

## SEND Information Report 2020/21

Terms used throughout this report:

SEND – Special Educational Needs and Disability

SEN – Special Educational Needs

SENCo – Special Educational Needs Coordinator

Our SEND information report aims to provide accessible, clear, and valuable information about the provision available at Melton Primary School. 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.

### **Our Inclusion Team:**

Mr Alun Davies – Designated Safeguarding Lead (DSL), Child Protection, Looked After Children (LAC)

Mrs Lucy Hancock – SENCo and Alternate Safeguarding Lead (ASL)

Mrs Nikki Whinney – Family Support Worker and Alternate Safeguarding Lead (ASL)

Mrs Joyce Cavignac – Alternate Safeguarding Lead (ASL)

Mrs Jane Reed - School Governor responsible for SEND

Mrs Jane Reed - School Governor responsible for Safeguarding

### **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.

### **What should I do if I think my child may have special educational needs?**

The first point of contact would be your child's class teacher to discuss your concerns. At Melton, we have an open door policy and staff are available most mornings and at the end of the school day. If you require more support or advice, you can contact the SENCo, Mrs Lucy Hancock via the school office to arrange a mutually convenient time to discuss your concerns.

### **How does Melton Primary school know if my child needs extra help?**

Children may be identified in a variety of ways:

- Concerns raised by parent/carer

- Child performing below age expected standards
- Child not making progress in line with their peers
- Through regular pupil progress meeting held between the class teacher and Senior Leadership Team
- Through observations of a child
- Liaison with External agencies
- Medical/health diagnosis

If a child has an identified need before they start with us, we work with the people who already know them and use the information already available to identify how we will support the child in our school.

### **How will Melton Primary support my child?**

We aim to identify any Special Educational Need or Disability as early as possible in order to provide appropriate support and intervention. However, we recognise that Special Educational Needs can become apparent or affect a child at any point during his/her school career.

If your child experiences a difficulty in a specific area we will provide small group intervention programs, additional support materials or individual tuition to help them close any learning gaps they may have. The type and range of support deployed will be adapted to each individual and their specific need following assessment by internal or external agencies and discussions with staff and parents/carers.

Where a SEND is identified, we will then plan and implement a SEND Support Plan which identifies specific targets and the support/provision needed to achieve these. Support plans also detail any strategies and equipment that will help your child in overcoming their barriers. These will be reviewed regularly and new targets will be given as soon as current ones are achieved. Parents/carers and the child are fully involved in the setting and reviewing process.

### **How will the curriculum be matched to my child's needs?**

At Melton Primary School, all work is differentiated so your child can access the work at the appropriate level for them. The activities provided in the classroom, are suited to a variety of learning styles, such as visual, auditory and kinaesthetic. This gives all pupils maximum opportunity to learn, enjoy their work and make progress.

### **How do we know if the support or strategies used are helping?**

This will be monitored in a variety of ways by the class teacher and SENCo:

- Informal ongoing communication with staff/child
- Formative assessments
- Monitoring of interventions programs
- Record of progress in books
- Observations

If we feel that support is not effectively helping your child, the SENCo will advise the class teacher of alternative provision and strategies that may be more effective. Your child may move off the SEND register if the support has enabled them to catch up and work within national expectations.

### **How will my child be able to contribute his/her views?**

An Individual Pupil Profile gives your child the opportunity to celebrate their strengths, share their difficulties and gives them a voice in explaining how they would like to be supported. At Melton, children are encouraged to be reflective and self-evaluate their learning. In addition to this, your child would be involved in agreeing the desired outcomes in their Support Plans at an age appropriate level. If your child has an Educational Health and Care Plan, they have the opportunity to attend the annual review and give their views. If they do not wish to attend the meeting, their views are sought in advance and shared.

### **What support is there for my child's overall wellbeing?**

At Melton Primary school we understand that high self-esteem and positive wellbeing are vital for your child's happiness and progress. We have a very caring staff who are skilled in spotting children who may be having difficulties. Pupil wellbeing is recognised and supported through:

- Access to key staff to talk through feelings and problems
- THRIVE intervention sessions as part of a nurturing school ethos
- Feelings groups
- Support from the schools Family Support Worker, Mrs Whinney
- A Rainbow room where a child is able to spend some time away from class to discuss their feelings in more detail
- Activities in class to develop pupils understanding of their, and other people's feelings and emotions, through circle time and reflection time
- Daily Bee ME sessions i.e. visualisation and relaxation techniques

### **What specialist services and expertise are available or accessed by the school?**

At Melton Primary school we can offer:

- An non-classed based SENCo who is a highly experienced teacher and part of the Senior Leadership Team
- A Rainbow room which contains sensory resources and a calm/relaxing space
- A highly experienced Family Support worker who works with parents and children to support a child's wellbeing
- Teaching Assistants experienced in delivering a range of intervention programmes
- A caring and supportive ethos where all children are valued

At Melton Primary School we work with a range of organisations which offer specialist provision for pupils. These include:

- Educational Psychologists
- Speech and Language Therapists (SALT)

- Occupational Therapists
- County Inclusive Support Service (CISS) who support children with Autistic Spectrum Disorder and/or children with challenging needs
- Dyslexia Outreach Service
- Child and Mental Health Services
- Social Services

### **What expertise and training to staff have in supporting your child?**

- The SENCO has the National SENCO award accreditation
- 2 members of staff are Eklan trained (Speech, Communication & Language)
- Staff trained in delivering Lego Therapy
- 2 members of staff trained in delivering THRIVE
- Staff trained in delivering Gym Trail

### **Who is the Governor responsible for SEND and what are their responsibilities?**

Mrs Jane Reed is the school Governor responsible for SEND at Melton Primary School. She plays a vital role in ensuring that SEN stays on the governing body agenda and providing a link between the governing body, its committees and the staff with regard to Special Educational Needs.

### **How is Melton Primary accessible to children with SEND?**

- Adaptations are made to the curriculum and learning environment to meet the individual needs of a child wherever these are possible and reasonable
- Advice is sought from appropriate professionals to ensure adaptations are made
- Our building is on one level
- Equipment used is accessible to all children regardless of their needs
- School trips, including residentials, are accessible to children with SEND
- We have accessible toilet facilities in the Early Years, KS1, KS2 areas and there is a care suit

More details regarding the accessibility of the building and curriculum can be found in our Accessibility Plan, available on our website.

### **How will we support your child as they move to another class or leave Melton Primary?**

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that transitions are as smooth as possible.

#### **If your child is moving to another school:**

- The SENCO at Melton will contact the school to ensure they know about any special arrangement or support that need to be made
- All records about your child are passed on

#### **When moving classes in school:**

- Information will be passed on to the new class teacher in advance; in most cases the new teacher will already know your child

- Transition meetings take place between class teachers and individual pupils are discussed
- One page profiles and support plans are passed on to the new teacher
- Children have an induction visit to their new class in the summer term
- Additional informal visits take place when/if staff feel this will be beneficial to your child

**If your child is in Year 6:**

- The SENCo at Melton will contact the receiving High School to ensure they know about any special arrangement or support that need to be made
- The class teacher will deliver activities/talk about aspects of high school transition in the summer term to support your child in understanding the changes ahead
- Your child will visit their new school; additional visits will be organised if it is felt that this would be of benefit
- Liaise with outside agencies who may be able to offer additional support

**How are resources matched and allocated to a child's SEND?**

Provision of resources for children with SEND is evaluated on an individual basis with the funds and access to expertise we have available. The budget is allocated on a need basis.

**What should I do if I wish to complain?**

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.

**Contacts:**

For more information please make an appointment to speak to Mrs Lucy Hancock (SENCo) via the school office.