

# Mellers Primary School

SEND Report November 2025

# What types of SEND do we provide for?

At Mellers we are committed to providing a high quality education for all children.

We currently provide for pupils within the four main areas of SEND;

## Cognition and Learning Difficulties

- \* Specific Learning Difficulties ( SPLD)  
eg dyslexia/dyscalculia
- \* Moderate Learning Difficulties (MLD)
- \* Severe Learning Difficulties ( SLD)
- \* Profound & Multiple Learning Difficulties ( PMLD)

## Social, Emotional and/or Mental Needs

- \* Depression
- \* Attention Deficit Hyperactivity Disorder ( ADHD)
- \* Eating Disorders
- \* Anxiety Disorders
- \* Mental Health Issues
- \* Social Disorders

## Communication and Interaction Needs

- \* Speech, Language and Communication Needs ( SLCN)
- \* Autistic Spectrum Disorder ( ASD)

## Sensory and/or Physical Needs

- \* Visual Impairment (VI)
- \* Hearing Impairment ( HI )
- \* Multi- Sensory Impairment (MSI)
- \* Physical Disability (PD)

# How do we identify and assess children with SEND?



The Code of Practice 2015 defines SEN as follows:

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children 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 children of the same age in schools within the area of the local education authority
- (c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do 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.

At Mellers, pupils are identified as having SEND in a variety of ways which may include:

- Concerns raised by parents and carers
- Concerns raised by staff
- Liaison with previous settings
- Involvement by agencies such as medical professionals or the speech and language team
- Pupil voice

# Who is our Special Educational Needs and Disabilities Co-Ordinator ?

Laura Patel is the Special Educational needs and Disabilities Co-Ordinator for Mellers.

This role is otherwise known as Senco.

She can be contacted via the school office 0115 9151796

Or

[senco@mellers.nottingham.sch.uk](mailto:senco@mellers.nottingham.sch.uk)

The SENDCo responsibilities include:

- Working with teachers, to monitor progress of all specified children
- Monitoring and evaluating class and whole school SEND provision maps
- Completing the documentation required by outside agencies and the LA
- Ensuring strategies recommended by outside agencies are effectively implemented
- Completing the Higher Level Needs (HLN) process to access funding
- Maintaining a register of SEND pupils
- Providing appropriate advice for all staff
- Supporting staff who are working directly with SEND children
- Liaising with other schools to ensure continuity of support and provision when transferring pupils with SEND
- Reporting on additional needs to SLT and governors
- Liaising with parents of pupils with SEND

# How will staff support my child?

## Class Teacher

- The progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and informing the SENCO as necessary.
- Contributing to termly reviews and updates of the Provision and Learning Plan for your child. .
- Ensuring that all staff working with your child in school deliver planned learning, so they can achieve the best possible progress.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
- Providing adaptations so that all children can access the curriculum

## Support staff

- A Teaching Assistant may be allocated to a class to support the class teacher. Their role may involve running and evaluating interventions, working 1:1 with small groups or with the class.
- Teaching Assistants deliver interventions in Enhanced Provisions
- In exceptional circumstances a TA maybe allocated to a pupil with specific special educational needs and/or disabilities.
- As a school we welcome daily dialogue between parent/carers and teachers and TAs on how a child's day has been and we do actively encourage this regular feedback.

# Who else will support my child?

## Head teachers

**Mrs Joy Buttress and Miss Lorna Dermody**

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

## The SEND Governor

**Mrs Wendy Smith**

- 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.



# Who else will support my child?

## Outside agencies

- Advice is always sought from external agencies about how best to support your child
- These include , but are not limited to: the Autism team, CAMHs, the Neuro Pathway Support Team ( NPST) the Learning Support Team( LST), the Autism Team, the Behaviour Support Team ( BST) the Educational Psychologist and Virtual school for Looked after children

## Looked After Children (LAC)

- All children who are currently in care are also registered with Nottingham City's Virtual School
- Laura Patel is the LAC teacher and she will organise the termly Pupil Education Plan ( PEP) review which is held with carers, social care and school. She will bid for additional funding to provide specific intervention to support the needs of the individual child

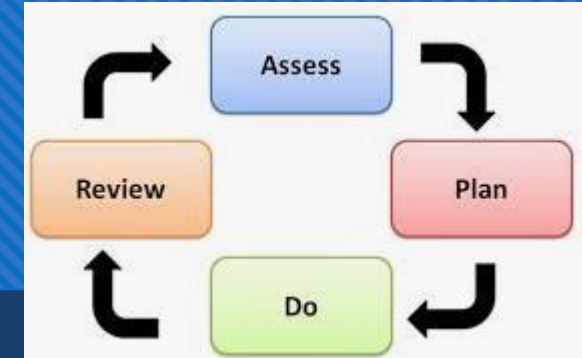
# What is the school's approach to teaching pupils with SEND?

Here at Mellers we value all children and strive to ensure that they all reach their full potential. We do this through:

- Our Inclusive ethos
- Our broad, balanced curriculum, adapted where necessary
- Our clear systems for referring children
- Our early intervention
- Our high expectations
- Our Enhanced Provision



# How do we assess and review pupil's progress?



ALL children's progress is continually monitored and there are regular assessment points throughout the year where progress is reviewed by senior leaders alongside teachers.

If your child is working below the National Curriculum we will assess them using differentiated methods. .If your child is able to they will be formally assessed for Y1 phonics screening check, Y4 multiplication tables test and the Y6 SATS, To support your child, appropriate access arrangements will be put in place.

Children who are at SEND support on the SEND register will have a termly review of their targets –you will be invited into school for this . At this, their targets will be reviewed and new ones set and strategies used to support them will be reviewed for their effectiveness.

Children with an EHCP will have an annual review with both school staff and outside agencies being involved

# What facilities does school provide to support children with disabilities?

Please also see the Accessibility Plan

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
- Assistive technology
- Increased access to the curriculum and assistance during examinations
- School transport for curriculum activities
- Disabled parking
- All of the school buildings and playground is accessible for a child in a wheelchair
- Disabled toilet and changing facilities
- Teachers in school adapt the classroom layouts to cater for children with special needs and/or disabilities
- Coloured paper/overlays are available for pupils and staff with dyslexia
- For children who benefit from the use of electronic equipment to aid their learning, equipment such as lap-tops, iPads are readily available

# How do I complain if I am not happy with what is happening for my child?

We value the partnership between parents/carers and staff but should a problem arise, parents/carers are asked to discuss this fully, initially with the class teacher.

Subsequently, if any issue is not resolved it should be discussed with the SENDCO and, if still not resolved, with the Head Teacher.

Any complaints will be treated in accordance with our complaints procedure. This can be found on the school's website or requested at the school office.

# Where can I find out what is available locally for me and my child?

To find out what support the council provides for a child with additional needs please visit

<https://www.asklion.co.uk/kb5/nottingham/directory/localoffer.page?directorychannel=7>

