



**MELLING PRIMARY SCHOOL**  
**SPECIAL EDUCATIONAL NEEDS, DISABILITIES AND INCLUSION**  
**POLICY**



### Aims

At Melling School we recognise the diverse nature of learning needs and aim to ensure all children, including those with SEND (Special Educational Needs and Disabilities), have their needs met through access to a broad and balanced education. Our curriculum aims to be fully inclusive and provides all children with the opportunity to fulfil their potential and enable them to achieve our school motto, to 'be the best that they can be' and 'be proud'. Children with SEND engage in all activities within school so far as is practical and compatible with their needs being met.

Our policy and SEND Information Report aim to:

- Ensure that the special educational needs of children are identified, assessed and provided for in accordance with the Code of Practice as early as possible in their school career, enabling all children to have full access to all elements of the school curriculum and school life.
- Review and modify provision as necessary in consultation with parents, children and professionals.
- Meet the needs of children with SEND as far as possible within a mainstream setting.
- Provide quality learning opportunities for children with SEND with a view to promoting a positive self image and self worth, developing their levels of achievement and maintaining a positive attitude to school life.
- Make clear expectations of all partners in the process
- Identify the roles and responsibilities of staff in providing for children's special educational needs.
- Achieve a level of staff expertise to meet children' needs.

This policy and SEND Information Report has been developed by the SENCO (Special Educational Needs Co-ordinator) and reviewed through consultation between governors, head teacher and SENCO, in line with the 2015 SEND Code of Practice (updated 2024). It details how we will do our best to ensure that the necessary provision is made for any child with SEND and those needs are made known to all who are likely to teach them.

This policy has been formulated based on principles contained in the School's Aims, Mission Statement and School Values document. These principles emphasise valuing each individual and fulfilling their potential through a broad, balanced curriculum suited to their needs.

### Legislation

This policy and 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 set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENCOs) and the SEND information report

## **Definition of Special Educational Needs**

The 2015 (latest update 2024) Special Educational Needs and Disability Code of Practice states:

“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 him or her.”

“A child of compulsory school age has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of 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 he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).”

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## **Roles and Responsibilities**

The SENCO is Louise Jones 0151 5473349 [senco.melling@schools.sefton.gov.uk](mailto:senco.melling@schools.sefton.gov.uk)

### **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 SENCO/Assessment lead to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

### **The SENCO will:**

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have Education Health Care Plans (EHCPs).
- 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 previous and potential next providers of education to ensure smooth transition between key stages and that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.

**The SEND governor will:**

- Help to raise awareness of SEND issues at governing body meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing body on this.
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school.

**The headteacher will:**

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within the school.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

## **Identification – Graduated Approach**

At the heart of each classroom is a continuous cycle of assessment and planning (Assess, Plan, Do, Review) which takes account of the wide range of abilities, aptitudes and interests of the children. The majority of children will learn and progress within these arrangements, but those children whose attainment falls significantly outside the expected range may have special educational needs. Early identification is vital and the school uses a graduated approach to children's special educational needs as outlined in the Code of Practice. The class teacher usually makes an initial identification and informs the SENCO and parents at the earliest opportunity to share concerns and enlist their active support and participation.

Teachers will follow a graduated approach to enable all children to access the curriculum and to achieve their full potential. Each stage of the approach must be addressed and can be accessed at any time, as appropriate. All decisions will be evidence-based and tracking data is vital at every stage in this process.

### **1. Universal Provision: High Quality Teaching**

Teachers will ensure that first and foremost they provide high quality teaching for all children. This may mean making reasonable adjustments to their teaching and/or classroom environment to enable children to participate and access the curriculum. This could be one or more of a number of possible adjustments:

- Personalised learning targets/next steps
- Attention paid to different learning styles
- Carefully planned support strategies, including practical, visual, concrete resources
- Modelling by adults within the classroom

### **2. Adaptive Teaching**

Teachers may need to adapt their teaching and/or classroom environment further to ensure that children make progress. Teachers may need to plan additional or different provision to enable a child to learn more effectively. This could be:

- Support within class through flexible grouping and some individual intervention (e.g. phonics practice, pre-teaching support, catch up support within class, addressing of miscues within learning tasks)
- Adaptations of the curriculum to meet individual learning needs e.g. alternative methods of recording
- Tools and resources to support access e.g. visual timetable; work station

### **3. Targeted Support**

Staff will work closely to devise a learning programme, based on assessment, which outlines specific, measurable targets, and strategies to meet them. The child's progress will be carefully monitored and targets will be reviewed regularly. The child's class teacher, in liaison with the Assessment Lead and SENCO as necessary, will decide on the action needed to help the child progress in the light of their earlier assessment. This may include:

- Targeted support within class through small groups and working individually with an adult
- Evidence based interventions delivered individually or in small groups between 8-20 weeks (e.g. ELSA support, phonics and reading interventions etc).

At this stage, provision will be recorded for groups on a provision map. Once a group or individual has 'caught up' with learning to the age-related expected standard, the provision detailed on the provision map will cease. Progress will be monitored by the class teacher and Assessment Lead, in liaison with the SENCO as necessary.

The SENCO will be made aware of children who show very little or no progress at the previous stages of the Graduated Approach. Further assessment of strengths and needs will take place and a Pupil Profile will be created.

### **4. SEND Support**

At this stage, children need specific, individualised support over and above what has been in place before. A SEND support plan will be created, which will be reviewed regularly with parents/carers as part of an Assess-Plan-Do-Review cycle of targeted assessment and intervention.

For a child whose progress continues to cause concern, the school may seek parental consent to request support and advice from outside agencies (e.g. Educational Psychologist, School Nurse), or to make a referral to health services such as a Neurodevelopmental Pathway or Speech and Language Therapy. Advice on new targets and fresh strategies will be implemented by the class teacher, with the support of the SENCO, based on the advice they receive from external agencies. This will be added to the child's SEND support plan and reviewed regularly.

### **5. Education, Health Care Plan (EHCP)**

Where an application for an EHCP is made by the school or parents to the Local Authority (LA), the child's progress will have been extremely limited or even nil and causing significant concern. The LA will require information about the child's progress over time, response to high quality teaching, intervention and advice from external agencies, as well as documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. The school will submit this evidence to the LA who, working

cooperatively with parents, the school and other agencies, will determine as to whether a statutory assessment of the child's special educational needs is necessary. If it is deemed necessary, the LA may provide an EHCP.

The SEND Information Report sets out further details. It is posted on our website and is reviewed annually.

### **Monitoring Arrangements**

This policy and information report will be reviewed by Louise Jones, SENCO, **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 body.

### **Links with other policies and documents**

This policy links to the following documents

- SEND Information Report
- School's Aims
- Mission Statement
- School Values
- Accessibility Plan
- Behaviour Policy
- Equality Information and Objectives
- Supporting Pupils with Medical Conditions Policy
- Complaints Policy

This policy is reviewed annually and ratified by governors.

Latest review: November 2025

Ratified by Governors: 11<sup>th</sup> November 2025