



SEND Policy

This policy is applicable to: Melbourne Primary School, part of the Wolds Learning Partnership (WLP)

Version 1

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Name of Responsible Committee/Individual:	Board of Governors
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Target Audience:	Parents, Pupils, Staff, Governors
Reference Documents:	SEND Code of Practice



Special Educational Needs and Disability (SEND) Policy

	Special Educational Needs or Disabilities Coordinator (SENDCo)	Special Educational Needs (SEN) Governor	Who should parents/ carers contact if they have a compliment, concern or complaint about your school?
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Introduction

We have a whole-school approach to meeting SEND; every teacher at Melbourne Primary School is a teacher of children with SEND, and is responsible for the progress and development of all children in their classes.

“High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.”

Code of Practice 1.24

This policy was initially developed in response to the SEND Code of Practice (June 2014, which became statutory in September 2014) in consultation with the Local Authority and the following stakeholders: School Staff and Governors. It has been reviewed and updated annually and will continue to be.

Melbourne Primary School provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children’s diverse learning needs. A minority of children have particular learning and assessment requirements that could create barriers to learning. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.



Children may have special educational needs or disabilities (SEND) either throughout, or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

The term 'Special Educational Needs and Disability' (SEND) refers to all children who experience barriers to their learning.

At Melbourne, we recognise that pupils learn at different rates and that there are many factors which affect and contribute to a child's achievement.

There are four broad areas of special educational need set out in the Special Educational Needs and Disability Code of Practice: 0-25 years, Department for Education and Department for Health (June 2014)

- Communication and interaction
 - o Speech, Language and Communication needs (SLCN)
 - o ASD including Asperger's Syndrome and Autism

- Cognition and learning
 - o Moderate Learning Difficulties (MLD)
 - o Severe Learning Difficulties (SLD)
 - o Profound and Multiple Learning Difficulties (PMLD)
 - o Specific Learning Difficulties (SpLD) which may include dyslexia, dyscalculia and dyspraxia

- Social, emotional and mental health difficulties
 - o Social interaction
 - o Emotional regulation
 - o Mental health
 - o Attachment Difficulties

- Sensory and/or physical needs
 - o Visual Impairment (VI)
 - o Hearing Impairment (HI)
 - o Multi-sensory impairment

Aims and objectives

The aims of this policy are to:

- create an environment that meets the special educational needs of each child
- ensure that the special educational needs of children are identified, assessed and provided for
- make clear the expectations of all partners in the process
- identify the roles and responsibilities of staff in providing for children's special educational needs
- enable all children to have full access to all elements of the school curriculum
- ensure that parents are able to play their part in supporting their child's education and that there is effective communication between parents and school



- ensure that our children have a voice in this process

Educational inclusion

We support the inclusion of all children in our school.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy
- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

Special Educational Needs

"A pupil has SEN where their learning difficulty or disability calls for special educational provision, that is provision different from, or additional to, that normally available to pupils of the same age." (SEND Code of Practice 2014, 6.12, p.82)

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

Melbourne Primary School will have due regard for the Special Educational Needs Code of Practice (2014) when carrying out duties towards all pupils with SEND, and ensure that parents are notified when SEND provision is being made for their child. Therefore in identifying whether a pupil has SEND or is underachieving, the following considerations will be made:

- Prior attainment
- Attendance



- Standardised testing
- Progress in relation to nationally defined expectations
- Organic pathologies (genetics)
- Linguistic factors

Supporting pupils and families

The Local Authority offers further support and guidance to families of pupils with additional needs; this can be accessed through the East Riding Local Offer website www.eastridinglocaloffer.org.uk. Details of the Melbourne Primary School Local Offer and SEND Information Report are available on the school website.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education.

Meetings are held to share the progress of children who have additional needs with their parents. We inform the parents of any outside intervention, and we share the process of decision making by providing clear information relating to the education of children with special educational needs.

Partnership with children

Teachers will discuss targets by formulating a Passport to Success with pupils. Pupils with EHCPs will be consulted about their thoughts of school and how we can support them.

Roles and Responsibilities

Class Teacher

The Class Teacher is responsible for the education and progress of all pupils in their class, including those with SEND. Their duties include:

- Assessing pupils' learning needs and outcomes, through their daily teaching and more formal assessments, and setting new targets in conjunction with pupils and their parents/carers for their pupil passports
- Provide and plan for or liaise with staff who plan and implement appropriate teaching and learning programmes to enable pupils to make progress
- Managing support staff assisting any pupils in their care and ensuring that support staff are appropriately prepared to carry out the planned teaching and learning activities to positive effect

Special Educational Needs and Disabilities Co-ordinator (SENDCo)

The school SENDCo:

- manages the day-to-day operation of the policy
- co-ordinates the provision for and manages the responses to children's special educational needs and disabilities



- creates and maintains a provision map which indicates the children who are accessing the intervention programs
- supports and advises colleagues
- maintains a school SEND register
- contributes to and manages the records of all children with special educational needs
- manages the school-based assessment and completes the documentation required by outside agencies and the LA
- acts as the link with parents
- act as link with external agencies and other support agencies
- maintains resources and a range of teaching materials to enable appropriate provision to be made
- with Head Teacher, monitors and evaluates the special educational needs provision and report to the governing body
- manages a range of resources, human and material, linked to children with special educational needs
- monitors and advises on pupil passports
- monitors and promotes the training of staff in SEND issues, alongside the HT

The Local Governing Body

The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs. There is a named governor responsible for SEND.

The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy and the LA policy on inclusion.

Allocation of resources

The SENDCo, in conjunction with the Senior Leadership Team, is responsible for the operational management of the specified and agreed resourcing for SEND provision within the school, including the provision for children with Educational and Health Care Plans.

The Head Teacher informs the governing body of how the funding allocated to support SEND has been used.

Assessment

Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.



The class teacher and the SENDCo assess and monitor the children's progress in line with existing school practices. The SENDCo works closely with teachers, parents and pupils to plan an appropriate programme of intervention and support to ensure appropriate and relevant outcomes. The SENDCo is responsible for creating, coordinating and updating the provision map which details intervention and access arrangements.

In line with the SEND Code of Practice (2014), the process of the "plan, do assess and review" cycle is to be followed via Passports to Success. Passports to Success have been introduced and will be used to document progress towards the desired outcomes. Access arrangements and intervention programmes are reviewed by class teachers and the information is shared with and monitored by the SENDCo.

A graduated approach to SEND support

The school uses a "Graduated Response" in the meeting of special educational needs in line with the 2014 Code of Practice. This records and documents when a concern is first raised and how the need will be resourced and catered for.

Where a concern is raised about a child, the first step is for the teacher to assess the child's needs in that area and create an appropriate plan of action. This may be done in consultation with the SENDCo. The plan should be implemented in the classroom over a finite period of time, at which point, progress will be reviewed. The teacher's response to the initial concern should adhere to the following structure:

- Assess
- Plan
- Do
- Review

Through Quality First Teaching the expectation is that most issues can be resolved by the teacher applying appropriate support strategies in consultation with colleagues, as appropriate. If the concern remains unresolved, then the class teacher will seek the advice of the SENDCO, who will work collaboratively with the teacher to explore other forms of support. As a school, we offer core support for children in literacy, numeracy and in pastoral care, through quality first teaching, in-class support and small group interventions. We expect these to reduce barriers to learning in most cases. The Code of Practice (2014) states that pupils are only identified as having SEND if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching. If this is the case, special educational provision must be put in place which is additional to, or otherwise different from, that made generally for children of their age in schools.

Categories of Need

Core Support

This caters for children who are working below their expected level and accessing interventions to boost their learning. Parents should be informed when their child is taking part in intervention groups or are working below age related expectations (ARE). Children may be entered on this stage if they are just below and are not making progress. Children accessing core support interventions aren't necessarily on the special education needs register. If a child is accessing core support interventions their progress will be monitored.

School Monitoring



This is an internal register which records children who are not making expected progress or may have an additional learning need. After a term of being monitored as school monitoring it is decided if the child is making sufficient progress with core support or if they need to be moved to SEND Support.

SEND Support

If a child is taking part in interventions which are “different from or additional to those provided by the school’s core offer” then they are moved to SEND support. At this stage the child will be accessing interventions and/or specialist services from the SEND support category. The child is then entered on the SEND register. The class teacher is still responsible for working with the child on a daily basis and may be supported by classroom assistants, or other staff who may deliver programmes of work. The SENDCo is responsible for monitoring the progress of all children on the school’s SEND register.

Passports to Success

To support children with a special educational need or concern a personal ‘Passport to Success’ is created. This records information about the child and their learning needs. It sets out termly targets and how they may be achieved. Passports are shared with children and parents and are written from the point of view of the child so they are aware of their targets, what they need to do to achieve them and who will help them. Passports are reviewed termly by teachers, parents and SENDCO. If a child is not progressing through the support outlined in the passport further interventions and support are considered.

At this stage outside agencies may be contacted for additional advice and assessment (for example a speech and language assessment). In spite of these interventions, if the child has still not made any progress, then a discussion will take place about the need to make a statutory assessment. Before making a request for a statutory assessment due regard will be taken of the Local Authority (LA) assessment criteria.

Request for Statutory Assessment

A statutory assessment is a full investigation of a child's educational needs carried out by the LA where your child lives. A statutory assessment is a legal process. It isn't to be confused with other assessments which the school or other professionals may arrange for your child. Requests for statutory assessments will usually be initiated by the SENDCO in close consultation with colleagues, parents and the child. Usually the child will have been catered for at the “SEND Support” stage within school. There will be involvement of outside agencies including a recent assessment by the Educational Psychologist.

An Education and Health Care Plan (EHCP)

This will be awarded by the Local Authority (LA) to pupils who meet the LA criteria. Additional resources may be provided by the LA for those children.

The LA seeks a range of advice before making an ECHP. The needs of the child are considered to be paramount in this. An ECHP commissioning officer will guide the school, parents and the child through this process.

Registers

The SEND register records the children who are receiving SEND support. They may have a have a specific educational need, such as attention deficit hyperactivity disorder (ADHD) or have other identified barriers to their learning such as slow processing skills or speech and language difficulties.

Access to the curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:



- understand the relevance and purpose of learning activities
- experience levels of understanding and rates of progress that bring feelings of success and achievement

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning. We use a combination of whole class, small group and one to one work, as we do with all children.

SATs

At the end of KS2, all children are screened to establish if there is a need for additional support to access their SATs. Further assessments may take place, and information is gathered, to determine whether an individual meets the criteria set annually by the DFE. If this is so then an application is made and parents are informed of the outcome.

Transition

Transition arrangements for children moving to and from Melbourne Primary School include:

- A programme of transition activities for all children in Year 6 moving up to Woldgate School and other secondary schools.
- The SENDCo liaises with the SENDCo from feeder settings and Woldgate School (and other secondary schools) to discuss transition for children with SEND.
- Melbourne Primary School is part of the Wolds Learning Partnership. Information is shared between schools and any extra transition arrangements for children with additional needs are planned. These can be tailored to meet the needs of the individual children and their families.

Supporting children at school with medical conditions

The school recognises that children at school with medical conditions should be properly supported so that they have full access to education, including school visits and physical education. Some young people with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Monitoring and evaluation

In addition to informal monitoring on a daily basis, through observations of performance and behaviour by all teachers, Senior Leaders monitor pupil progress through the following: learning walks, pupil monitoring, book looks and observations. Progress is monitored in each subject through assessments and reviews. Data is analysed carefully and any child not making the expected rate of progress will be identified. Discussions between the SENDCo and other members of staff, such as Teaching Assistants, Class Teachers and Subject Leaders take place and actions are planned to improve progress and further address any barriers to learning.

Multi-agency meetings are held, to discuss the needs of children who are causing concern; strategies follow which are aimed at reducing barriers. Parental consent is obtained before the needs of the individuals are discussed. Information, concerns and strategies are recorded and shared with staff, as appropriate, and minutes are taken in these meetings.

Any child with an EHCP has a formal Annual Review Meeting in which progress is discussed and targets are set for the next academic year. Parents, and all professionals involved, are invited to attend and contribute, along with the child.



The school evaluates the effectiveness of its provision for children with SEND by:

- Comparing baseline assessments with rates of progress against targets and final assessments
- Measuring improvement in skills being developed through the use of standardised testing. For example: reading and spelling accuracy, comprehension accuracy and speed, writing speed and computation skills
- Measuring impact on progress in the classroom. For example: by examining progress in literacy and/or maths through the use of assessment data, making observations of performance and/or behaviour, pupil monitoring, through learning walks or book trawls, and through liaison with subject teachers
- Discussing progress with children themselves, giving them the opportunity to make choices and to understand that their views matter
- Welcoming parental feedback

The SENDCo monitors the movement of children within the SEND system in school. The SENDCo provides staff and governors with regular summaries of the impact of the policy on the practice of the school in terms of pupil progress. This may be done directly or through the Headteacher or SEND governor.

The SENDCO is involved in supporting teachers to complete the Passports to Success and the planning of intervention groups for children. The SENDCo and the Headteacher hold regular meetings to review the work of the school in this area. The SENDCo and the named governor with responsibility for special needs also hold termly meetings to discuss findings and identify priorities. The staff and Governing Body review this policy annually and consider any amendments in light of the annual review findings.

Complaints procedures

The school's complaints procedure is outlined on the school website. The SEND Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents if required.

Review Date: January 2022