



Meriden C E Primary School

Special Education Needs and Disability (SEND) Policy

Policy written by	SMBC / Sue Frankish
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Ratified by Governors on:	6.12.2021
Signed:	
Date to be reviewed:	December 2022

This special educational needs policy should read in conjunction with our school's local offer (the SEN Information Report found on the school website) and our accessibility plan. This policy will be reviewed annually.

Aims of this SEND policy

The aims of our special educational needs and disability policy and practice in this school are:-

- (1) To ensure that children and young people with SEND engage in the full range of activities offered by the school alongside pupils who do not have SEND.
- (2) To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum and the environment
- (3) To make every effort to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum.
- (4) To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- (5) To work in partnership with the Local Authority and outside agencies including health professionals.
- (6) To work in partnership with parents/carers and children in order to help them to be the best they can be.

What are special educational needs (SEN) or a disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:-

*"SEN: A child or young person has special educational needs if he or she has a learning difficulty or a disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age.** Special educational provision means **educational or training provision that is additional to, or different from,** that made generally for others of the same age in a mainstream setting in England.*

*Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...**a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day to day activities.**' This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy and cancer.*

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

How does our school know if children have special educational needs and need extra help?

We know children need help if:-

- a) Concerns are raised by parents/carers, teachers or the child's previous school or setting, or from information from the Local Authority or outside support agency regarding a child's level of progress or inclusion.
- b) A pupil asks for help.
- c) Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need as described in the code of practice for SEND:-
 1. Communication and interaction

2. Cognition and learning
 3. Social, emotional and mental health
 4. Sensory/physical
- d) Whole school tracking of outcomes indicates concern about progress or general well-being.

What should a parent do if they think their child may have special educational needs?

If parents have concerns relating to their child's learning then they should discuss these initially with their child's teacher. This then may result in a referral to the school Inclusion leader whose name is Sue Frankish and can be contacted on the school phone number 01676 522488 or by email on s77sfrankish@meriden.solihull.sch.uk

All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision made by the school.

The kinds of special educational needs for which provision is made at the school

Children and young people with SEN have different needs, but all children with SEND are welcomed at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEND of pupils at this school.

For children with an Education, Health and Care Plan (EHCP) or a statement of special educational need, parents have the right to request a particular school and the Local Authority must comply with that preference and name of the school or college in the Education, Health and Care Plan unless:-

- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our school in a child's EHCP, the Local Authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the Local Authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

How will the school support a child with SEND?

All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.

Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.

The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that includes:-

- (1) Classroom observations by the senior leadership team, the SENCo, external verifiers;
- (2) Ongoing assessment of progress made by pupils with SEND;
- (3) Work sampling and scrutiny of planning to ensure effective matching of work to pupil need;
- (4) Teacher meetings with the Inclusion Leader to provide advice and guidance on meeting the needs of pupils with SEND;
- (5) Pupil and parent feedback on the quality and effectiveness of interventions provided;
- (6) Attendance and behaviour records.

All pupils have individual curriculum targets set in line with national outcomes to ensure ambition. In addition, pupils on the SEN register who are receiving interventions from other staff in the school, may be set additional learning or behaviour targets. Parents are informed of these via the reporting system and also at events such as Parents' Evenings and termly SEN reviews.

Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class teacher, the SENCo and members of the Senior Leadership team.

Additional action to increase the rate of progress will then be identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.

If we consider at this stage that special educational provision is required, we will contact parents to discuss this.

Action relating to SEN support will follow an: assess, plan, do and review model:

1. **Assess:** Data on the pupil held by the school will be collated by the class teacher in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil, will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the Inclusion Leader.
3. **Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may include for young people targets around preparing for adulthood) that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

As a result of the review process, we may decide to involve outside agencies for specialist support.

The range of agencies that come into school can be found in the school's local offer (SEN information report) on our website.

The school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting families.

For a very small percentage of pupils, whose needs are significant and complex and the SEN support required to meet their needs cannot be provided from within the school's own resources, a request will be made to the Local Authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being created.

How will the curriculum be matched to each child's needs?

Teachers plan using pupil assessments, differentiating tasks to ensure progress for every pupil in the classroom.

When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.

These adaptations may include strategies suggested by the Inclusion Leader and/or external specialists.

In addition if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.

How will parents know how their child is doing?

Attainments towards the identified outcomes will be shared with parents termly through Parents Evenings and where required through SEN review meetings.

Some parents find a home-school diary useful to communicate with school staff on a more regular basis.

Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher in the first instance, or the Inclusion Leader at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Parents can speak to the class teacher to arrange an appointment or phone the Inclusion Leader, Sue Frankish on 01675 522488. The Inclusion Leader can also be contacted by email s77sfrankish@meriden.solihull.sch.uk. Mrs Frankish is available most mornings before school on the playground and is happy to be approached by parents to answer their questions or make an appointment to discuss their concerns.

How will parents be helped to support their child's learning?

Parents will be encouraged to look at the school website. This includes links to websites and resources that we have found useful for parents to help their child learn at home. This is updated regularly.

The school advertises parent workshops run by local organisations during the year. Leaflets and information are passed on to parents for whom they may be relevant.

We run informal parent coffee mornings once a month where parents and carers can meet each other and chat over a cup of tea or coffee to reassure each other and share useful information. We try to get external speakers as suggested by parents.

What support will there be for children's overall well-being?

The school offers a wide variety of pastoral support for children. These include:-

An evaluated Personal, Social, Health and Economic Education (PSHEE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.

Small group evidence-led interventions to support pupils' well-being are delivered to targeted pupils and groups. These are identified on the provision maps and updated regularly and reviewed termly by the member of staff who has led the group. These interventions aim to support improved interaction skills, emotional resilience and well-being. The school has gained Healthy School status, which evidences the work undertaken within the school to support pupils' well-being and mental health.

Last year school attained the Silver Mental Health Award. Additional workshops for parents and training for staff were conducted and more are planned in order to help us be more effective in meeting the mental health needs of all members of the school community.

The school participates in the Local Authority/Essex University Health Related Behaviour Questionnaire and undertakes the Pupil Perceptions questionnaire every year. Information from the results of these helps us to improve support for children. For information about pupils with medical needs please refer to the Medicines in Schools Policy. <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

What training do the staff supporting children and young people with SEND undertake?

At Meriden, we believe in enhancing our skills through regular training. See the Continuing Professional Development (CPD) policy for information. In the last two years, school staff have received a range of training relating to SEN at three levels awareness, enhanced and specialist.

Awareness training has been provided to all staff on:-

- How to support pupils on the autistic spectrum
- Supporting children with anxiety
- Safeguarding
- Supporting mental health and wellbeing
- Supporting children through emotion coaching
- Supporting children with Visual Impairments (including cerebral visual impairment and glaucoma).

Enhanced training has been provided to Teaching Assistants (TA) and the Inclusion Leader on:-

- Supporting children with Hearing Impairments
- Supporting children with ASD in the Early Years
- Supporting children with attachment difficulties through therapeutic play

Specialist training has been provided to Teaching Assistants (TA) or Inclusion Leader on:-

- Autism awareness
- Writing Personal Education Plans
- Team Teach
- The school has regular visits from SEN specialist teachers who provide advice to staff to support the success and progress of individual pupils
- The NHS Speech Language Therapists set targets for individual pupils. These programmes are then delivered by Teaching Assistants
- The school's Speech and Language Therapist assesses and then sets targets for children in the Early Years Foundation Stage and Key Stage 1 in October. These targets are reviewed in the Spring Term and the children are then re-assessed in the Summer Term.
- The Governor with specific responsibility for SEN has completed the SEN Governor Training.

How are children included in activities outside the classroom including school trips?

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

How accessible is the school environment?

In the last three years, the following adaptations have been made to the school environment:-

- Disabled parking spots marked and located next to the school reception.
- Ramps have replaced the two steps into school to ensure the site is accessible to all.

- Two disabled toilets available at different points in the school building.
- A nurture room has been created to support pupil's learning and sensory needs as well as a sensory room.

Our Accessibility Plan (statutory requirement) describes the actions the school has taken to increase access to the environment, the curriculum and to printed information; this is available via the school website.

How will the school prepare/support children when moving classes, joining, or transferring to a new school?

A number of strategies are in place to enable effective pupils' transition. These include:-

On entry:

- A planned introduction programme is delivered in the summer term to support transfer for pupils starting school in September.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.
- Where a child with SEN is transferring to Meriden from another school we try to arrange a full transition programme involving visits by relevant staff members to the child's school, and visits by the child to Meriden in order to prepare them for this move.
- The above applies also to children transferring to Meriden at other times of year, and where needed a reduced timetable can be arranged temporarily to assist transition.

Transition to secondary school and transition at other points in the school year:

- The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND and identified on the website.
- The annual review in Y5 for pupils with a statement of educational need or an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENCOs of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.
- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

How are the school's resources allocated and matched to children's special educational needs?

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:-

- (1) A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
- (2) The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
- (3) The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the Local Authority or whose parents are in the Armed Services.
- (4) For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation beyond an initial £6000 met by the school. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities. The range of support offered is identified on the school website in the following areas of need:-
 - Cognition and learning
 - Behavioural, emotional and social
 - Communication and interaction
 - Sensory and/or physical

http://www.councilfordisabledchildren.org.uk/media/409191/cdc_funding_briefing_for_parents_-_final.pdf

How is the decision made about how much support each child will receive?

- For pupils with SEN but without an EHCP, the decision regarding the support provided will be discussed at joint meetings with the Inclusion Leader, class teacher and parent.
- For pupils with an EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

How are parents involved in discussions about and planning for their child's education?

This will be through:-

- discussions with the class teacher and/or Inclusion Leader;
- discussions at parents' evenings;
- discussion at SEN reviews and EHCP reviews
- meetings with support and external agencies.

Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs, please contact the following:-

- Your child's class teacher;
- The Inclusion Leader;
- The Headteacher

For any complaints, please contact the School Governor with responsibility for SEN via the school office at office@meriden.solihull.sch.uk, on 01676 522488 or via email to the clerk to governors at g77skennedy@meriden.solihull.sch.uk

Support Services for parents of pupils with SEN include:

- *Parent Partnership Services (PPS) offer independent advice and support to parents and carers of all children and young people with SEND. The nearest PPS can be located via <http://www.parentpartnership.org.uk>. The PPS will also provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHCP. Independent Supporters aim to provide guidance to parents regarding the EHCP process. A FAQ fact sheet on Independent Supporters is located here <http://preview.tinyurl.com/ox2q3cv>*
- Solihull Special Educational Needs and Disability Information Advice and Support Service (SENDIAS) provide advice and support to children/young people with SEND up to the age of 25 and their parents/carers. Contact:-
Phone 0121 516 5173
Email solihullsendias@family-action.org.uk
Write to Solihull SENDIAS, Sans Souci, Shirley, Solihull B90 4DD
Website: <http://family-action.org.uk/solihullsendias>
- IPSEA (Independent Parental Special Education Advice) offer families independent information, advice and support based on the law. They have free and downloadable resources to help families with children and young people with all kinds of special educational needs and/or disability. <https://www.ipsea.org.uk/home>
- *For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here <http://preview.tinyurl.com/qx5a8vq>.*
- *Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authority's decision about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here <http://preview.tinyurl.com/ovq4so3>.*

The Special Educational Needs and Disability Regulations 201

Schedule 1: Information to be included in the SEN information report – in Solihull this is also known as the school's SEN Offer.

1. The kinds of special educational needs for which provision is made at the school.
2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.
3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including:-
 - (a) how the school evaluates the effectiveness of its provision for such pupils;
 - (b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;
 - (c) the school's approach to teaching pupils with special educational needs;
 - (d) how the school adapts the curriculum and learning environment for pupils with special educational needs;
 - (e) additional support for learning that is available to pupils with special educational needs;
 - (f) how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs; and
 - (g) support that is available for improving the emotional, mental and social development of pupils with special educational needs.
4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN Coordinator.
5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.
6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.
7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.
8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.
9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.
10. How the governing body involves other bodies, including health and social services bodies, Local Authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.
11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with Section 32. (Section 32 refers to the Local Authority's duty to provide information on mediation).
12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.
13. Information on where the Local Authority's local offer is published.

All of the above is available on the school website.

Glossary

(An additional glossary of terms is included in the appendices of the SEND Code of Practice)

DfE: Department for Education

EHCP: Education, Health and Care Plan

LA: Local Authority

SEN: Special Educational Needs

SEND: Special Educational Needs and/or Disability

SENCo: Special Educational Needs Coordinator (also written as SENCO)

PPS: Parent Partnership Services

SENDIAS Special Educational Needs and Disability Information Advice Support Service