



SEND Information Report 24/25

Special Educational Needs and Disabilities (SEND) at Robert Mellors Primary Academy

We believe in 'Making A Difference' and this is reflected in our inclusive ethos and genuine drive to remove barriers so that all children achieve their full potential and foster a life-long love of learning.

This information report 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 SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

What kinds of special educational needs does Robert Mellors Primary Academy make provision for?



Within our academy community, we have children with a wide variety of special education needs and disabilities such as Autism, ADHD, physical disabilities, hearing loss, Speech, Language and Communication difficulties, Dyslexia and Developmental Co-ordination Disorder. Some pupils have a clear diagnosis and others do not but all pupils receive the support they require to make good progress and do not require an EHC plan to access support. All children are welcome to attend our school and if a child has a Special Educational Need or Disability, we will endeavour to acquire the skills and knowledge to support the child and their family to the best of our ability, making reasonable adjustments that are supported by the Local Authority and local agencies.

2. How does Robert Mellors Primary Academy know if pupils need extra help and what should I do if I think that my child may have special educational needs?

We adopt the legal definitions of Special Educational Needs (SEN) taken from section 20 of the Children and Families Act 2014.

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:

- 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 is not regarded as having learning difficulties solely because their home language is different from the language in which he/she will be taught.

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENDCo and outside agencies when appropriate, will ensure that those pupils requiring different or additional support are identified at the earliest opportunity.



We adopt a graduated approach to this process based on Quality 1st Teaching. A child will receive 'School Support' when they require additional interventions or adaptations to basic teaching approaches in order for them to make progress. This may be slower than their peers so they will be tracked carefully rigorously. At this stage, provision is funded by the academy.

Further to this, pupils may be supported through 'SEND Support' when a greater level or more specialised/ bespoke programmes are required. Progress gaps with peers may be more profound due to slower rates of progress, even with clear learning support. Provision is more likely to be maintained with additional funding applied for by the SENDCo from the 'Additional Family Needs' funding stream or the 'Higher Level Needs' funding stream. At this level, intervention strategies are bespoke to the child's specific needs and the provision pathway may be supported by outside agencies.

Should a parent/carer have concerns about their child in relation to SEND, they may either contact the class teacher, who will discuss concerns and possible strategies with the SENDCo Mrs Clark and/or the Head teacher Mrs Essex (0115 8408068) We would then devise a strategy of support/monitoring in partnership with the parent/carer and the child.

a) How does Robert Mellors Primary Academy evaluate the effectiveness of its provision for pupils with special educational needs?

In order to ensure the best outcomes for pupils with SEND, the academy undertakes a programme of monitoring and evaluation.

Monitoring will focus on:

- Attainment of age related expectations.
- Progress from baseline assessment data.
- Quality of teaching.
- Record keeping.
- Appropriate Target Setting.
- Relationships with parent/carers and their involvement in provision.
- Involvement of the child in learning reviews (pupil voice)
- Effectiveness of intervention.

Monitoring will inform future planning for improvement and CPD for staff.

Successful provision aims to:

- Narrow the attainment gap between pupils with SEND and their peers.
- Prevent the attainment gap widening.
- Equal or improve upon the pupil's previous rate of progress.
- Ensure that a child enjoys a broad and balanced curriculum.
- Show an improvement in a child's social/life skills.
- Show improvement in a pupil's behaviour/attendance.

Monitoring will take place at least termly through a variety of pathways such as: lesson observations, work/planning/record keeping scrutiny, pupil interviews, learning walks, target monitoring and governor visits. The SENDCo will undertake monitoring of pupils with SEND and report to the Head teacher and Governors at least annually.



This information is collated and published by the Governing Body on an annual basis in accordance with section 69 of the Children and Families Act 2014. The evidence collected informs our development and improvement planning.

The SENDCo encourages feedback from staff, parents/carers and pupils throughout the year in the form of questionnaires and feedback at parents' evenings.

Pupil progress is monitored on a termly basis in line with the SEN Code of Practice 2014 supported by the Assessment Leader, Pupil Premium (PP) Leader, SENDCo and Subject Leaders. At the meeting, the impact of intervention is monitored, possible barriers to progress are highlighted and pupils' targets are agreed. The level of need is also considered e.g. SEN support. The impact of shorter intervention programmes including support for social and emotional needs and the acquisition of life-skills, are reviewed more regularly, at least every half term and will not be continued unless there is clear impact.

b) How will both Robert Mellors Primary Academy and I know how my child/young person is doing and how will they help me to support their learning?



Termly parents review consultations are offered to all parents of children with SEND. There are opportunities for the pupils to share their success and offer opinions about further areas for development and strategies for support. Parents/Carers are given support with understanding the progress and attainment expectations for their child. There are opportunities to discuss and clarify any barriers to learning both inside and outside the academy and to make valuable contributions to future targets and strategies for support. The aim is to develop a shared vision of achievement for the pupil with a clear framework to scaffold success.

Alongside the ongoing dialogue, an end of year report is also provided giving detailed information about progress and attainment.

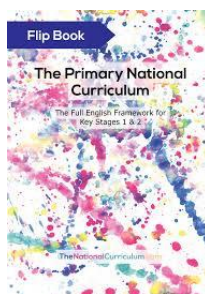
Discussions with the teacher, around progress and attainment can be facilitated at any point should a Parent/Carer have queries or require information.

c) What is Robert Mellors Primary Academy's approach to teaching pupils with special educational needs?

Pupils identified as having SEND are, as far as is practical, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum /EYFS Curriculum at their level and are integrated into all aspects of the academy. The SEN Code of Practice 2014 makes it clear that all teachers are teachers of pupils with special educational needs. This includes regular reviews of provision to ensure that disabled children are not treated less favourably than others.



d) How will the curriculum and learning be matched to my child/young person's needs?



Our learning journey is based on the National Curriculum and our EYFS Curriculum. The academy provides a broad and balanced curriculum for all children, delivered through a quality first teaching strategy. Teaching is based on carefully planned sequences of lessons which build knowledge and skills. Carefully considered assessment strategies support meaningful feedback for children so that they have a secure understanding of their strengths and steps for development. DfE National Curriculum assessment strategies, Pre-key stage standards, PIVATS and Bsquared are used to assess children.

Teachers consider the three principles for inclusion when planning sequences of learning:

- Setting suitable learning challenges which build on prior knowledge and experience.
- Responding to pupils' diverse learning needs to secure longer term memory and recall.
- Using assessment to identify gaps in knowledge and understanding, and to overcoming potential barriers to learning for individuals and groups of pupils.

Ensuring each child can access a broad and balanced curriculum, is the responsibility of every teacher, supported by the Curriculum Leaders and SENDCo. The curriculum is reviewed annually and adjusted by the Curriculum Leaders with the SENDCo to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

e) How are decisions made about the type and amount of support my child/young person will receive?

The SENDCo, in collaboration with the class teacher, TA, pupil, parents/carers and where appropriate outside agencies, will decide the actions required to help the pupil progress. Based on the results of previous assessments of ability and attainment the actions might be:

- Full-time education in classes, with additional help and support from class teacher/TA through a scaffolded curriculum.
- Deployment of an additional adult to work with the pupil 1:1 or in small groups.
- Provision of alternative learning materials/special equipment including ICT or sensory equipment.
- Bespoke programmes of work implemented by the teacher.
- Staff development/training to undertake more effective strategies such as 'Talk Boost' speech and language training.
- Access to Local Authority (LA) support services for advice on strategies, equipment, staff training, carrying out specific assessments and reporting to parents/carers.
- Programmes of work advised by outside agencies to support whole child development such as Occupational Therapists and Speech and Language Therapists.

f) How will my child/young person be included in activities outside the classroom, including school trips?

When planning for activities outside the classroom, teachers will give due thought to the needs of pupils with SEND. Venues for visits are carefully chosen to ensure that all pupils, including those with physical disabilities, can



attend. A risk assessment will be undertaken and reasonable adjustments made in relation to transport arrangements, toileting facilities, medical/sensory needs and other access arrangements.

g) What support will there be for my child/young person's overall well-being?

As part of the target setting process during the termly 'Parents Evening review meetings' with parents/carers, there will be up to 3 SMART (Small, Measurable, Achievable, Relevant and Time limited) targets agreed. These will encompass not only academic expectations but take into account the needs of the 'whole child' and reflect the identified barriers to learning, including social and emotional aspects.

Examples of targets:

Academic Progress Goal

Specific to the pupil's gaps in knowledge and understanding and reflecting differentiated curriculum where possible e.g. to be able to read 5 key words (listed) when reading at home and at the academy. These will reflect curriculum targets where appropriate.

Long term goals

An action towards a long term goal which can be achieved over a term but considering the future of the child such as aspirations for work, school placements, academic achievement, sporting or social achievements e.g. 'investigate becoming a Police Officer', 'investigate my next school so that I don't worry about getting lost,' 'achieve brown belt at Karate'.

Wider Outcomes

This includes the need for life skills such as social and emotional development, relationships, communication needs, attendance, participation in wider life of the academy and the community. e.g. 'to be able to join a club after school,' 'to be able to use managing emotions strategies A, B and C,' 'to be able to cross a road safely without an adult,' 'to become a school councillor.'

Children's mental health and wellbeing are at the core of our provision. Resources from the Educational Psychologist and Therapeutic Emotional Wellbeing Teacher are shared and used with children that are struggling to manage their emotions.

4. Who is the special educational needs coordinator (SENDCo) and what are their contact details.

Mrs Clark – office@robertmellors.org.uk
[0115 8408068](tel:01158408068)

Mrs Clark is a Deputy Headteacher and the Trust Director for EYFS. She is also the Designated Teacher for Children in Care and has training in early attachment.

5. a) What training have staff had in supporting special educational needs had and what is planned?



Training completed recently by the SENDCo and staff at the academy:

Building Relational Schools (attachment and trauma training)

DSL Safeguarding Lead Training



Autism Training

Understanding ADHD Training

Therapeutic Play Training

Asthma Training

SEN funding in Nottinghamshire

Talk Boost Training

Phonics Training

Pre-Key Stage Standards and Engagement Model Refresher Training

Bespoke training programmes are also implemented for Teaching Assistants to support their work with children who have social, emotional and behavioural needs through the Gedling Area Partnership.

Bespoke medical training to support children with diabetes, allergies, serious bowel and toileting issues, and epilepsy.

b) What specialist services and expertise are available or accessed by Robert Mellors Primary Academy?

The academy recognises and values the importance of 'working together'.

The SENDCo attends the Family of Schools' Springboard Meetings three times a year to request support for specific pupils from outside agencies. The SENDCo is also able to make emergency/additional requests outside Springboard although the outside agencies apply their own criteria for access to support.

We have numerous partnerships such as:

School Nursing and Paediatrics, Education Psychologist, Cognition and Learning Team, Speech and Language Team, Communication and Interaction Team, Specialist Teachers for Deaf and Visually Impaired Learners, PSED Team, CAMHS, Children's Centre Services, Flexible Short Breaks, MASH, Family SENDCo, Redhill Teaching Alliance, Nottinghamshire and Nottingham LAC Teams and Women's Aid, Gedling Area Partnership.

6. How will Looked After Children with SEND be supported?

The designated teacher of LAC ensures that appropriate support is provided and support provision and information is shared in PEP and LAC reviews.

7. How will equipment and facilities to support pupils with special educational needs be secured? How accessible is Robert Mellors Primary Academy?

The academy is located on a large site, across three buildings, there is slope access and improvements to the building have been made to make it more wheel chair friendly. We have disabled toilet facilities.

Advice and funding to support pupils with physical needs is gained from the Local Authority. Please visit our website to view our Accessibility Plan and Equality and Diversity Policy.



8. What are the arrangements for consulting parents of pupils with special educational needs? How will be I involved in the education of my child/young person?

See Question 3b, e and g

9. What are the arrangements for consulting young people with SEND and involving them in their education?



Children complete pupil voice with a member of staff and this is shared at the termly review meetings with their parent/carer. The child will be asked to contribute their ideas and opinions about barriers to learning and how best to support teaching and learning strategies.

10. What do I do if I have a concern or complaint about the SEND provision made by Robert Mellors Primary Academy?

In the first instance, it is important to contact the SENDCo as she has overall responsibility for provision of the pupils with SEND. Mrs Clark is always willing to listen and support issues, making amendments where possible to ensure the very best outcomes for pupils and their families. Should a resolution not be found, the Head teacher Mrs Essex can be contacted through the office.

If no resolution is found after following this pathway, it is recommended that parents/carers follow the complaints procedures, set out in the policy available directly from the office or website.

11. How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in the meeting the needs of pupils with special educational needs and supporting the families of such pupils?

The governing body work closely with the SENDCo, to support her role and relationships with outside agencies. The SENDCo summarises her work with outside agencies and reports key information to the governors.

12. How does Robert Mellors Primary Academy seek to signpost organisations, services etc who can provide additional support to parents/carers/young people?

Teachers and the SENDCo have both formal and informal meetings with parents/carers on a regular basis. We have an open door policy which encourages parents/carers to talk to the SENDCo or class teacher about issues arising both at the academy and in the home. As far as is reasonable, we seek to support families at home and sign post to supporting agencies such as Flexible Short Breaks, Ask Us Notts, Children's Centre, Specialist Families Services etc.



We also signpost to the Nottinghamshire Local Offer website.

Here are some links about The Local Offer.

Short version:

https://youtu.be/W90gvdBgl_U

Long version: <https://youtu.be/MPNpAVrAvTc>

13. How will Robert Mellors Primary Academy prepare my child/young person to:

i) Join the school?

ii) Transfer between phases of education (e.g. early years to primary, primary to secondary etc)?

iii) Prepare for adulthood and independent living?

We have a sound transition plan for pupils both leaving and joining our academy which involves hand-over meetings between professionals and parents/carers to ensure barriers to learning are clear and understood and that successful approaches to remove/reduce barriers continue. There are opportunities to tailor transition plans for individual pupil needs which may involve a number of extra visits, creating photograph books, introducing a buddy system, short-term TA support, opportunities to discuss worries and ask questions.

14. Where can I access further information?

By contacting the SENDCo, Mrs Clark or the Head teacher Mrs Essex 0115 8408068 or accessing the SEND Policy on our website:

<https://www.robertmellors.notts.sch.uk/wp-content/uploads/sites/3/2022/05/Robert-Mellors-SEND-Policy-2020-3.pdf>

Our Local Offer can also be viewed on this page.

<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/service.page?id=ztIVTSxDEjE>