

*Respectful, Kind, Curious and Ambitious*



# Admissions Policy

Date policy last reviewed: November 2024

Signed by:

J Roberts Headteacher

Date: 18/11/25

A Jonking Chair of governors

Date: 18/11/25

## **Maidenbower Infant School**

### **Admissions Policy**

Schools in West Sussex are categorised as community, voluntary controlled and voluntary aided. Community and voluntary controlled schools serve catchment areas and voluntary aided schools serve wider areas. Maidenbower Infant School is a community school. Under the Education Act parents can express a preference for any school but they do not have a right to choose a school. West Sussex Education Authority does however make every effort to meet parental preference where possible. Further information about how places are allocated is available online at [www.westsussex.gov.uk/admissions](http://www.westsussex.gov.uk/admissions)

All admissions to Maidenbower Infant School are arranged through the Admissions office:

Worthing (South) Pupil Admissions Office  
Centenary House  
Durrington Lane  
Worthing  
BN13 2QB

Telephone: 033 301 42903

Email: [admissions@westsussex.gov.uk](mailto:admissions@westsussex.gov.uk)

#### **First Admissions**

The County Admissions Office advertises to parents of children eligible to start school in the following year during the autumn term through schools, pre-school settings, libraries, children and family centres and the local press. Parents are asked to go online at [www.westsussex.gov.uk/admissions](http://www.westsussex.gov.uk/admissions) to download and read the Information for Parents booklet. They can also find out the names of the catchment schools on this site. Once this information has been read and a decision made, parents are invited to apply online, expressing a preference for up to three schools. They are then notified of the outcome in April.

It is West Sussex policy for pupils to start school in the September following their fourth birthday. Parents have the right to choose whether their child attends full or part time, subject to the caveat that children are receiving full time education in the term following their fifth birthday. The school is able to offer advice to parents should they need it, to assist in the making of the decision.

It is also the right of the parent to defer entry to school, again subject to the caveat that children are receiving full time education in the term following their fifth birthday.

#### **Admissions during Year 1 and 2**

If a parent wishes to apply for a place at Maidenbower Infant School outside of the usual age of admission they should contact the Worthing (South) Pupil Admissions Office as above.

## Maidenbower Infant School SEND Information Report

October 2025

The Children and Families Act 2014 says that all maintained schools must publish a Special Educational Needs (SEN) Information Report every year. This document explains how our school fulfils our statutory duties towards pupils with SEND and meets the needs of all learners. All our children are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- Achieve their best
  - Become confident individuals living fulfilling lives and
  - Make a successful transition into adulthood, whether into employment, further education or training
- (SEND 0-25 Code of Practice, 2015, p 92)

This SEND Information Report complies with the Special Educational Needs and Disability Regulations 2014, Regulation 51 and Schedule 1

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### The kinds of SEN that are provided for at Maidenbower Infant School

We are a mainstream infant school catering for pupils from age 4 to 7.

We are an inclusive school and fully comply with the requirements outlined in the Special Educational Needs Code of Practice (2015).

We provide for children with all types of special educational needs, whose needs can be met in a mainstream setting.

Our school also has a special support centre (SSC) which caters for pupils from age 4-7 with Autism and/or social communication needs.

Places within our SSC are considered by the local authority for children with an Education, Health and Care plan (EHCP).

### Who can I contact at Maidenbower Infant School for further information?

If you wish to discuss your child's special educational needs or would like further information or support, please contact the following:

- Your child's class teacher
- The school's Inclusion Manager and SENCO Mrs Rachel Tomlinson
- The Headteacher

Contact details are: [Office@maidenbowerinfant.w-sussex.sch.uk](mailto:Office@maidenbowerinfant.w-sussex.sch.uk) or 01293 886324

For complaints, please refer to the school's complaints policy, available on the school website.

[School Policies | Maidenbower Infant School](#)

### Policies for identifying children with SEN and assessing their needs at Maidenbower Infant School

A pupil has SEN where their learning difficulty or disability calls for special educational provision which is different from or additional to that normally available to pupils of the same age. We assess each pupil's skills and level of attainment when they start at the school. This is followed by rigorous monitoring that tracks the progress all children make through termly pupil progress meetings with the Headteacher and Inclusion Lead. If a child is making less progress than we would expect for their age or individual circumstances, we will consider whether they have special educational needs. This may include progress in areas other than attainment, for example, social or emotional needs.

The class teacher will work with the Inclusion Lead to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

We aim to identify children's special educational needs (SEN) as early as possible so that the child achieves the best possible outcomes. This might mean using information from assessments, from their previous educational setting, or responding to concerns raised by staff or parents. As soon as we feel a child may have SEN, our Inclusion Leader will become involved. Where an SEN is identified, the child will be placed on our

SEN register and provision will be put in place. We will do this by working with both pupils and parents to ensure their views are heard and acted on.

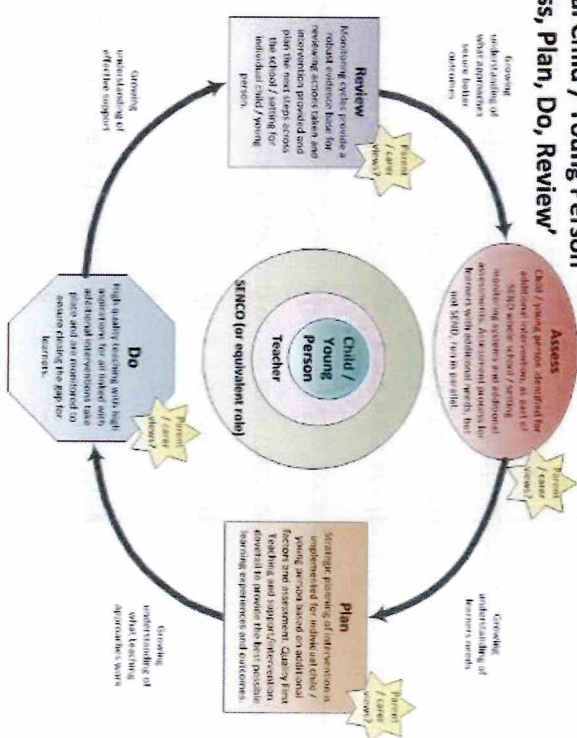
Our SEND policy can be found on our website and provides additional and more detailed information on our SEND provision, procedures and processes. Copies can also be obtained from the school office.

[Special Educational Needs and Disabilities | Maidenbower Infant School](#)

## Arrangements for assessing and reviewing children's progress towards outcomes

Where a child has special educational needs, the school adopts a graduated response to meet the needs of the learner.

### Individual Child / Young Person 'Assess, Plan, Do, Review'



Underpinning all our provision at Maidenbower Infant School is the graduated approach cycle of: Assess, Plan Do and Review to ensure that pupils' needs are met appropriately at every stage.

If the child has an Education Health Care Plan, we will work closely with parents and external agencies to ensure their provision is implemented in school. This includes for children looked after by the local authority.

### How will parents/Carers be involved in discussions about and planning for their child's education?

We whole-heartedly believe in partnering parents in a two-way dialogue to support a pupil's learning, needs and aspirations and we take every opportunity to strengthen this dialogue.

For children on the SEND register Parents/carers are invited to an Individual Learning Plan (ILP) meeting, three times each year, to discuss the support that the school is providing and how they can help their child at home.

- The Individual Learning Plans will also be shared with the child so that they understand their progress and achievements using child friendly, appropriate tools.
- At this meeting staff will talk about the progress your child is making and how their attainment looks in relation to age related expectations. We will also share ideas about how we can work together to help them to do even better.
- Should more regular contact be required, our staff will make suitable arrangements to ensure this is put in place.
- Annual reports are sent home in the Summer term. Parents evenings are held in the Autumn and Spring terms.
- Generic updates on the curriculum are shared through our newsletter and/or website.
- Parents/Carers can communicate with the class teacher or support staff before or after school or by appointment and the Inclusion Lead is available to meet with parents.

- Parents/Carers receive weekly communication written by their year group team informing them of the following weeks learning, giving them an opportunity to discuss the topics with their child. This is emailed out each week, it is on our school website and a hard copy is displayed in each year group each week.
- All children on the SEND register will have a One Page Profile co-produced with parents/carers, class teacher and pupil which is reviewed termly.
- Children who have an Education Health Care Plan will also have an annual review involving outside agencies as well as parents and teachers. Support is planned to help children reach the agreed outcomes. Reviews will have a focus on children's progress towards these outcomes.

Other ways to get involved at Maidenbower Infant School:

- Parents are involved in many volunteer roles within the school and there is a thriving and pro-active Friends of Maidenbower (PTA)
- Our Governing Body includes Parent Governors/representatives.
- Parent workshops
- Weekly communication outlining the learning for the following week on class dojo
- Parent consultation meetings where ideas can be discussed to support learning at home.
- Information sessions at the beginning of the year outlining how each year group is run and how best to support learning at home.

### **How are children involved in reviewing their progress and planning support?**

We seek pupil voice using staff who are familiar to the pupil to talk about their views and what helps them to learn before each termly provision planning meeting / review. There are weekly discussions in each class through the PSHE lessons. Classrooms also have a colour monster display and a jigsaw piece they can use to express how they are feeling or to request 1:1 time with an adult to talk through any worries. All children with an EHCP or on the SEN register will help adults in the school, (along with parents / carers) produce a one-page profile about themselves ensuring it is co-produced.

### How will the curriculum and learning environment be adapted to the child's needs?

All pupils at Maidenbower Infant school have access to an ambitious, broad and balanced curriculum where inclusion and provision for SEN is a golden thread that runs throughout all we do. To ensure learning is accessible to all we will adapt how the curriculum is delivered to meet the learning needs of all pupils. This could be through the initial input that is given, use of appropriate scaffolding or the type of support for independent work, depending on the children's need. It may also involve making adaptations to the learning environment if needed. Key strategies such as visual widgets, visual timetables, pre-teaching and coloured backgrounds on slides, which can be beneficial to everyone are used consistently in every classroom. Termly Pupil Progress Meetings take place with class teachers, the Inclusion Lead and Headteacher to review each child's progress and assess whether their needs are being met or adjustments need to be made. Monitoring takes place to ensure all children have access to the curriculum which takes place both in the classroom and outside in the grounds.

- Outside agencies are consulted when more specific adaptations are required.
- Resources will be modified when needed and specialist equipment can be used to support the curriculum when needed or advised by external agencies.

All teachers and support staff will be made aware of individual needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### The approach to teaching children with SEN at Maidenbower Infant School

All pupils will be provided with high quality teaching that is adapted to meet the needs of all learners, supplemented with additional strategies where necessary. We support all areas of needs as found in the SEND Code of Practice. Our graduated support is organised in five waves:

**Universal provision** is quality first teaching using strategies which apply to all children, including those with SEND. Our Inclusion Lead may advise teachers on any adaptations which would benefit children with SEND and will monitor their effectiveness.

Teachers pro-actively use West Sussex's Ordinarily available Inclusive Practice document to inform provision and practice.

[OAIIP - West Sussex County Council](#)

**Early Intervention Support** is in-class support and further adaptive teaching to secure good outcomes.

**Targeted Provision (individual and intensive)** includes short term strategies for those who may need extra help in the form of additional interventions offered by the school. When the school identifies the need for additional support, intervention is put in place to support the pupil. Interventions may include working in small groups with adult support or working one to one in a specific area of learning. It is important to recognise that all children are individual and therefore will need different interventions from their peers.

**Personalised Provision** is individualised or specialist support for children with a high level of need.

## What support is there for children's overall well-being and their emotional, mental and social development?

Maidenbower Infant school offers a wide support for improving the emotion, mental and social development of all pupils through a range of strategies:

- All our staff provide a high standard of pastoral support and uses a comprehensive Personal, Social, Health and Economic (PSHE) and Relationships Education curriculum, that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- All pupils with an Individual Learning Plan (ILP) will also have a One Page Profile to ensure all adults working with them are best able to meet the pupil's learning needs.
- We have a qualified Play Therapist who work individually with pupils who need pastoral or emotional support across the school.
- Where there are specific medical needs, a small team of staff, who work most closely with the pupil, will access more specialised training to ensure that we are able to keep the child safe.
- Our Behaviour Policy, including our anti-bullying policy, which includes guidance on expectations, rewards and sanctions, is fully understood and in place by all staff.
- We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence.
- Pupils have plenty of opportunities to voice their opinions in a variety of ways e.g., in-class sessions, School council, PSHE lessons.
- Some children have a named adult they can go to when needed. This system is also used for playtimes and lunchtimes.
- Children can use their jigsaw piece to request 1:1 time to talk with a trusted adult.

- Parents can make appointments at mutually convenient times with the Class Teacher, Inclusion Lead (SENCO) or Head Teacher to discuss their child's wellbeing.
- Risk assessments are completed for all trips and visits.
- School staff meet regularly to discuss the overall wellbeing of all pupils and consider any support or action needed. This includes issues related to safeguarding.
- We use CPOMS to track welfare concerns and patterns of behaviour that might help us in identifying a need for support.
- Daily assemblies which include promoting our school values and raising awareness of topical issues such as bullying, racism or inequality help support our inclusive ethos and equality policy.
- When needed individual Health care plans and Intimate Care plans are created working alongside pupils and parents / carers.
- We may work with other services to support children, e.g., Child and Adolescent Mental Health Services, Early Help services etc.

### What specialist services and expertise are available at or accessed by the school?

- All of our teachers hold qualified teacher status.
- We have a trained play therapist.
- As part of the cycle of SEN support (assess - plan - do - review) we will consider whether we need to involve other services to make sure the child's specific needs are met. This might include but is not limited to:
  - Sensory Support Service
  - Learning and Behaviour Team (LBAT)
  - Social Communication Team (ASCT)
  - Speech and Language therapist
  - Outreach Support from Manor Green/APC and Woodlands Meed.
  - Dedicated Schools Team and Family Support workers (Early Help)
  - Ethnic Minorities and traveller Achievement Advisory teacher (EMTAS)
  - West Sussex Educational Psychology Service
  - Occupational Therapy Service
  - School nursing Team
  - Community Mental Health Liaison Team (CMHL)
  - Single Point of Access (SPOA)
  - Virtual School to support and achieve positive outcomes for looked after children.
  - Young Carers
  - Crawley Development Centre
  - NDP Pathway

Reports and advice given by Outside Agencies will be followed and targets set in accordance with the advice.

The Inclusion Lead attends the local network meetings and West Sussex SENCO Leadership Forums to keep up to date with local and national updates.

### What training do school staff have to support pupils with SEND?

Carefully planned CPD is delivered through INSET days, staff meetings and support staff meetings to ensure that our knowledge of how to support children with SEN through quality first teaching is kept up to date and refreshed regularly. Staff attend external training when needed to meet the needs in their class. When we plan individual support for a child, we think about the knowledge and skills their teachers and support staff will need. If necessary, we plan specific training for the staff member(s) on how to best meet the needs of the children they will be working with. We have a wide range of training available to us through West Sussex County Council, and through external providers.

### How does the school measure how well it teaches and supports children with SEND?

We regularly and carefully review the quality of teaching for all pupils to ensure all children are making progress. The Inclusion Lead and SLT monitor teaching in learning in each classroom with a focus on the SEN learners and will provide training and support if needed. We use assessment data and teacher assessment to look at whether our teaching and programmes of support have made a difference in our termly Pupil Progress Meetings. This helps us to develop the use of interventions that are effective and to ensure they are having the desired impact. Our SEND governor monitors our SEN provision termly, meeting with the Inclusion Lead and providing a report to the Governing Body. We ensure that SEN and inclusion is prominent within the school development plan to ensure it remains high profile and the school continues to strive for the best outcomes for our pupils. We also gather feedback through pupil and parent surveys.

## How accessible is the school and how does the school arrange equipment or facilities children need?

- The school is on one level and is fully wheelchair accessible with a disabled toilet.
- There is a disabled parking bay within the school grounds.
- Our Accessibility Plan is available on our website [School Policies | Maidenbower Infant School](#)
- We have access to specialist support e.g., Occupational Therapy, Social Communication team.
- As a Locality we work closely with the EMTAS team (Ethnic and Minority Traveller Achievement Team) to access advice to support families for whom English is an Additional Language.
- For children who need support with communication we use pictorial representations, gesture and sign to support them.
- We communicate with parents through Bromcom, email, letters, class Dojo. Class Dojo has a translation option.
- As a staff we are accessible to parents, either by contact at the end of the day or by appointment.
- Should the need arise, we will make reasonable adjustments and provide auxiliary aids and services to prevent a disabled child being disadvantaged.
- Where we identify that a child requires specific equipment or facilities, we work with health services to source and accommodate these in school as far as possible
- For school admissions, please see the admissions policy on the school website.
- The Inclusion Lead works with the school business manager to purchase resources needed in class to ensure learning is accessible to all, and can take place effectively. This is allocated in response to need.

### How are children included in activities with other children, including school trips?

- We are an inclusive school and promote the involvement of all our learners in all aspects of the curriculum including activities outside the classroom.
- Where there are concerns of safety and access, careful planning and reasonable adjustments are put in place to ensure needs are met.
- We work with parents and pupils to listen to their views, feelings and wishes to ensure pupils with SEN engage fully in the life of the school and in any wider community activity
- Risk assessments will be completed to make sure that all children can access activities including individual risk assessments if required.
- We make best endeavours so that all learners can join in with activities regardless of their needs.
- All of our extra-curricular activities and school visits are available to all our pupils.
- All pupils are encouraged to participate fully in the life of the school and in any wider community activity to take part in sports day/school plays/special workshops, etc.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.

## How will the school prepare and support my child to transfer from or to another school/setting or the next stage of education and life?

We have a robust Induction programme in place for welcoming new pupils to our setting.

- Before children start at Maidenbower Infant School we will gather information from parents/carers and previous settings including if there are any special education needs.
- Parents will be able to meet with the Inclusion Lead and staff may make extra visits to observe children and to talk to other professionals involved with the child to ensure the correct provision is in place for the start of reception.
- Pre-school to school transition meetings with school and a key worker from the pre-school setting.
- Additional visits for children with SEN in their pre-school setting.
- Parental meetings for all pupils 1:1 with their child's class teacher
- School visits when the children play in their classroom and learning garden.
- Parent talks when the children are visiting where information is shared.
- Transition booklets, social stories and Videos
- Personalised transition support is provided for pupils transferring to an alternative setting or into our school mid-phase/year.

### **Transition to the next stage of their education**

We have very good relationships with the local junior schools that our children move onto with school staff visiting to discuss all pupils, where specific pupil needs are shared. Strong transition arrangements for all pupils are a feature of the locality. Schools share teaching links

and there are planned opportunities for pupils to make visits between the schools for educational, social and cultural events throughout the year. At times of transition between schools there is an induction programme for pupils, meetings for parents and teaching staff handover sessions. The locality recognises that some pupils may need more support at these key transition times for a variety of reasons; this additional support may include

- Extra school visits
- Transition books
- Individualised transition plan
- Additional staff training

Even from this young age we start preparing our children for adulthood by promoting their independence and considering the next steps they need to make. We ensure the children are ambitious and prepared for life long learning in the 21<sup>st</sup> century.

## Where can I get more information, advice and support?

Parents can get external advice, information and support from:

- [West Sussex SENDIAS SENDIAS Home Page - West Sussex SENDIAS Service](#)
- [Family Information service WSCC Family Information Service - Enquiry](#)
- [West Sussex Local Offer Local Offer - West Sussex County Council](#)
- [West Sussex Local Offer Parent Partnership Special educational needs and disability \(SEND\) - West Sussex County Council](#)

For complaints, please refer to the school's complaints policy, available on the school website.

[School Policies | Maidenbower Infant School](#)

