



**SPECIAL EDUCATIONAL
NEEDS and DISABILITY
(SEND) POLICY**

**MELLERS PRIMARY SCHOOL
OCTOBER 2018**

Aims and Objectives

At Mellers Primary *“We are committed to giving all children an education of the highest standard; we aim for excellence in all our school activities and encourage every child, whatever their ability, to achieve the best they possibly can every day”* – statement from school website. The school aims, produced by the school council say:

We are able to shine, whoever we are

We work together as a caring team, in which we are all supported

We are all treated fairly and are valued.....

Mellers Primary is a mainstream school which makes provision for pupils with SEND in line with the school’s inclusive ethos and with current legislative requirements (SEND Code of Practice 2014 and the Equality Act 2010).

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 states that:

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

- *Has a significantly greater difficulty in learning than the majority of the others of the same age; or*
- *Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.*

A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them.

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day to day activities’.”

This definition includes children and young people with long-term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.”

This policy also has regard to statutory guidance re supporting pupils with medical conditions (DfE 2014).

Identification and Assessment of SEN

The categories of SEN used nationally (SEND Code of Practice 2014) are as follows:

Communication and Interaction

Cognition and Learning

Social, Mental and Emotional Health

Sensory and/or Physical needs

- a) Some children start Mellers with already recognised Special Educational Needs or Disability from birth/early years.
- b) Early identification is important. If a class teacher has concerns about a child in their class they will speak with parents/carers to find out if there are similar concerns at home or any other reason why the child may not be performing as expected at this time. Parents as partners are consulted and involved at all stages; similarly if parents/carers have concerns about their child's learning, behaviour or health they are encouraged to discuss this at the earliest opportunity with the class teacher or SENCo. We believe that the introduction of the Structured Conversation with parents at Mellers facilitates this dialogue.
- c) All children at Mellers have their progress carefully and routinely monitored by their class teacher and senior leaders with responsibility for assessment and progress reviews (half-termly). Discussions take place about reasons why a child has not made expected progress and support and interventions will be identified and put in place to support learning if necessary. If, following such intervention, there is still no progress then further assessment of possible SEN will take place.
- d) The SENCo and parents will be consulted and involved; a meeting will be arranged if necessary.
- e) If considered useful, assessments or observations may be carried out by school staff or other Nottingham City Council specialist services e.g. Learning and Cognition, Behaviour Support Team etc. in order to gather further information and insight into the child's needs. This will only be done with the parents'/carers' written consent.
- f) Additional support will be put in place and the child may be included on the SEND register. Targets will be set, progress will continue to be regularly monitored and support reviewed as above.

Provision

At Mellers we believe provision for children with Special Educational Needs and Disability (SEND) is a whole school responsibility and that class teachers will plan and deliver a curriculum to meet the needs of the full range of children in their class. Every teacher is committed to planning and delivering a high quality, inclusive curriculum and understands that they are responsible for meeting the needs of the full range of children in their class, including those with SEND.

As a school, we make a distinction between children who are lower or underattaining/achieving and those with special educational needs:

- Some children will be working below age-related expectations

- Some children may be achieving below their potential

It is our responsibility to identify this and ensure that appropriate interventions are put in place to help these children to make progress.

Other children will have special educational needs and will continue to make limited progress despite interventions. Accurate assessment of a child's strengths, barriers to learning and carefully planned interventions are the key to success.

We refer to the Nottingham City Schools Provision Maps for SEND to identify provision that is “**additional to**” and “**different from**” the quality first teaching that is available to all children; where adaptations to the curriculum, teaching and the learning environment are required to support a child, the school SENCo (sometimes supported by specialist colleagues from Nottingham City SEN team) will work alongside teachers and support staff to identify suitable interventions, resources, strategies and equipment.

Additional support and interventions for a child requiring **SEN Support** will be provided by the most appropriate adult(s) - a teacher, teaching assistants or learning mentor - qualified and trained to meet that child's needs sometimes funded from the school's SEND budget or pupil premium funding as applicable. Some examples of the range of interventions currently in place at school include:

Reading Recovery
Nurture provision
Interactive music
Social skills intervention
Online dyslexia programme - IDL
Switch-on
Precision teaching
Social/life skills groups
Sensory programmes

For some children with more complex special education needs (requiring more than 14 hours 1:1 support per week), the school will submit an annual bid for **High Level Needs** funding to Nottingham City's SEN team; this is used predominantly to provide additional teaching assistant support to help children access the mainstream classroom and curriculum or benefit from a range of personalised activities.

For a few children at mainstream school, their needs are more significant and long-term e.g. complex medical needs or severe autism; an **Education, Health and Care Plan – EHCP** (formerly Statement of Special Educational Needs) may be put in place which describes precisely the interventions and support required to enable the child to access education and school life as fully as possible.

English as an Additional Language (EAL) is **not** a special educational need and EAL children will only be included in SEND if there is also a learning or other difficulty

(see categories above). We have specialist EAL teachers in school who work alongside class teachers to support the progress of EAL learners.

Effectiveness of SEN Provision

Pupil progress review meetings are held with class teachers for all children in school every half-term and data is analysed to ensure children are making suitable progress.

Each intervention follows the Assess/Plan/Do/Review cycle to measure progress for individual children and ensure that we use programmes that are most likely to have a positive impact on outcomes for our children. Provision maps for children with SEN support include targets and progress is measured against these.

As a school, we regularly monitor the progress of pupils with SEND to ensure that provision meets their needs and the interventions are having impact.

Social and emotional well-being

At Mellers we have a holistic approach to working with children and families and understand that feeling safe, happy and well are a prerequisite to successful learning. The pastoral and safeguarding teams are a highly-valued part of the school and we are fortunate to have qualified counsellors, a learning mentor and parent support worker who complement the work in the classrooms.

Place2Be is a national children's charity working with 200 schools across the UK. They provide a safe space – The Place2Be room – where children can express their feelings through talking, creative work and play. At Mellers we provide a bespoke counselling service for pupils and for parents, providing therapeutic support to address social, emotional and behavioural problems. This helps build children's confidence and self-esteem, enabling them to cope with difficult life events, establish friendships and focus in class. This in turn makes school a happier place to be for all the children and the school staff.

The learning mentor works with pupils identified as having emotional and behavioural difficulties, supporting them to remain or reintegrate back into the classroom and access the full range of extra-curricular opportunities. We have strong links with local community organisations and are committed to accessing enrichment opportunities that support children with social, emotional and behavioural difficulties e.g. Wild Things.

The parent support worker works with multiple agencies to support parents with a particular focus on attendance, punctuality and parenting courses to raise aspirations; this has a significant impact on vulnerable pupils' attendance and, therefore, attainment and progress.

Mellers is committed to addressing inappropriate behaviour at the same time as avoiding exclusion by providing appropriate support and interventions to meet the needs of children with social, emotional and mental health difficulties. All staff receive regular training on de-escalation techniques. (* See school Behaviour Policy).

Staff Training in SEND

All school staff have access to in-school and external training opportunities to develop their knowledge and confidence in working with pupils with SEND. Training has included:

- Autism (Autism Education Trust)
- Attachment theories
- Theraplay strategies
- Numicon
- Working memory
- Dyslexia
- Language development
- Signs and Symbols
- Precision teaching
- Emotional Literacy Support Assistant (ELSA)

The school complies with the requirement to appoint a SENCo who is a qualified and experienced teacher who has attained the National SENCo Award (Masters level qualification).

Mellers welcomes advice, support and resources from a range of professionals. The school supports inclusion for SEND by accessing the full range of Nottingham City specialist services:

- CEPS (Community Educational Psychology Service)
- SALT (Speech and Language Therapy)
- IES (Inclusive Education Service)
- BST (Behaviour Support Team)
- CAMHS (Child and Adolescent Mental Health Service)
- OT (Occupational Therapy)
- Community Paediatricians
- Health
- Social Care

We recognise the value of working cooperatively with other professionals and sharing information, however our policy on confidentiality applies. We ensure parental permission before planning for any agencies to work with our pupils; we also signpost parents to access support from outside specialist providers.

Involvement of Parents

At Mellers Primary we believe that the views of parents/carers are important and that they know their child best. We involve all parents/carers in their child/children's education and SEND provision. Parents/carers are encouraged to speak to their child's class teacher or the school SENCo at any time if they have concerns or questions about SEND. We consult parents/carers about decisions that affect their child and they are invited to share their views on their children's education at termly SEND review meetings, where they can ask questions and make suggestions about the support their child receives.

The parent support worker in school organises a range of activities to support parents/carers of children with SEND and is available to accompany parents/carers to meetings, appointments. We encourage parents/carers of children with SEND to join in school trips and activities to support inclusion for their child; where, necessary we can arrange alternative activities for children with High Level Needs.

The school SENCo and specialists from other agencies will signpost parents to organisations and support agencies that provide support, advice and activities for children with similar needs to their child

Involvement of Pupils

Mellers has an ethos of involving children in all aspects of school life, listening to and valuing their ideas and contributions. Teachers discuss their learning and progress with them throughout the year.

Pupils with SEND are invited to be involved in review meetings alongside parents/carers where appropriate so that they can also evaluate progress, are aware of their targets and the support that is available to help them.

Pupils can raise concerns at any time and the roles of the P2B counsellor and learning mentor support this process. We have an active school council, School Committee and trained prefects/peer mentors who act as role models.

Transition

We work hard to ensure a smooth transition from home to Foundation Stage, and between classes and key stages within school; continuity of support for children with SEND is assured through structured conversations with parents/carers and new staff, summer transition timetables and through written records, visits and meetings.

Transition booklets are used with pupils who need additional support to manage change e.g. those with autism.

At transition to secondary school (or for in-year changes of school), the school SENCo liaises with the SENCo of the receiving/previous school to ensure that important information and documents are shared so that a child with SEND is well supported

by an understanding of his/her needs. A programme of additional visits is sometimes recommended for children with SEND and this is supported by the Year 6 team and the learning mentor at Mellers. Specialist teachers from Nottingham City SEN team also support transition and continuity into secondary school.

Accessibility

The school aims to be accessible to all and to meet the requirements of the Equality Act 2010. The school budgets and plans ahead to ensure the equipment, access and staff training meet the needs of any pupil who joins this school. Physical features of the school include:

- Single-level school access
- Wheelchair accessibility
- Wheelchair lift for stairs between Foundation Stage Unit and main school.
- Disabled toilets and changing facilities.
- Ramps from classrooms to outside areas.

We work closely with Occupational Health, Occupational Therapy, Physiotherapy and other medical professionals to source specialist equipment, resources and training to provide appropriate support for children with medical and physical needs so that they are able to access the full curriculum. Our Medicines Policy ensures that we are inclusive for children requiring regular medication at school.

Signs and Symbols support accessibility for a range of pupils across school.

Complaints procedure

If parents/carers have a concern about any aspect of their child's SEND provision they are encouraged to talk to the class teacher or the SENCO in the first instance; we endeavour to work in partnership with parents/ carers to ensure the right provision is in place for all our children and we will work together to try to resolve any issues.

Any complaints will be treated in accordance with our school complaints procedure and the same timelines will be adhered to.

The school will provide details of the Parent Partnerships service for independent support and advice on SEND.

Local Offer

Nottingham City Schools' Local Offer is available to parents of children with SEND at the Nottingham City website.

As described above, the provision for SEND within the school is in line with the good practice described in the Nottingham City Schools Provision Maps framework on this site.

Glossary of terms, guide to acronyms

Achievement for All	National two-year improvement programme that supports schools to improve outcomes for vulnerable pupils and those identified with special educational needs.
ADHD	Attention Deficit Hyperactivity Disorder
Attachment theories	Study of emotional bonds and relationship with a child's main carer and the impact on their sense of wellbeing
CPD	Continued professional Development – staff training opportunities
DfE	Department for Education
EHCP	Education, Health and Care Plan for those pupils with more complex needs – replaces the "Statement"
EAL	English as an Additional Language
HLN funding	High Level Need – for those pupils with SEND requiring more than 14 hours 1:1 support each week
IEP	Individual Education Plan
Leuven Scale	A tool to assess a child's wellbeing and involvement
Numicon	Multi-sensory approach to teaching and learning maths
Place 2 Be	National children's charity providing a therapeutic counselling service in schools
Provision Map	Table outlining support and interventions that may be in place to support a child with SEND
School Action / School Action Plus	Categories previously used to distinguish between levels of Special Educational Need – no longer applicable with new Code of Practice
SENCo	Special Educational Needs Coordinator
SEN(D)	Special Educational Needs (and Disability)
SEN Support	A pupil identified with a Special Educational Need or Disability and included on the school register
Signs of Safety	Child protection framework
Structured Conversation	Meeting between school and parent/carer and child that encourages open conversation and learning from each other

Date: October 2018

Review date: October 2021