



# Melbury Primary School

## Special Educational Needs and Disability (SEND) Policy



**'Learning for life'**

Aiming High to Achieve the Best

**March 2024**

## Melbury's Special Educational Needs and Disability (SEND) Policy

### Melbury Primary School Vision

Children are at the heart of everything that we do. Our school is a happy and safe place where **everyone** in our school community, feels a sense of belonging and has the opportunity to learn and to make mistakes. Pupils will be equipped for life to become good future citizens who are tolerant and resilient. They will have been inspired by passionate staff and amazing opportunities and experiences both indoors and outdoors to make them want to learn for life and be the very best they can.

### Our Core Values

Resilience

Independence

Tolerance

Opportunity

### 1. Aims and Objectives

The aims of this policy are:

- To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
- To ensure equality of opportunity to eliminate prejudice and discrimination against children with special educational needs.
- To ensure that pupils with SEN are perceived and treated positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.
- To ensure that the special educational/ additional needs of children are identified, assessed and provided for
- To make clear the expectations of all partners in the process
- To identify the roles and responsibilities of staff in providing for children's special educational/ additional needs
- To enable all children to have full access to all elements of the school curriculum
- To provide appropriate provision wherever possible to enable children to fulfil their potential.
- To regularly review and evaluate children's progress in partnership with parents and children.

## **2. Inclusion Statement**

All pupils at Melbury Primary School are equally valued and regarded as 'special'. We therefore use the term Additional Need for those children who have different educational or behavioural needs, require different strategies for learning and need a range of different teaching and learning approaches. The four broad areas of need are; Cognition and learning; Social, Emotional and Mental Health Difficulties (SEMH); Communication and Interaction; Sensory and Physical needs. Melbury Primary School strives to be an inclusive school, engendering a sense of community and belonging through its:

- Inclusive ethos;
- Broad and balanced curriculum for all children;
- Systems for early intervention of barriers to learning and participation;
- High expectations and suitable targets for all.

## **3. Legislation and guidance**

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

## **4. Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.



A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

This policy explains how Melbury Primary School makes provision for pupils with SEND, in line with the school ethos and with current legislative requirements from The Children and Families Act 2014, Equality Act 2010 and SEND Code of Practice 2014.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

[www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)

## **5. Roles and Responsibilities**

### **The Role of the SENDCO**

The SENDCO at Melbury Primary School is Mrs. L. Maltby. She can be contacted via 0115 9155787.

Her responsibilities include;

- Monitor progress of all specified groups and take appropriate action to tackle underperformance while ensuring that good practice is disseminated.
- Monitor and evaluate class provision maps and plans.
- Overviews the records of all children with special educational/ additional needs;
- Completes the documentation required by outside agencies and the LA;
- Completes the Higher Level Needs (HLN) process to access funding;
- Helps maintain a register of SEN;
- Work with the head teacher and the governors to establish priorities for expenditure for all areas of inclusion and ensure the effectiveness of spending and the use of resources.
- Work with the head teacher and Deputy to manage the work of identified support staff ensuring they are effectively deployed and that learners with additional needs are effectively supported.

- Ensure all statutory requirements are met regarding equality and disability including appropriate school policies.
- Ensure all staff recognise and fulfil their statutory responsibilities to pupils with SEN.
- Undertake drop in observations and complete an audit of provision for SEND.
- Provide appropriate CPD support and advice for all staff.
- To support staff who are working directly with SEND children.
- Liaise with other schools to ensure continuity of support and provision when transferring pupils with SEN.
- Liaise with members of the family SEN team and LA.
- Co-ordinate and attend annual reviews and keep parent's informed of their child's progress.
- Chairs multi agency meetings
- Attends Networks;
- Attends family/Pre-school meetings if necessary or gives advice to support staff
- Report on additional needs to SLT and governors

### **Head Teacher**

- To ensure that the policy is implemented.
- To support the SENDCO and SEND governor in their responsibilities.
- To liaise with parents, pupils and outside agencies in conjunction with the SENDCO when necessary.

### **The Governing Body**

- To secure the necessary provision for any pupil identified as having Special Educational/ Additional Needs.
- To ensure that all teachers are aware of the importance of identifying, and providing for, all children.
- To ensure that parents are notified of a decision by the school that Special Educational/ additional provision is being made for their child.

## **6. SEN information report**

### **6.1 The kinds of SEN that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties

- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

## **6.2 Identification and Assessment**

### **A graduated approach**

Early intervention is vital, Melbury Primary has a clear procedure for monitoring individuals where concerns have been raised either by the class teacher, support staff or parents. At this stage the child's name will be placed on to the Class Provision Plan under monitoring. This is then followed by a consultation between the SENDCO and class teacher.

The class teacher and the SENDCO assess and monitor the children's progress in line with existing school practices. See below;

### **Quality First Teaching**

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries, will be monitored.
- b) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENDCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEN list they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.



- h) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEN list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

The school uses a three -stage model to respond to children's special/ additional needs

### 1. **SEN Support :**

A standardised letter is sent home via, the class teacher which informs the parents at the earliest opportunity to alert them to concerns and enlist their help and participation.

Once parental consent is given the child will be placed on the SEN register by a member of the SEN Team. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning.

An Individual Education Plan (IEP) is drawn up by the class teacher in consultation with the SENDCO to map the provision in place and targets the child has been set to ensure and monitor progress.

### 2. **High Level Needs (HLN):**

These children have more complex needs which require specialist intervention. A Provision Plan, alongside their IEP, is drawn up by the SENDCO, in consultation with the class teacher to map the provision in place. The class teacher and the SENDCO are supported by outside agency involvement. They will receive extra funding from the Local Authority to enable the school to meet their more complex level of needs through targeted provision and intervention (some of these may be provided by outside agencies.)

### 3. **Education, Health and Care Plan:**

The school, parent or other professionals working with the family can request a statutory assessment for an Education, Health and Care Plan (EHCP) from the SEN service, if it becomes clear that a child's needs have not been fully identified, or they are not making progress despite getting good support over a period of time. Young people between 16 and 25 can request their own assessment. There are strict timelines that must be adhered to once a request for assessment is received by the SEN Service.

## **Education, Health & Care Plans and Statutory Assessment of SEND**



Only a very small percentage of children with SEND need an EHCP in order to get the right support and provision. An EHCP brings your child's education, health and social care needs into a single legal document. It will describe what outcomes we all want for your child, what support is needed to achieve these, who will provide the support and when it will be provided.

The first stage following a request for a statutory assessment for an EHCP is for the family and the school to jointly complete the request form.

This information will be considered against the DfE guidelines and the legal test to determine whether or not an EHC needs assessment is required.

Having considered the available information, one of two outcomes is reached.

You will be informed of the panel's decision whether or not to proceed with the second stage of the assessment process. If the panel decides the assessment is needed, you will receive more information about this process from the LA.

If the decision is to not issue an EHCP, you will be advised of your right to appeal.

Parents are given the opportunity to comment on a draft EHCP and give your views about school or other placements, before the final EHCP is issued.

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 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.

More details about the Education, Health & Care Plans and Statutory Assessment of SEND can be found on the Nottingham City Council website:

[www.nottinghamcity.gov.uk/.../Education-Health--Care-Plans-and-Statutory-Assessment-of-SEND](http://www.nottinghamcity.gov.uk/.../Education-Health--Care-Plans-and-Statutory-Assessment-of-SEND)

### **6.3 Working with other agencies**

We endeavour to be a welcoming school and aim to develop positive relationships with all agencies involved in the school. We value the support and guidance provided by other agencies that we work with.

We have developed strong working partnerships other agencies including Speech and Language Team, Sensory Team, Learning Support Team, Behaviour Support, Autism Team, Learning Support CAMHS, Therapists,



Educational Psychologists, Paediatricians, Physiotherapists, Occupational Therapists and Public Health Nurses.

#### **6.4 Our approach to teaching pupils with Additional Needs**

Once a child's specific needs have been identified we will work with the relevant specialist support services to ensure we comply with all relevant accessibility requirements as soon as is possible. For example:

- Physical environments
  - Our school is fully compliant with DDA requirements (Disability Discrimination Act).
  - There is a disabled toilet with changing facilities.
  - School is fully wheelchair accessible.
  - Specialised equipment may be accessed through external agencies.
  - We ensure, wherever possible, that equipment used is accessible to all children and families regardless of their need.
- Assistive technology
- Increased access to the curriculum and assistance during examinations
- School transport for curriculum activities

Provision will be implemented using the following process;

- Assess
- Plan
- Do
- Review

*This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.*

All children receiving HLN funding and/or specialist intervention will have a personal Provision Plan. This clearly shows the level of provision which may be: support within the classroom, work in small groups, a 1:1 situation inside/outside the classroom or working within the Nurture, SEN or Learning Hubs.

Internal Support Strategies include:

- In class adult support
- Literacy and Numeracy intervention
- Booster groups
- Mentoring for children with social, emotional or behavioural difficulties
- Specific provision including speech and language, OT and life skills

- Routes to Inclusion – SEMH graduated response
- Makaton
- Numicon
- Toe by Toe
- Strengths and barriers
- ELSA and Therapeutic Support
- Gardening
- Breakfast club and morning 'meet and greet' support
- Lunch and break-time support
- Support with swimming and other physical activities
- Transition support from Early years into KS1 and from Year 6 to Secondary school.
- Risk Assessments

It is recognised that support within the classroom has its place, as does withdrawal in certain circumstances. We aim for Inclusion in all areas of school life as far as is reasonably practicable.

Further information may be found in the school's Accessibility plan and the Disability and Equality policy.

### **6.5 Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- **Everyone develops a good understanding of the pupil's areas of strength and difficulty**
- **We take into account the parents' concerns**
- **Everyone understands the agreed outcomes sought for the child**
- **Everyone is clear on what the next steps are**

Notes of these early discussions will be added to the pupil's record and given to their parents. R2i questionnaires will be completed as appropriate and form part of the early discussions.

We will formally notify parents when it is decided that a pupil will receive SEN support.

All parents will be treated as partners and supported to play an active and valued role in their children's education. They are regularly invited to all review meetings and are able to arrange meetings with the SENDCO, at appropriate times, to discuss any issues or concerns they have.



## Partnership with Pupils

The SEN Code of Practice states that 'partners must engage children and young people with SEN and disabilities and children's parents in commissioning decisions, to give useful insights into how to improve services and outcomes', (Section 3.18).

At Melbury Primary School whenever appropriate, from an early age, children are encouraged to be actively involved in their provision.

## 7. Access to the Curriculum

All children have entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- Understand the relevance and purpose of learning activities.
- Experience levels of understanding and rates of individual progress that brings feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational/ additional needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

**Teacher assessment is used to monitor progress for all pupils. If appropriate teachers will use 'B Squared Summative Assessment Tool Kit' to break down the existing National Curriculum Programmes of Study into finely graded steps and targets to ensure that children experience success. These statements will then be used to inform teacher assessment judgements for pupils with SEND. Judgments are based on what the pupil can do once any reasonable adjustments have been put in place.**

**The pre-key stage standards are provided for the statutory assessment of pupils engaged in subject-specific study who are working below the overall standard of the national curriculum tests and teacher assessment frameworks, at the end of the key stage.**

In the Foundation Stage all children are assessed using the Development Matters Scale (Nursery and Reception) and the EYFS Profile Score (End of Reception).

## **8. Evaluating the success of provision**

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice. The SENDCO monitors the movement of children within the SEN system in school by:

- Monitoring the movement of children within the SEN system in school and the provision provided.
- Supporting teachers involved in the Routes To Inclusion process and drawing up Provision Plans for children and reviews the work of the school in this area.
- Liaising with support staff, working with children who have special educational/ additional needs, in order to monitor pupil progress.
- Liaising with staff and uses profile data at the end of each academic year to monitor progress of children with special/ additional need.
- Updating the SEN register via the SIMS programme.
- Use of SEN information to aid the transition process to secondary school.

Information from provision management will be used to identify how effective provision (interventions) is in enabling pupils to achieve academic and wider outcomes.

The SENDCO will meet regularly with the SEN Governor, to evaluate the effectiveness of the SEN provision and policy. Evidence from these meetings will be discussed and collected to help inform school development and improvement planning. The SEN policy will be reviewed annually

## **9. Transition Arrangements**

In order to ensure a smooth transition, the school will, with parents' consent, make arrangements to share all relevant information with the child's next placement. This could include written records, a programme of meetings and visits (made in liaison with the accepting school) and meetings with outside agencies involved, if necessary.

## 10. Local Offer

This is Nottingham City Council's directory of all the services available to help and support children and young people with Special Educational Needs and Disabilities (SEND). It provides information on:

- Health, such as doctors, nurses and therapists
- Education, such as schools, colleges, playgroups and childminders
- Support groups
- Leisure activities

More details about the Local Offer can be found on the Nottingham City Council website:

[www.nottinghamcity.gov.uk/localoffer](http://www.nottinghamcity.gov.uk/localoffer)

Other useful contacts;

- Autism Team;
  - Twitter - @city\_autism
  - Phone - 0115 876 5311
  - Email - AutismTeam@nottinghamcity.gov.uk
  
- Learning Support Team;
  - Twitter - @nottingham\_LST
  - Phone - 0115 876 5311
  - Email - LearningSupport@Nottinghamcity.gov.uk
  
- Behaviour Support Team
  - Twitter - @NottinghamBST
  - Phone - 0115 876 5340
  - Email - BehaviourSupportTeam@nottinghamcity.gov.uk
  
- Hearing Impairment Team
  - Email - [deafeducation@nottinghamcity.gov.uk](mailto:deafeducation@nottinghamcity.gov.uk)
  - Phone - 0115 876 5340
  
- Visual Impairment Team
  - Email - VisualImpairmentEducation@nottinghamcity.gov.uk
  - Phone - 0115 876 5340

These can be found on our school website under the parents section;

<https://www.melburyprimary.co.uk/useful-links/>

## **11. Links to other documents**

This policy links to the following documents

- **SEN Information Report**
- **The Local Offer**
- **Accessibility plan**
- **Behaviour Policy**
- **Supporting children with medical conditions**
- **Attendance Policy**
- **Equality and Diversity Policy**
- **Safeguarding Policy**
- **Complaints Policy**

## **12. Complaints Procedure**

Complaints about the SEND procedures and implementation of the procedures should firstly be addressed to either the class teacher or SENDCO. If an issue is not resolved then the complaint should be addressed to the head teacher and finally the governing body. They will be handled in line with the school's complaints policy - [Policies | Melbury Primary School](#)

**Signed** \_\_\_\_\_ [Mrs. J. Kemplay] **(Headteacher)**

Date \_\_\_\_\_

**Signed** \_\_\_\_\_ [Mr J Brown] **(SENDCO)**

Date \_\_\_\_\_

**Signed** \_\_\_\_\_ [Ms. L. Case] **(SEN Governor)**

Date \_\_\_\_\_

This policy will be reviewed annually.