

Mere Green Primary School SEND Policy and Information Report

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1. Aims:

Our SEND policy and Information Report aims to:

- Set out how our school will support and make provision for pupils with Special Educational Needs and Disability.
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

2. Legislation and Guidance:

This policy and the SEND 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 SEND and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which sets out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEND Information Report.

3. Definitions:

"A child or young person has Special Educational Needs 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 a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of the facilities of a kind generally provided for others of the same age in a mainstream school.

This is a broad definition covering children and young people from 0-25 years of age. Where a child or young person has a disability of health condition which requires special educational provision to be made, they will be covered by the SEN definition"

Special Education Needs and Disability Code of Practice January 2015

4. Roles and Responsibilities:

The SENDCo (Special Educational needs and disabilities co ordinator)

The SENDCo for Mere Green Primary School is

Michelle Spires
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0121 3081384

The SENDCo will:

- Work with the headteacher and School Leadership team to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of the SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and smooth transition is planned.
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

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 policy.

The Headteacher

The Headteacher will:

- Work with the SENDCo and leadership team to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND

5. The SEND Information Report

How does the school identify when a child has additional learning needs and how will Parents be informed?

The school takes a graduated response in identifying children with additional needs, with a key focus on early identification where possible.

Your child's progress will be tracked through teacher assessments. If your child is not making expected progress the class teacher will discuss this with you and will differentiate their teaching / provide additional resources to try and meet your child's needs. If your child continues to make slow progress they may be supported through a specific intervention program.

The school has a bank of assessment tools which enable us to identify your child's specific needs. We can use this information to plan how best to support your child in class and if necessary to design an intervention program for them. Your child's needs may be recorded in a single page profile.

The school may seek additional support in identifying your child's additional needs with outside agencies such as Pupil and School Support (PSS); Avril Bull, Communication and Autism Team (CAT); Mark Hill and our Educational Psychologist (EP); Anita Soni.

Most children's needs can be met through the services provided within the Birmingham local offer (<https://www.birmingham.gov.uk/localoffer>), however should your child require additional support we may seek to apply for an education, health and care plan (EHCP).

Parents and carers know their children well. You may notice problems with your child's development and progress before anyone else does. We want to hear from you if you have any worries about your child's learning. Please talk to your child's class teacher, the SENDCo, or a member of the pastoral team for further support.

What are the kinds of SEND that are provided for at Mere Green?

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and Interaction – for example Autism Spectrum Condition, Asperger's Syndrome, Speech and Language difficulties.
- Cognition and Learning, for example dyslexia, dyspraxia.
- Social, Emotional and Mental Health difficulties – for example attention deficit hyperactivity disorder (ADHD).
- Sensory and/or Physical needs – for example visual impairments, hearing impairments, processing difficulties, epilepsy, children using mobility aids.
- Moderate and multiple learning difficulties.

We work closely with outside agencies in order to best support children who may be classified in one or more of the above. Before referring your child to one of these services we will discuss the referral with you first and importantly gain your parental permission. These include:

- ❖ Educational Psychologist – Anita Soni
- ❖ Counselling service 'Beyond the Horizon' – Caroline Patrick
- ❖ Communication and Autism Team (CAT) – Mark Hill

- ❖ Pupil and School Support (PSS) – Avril Bull
- ❖ Visual impairment Team (VI)
- ❖ Hearing Impairment Team (HI) – Sharon Poxon
- ❖ Physical disabilities and sensory support service (PDSS) – Sandra Paddock
- ❖ Speech and language therapy service (SLT or SALT)

For more information about Local Authority SEND support teams and services visit <https://accesstoeducation.birmingham.gov.uk/index.php/A2E/creating-your-site.html>

What support could be given to my child?

At Mere Green our aim is to provide personalised support tailored to each individual's needs. Where possible we try to ensure this support is provided within children's day to day classroom learning experiences. This is typically through differentiation of learning aims and materials. Sometimes children require additional support through the form of intervention groups. These may be delivered additional to the curriculum by their teacher, the pastoral team, or a member of the support staff.

Some of the intervention programs used include:

- Precision teaching
- Social skills groups
- Pre-tutoring
- Fine motor skills
- Gross motor skills
- Project Code X – reading program
- Paired Reading
- Numicon – maths intervention and classroom resource
- 1:1 mentoring, or group mentoring
- Dancing bears - reading program
- Power of 2 and 3 – maths program
- Lego therapy

Adaptations to the curriculum and learning environment

We adopt a proactive approach in providing and enabling environment for every pupil. Additional information can also be found in our Accessibility Plan (Current Date for Review 2020). Alongside and in conjunction with this we:

- Differentiate our curriculum to ensure all pupils are able to access it, for example by support, grouping, 1:1 teaching, teaching style, content of the lesson/task etc
- Adapt our resources and staffing
- Use recommended aids such as media, overlays, visual timetables, larger fonts etc
- Differentiating our teaching, for example, giving longer processing time, pre-teaching of key vocabulary, reading instructions aloud, breaking tasks down into small steps etc

How will school inform me of my child's needs and progress?

We will have early discussions with pupils and parents when identifying whether they need special educational provision. These conversations ensure that:

- ✓ Everyone develops a good understanding of the pupil's areas of strengths and difficulties.
- ✓ We take into account the parents' concerns.
- ✓ Everyone understands the agreed outcomes sought for the child. ☐ Everyone is clear on what the next steps are.
- ✓ Notes of discussions are added to the pupil's records and available to parents on request.

Parents are notified, usually verbally in the first instance, when it is decided that a pupil will receive SEND support and be added to the SEND register.

Assessing and Reviewing Pupils' Progress towards Outcomes:

We follow a graduated response and utilise the 'assess, plan, do, review' approach. Class teachers, supported by the SENCo, complete an analysis of the pupil's needs which draws on:

- Teacher assessment and experience of the pupil.
- Previous progress, attainment and behaviour.
- Other teachers' assessments where relevant.
- The individual pupil's development in comparison to their peers and national expectations.
- The views and experiences of the parents.
- The pupil's own views.
- Advice from external support services and agencies, where relevant.

Assessments are undertaken and reviewed regularly, and may be both formal and informal in nature. All staff working with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that may be required. These may also be recorded as part of a single page profile. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress. The SENCo will formally meet with all teaching staff termly to review pupil progress and effectiveness of current support.

How does the school enable Pupils with SEND to engage in activities available to those in the school who do not have SEND:

- All of our extra-curricular activities and school visits are available to all pupils.
- All pupils are encouraged to go on our residential trips.
- All pupils are encouraged to take part in sports days, school plays/productions/workshops etc.

No pupil is excluded from taking part in these activities because of their SEN need or disability. We operate a policy of co-operation with parents and carers in ensuring that we are able to provide appropriate reasonable adjustments for those pupils who have a requirement.

How does the school support Emotional, behavioural and Social Development?

We have a large pastoral team consisting of a family support worker and learning mentors.

What is a Mentor?

A mentor is someone in school that works with children on a 1:1 or small group basis both in and out of the classroom environment. The aim is to support various areas including: Personal, Social or Educational needs - these can include Withdrawn Behaviour, Confidence, Isolation from Peers, Loss, Organisation, Classroom Disruption to name but a few.

Why has my child been identified for Mentoring?

There are many reasons for a child being mentored; these could include raising a child's confidence, support if a close family member is seriously ill, if attendance is low, falling out with social peer group, or even if a child's behaviour is causing concerns. There are many reasons for a child to need some type of mentoring. A child's need for mentoring may have been identified by a school staff member, or parents are able to directly refer to the pastoral team.

Your child's mentor will contact you to discuss the referral and what they plan to do to support your child. Your child's mentor will contact you at regular intervals to discuss your child's progress and when mentoring comes to an end.

How can I contact the pastoral leader?

The pastoral leader and family support worker is

Ranjan Hoath

r.hoath@meregrn.bham.sch.uk

0121 3081384

What if I don't want my child to be mentored?

That is your choice; we can only work with a child one to one, if you (the parent) give your permission. You have the right to Refuse your child a mentor if you wish – but our intentions are always to help the child in achieving their potential.

Does Mere Green have a speech and language resource base?

In addition to our 2 form entry mainstream provision, we also have 12 additional places for children with EHC plans for speech, language and communication difficulties. At Mere Green these are called enhanced placements for SLCN, although in other settings they are referred to as resource base placements.

Children accessing enhanced SLCN placements receive a package of enhanced speech provision across the school day, which reflects their level of need. We are a fully inclusive primary school, which reflects the society in which we live. The children accessing enhanced placements are taught as part of their mainstream equivalent year group and not in a separate class. We believe this

enables the children to develop socially and emotionally, whilst at the same time enabling them to develop their speech and language skills through our specific expertise and support.

Our overall aim is to support the children to develop their speech and language skills to an extent which allows them to be discharged from the speech therapy service and enable them to return to their local school.

How could my child access an enhanced placement for SLCN?

Entry Criteria

The referred child should meet the following criteria to be suitable to access an enhanced speech and language placement within the school setting:

- The child should have an EHC plan and the primary presenting difficulty should be that of speech and or language impairment – namely DLD (developmental language disorder).
- There is a recent speech and language therapy report diagnosing speech and or language disorder (DLD) and recommending a speech and language provision.
- The speech and language therapy report indicates that a child is in need of and will respond to intensive and regular speech and language therapy within an enhanced provision.
- The speech, language and communication need is not a result of global learning difficulties, a specific medical need, or another impairment/diagnosis i.e. autism.
- The child's admission would not have a detrimental effect on the education of the other children in the setting (Equality act 2012)

Exit Criteria

The following criteria specify when a child is no longer suitable to access an enhanced speech and language placement within the school setting:

- The child has been discharged from and no longer requires speech and language therapy and is now able to access speech and language approaches available in a mainstream school
- The child is unable to access/make progress with specific and enhanced speech and language therapy approaches and within the specialist enhanced environment.
- The child's main presenting difficulty is no longer that of speech, language and communication.