



ROBERT MELLORS<sup>TM</sup>  
PRIMARY ACADEMY

# SEND Policy

**September 2019**

# Robert Mellors Primary Academy

## Special Educational Needs Policy

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*Definitions of Special Educational Needs (SEND) 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.*

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

<https://www.gov.uk/search?q=SEND>

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Educational, Health and Care Plan and those that don't have a plan but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sector.

<http://nottinghamshire.familyservicedirectory.org.uk/>

### **Mission Statement:**

At Robert Mellors Primary Academy we aim to enable all children to benefit as fully as possible from all areas of the curriculum. In doing this we recognise that some children may experience difficulties from time to time which may be obstacles to learning, whether physical, intellectual, emotional, behavioural or social.

## **Aims and Objectives:**

### **Aims:**

- To provide an inclusive environment ensuring that all children have the opportunity to access the National Curriculum in a broad and balanced way
- To provide a differentiated curriculum appropriate to individual's needs and abilities
- To ensure all children have the opportunity to achieve success
- To value the individual strengths of all children and use these strengths to enable them to achieve success
- To develop the full potential of each child
- To enable each child to develop the basic skills they will need in order to succeed in adult life
- To ensure the parents and carers of pupils with SEND are involved, where practicable, in decisions affecting future SEND provision

### **Objectives:**

- Identify the needs of pupils with SEND as early as possible
- Monitor the progress of all pupils
- Make appropriate provision to overcome all barriers to learning, and ensure with SEND have access to the National Curriculum
- Work with parents and carers
- Work with, and in support of, outside agencies when the pupils' needs cannot be met by the school alone
- Create a school environment where pupils feel safe to voice opinions of their own needs

### **Responsibility for the coordination of SEND provision:**

- The person responsible for overseeing the provision for children with SEND is Mrs Emma Essex (Head Teacher) who is supported by Mr John Naylor (SEND Governor)
- The person coordinating the day to day provision of education for pupils with SEND is Mrs Claire Horn (SENDCo)

### **Arrangements for coordinating SEND provision:**

The SENDCo liaises with the Head Teacher, HLTA, all members of staff and the governing body, to ensure the implementation of the SEND policy. Monitoring procedures are in place to review needs, interventions and targets for pupils with SEND, at least, termly.

All staff have access to:

- The Robert Mellors Primary Academy SEND policy
- A copy of the full SEND register
- Guidance on identification in the SEND Code of Practice
- Information on individual pupils' special educational needs
- Practical advice, teaching strategies and information about types of special educational needs and disabilities

## **Admission Arrangements**

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act of 2010. This includes children with any level of SEND; those with an Educational, Health and Care Plan and those without.

## **Specialist SEND provision**

Robert Mellors Primary Academy has 285 pupils, currently on roll, between the ages of 2 and 11 years old.

Approximately 25% of the pupils have SEND.

Current needs and disabilities supported within school include pupils with ASD, ADHD, Downs Syndrome, Tourette syndrome, Hydrocephalus, Cerebral Palsy, DCD (Dyspraxia), Sensory processing disorder, Diabetes, Hearing impairment, Cowden syndrome, Speech and Language Difficulties, learning difficulties, dyslexia and Global Developmental Delay.

All teachers and teaching assistants are responsible for teaching and delivering provision/interventions to pupils with SEND

We have an enhanced learning provision for pupils who struggle accessing the wider classroom environment. The Nest focuses on children's learning, communication, sensory, social and emotional needs. Pupils access a mixture of The Nest and the main classroom.

## **Allocation of resources for pupils SEND**

All pupils with SEND have access to Element 1 and 2 of a school's budget which equates to a maximum of £6000. Some pupils with SEND may access additional funding. This additional funding might be from a budget, which is devolved to and moderated by the family of schools. (The family of schools comprises of the secondary school and its feeder primaries). For those with the most complex needs, additional funding is retained by the Local Authority. This is accessed through the family of schools. The Family SENDCo will refer individual applications to a multi-agency panel, which is administered by the LA, who will determine whether the level and complexity of need meets the threshold for this funding.

Resources are allocated to pupils and classes by the Senior Leadership Team. The SENDCo monitors and re-assesses these resources at least half termly.

## Identification of pupils needs

### Identification:

A child or young person has SEND 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 have a significantly greater difficulty in learning than the majority of others of the same age, and they require some provision that is additional to, and different from the core offer available to all pupils.

### A Graduated Approach:

#### Quality First Teaching

- Any pupils who are falling significantly outside the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- Once a pupil has been identified as *possibly* having SEND, they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- This 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 need to be applied.
- The SENDCo will be consulted as needed for support and advice and may observe the pupil in class.
- Through the above it can be determined which level of provision the child will need going forward
- If a pupil has recently been removed from the SEND list they may also fall into this category as continued monitoring will be necessary
- School concerns will be discussed with parents and carers, who are encouraged to share information and knowledge with the school
- 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 SEND list. Parents/carers are given this information. It is recorded by the school as an aid to further progression and for future reference.
- 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.

## **SEND Support**

Where it is determined that a pupil does have SEND, parents/carers will be formally advised of this. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part 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.

### **ASSESS:**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views, and where relevant, advice from external support services, will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

The analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### **PLAN:**

Planning will involve consultation between the teacher, SENDCo and parents/carers to agree the adjustments, interventions and supports that are required, the impact on progress, development and or behaviour that is expected and a clear timeline for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil will be informed of their individual needs, the support that is being provided, and any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

## DO

The class teacher remains responsible for working with the child on a day to day basis. They will retain responsibility, even where the interventions may involve groups or one to one teaching away from the main class. They will work closely with the TAs to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

## REVIEW

Reviews will be undertaken in line with agreed timelines. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENDCo, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with the pupil and their parents.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning next steps and will be invited a SEN Support Plan meeting each term

Referral for an Education, Health and Care Plan:

If a child has lifelong or significant difficulties, they may undergo a statutory assessment process which is requested jointly by the school and parent(s). This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources is required. External support agencies will need to have been involved prior to a request for an EHC Plan. The decision to make a referral for a plan will be taken at a progress review and in agreement with parents.

The application for Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo
- Social Care
- Health Professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal the decision not to initiate a statutory assessment leading to an EHC Plan

Further information about EHC Plans can be found via the SEND Local Offer:

<https://ehchub.nottinghamshire.gov.uk/about>



## **Education Health and Care plans**

Following statutory assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the plan if it differs from their preferred choice.

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.

## **Access to the curriculum, information and associated services**

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school. Where possible, this will be in line with parental wishes and will meet the needs of the pupil.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible the SENDCo will consult with the child's parent(s) for other flexible arrangements to be made.

## **Inclusion of pupils with SEND**

The SENDCo oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Senior Leadership Team to ensure that it promotes the inclusion of all pupils. This includes learning outside of the classroom

The school will seek the advice, as appropriate, around individual pupils, from external support services through termly 'Springboard' meetings, the Early Help Unit, the Multi-Agency Safe guarding Hub (MASH) and the School's Behaviour and Attendance Partnership (GAP). Advice and training may also be offered from other schools within the Redhill Family of schools or from the Redhill Academy Trust.

## **Evaluating the success of provision**

In order to make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, parents and pupils throughout the year through SEND Support reviews and informal conversations.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. There is an annual evaluation of the effectiveness of the school SEND provision and policy. This will be collated and published by the governing body on an annual basis in accordance with section 69 of the Children's and Families Act 2014. Evidence collected will help inform school development and improvement planning.

### **Complaints Procedure**

Robert Mellors Primary Academy has a complaints policy that can be obtained through the Head Teacher or school office.

If a parent or carer has any concerns or complaints regarding the care or welfare of their child an appointment can be made by them to speak to the SENDCo who will be able to advise on formal procedures for complaint.

### **In service training (CPD)**

We aim to keep all staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. We undertake a rolling programme of SEND in house training during INSET days and staff meetings. Staff expertise is shared within school through peer observations and learning conversations.

The SENDCo attends relevant SEND courses, Family SEND meetings and facilitates/sign posts relevant SEND focused external training opportunities for staff.

We recognise the need to train all our staff on SEND issues. The SENDCo, with the Senior Leadership Team, ensures that training opportunities are matched to school development priorities.

### **Links to support services**

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school.

The following services may be involved as and when necessary:

Healthy Family Team

Schools and Families Support Service

Educational Psychology Service

Family Centre Support

Child and Mental Health Services

Speech and Language Therapy

Physical Disability Support Service

Small Steps: ASD, ADHD and concerning behaviours support

Specialist Speech Therapy

Occupational Therapy

Physio Therapy

Early Help Unit

Schools Behaviour and Attendance Partnership

Where these are the main support services involved with our pupils, the SENDCo may refer pupils to other outside agencies or voluntary organisations as appropriate

## **Working in partnership with parents and carers**

Robert Mellors Primary Academy believes that a close working relationship with parents is vital in order to ensure

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision
- Continuing social and academic progress of children with SEND
- Personal and academic targets are set and met effectively

Where parents have concerns about their child they should initially make an appointment to see their class teacher, if they still have concerns they can arrange a time to meet with the SENDCo.

SEND support targets are reviewed termly with parents, through parent evenings and SEN Support Plan reviews. Where more frequent contact with parents is necessary then this will be arranged based on the individual pupils needs.

If an assessment or referral indicates that a pupil has additional needs, the parent and pupil, where appropriate, will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the for their child.

## **Links with other schools**

The school is a member of the Redhill Family of schools and the Redhill Academy Trust. Jim Richardson is the Family SENCo.

Staff from other schools in the family or trust may visit Robert Mellors to observe and share expertise.

Robert Mellors links closely with neighbouring secondary schools and will share information and enable extra transition visits to support the KS2-3 transition for pupils with SEND

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### **Head Teacher: Mrs E Essex**

Signed:

Date:

### **SENDCo: Mrs Horn**

Signed:

Date:

### **SEND Governor: Mr Naylor**

Signed:

Date:

This policy will be reviewed annually