

Mendell Primary School



SEND Policy



Aspire Challenge Achieve

This policy is reviewed every year and was agreed by the Governing Body of Mendell Primary School in Feb 2023 and will be reviewed again in Feb 2024

Signed: _____ Chair of Governors Date: _____

MENDELL PRIMARY SCHOOL.
SPECIAL EDUCATIONAL NEEDS POLICY

Aims

Our SEND policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities.(SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

At Mendell we believe we have a responsibility to provide an inclusive, broad and balanced curriculum for all our pupils whilst meeting the specific needs of individuals and groups of pupils.

In line with National Curriculum 2014 and the Early Years Foundation Stage (EYFS) with its statutory inclusion statement, we aim to follow these principles that are essential to developing a more inclusive curriculum. We are committed to equality. We aim for every pupil to fulfil their potential no matter what their needs. To do this, we strive to:

- Raise aspirations of pupils with SEND, and those working with them, to be ambitious for their success and well-being.
- Provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued.
- Include and value the contribution of all families to our understanding of equality and diversity.
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people.
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity.
- Make inclusion a thread that runs through all of the activities of the school to enable all children to have full access to all elements of the school curriculum and achieve their potential.
- Mendell Primary School prides itself in being inclusive and will endeavour to support every child regardless of their level of need. All pupils follow the National Curriculum at a level and a pace that is appropriate to their abilities. All pupils have access to a curriculum that is ambitious, broad and balanced for all pupils. All pupils have access to all school activities.
- Successfully match pupil ability to the curriculum we ensure the curriculum is coherently planned and sequenced and successfully adapted, designed and developed for pupils with special educational needs and/or disabilities.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014) which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report It has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice September 2014
- Statutory Guidance on Supporting Pupils with Medical Conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 Framework document September 2013
- Teachers' Standards 2012
- Children and Families Act 2014

Links with other policies and documents

This policy links to our policies on

- Accessibility plan
- Behaviour
- Supporting pupils with medical conditions

Definition of special educational needs

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:

- Have significantly greater difficulty in learning than the majority of children of the same age: or
- Have 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 above or would do so if special educational provision was not made for them.

Mendell's model of SEND provision

The SEND Code of Practice (2014) reminds us that all children may have special needs at some time in their lives. The 1981, 1993, 2002 and 2006 Education Acts instructed schools to distinguish between the different stages of supported learning, initial stages being mainly school-based; with multi-professional assessments being utilised in the later stages.

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 knowledge at different rates;
- Need a range of different teaching approaches and experiences.

The school operates a graduated approach, with increasing levels of intervention where need is greatest, which decreases as the needs are met. In addition to Quality First teaching, children may be offered, for example: Bespoke, reactive "boosts" to their learning, Pre Teaching to enable access to future class learning, 'keep up' phonics and maths interventions, Social skills training and support, Visual timetables, timers, prompt cards, Speech and language interventions guided by our Speech and Language therapist, Additional adult support for individuals or small groups.

Mendell follows a three-wave model:

Wave 1 being quality teaching for all. Quality First Teaching is an entitlement for every child. Teachers identify the specific support needed to address the pupils' weaknesses. Progress is reviewed at parents' evenings each term with the class teacher and at pupil progress meetings each half term with the Headteacher and SENDCO. At this stage support is devised and delivered by school staff using formative assessments and early assessment materials.

The triggers for intervention could be the teacher's or others' concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- makes little or no progress when teaching approaches are targeted particularly in a child's identified areas of weakness
- shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not modified by the positive behaviour management techniques usually employed in the school
- has Sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

Wave 2 encompasses small group interventions, the curriculum ensures access for all; bespoke short and long term interventions are provided as necessary. A termly provision map plans the long term ones, other short term gap busting interventions are communicated short term between teachers and teaching assistants.

Where a child continues to have difficulties, despite quality support, advice will be sought from external services to assess the nature of the need and helping plan more specific support. All external advice and support received is kept in the child's file.

Wave 3

Provision at wave 3 may be small group intervention but is often individual support. Outside agencies are often involved. Should a child fail to make progress, despite quality teaching and targeted interventions, it may be necessary to apply for additional funding to secure further support. We will use appropriately qualified personnel from outside agencies to make assessments and inform further action. An application may be made for High Needs Funding to the Local Authority. The school is responsible for managing any funds received.

In some cases, children will have a wide range of complex issues, including health and welfare, which are impacting on their education. Where the need is such that significant support is needed from a range of sources, an application will be made to the Local Authority for an Education, Health and Care assessment, which will be drawn up in consultation with parents, child and services. The Local Authority SEND team will organise a full assessment and follow statutory guidelines to decide if an EHCP is to be issued. This plan clearly lays out the conditions under which a particular child should maximise his/her learning opportunities. An EHCP is reviewed annually and can continue if necessary until the young person reaches 25 years of age.

All staff have a responsibility for maximising opportunities and achievements for all learners – specifically, all teachers are teachers of pupils with special educational needs. Staff are aware of their responsibilities towards all vulnerable learners and a positive, sensitive and ambitious attitude is shown towards all pupils at all times.

Identifying special educational need

Early identification is vital. At Mendell Primary School, we aim to identify problems as early as possible and provide teaching and learning contexts that enable each child to achieve their full potential. Assessment information is collated and recorded as appropriate.

We recognise that children learn at different rates and there are many factors affecting achievement, including ability, emotional state, age and maturity. We understand that many pupils, at some time in their school life, may experience difficulties affecting their learning, and we recognise that these may be long or short term.

Any of the following can trigger a concern:

- Parent/carer
- Child
- Class teacher
- Widening gap or failure to close a gap between self and majority of peers
- Feedback from service providers
- Records transferred from another school
- Base line and on-going assessments
- EYFS/KS1 results
- In-house testing and assessment
- Pupil tracking data every half term
- Change in pupil's behaviour

Children must not be regarded as having a learning difficulty solely because of the language or form of language of their home is different from the language in which they will be taught. All schools have a duty to make reasonable adjustments in accordance with current Disability Legislation. Children with poor behaviour, looked after children, poor attendees or those with medical need, for example, will not necessarily be considered as having special educational needs. There may be a range of considerations that impact on progress and attainment but these, in isolation, are not SEND issues.

Roles and responsibilities

Special Educational Needs Co-ordinator (SENDCO)

At Mendell Primary School, the Special Educational Needs Co-ordinators, SENDCO, is Miss Hannah Jones.

Contact details: 0151 334 1432 or email hannahjones@mendell.wirral.sch.uk

- Manages the day-to-day operation of the SEND Policy;
- Co-ordinates the provision for and manages the responses to children's special needs;
- Supports and advises colleagues;
- Maintains the school's SEND Register and the Provision Maps;
- 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 Local Authority;
- Links with parents;
- Maintains resources and a range of teaching materials to enable appropriate provision to be made
- Acts as a link with external agencies and other support agencies, such as paediatricians, Educational Psychologist, SENAAT, Outreach support agencies for learning and behaviour etc.
- Monitors and evaluates the special educational needs provision and reports to the governing body
- Manages a range of resources, human and material, linked to children with special educational needs.

The SEND governor

The SEND governor :

- Helps to raise awareness of SEND issues at governing board meetings
- Monitors the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Works with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

The Head Teacher

The headteacher:

- Works with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Has overall responsibility for the provision and progress of learners with SEND and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

Partnership with Parents/Carers

At Mendell Primary School we recognise that the impact of SEND support can be strengthened by increasing parental engagement in the approaches and teaching strategies that are being used. We also value and welcome the essential information on the impact of SEND support outside school as well as the parents/carers particular knowledge of their child/young person and any changes in needs which they can provide. The school aims to work in partnership with parents and carers. We do so by:

- making parents and carers feel welcome
- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice). All pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- self-review their progress each lesson

In addition pupils who are identified as having SEND are invited to participate in:

- Support Plan reviews of Support Plan targets
- Access to the nurture room

National tests

Children entering SATs tests will be considered for access arrangements or withdrawal from the tests if their special needs are such that they could not attempt the tests without additional provision. The SENDCO will make the necessary arrangements in line with statutory guidance.

Transition

At Mendell Primary School, we hold a 'Transition Day' during the summer term where children get to meet their teacher for the following year, learn about the curriculum and have any questions answered. A special transition programme, where necessary, is put into place for SEND children to ensure a smooth and successful move is made into the next class. This may include additional visits to the new class or producing an individual booklet for the child to read during the summer holidays.

Children transferring to High School have a planned transition programme known as "Transition Plus". SENDCOs liaise and records are passed on.

Children entering school at 4+, visit the school prior to the beginning of the new school year. Parents meet the teaching team and pass on information relevant to the development of their child. Pre-school providers involve the SENDCO and class teacher in pre-school meetings for children causing concern.

If the school is alerted to the fact that a child may have a difficulty in learning, they will make their best endeavours to collect all relevant information and plan a relevant, differentiated curriculum.

Admission arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. The LA is the admitting authority for Mendell Primary School. Schools cannot refuse admission to pupils with special educational needs unless that need would seriously compromise the learning of other pupils and there are no reasonable steps that can be taken to prevent any incompatibility. The LA makes the final decisions on admissions.

Facilities for pupils with SEND

Mendell Primary school complies with relevant accessibility requirements. The building can be accessed by wheelchair users and includes a toilet for disabled, changing and shower facilities.

Equality statement

At Mendell Primary School, we seek actively to encourage equity and equality through our work. No gender, race, creed or ethnicity will be discriminated against.

Contact details for raising concerns

If you are concerned about your child, the first person to contact is your child's class teacher but should you wish to discuss SEND concerns further please feel free to also contact:

Special Educational Needs Coordinator (SENDCO) - Miss Hannah Jones

Head Teacher - Mrs Catherine O'Neil-Edwards

SEND Governor – Rev Jenny Gillies (Chair of Governors) and Mrs Kathryn Harper

Contact details of support services for parents of pupils with SEND

Wirral SEND Partnership (formerly Parent Partnership) is an impartial and confidential service which gives free information, advice and support about matters relating to Special Educational Needs or Disabilities (SEND) and is for parents or carers of children aged 0-25 SEND

<http://www.wired.me.uk/Parent-Partnership.asp>

Tel: 0151 522 7990 Fax: 0151 670 1600

Email: contact@wired.me.uk By post: Unit 7, Wirral Business Park, Arrowe Brooke Road, Upton, Wirral, CH49 1SX

Our contribution to the local offer can be found on our website: <https://www.mendell.wirral.sch.uk/send>

Our local authority's local offer is published here: [Wirral Local Offer](#)

Monitoring arrangements

This policy and information report will be reviewed by the sendco every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.