

SEND at Mellers Primary



**AN INFORMATION MEETING FOR PARENTS AND
CARERS**

What does SEND stand for and what does it mean?



- SEND stands for Special Educational Need and Disability.
- If your child has more difficulties than **most** children their age with aspects of their learning, communication or behaviour, they are likely to benefit from **additional support** which will enable them to access the curriculum at their level. This support will be **different to** and **additional to** support the majority of the children their age receive.

What is classed as a disability?



- A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse affect on his or her ability to carry out normal, day to day activities.
- Children with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in school.

What is a SENCo?



- The SENCo (Special Educational Needs Co-ordinator) is responsible for organising and monitoring the provision for children with special educational needs and/or disabilities. They also support staff and parents and will hold (or be working towards) the National Award for Co-ordination in Special Educational Needs from a recognised university.
- Miss Elliott, our inclusion leader holds the SENCo role as part of her responsibilities within school. She works three days in school – Mondays, Wednesdays and Thursdays.

What is the SEND register?



- It is simply a record of which children require additional support and allows the Special Educational Needs Co-ordinator to enable support to be sought for your child.
- Within school, this means that they will be identified on the school's special educational needs register so that provision to meet their needs can be planned for.

Does my child stay on the SEND register forever?



- No, as children progress, they may be taken off of the register at a future point when their needs no longer require additional support.
- They can be added to the register again at any time. It all depends on your child's need at any particular time in their learning journey.

How are children with SEND supported at Mellers?



- Mellers has general experience of supporting pupils with a range of differing needs including learning difficulties, speech, language & communication difficulties, autistic spectrum disorder and other difficulties or disabilities.
- We adopt an inclusive, whole school approach to special educational needs which involves all the staff adhering to a model of good practice. The staff are committed to identifying and providing for the needs of all children in a wholly inclusive environment.
- This means that all children with SEND are taught together with their peers for the majority of the time, being withdrawn for very short periods only when work on their individual targets cannot be incorporated in any other way due to practical considerations for the child and the class as a whole.

Who supports children with SEND at Mellers?



- We all do!
- Children will be supported in some way by all staff at Mellers.
- Class teachers and class teaching assistants may support children with SEND.
- We have additional staff to carry out more specific support: Mrs Asghar, Miss Bamford, Mrs Obadi and Miss Pitt.

Are special educational needs just about learning?



- No, a special educational need can include social, emotional and mental health needs that can affect learning and behaviour. These may be short term or long term.
- Place2Be offers counselling for children (and staff and parents) to support this.
- We also have a learning mentor (Mrs Sokoli) and an Emotional Literacy Support Assistant (Miss Bamford) to support these needs.

How much support will my child get?



- This depends on their level of need.
- With a high level of need they may receive in excess of 10 hours one to one support each week. This may take place in the classroom or at times your child may be withdrawn.
- Your child may receive one to one or small group support.
- Your child may only need an hour of small group or individual support once a week. It is specific to their need.

My child works in a small group. Does this mean they have a special educational need?



- Some of our children receive small group support or one to one support at times to help accelerate their progress and fill any learning gaps they might have. This is usually called an intervention.
- Just because your child works in a group or has one to one support, does not mean they have a special educational need.
- If your child does have a special educational need, it does not necessarily mean that they will always work one to one or in a small group; sometimes their resources may need to be adapted and they may not require further support than this.

What support does the school receive?



- We receive support from Local Authority teams and we buy into their services when necessary. We work closely with these colleagues and meet as a whole team on a termly basis.

LA Specialist teams



- Inclusive education service (children who are working considerably below age expectation) – **Joanna Parkes**
- Behaviour support – **Sarah Stockley**
- Autism team – **Claire Edis**
- Community Education Psychology Service – **Francesca Potter**
- Speech and Language Therapy – **varied**
- OT – **varied**

What do I do if I think my child has a special educational need?



- Initial concern: speak to the class teacher
- If appropriate the class teacher will raise a concern with the SENCo and discuss next steps
- An LA specialist will visit and advise if needed (this may involve an observation and/or assessment of your child)
- School will plan and deliver provision as appropriate and regularly review progress and targets
- The class teacher and SENCo will meet twice a year with you to discuss your child's specific SEND targets, progress and next steps

SEND is not a label!



- Your child does not need to have a specific diagnosis to receive additional support relevant to their special educational need.
- Your child is not an SEND child. They are a child **with** special educational needs. This may change at any point during their educational journey or it could be something they have for life. The level and kind of support will vary at different stages.
- Speaking a language other than English does not mean that your child has a special educational need. It means they are skilled enough to be or have the potential to be multilingual!