



Special Educational Needs and Disability Policy

Agreed by the governing body on: October 2019

Chairs signature:

Reviewed: November 2020

Review Date: November 2022

Melton Primary School is a fully inclusive school; all children are welcome including those with a special educational need. We recognise the diverse and individual needs of all of our pupils and strive to provide the best possible education for those requiring additional support.

What is SEND?

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.' (SEND Code of Practice: 0 to 25 years)

The broad areas of SEND are:

Communication and Interaction – A delay or disorder in generating or understanding speech and language.

Cognition and Learning – Difficulty with the skills needed for effective learning.

Social, Emotional and Mental Health Difficulties – Difficulties with social or emotional development, including anxiety.

Sensory and/or Physical Needs – A medical or physical condition which could impair access to the curriculum.

Aims

The aims for children with special educational needs are the same as for all learners at this school. All children:

- Should have access to a broad, balanced and relevant curriculum
- Will be valued equally and encouraged to develop and maintain their esteem and feel a sense of achievement through recognition of their successes
- Will be fully integrated into the life of the school, encouraged to hold positions of responsibility and to represent the school in a range of activities and events
- Will be given the opportunity to develop their potential academically and socially

The specific objectives of this policy are:

- To identify learners with special educational needs and disabilities as soon as possible and to ensure that their needs are met.
- To ensure that learners with special educational needs and disabilities join in with all the activities of the school.
- To ensure that all learners with SEN make the best possible progress.
- To ensure that parents are informed of their child's special needs and that there is effective communication between school and home.
- To ensure that learners express their views and are fully involved in decisions which affect their education whenever possible.
- To promote the schools SEND offer so as to create and maintain effective partnerships with all staff, parents and outside agencies when appropriate.

Roles and Responsibilities

The Governors

The governing body will ensure that the school makes appropriate special educational provision for all pupils identified as in need of it. Governors receive an SEND report from the

SENCo and review the SEND policy annually. Whilst the governing body as a whole is responsible for this, the named governor for special educational needs is Jane Reed. She will:

- Liaise with the SENCo
- Monitor the budget
- Liaise with and inform the governing body of SEND matters
- Invite the SENCo to governors meeting's as required

School Staff

Special Educational Needs is a whole school concern. Therefore all teaching and non-teaching staff are involved with the development of the schools SEND policy and are aware of the school's procedures for identifying, assessing and making differentiated provision for pupils with SEND.

The class teacher is responsible and accountable for the development and progress of the children in their class, including where pupils are accessing support from other teaching staff or specialist staff.

Special Educational Needs & Disabilities Co-ordinator

The special Educational Needs Co-ordinator (SENCo) works closely with the Head Teacher, Senior Leadership Team, teachers, support staff and outside professionals. The SENCo is responsible for the day to day monitoring of SEND provision within the school. This involves:

- monitoring the progress made by children with SEND and liaising with teachers to plan future provision
- maintaining a regular updated SEND register and overseeing SEND records of learners on it
- co-ordinating provision of SEND and seeking to develop effective ways of overcoming barriers to learning
- supporting class learners in planning and resourcing individual and group interventions
- liaising with the Family Support Worker in co-ordinating meetings with parents
- organising and attending annual reviews
- making referrals for Alternative Provision, specialist support, assessment by Educational Psychologists and other professionals
- keeping staff informed of SEND matters; including updating staff in procedures and practice
- liaising with parents/carers
- applying for high tariff top up funding where applicable
- consulting with the head teacher and governing body on the best use of SEND budget
- organising SEND training

Admission arrangements

Arrangements for admission of SEND children are in line with the LA admissions policy. We recognise the right of parents of a child with SEND to choose a mainstream school for the education of their child. Melton school aims to make this possible whenever it is in the best interests of the child and fellow pupils.

Parents or carers seeking the admission of a pupil with mobility or other difficulties are advised to contact the school in advance in order that consultations may take place to facilitate easy access, make adaptations and suitable provision for the child.

Identification, Assessment and Provision

Melton Primary School is committed to the early identification of special educational needs. The school liaises closely with feeder pre-schools in order to make early individual provision for children joining the school.

After admission to the school, if a teacher or parent is concerned about a child, a range of evidence is collected through assessment, observations and monitoring. If a learner is not making the expected progress, despite increased differentiation in the classroom and basic target setting, the class teacher will consult with the SENCo in order to decide whether additional and/or different provision is necessary.

Managing Pupils on the SEN Register

Children with special educational needs will be recorded as having SEN Support or as having an EHCP. The SEN register is a live document and is updated when necessary and at least termly. If a child is placed on the SEN register, they will have a 'Support Plan' with targets and proposed support outlined; this will be shared with parents and the child.

A graduated Approach to SEN Support

All pupils at Melton Primary School are rigorously tracked and their achievement monitored by the class teacher alongside the Senior Leadership Team at pupils progress meetings. Pupils working well below the expected standard are assessed using the BSquared assessment tool which gives a detailed record of an individual's achievements and next steps in learning.

Class teachers apply the Assess-Plan-Do-Review cycle when considering the strategies, resources and approaches to use in their classrooms. Pupil targets are recorded on 'Support Plans' and are shared with the pupil and parents/carer's as part of the plan/do cycle.

If despite significant support and intervention, the school are concerned that a pupil is making insufficient progress, it may, with parental agreement, seek further advice and support from specialist professionals. Families and young people are fully involved in this process from the earliest opportunity.

If the needs of a learner are not sufficiently addressed at this level of support, with parental agreement, a referral for an Education, Health and Care Plan (EHCP).

The Use of Effective Interventions

The SENCo works alongside the Head Teacher to map additional provision across the school and deploy additional staff to deliver small group and 1:1 interventions. As part of the monitoring and target setting process, it may become evident that pupils require additional support programmes in addition to quality first teaching in the classroom. Individual interventions will be implemented with the expectation that children make progress as a result of the additional support.

Partnership with Parents/Carers

The school recognises the vital role parents/carers play in the education of their children and seeks to maintain close links in all aspects of their child's progress. Class teachers, the SENCo and Head Teacher are available to talk to on an informal basis or by appointment.

Parents/carers are encouraged to be actively involved in monitoring their child's progress through termly reviews.

Training and Resources

The governing body will oversee the effective use of financial resources available. The school budget is made up of a basic allocation and high tariff needs funding. SEND has an annual allocated budget to spend on resources as required.

It is the role of the SENCo to attend courses for school improvement and report back to staff. Individual staff development needs can be addressed through support from the SENCo or by suggested courses to attend. Newly qualified teachers are made aware of school policy and have time with the SENCo to discuss school procedures and training needs. Learning Support Assistants are entitled to staff development and are supported by the SENCo to deliver intervention programmes and support learning in the classroom.

Complaints Procedure

If you wish to complain about SEND provision at Melton Primary, please speak initially to the class teacher. If you have further concerns, speak to the SENCo (Mrs Hancock), alternatively Mr Davies, and refer to the Complaints Policy.

Monitoring and Review

This policy will be reviewed in line with the school's review cycle.