shown on below.





INDIVIDUALS

Key Personnel

The designated person with overall responsibility to implement this policy is:

Mrs Sophia Thorne, Principal

This person will also ensure that staff are appropriately aware of the medical condition of children with whom they work and that any confidential information pertinent to the medical condition is entrusted to individual staff.

HEALTHCARE PLANS (HCPS)

An HCP will be written for pupils with a medical condition that is long term and perhaps complex. It will clarify what needs to be done, when and by whom and include information about the child's condition, special requirements, medicines required, what constitutes an emergency and action to take in the case of an emergency clarity.

Where a child has SEN but does not have a statement or EHCP plan, their special educational needs will be mentioned in their HCP. HCPs will be reviewed annually or earlier if evidence is provided that a child's needs have changed.

ADMINISTERING MEDICINES

Written consent from parents must be received before administering any medicine to a child at school. Medicines will only be accepted for administration if they are:

- Prescribed
- In-date
- Labelled
- Provided in the original container as dispensed by a pharmacist and include instructions for administration, dosage and storage. The exception to this is insulin which must be in date but will generally be available inside an insulin pen or pump, rather than in its original container.

Medicines should be stored safely. Children should know where their medicines are at all times but should be kept out of reach. Written records will be kept of all medicines administered to children.



ACTION IN EMERGENCIES

Request an ambulance - dial 999, ask for an ambulance and be ready with the information below.

Speak clearly and slowly and be ready to repeat information if asked.

1. your telephone number
2. your name
3. your location as follows; **Millside Spencer Academy, Sheepwash Way, East Leake**
4. state what the postcode; LE12 6WJ
5. provide the exact location of the patient within the school setting
6. provide the name of the child and a brief description of their symptoms
7. inform Ambulance Control of the best entrance to use and state that the crew will be met and taken to the patient
8. put a completed copy of this form by the telephone

ACTIVITIES BEYOND THE USUAL CURRICULUM

Reasonable adjustments will be made to enable pupils with medical needs to participate fully and safely in day trips, residential visits, sporting activities and other activities beyond the usual curriculum. When carrying out risk assessments, parents/carers, pupils and healthcare professionals will be consulted where appropriate.

COMPLAINTS

An individual wishing to make a complaint about actions regarding the school's actions in supporting a child with medical conditions should discuss this with the school in the first instance

If the issue is not resolved, a formal complaint may be made, following the complaints procedure as set out in Complaints procedure.

KEY ROLES AND RESPONSIBILITIES

Spencer Academy Trust, is responsible for:

- Promoting cooperation between relevant partners and stakeholders regarding supporting pupils with medical conditions.



- Providing support, advice and guidance to schools and their staff.
- Making alternative arrangements for the education of pupils who need to be out of school for fifteen days or more due to a medical condition.

The Principal is responsible for:

The day-to-day implementation and management of the Supporting Pupils with Medical Conditions Policy and procedures of Millside Spencer:

- Ensuring the policy is developed effectively with partner agencies.
- Making staff aware of this policy.
- Liaising with healthcare professionals regarding the training required for staff.
- Making staff that need to know are aware of a child's medical condition.
- Developing Individual Healthcare Plans (IHCPs).
- Ensuring there are sufficient trained members of staff available to implement the policy and deliver IHCPs in normal, contingency and emergency situations.
- If necessary, facilitating the recruitment of a member of staff for the purpose of delivering the promises made in this policy.
- Ensuring the correct level of insurance is in place for teachers who support pupils in line with this policy.
- Contacting the school nursing service in the case of any child who has a medical condition.

Staff members are responsible for:

- Taking appropriate steps to support children with medical conditions.
- Where necessary, making reasonable adjustments to include pupils with medical conditions into lessons.
- Administering medication, if they have agreed to undertake that responsibility.
- Undertaking training to achieve the necessary competency for supporting pupils with medical conditions, if they have agreed to undertake that responsibility.
- Familiarising themselves with procedures detailing how to respond when they become aware that a pupil with a medical condition needs help.

The School nurses are responsible for:

- Notifying the school when a child has been identified with requiring support in school due to a medical condition.
- Liaising locally with lead clinicians on appropriate support.



Parents and carers are responsible for:

- Keeping the school informed about any changes to their child/children's health.
- Completing a parental agreement for school to administer medicine form before bringing medication into school.
- Providing the school with the medication their child requires and keeping it up to date.
- Collecting any leftover medicine at the end of the course or year.
- Discussing medications with their child/children prior to requesting that a staff member administers the medication.
- Where necessary, developing an [Healthcare Plan](#) (HCP) for their child in collaboration with the Principal, other staff members and healthcare professionals.

Training of staff

Teachers and support staff will receive training on the supporting pupils with medical conditions, as part of their new starter induction. Teachers and support staff will receive regular and on-going training as part of their development. Teachers and support staff who undertake responsibilities under this policy will receive the following training:

In house staff meetings on medical policy / HCP / meetings with healthcare practitioners. The lead for this training is Sophia Thorne. No staff member may administer prescription medicines or undertake any healthcare procedures without undergoing training specific to the responsibility, including administering. No staff member may administer drugs by injection unless they have received training in this responsibility. The Principal will keep a record of training undertaken and a list of teachers qualified to undertake responsibilities under this policy.

The role of the child

Children who are competent will be encouraged to take responsibility for managing their own medicines and procedures. Where possible, pupils will be allowed to carry their own medicines and devices. Where this is not possible, their medicines will be located in an easily accessible location. If pupils refuse to take medication or to carry out a necessary procedure, parents will be informed so that alternative options can be explored. Where appropriate, pupils will be encouraged to take their own medication under the supervision of a teacher.



Individual Healthcare Plans (HCPs)

Where necessary, an individual Healthcare Plan (HCP) will be developed in collaboration with the pupil, parents/carers, Principal, Special Educational Needs Coordinator (SENCO) and medical professionals. IHCPs will be easily accessible through Medical Tracker, whilst preserving confidentiality.

HCPs will be reviewed at least annually or when a child's medical circumstances change, whichever is sooner. Where a pupil has an Education, Health and Care plan or special needs statement, the HCP will be linked to it or become part of it. Where a child is returning from a period of hospital education or alternative provision or home tuition, we will work with the Trust and education provider to ensure that the HCP identifies the support the child needs to reintegrate.

Medicines

Where possible, it is preferable for medicines to be prescribed in frequencies that allow the pupil to take them outside of school hours. If this is not possible, prior to staff members administering any medication, the parents/carers of the child must complete and sign a parental agreement for a school to administer medicine form. No child will be given any prescription or non-prescription medicines without written parental consent except in exceptional circumstances. Where a pupil is prescribed medication without their parents'/carers' knowledge, every effort will be made to encourage the pupil to involve their parents while respecting their right to confidentiality.

No child under 16 years of age will be given medication containing aspirin without a doctor's prescription. Medicines MUST be in date, labelled, and provided in the original container (except in the case of insulin which may come in a pen or pump) with dosage instructions. Medicines that do not meet these criteria will not be administered. A maximum of an academic year supply of the medication may be provided to the school at one time. Controlled drugs may only be taken on school premises by the individual to whom they have been prescribed. Passing such drugs to others is an offence that will be dealt with accordingly. Medications will be stored in the office first aid cupboard. Each child's medication is stored in their own named box.

Any medications left over at the end of the course will be returned to the child's parents. Written records will be kept of any medication administered to children. Millside Spencer, cannot be held responsible for side effects that occur when medication is taken correctly.



Appendix 2

Parental agreement for school to administer medicine

The school will not give your child medicine unless you complete and sign this form, and the school or setting has a policy that the staff can administer medicine.

Name of school/setting	Millside Spencer Academy
Name of child	
Date of birth	
Group/class/form	
Medical condition or illness	

Medicine

Name/type of medicine (as described on the container)	
Expiry date	
Dosage and method	
Timing and number of days	
Special precautions/other instructions	
Are there any side effects that the school/setting needs to know about?	
Name of member of staff in charge of giving medicine [usually class teacher / TA]	
Parent signature	



Appendix 3

Developing an Individual Health Care Plan for your child

Dear

A central requirement of Millside Spencer medical policy is for an individual healthcare plan to be prepared, setting out what support each pupil needs and how this will be provided. Individual healthcare plans are developed in partnership between the school, parents, pupils, and the relevant healthcare professional who can advise on your child's case.

The aim is to ensure that we know how to support your child effectively and to provide clarity about what needs to be done, when and by whom. Although individual healthcare plans are likely to be helpful in the majority of cases, it is possible that not all children will require one. We will need to make judgments about how your child's medical condition impacts on their ability to participate fully in school life, and the level of detail within plans will depend on the complexity of their condition and the degree of support needed.

It would be helpful if you could complete the attached individual healthcare plan template and return it, together with any relevant evidence, for consideration at the meeting. I [or another member of staff involved in plan development or pupil support] would be happy for you contact me [them] by email or to speak by phone if this would be helpful.

Yours sincerely,

Mrs Thorne
Principal



Appendix 4

Developing an Individual Health Care Plan for your child

Dear

A central requirement of Millside Spencer's medical policy is for an individual healthcare plan to be prepared, setting out what support each pupil needs and how this will be provided. Individual healthcare plans are developed in partnership between the school, parents, pupils, and the relevant healthcare professional who can advise on your child's case.

The aim is to ensure that we know how to support your child effectively and to provide clarity about what needs to be done, when and by whom. Although individual healthcare plans are likely to be helpful in the majority of cases, it is possible that not all children will require one. We will need to make judgments about how your child's medical condition impacts on their ability to participate fully in school life, and the level of detail within plans will depend on the complexity of their condition and the degree of support needed.

A meeting to start the process of developing your child's individual health care plan has been scheduled for xx/xx/xx. I hope that this is convenient for you and would be grateful if you could confirm whether you are able to attend. The meeting will involve [the following people]. Please let us know if you would like us to invite another medical practitioner, healthcare professional or specialist and provide any other evidence you would like us to consider at the meeting as soon as possible.

If you are unable to attend, it would be helpful if you could complete the attached individual healthcare plan template and return it, together with any relevant evidence, for consideration at the meeting. I [or another member of staff involved in plan development or pupil support] would be happy for you contact me [them] by email or to speak by phone if this would be helpful.

Yours sincerely,

Mrs Thorne
Principal



6. Intimate Care Policy

INTRODUCTION

Millside Spencer Academy is committed to ensuring that all staff responsible for the intimate care of children will undertake their duties in a professional manner at all times. We recognise that there is a need to treat all children with respect and dignity when intimate care is given. No child should be attended to in a way that causes distress, embarrassment or pain.

Children's dignity will be preserved and a high level of privacy, choice and control will be provided to them. Staff that provide intimate care to children have a high awareness of child protection issues. Staff will work in partnership with parents/carers to provide continuity of care.

DEFINITION

Intimate care is any care which involves washing, touching or carrying out an invasive procedure to intimate personal areas. In most cases such care will involve procedures to do with personal hygiene and the cleaning of associated equipment as part of the staff member's duty of care. In the case of specific procedures only the staff suitably trained and assessed as competent should undertake the procedure (e.g. the administration of rectal diazepam).

OUR APPROACH TO BEST PRACTICE

The management of all children with intimate care needs will be carefully planned. The child who requires care will be treated with respect at all times; the child's welfare and dignity is of paramount importance.

Staff who provide intimate care are trained to do so (including Child Protection and Moving and Handling) and are fully aware of best practice. Suitable equipment and facilities will be provided to assist children who need special arrangements following assessment from physiotherapist/ occupational therapist.

Staff will be supported to adapt their practice in relation to the needs of individual children taking into account developmental changes such as the onset of puberty or menstruation. Wherever possible staff involved in intimate care will not be involved in the delivery of sex education to the children in their care as an extra safeguard to both staff and children involved.

The child will be supported to achieve the highest level of autonomy that is possible given



their age and abilities. Staff will encourage each child to do as much for him/ herself as they are able. Individual intimate care plans will be drawn up for children as appropriate to suit the circumstances of the child. Each child's right to privacy will be respected. Careful consideration will be given to each child's situation to determine how many carers will need to be present when the child is toileted.

Wherever possible the child should be cared for by an adult of the same sex. However, in certain circumstances this principle may need to be waived where the failure to provide appropriate care would result in negligence for example, female staff supporting boys in our school, as no male staff are available. Intimate care arrangements will be discussed with parents/carers on a regular basis and recorded on the child's personal care plan. The needs and wishes of children and parents will be taken into account wherever possible within the constraints of staffing and equal opportunities legislation.

Intimate care

This will take place in our hygiene accessible toilet, which is located in each classroom and the admin block. For pupils in our Nursery or Reception class they may also need to be supported when going to the toilet- pupils will be supported in the EYFS toilets area, for example if they need a step to reach the toilet. This support will take place by the EYFS staff for the pupil. Please see appendix 1 for support of Nursery pupils.

THE PROTECTION OF CHILDREN

Child Protection Procedures and Multi-Agency Protection procedures will be adhered to.

If any member of staff has concerns about physical changes to a child's presentation, e.g. marks, bruises, soreness etc. s/he will immediately report concerns to the appropriate designated person for child protection.

If a child becomes distressed or unhappy about being cared for by a particular member of staff, the matter will be looked into and outcomes recorded. Parents/carers will be contacted at the earliest opportunity as part of the process in order to reach a resolution; staffing schedules will be altered until the issue(s) are resolved.

This policy will be reviewed annually or when a change in practice or legislation

requires.

Policy Updated: October 2024



THIS POLICY IS LINKED TO THE FOLLOWING POLICIES:

Child Protection and Safeguarding
Policy
Safer Recruitment Policy
Supporting pupils with medical conditions policy
SEND policy



Appendix 1

Millside Spencer Nursery

Aim

At Millside Spencer Nursery we aim to meet the individual needs of all our children and promote their welfare and emotional well-being. We recognise and assist children with intimate care where needed, and ensure that the children are treated with courtesy, dignity, and respect at all times.

Intimate care is defined as care involving washing, touching or carrying out a procedure to intimate personal areas which some children may need support in doing because of their young age, physical difficulties or other additional needs.

Where a child has intimate care needs, a designated qualified member of staff takes responsibility to provide their care. We address issues on an individual basis.

Due to the developmental stages of the children that we work with, we support them with their personal care, for example reminding the children to go to the toilet and about personal hygiene. This supports their understanding of self-care routines as well as developing their independence. As outlined in the Early Years Foundation Stage (EYFS); September 2021, we are responsible for children's personal care skills, as an essential part of Personal Development.

On some occasions, children come to our setting in nappies. We support children sensitively and with dignity in this matter. Also, from time to time some children will have accidents and need to be attended to. During registration and your child's home visit their key person will advise you of the procedures at nursery and what your child needs to have with them each day they attend e.g. spare clothes. Staff will share information about your child's day at nursery; including toileting and nappy changes, this is given verbally and included on daily report sheets/diaries.

Implementation

•Staff training

All staff are knowledgeable about intimate care/personal care. They are aware of their responsibilities, relevant policies and procedures in place (including adhering to Child Protection and Safeguarding, Health and Safety and Confidentiality). The designated employed adult is trained; DBS (Disclosure, Barring Scheme) checked and has received training for very specific intimate care procedures where relevant. During their induction period staff are supervised and supported when carrying out self-care, only staff members who have provided satisfactory references and have a clear DBS check can carry out such self-care routines.

Key Persons follow each child's care plan in agreement with parent/carers and they



undertake their duties in a professional manner at all times. They are fully aware of best practice including hygiene.

• **Intimate care / personal care plan**

If a child requires regular assistance with intimate care, staff meets with the parents to discuss the child's needs and devise an agreed intimate / personal care plan. Relevant health personnel are involved if needed. We monitor and review the plan on a regular basis and access any further training as and when it is required.

• **Practice**

The designated practitioner who provides the care (in most cases: the child's key person) forms a strong, trusting relationship with the child. They ensure that it is a positive experience that is safe and comfortable for all. Whilst the child is having their needs met, it is treated as a time to interact and promote their personal, social and emotional development.

Each child; age and developmentally appropriate is encouraged to undertake as much of the procedure for themselves as possible, including washing hands, dressing/undressing, hygiene and toileting.

The children's toilet areas and nappy changing facilities/areas are used to attend to children's needs and every effort is made to ensure privacy and modesty. Most procedures are carried out by one member of staff. However, careful consideration is given to the child's individual circumstances/needs to determine how many practitioners might need to be present when a child needs help with intimate care. If a child is unhappy or anxious about the care being provided, the issue will be addressed and discussed with parents/carers to ensure that we continually meet a child's needs.

• **Working with parents**

We work closely with parents/carers forming partnerships to identify and ensure we meet each child's needs, reviewing these regularly through the key person system in place at nursery.

Cultural and religious values are respected when planning and we seek to engage in regular communication with parents, and monitor and review the plan together.

• **Working with outside agencies**

We work closely with outside agencies and utilise their knowledge and expertise where necessary. Our SENDCO, coordinates this approach in consultation with management as well as parent/carers and the child's key person.

Disposal of nappies, aprons and gloves safely

At Nursery we have good hygiene practices in place when disposing waste to prevent infection. We follow stringent nappy changing procedures which are included in all staff



inductions to ensure the safe disposal of waste, see below. Good hygiene practices are promoted through routine, practice and inductions as well as having monitoring processes in place. Staff adheres to a personal hygiene policy to ensure standards are met at the setting.

Changing a nappy

- A clean disposable apron and gloves is worn every time a child is changed, after having washed their hands thoroughly.
- Whilst changing, children's skin is cleaned with disposable wipe/creams if needed, these are provided by parent/carers.
- Nappies and 'pull ups', gloves, aprons and wipes are disposed of hygienically and safely, they are placed in nappy bags and disposed of immediately in the internal/external bins provided by the nursery.

This policy has been written in accordance with the Disability Discrimination Act (amended 2005) and in conjunction with the nursery's health and safety policy, Safeguarding / child protection procedures and staff inductions.