



**THE FEDERATION OF MELLERS
PRIMARY SCHOOL AND
NOTTINGHAM NURSERY
SEND policy
January 2025**

DOCUMENT ORIGINS			
Organisation	Federation of Mellers Primary School and Nottingham Nursery School	Version date	January 2025
Owner	Lorna Dermody and Joy Buttress	Approved by (If applicable)	FGB
Next review date	January 2026	Approval date	

DOCUMENT VERSION HISTORY		
Revision date	Author of changes	Summary of changes

Aims and objectives

We are committed to taking appropriate action to make sure that all children are able to access our services, made to feel welcome, and that our activities promote their welfare and development.

Mellers Primary School and Nottingham Nursery School is committed to the integration of all children in its care. The school believes that children with special educational needs and/or physical disabilities have a right to play, learn and be able to develop to their full potential alongside other children. Whenever possible, children with additional needs and/or physical disabilities will have access to the same facilities, activities and play opportunities as their peers. The site is fully accessible and any new equipment or facilities have been planned and installed with accessibility in mind.

The Special Educational Needs and Disability Code of Practice 2015 states that a child has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her.

The child has a learning difficulty if he or she:

- has significantly greater difficulty in learning than the majority of other 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
- This definition includes children with long-term medical conditions such as asthma, diabetes, epilepsy and cancer. These children may not have SEND but the special educational provision required may be over and above the adjustments, aids and services required by the Equality Act 2010, and they will be covered by the SEND definition.

The Headteachers (Joy Buttress and Lorna Dermody) will appoint a qualified teacher as the Special Educational Needs Co-ordinator to manage provision for children with special educational needs and/or physical disabilities. This individual will be fully trained and experienced in the care and assessment of such children. At Mellers Primary School and Nottingham Nursery School the SENDCo is Jennie Dance. The Governors designated for SEND is Carol McCrone.

All key workers will be expected to assist the SENDCo in caring for children with SEND. Every key worker has a responsibility for SEND.

Legislation and guidance

This 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 SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

Identification and Assessment of SEND

The categories of SEND used nationally (SEND Code of Practice 2015) are as follows:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical needs

Some children start Mellers Primary School and Nottingham Nursery School & Training Centre with already recognised Special Educational Needs or Disability from birth/early years. Early identification is important. If a class teacher/staff member 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 SENDCo. The graduated response to responding to children's needs must be considered as part of these steps.

All children at Mellers Primary School and Nottingham Nursery School & Training Centre have their progress carefully and routinely monitored by their class teacher and senior leaders with responsibility for assessment and progress reviews (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.

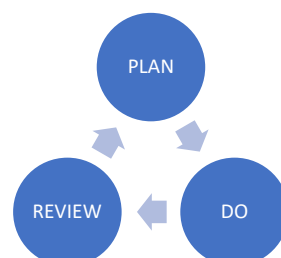
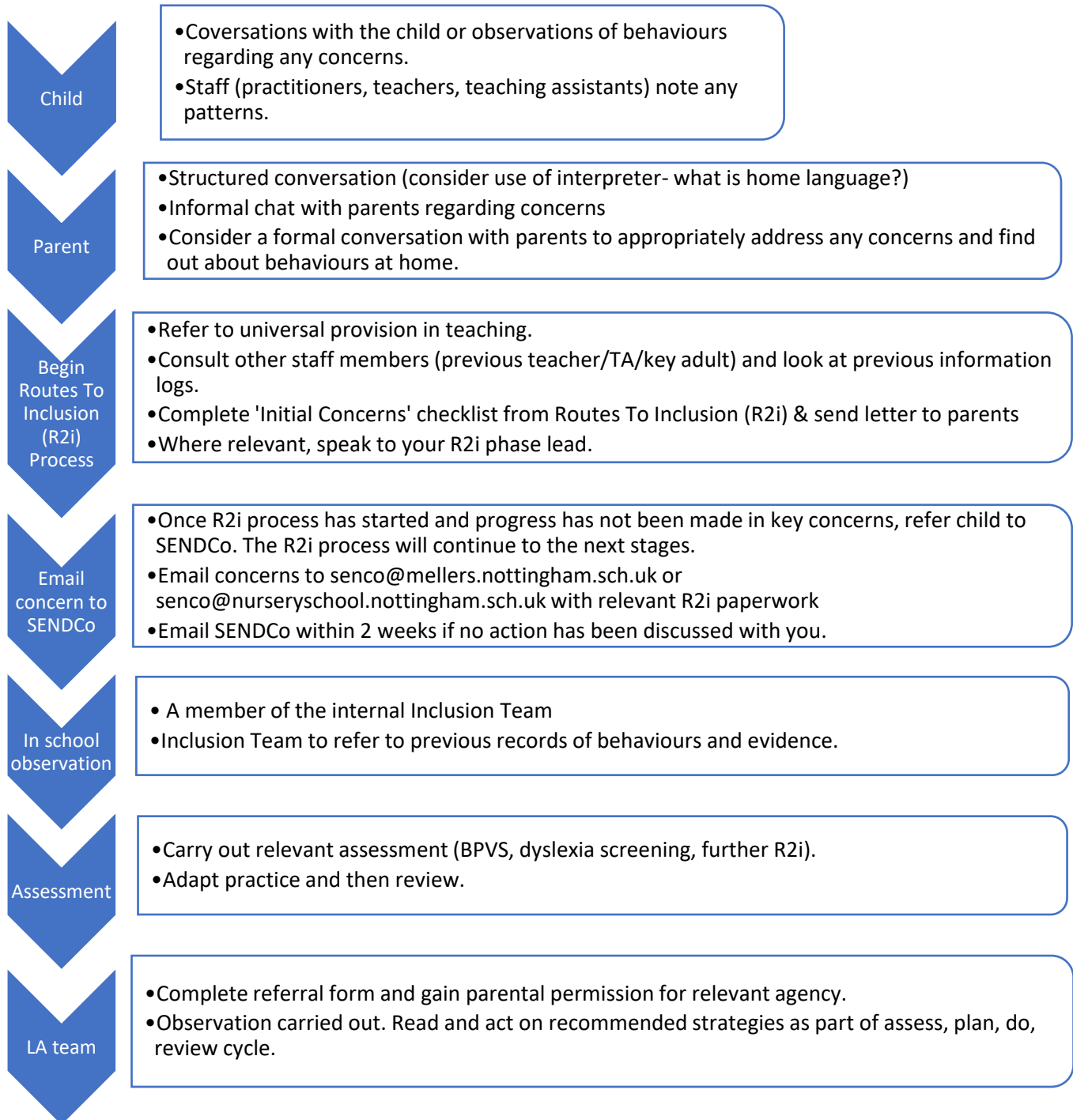
The SENDCo and parents will be consulted and involved; a meeting will be arranged if necessary.

If considered useful, assessments or observations may be carried out by school staff or other Nottingham City Council specialist services (including but not limited to Early Years Support Team, Speech and Language Therapists, Autism team and Learning Support Team) with parents'/carers' written consent.

Additional support will be put in place and the child may be included on the SEND register. Provision that is defined as 'additional to' and 'different from' quality first teaching. Through this, parents will be invited to termly meetings to review their child's progress and provision to help support a collaborative approach.

We have a robust graduated response process to meeting children's needs at Nottingham Nursery School and Training Centre.

SEND Graduated Response – Mellers Primary School and Nottingham Nursery & Training Centre



Provision

Additional support and interventions for a child requiring SEND Support will be provided by the most appropriate adult(s) - a teacher or practitioner 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:

- Intensive Interaction
- Musical Interaction
- Online Dyslexic Screener – GL Ready
- Nurture Provision
- Place2Be
- WellComm speech and language programme
- Building Attention Autism
- PECs (picture exchange communication)
- BSL (British Sign Language)
- Mirroring based activities

To support this, school liaises with parents/carers and the inclusion team to consider whether a higher level needs (HLN) funding bid is required to continue supporting their needs. This is used to support additional training, small group support or in some cases 1:1 supervised support to meet children's needs and allow them to access the learning environment. The funding decisions of HLN are made by the Local Authority and not either setting.

Mellers Primary School has an Enhanced Provision for children who need additional support that is beyond the provision that the classroom can provide. Children are identified by the SENDCo & Leadership Team and will access a highly adapted curriculum to meet their needs. If the SENDCo and Leadership Team feel a child's needs are best met within the provision, a discussion will be had with parents as part of the SEND Review meetings to have them included within the provision and discuss the length of the school day in which they may need to access this.

Mellers Primary School also have a provision for children with significant hearing impairments. These children all have Education Health Care Plans with their primary need being communication and hearing impairment. For consideration of whether a child would be considered for admission, it must be discussed at the Education Health Care Plan Annual Review meeting in conjunction with the Local Authority. If you have any questions regarding this, please contact admin@mellers.nottingham.sch.uk.

Roles and responsibilities

The SENDCO

The substantive SENDCo is Jennie Dance

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

Version 3

- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

The SEND governor

The Governors designated for SEND is Carol McCrone.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

The head teacher

The headteachers are Joy Buttress and Lorna Dermody.

The headteachers will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow the SEND policy

SEN Information Report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school. The information report will be updated annually and as soon as possible after any changes to the information it contains.

External agencies

Mellers Primary School and Nottingham Nursery School & Training Centre 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:

Version 3

- SALT (Speech and Language Therapy)
- IES (Inclusive Education Service)

These teams include:

- Early Years Team
- Learning Support
- Autism Team
- Behaviour Support Team
- Educational Psychologist
- Complex Needs Team
- Sensory Team

- CAMHS (Child and Adolescent Mental Health Service)
- OT (Occupational Therapy)
- Community Paediatricians
- Health
- Social Care – including the Whole Life Disability Team

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.

Transition

At Mellers Primary School and Nottingham Nursery School & Training Centre, as part of our roles as early identifiers as SEND, we recognize the importance of transition. Where appropriate, external agencies will be requested in their support of children as they transition to their primary or secondary setting placements. The SENDCo will take a prominent role in ensuring that the transition of the child to a new setting is smooth, robust and that all information is passed on in a timely process.

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.

Mellers Primary School and The Nottingham Nursery School & Training Centre is fully accessible, both inside and outside, for those requiring wheel chair access or walking aids (width of doors, ramps, lack of steps, lift to first floor, toilet facilities). There is a hearing loop within the reception area and classrooms.

Requesting an Education, Health and Care needs assessment

Version 3

SEND support is 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 child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEND support. Anyone (child, parent or education setting) can request an Education, Health and Care needs assessment where required.

If you want to talk to someone who is independent and knows about special educational needs, you can get advice from the local Nottingham Information and Advice service or from national or local voluntary organisations.

Nottingham City and Nottinghamshire Parent Partnership service; email: enquiries@ppsnotts.org.uk Tel no: 0115 948 2888

Monitoring arrangements

As part of monitoring for SEND, we evaluate the effectiveness of SEND provision in partnership with parents every term as part of their IEP (individual educational plan) discussions. We try to accommodate pupil voice where possible as part of this too.

The SEND Policy will be reviewed by the SENDCo every 3 years in line with statutory duty. It will also be updated if any changes to the information are made in-between these periods.

It will be approved by the governing board.

Complaints

We are committed to taking appropriate action to make sure that all children are able to access our services, made to feel welcome, and that our activities promote their welfare and development.

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 SENDCO in the first instance; we endeavor 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.

Where parents have a complaint that you feel cannot be resolved regarding SEND provision, they should follow the complaints procedure on the Mellers Primary School or Nottingham Nursery School and Training Centre website.

Mellers Primary School Complaints Procedure:

<https://mellersprimary.co.uk/wp-content/uploads/2019/04/School-Complaints-Procedure-.pdf>

Nottingham Nursery School & Training Centre Procedure:

<https://www.nottinghamnurseryschool.com/wp-content/uploads/2022/05/NNSTC-Complaints-Policy-2020.pdf>

For any further information please contact:

Joy Buttress & Lorna Dermody

Headteacher@mellers.nottingham.sch.uk

Headteacher@nurseryschool.nottingham.sch.uk

Jennie Dance: SENDCo

senco@mellers.nottingham.sch.uk

senco@nurseryschool.nottingham.sch.uk

Mellers Primary School contact details:

Tel no: 0115 915 1796

Nottingham Nursery School contact details:

Version 3

Tel no: 0115 915 9090