



# Special Educational Needs and Disabilities (SEND) Report for Melling Primary School 2024



judgement, tracked on a termly basis. Supplementary assessments (e.g. Read, Write, Inc. or Birmingham SEND Toolkit) are used to measure small steps of progress for some children identified as having SEND. This enables staff to set SMART (Specific, Measurable, Achievable, Relevant and Time-based) targets for children. High quality teaching strategies are implemented by the class teacher; class-based interventions are implemented where appropriate and progress is reviewed regularly. Where a child continues to make less than expected progress, a decision may be made to put a SEND support plan in place and the involvement of external agencies may be requested following conversations with the parents/carers and, where appropriate, with the child. External advice and recommendations are taken into account and implemented in order to promote progress.

Teachers follow a graduated approach to enable all children to access the curriculum. Each stage of the approach must be addressed as appropriate. If, after specific targeted intervention takes place, a child fails to make progress, a discussion will take place to decide if external agency input is required and whether to place the child on the SEND list. Each of these stages can be accessed at any time if appropriate. All decisions will be evidence-based and tracking data is vital at every stage in this process.

### **1. 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 such as differentiation of task or providing additional resources such as writing frames or word mats.

### **2. Intervention**

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 the child to learn more effectively. Staff involved 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 SENCO will monitor this provision with the teacher. The child's class teacher, in liaison with the SENCO as necessary, will decide on the action needed to help the child progress in the light of their earlier assessment. This may include:

- different learning materials or special equipment
- extra time practising skills such as reading or spelling
- class work pitched at a previous year group's stage of learning
- small group or individual support
- working with parents/carers to help them support their child at home
- extra time from the SENCO to devise the nature of the planned intervention and to monitor its effectiveness
- staff development and training to introduce more effective strategies
- access to LA support services for one-off or occasional advice on strategies or equipment.

Intervention for groups will be recorded on a provision map. Individuals who require a higher level of support may have a SEND support plan devised by staff.

### **3. External Agency Support**

For those children whose progress continues to cause concern, the school may seek parental consent to request support and advice from outside agencies or to make a referral to health services (e.g. Educational Psychologist, School Nurse, Speech and Language Therapist or Neurodevelopmental Pathway). Advice on new targets and fresh strategies will be implemented by the class teacher based on the advice they receive from external agencies. The SEND support plan will contain more detailed targets and will be reviewed regularly with parents and possibly in consultation with outside agencies.

	<p><b><u>4. Education Health Care Plan (EHCP)</u></b></p> <p>Where an application for an EHCP is made by the school or parents to the Local Authority (L.A), 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.</p> <p>Parents/carers may also raise their own concerns about their child. They may do this by having an initial conversation with the class teacher and following this, arranging to meet the SENCO to discuss their concerns.</p>
<p>Information about the school's policies for making provision for children with special educational needs whether or not children have Education Health Care Plans</p>	<p><u>How the school evaluates the effectiveness of its provision for such children</u></p> <p>Regular reviews of high quality teaching, SEND provision, interventions, use of additional adult support across the school and data, allow monitoring and evaluation of the effectiveness of school's practice. Interventions that are not found to have an impact are discontinued or amended where appropriate. Learning walks, book looks, pupil and parent voice and observations inform the SENCO and Senior Leadership Team of the quality of provision across the school, and enables them to evaluate the impact of class teaching and interventions upon children's progress. Regular meetings between teachers and parents (these may include the SENCO) ensure that discussions are held about every individual, ensuring interventions are appropriate and securing progress.</p> <p><u>The school's arrangements for assessing and reviewing the progress of children with special educational needs</u></p> <p>Assess, Plan, Do, Review. Through a graduated approach, the progress of all children is continually tracked and monitored, identifying and addressing needs as they arise. This is regularly reviewed by the class teachers and SENCO and further actions are taken as appropriate. Regular reviews are held to discuss progress and evaluate the provision that has been put in place. During EHCP annual review meetings, parents' and children's views are listened to, recorded and used to inform future provision.</p> <p><u>The school's approach to teaching children with special educational needs</u></p> <p>Teachers follow the graduated approach to enable all children to access the curriculum - this begins with high quality teaching. Teachers may need to make reasonable adjustments to their teaching and/or the classroom environment to ensure all children are able to participate. If a child has needs related to more specific areas, then they may be placed in a small focus group or receive individual support to accelerate their progress. This may be implemented by the teacher or run by a teaching assistant (TA) under guidance from the teacher. The length of time of the intervention will vary according to need and will be regularly reviewed. Occasionally a child may need more specialised support from an outside agency, such as a paediatrician, educational psychologist or speech and language therapist. In this instance, a referral will be made with parental consent and forwarded to the appropriate agency. After a series of assessments, advice and/or a programme of support may be provided to the school and to parents for use at home. Some children may require additional access arrangements for national tests such as the SATs. Where appropriate, applications will be made for such arrangements to take place. In some cases, children may be disapplied if it is deemed that they are working below the expected level of the tests and it would not be appropriate for them to sit them. Parents are always kept fully informed and included in the decision making process.</p>

How the school adapts the curriculum and learning environment for children with special educational needs

Teachers are aware of different types of learning profiles and will make reasonable adjustments to their teaching and/or the classroom environment in a variety of ways according to children's needs (see the High Quality Teaching Approaches document on the SEND section of the website). When a child has been identified with SEND, their class work may be differentiated further by the class teacher to enable the child to access the curriculum more easily. Teachers or teaching assistants may work with the child within a small group or on an individual basis to target more specific needs. If a child has been identified as having SEND, a support plan will be formulated and targets will be set. The implementation of the plan will be reviewed regularly; parents and children will be involved throughout the process. Appropriate specialist equipment may be provided to some children to allow them to access the curriculum, e.g. a pencil grip, writing slope or visual aids.

Additional support for learning that is available to children with special educational needs

The school budget has an allocation for SEND. The Governing Body ensures that resources are allocated to support appropriate provision for all children requiring it. Funding may be allocated to support children further if they are assessed as needing an Education Health Care Plan (EHCP) by the Local Authority. This is for children who have significant needs and require further support to enable them to access mainstream provision successfully.

How the school enables children 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

We are committed to giving all our children every opportunity to achieve their potential and develop as well-rounded individuals. We have a whole school approach to inclusion which supports all learners engaging in activities together. Any barriers to learning or engagement in the wider curriculum are reviewed with discussions about how to overcome them. Advice from external agencies is sought and recommendations are implemented. We always endeavour to make reasonable adjustments so that all learners can join in with activities regardless of their needs.

Support that is available for improving the emotional, mental and social development of children with special educational needs

At Melling, we pride ourselves as being a nurturing school where we know each and every one of our children and families well. We are a mindful school and all children are encouraged to pause and take time to explore their feelings and emotions. Children who require additional support emotionally or socially are nurtured carefully. The class teacher/SENCO/Headteacher/Assistant Headteachers/TAs meet with children and parents to create support plans stating actions to support the child's needs. Many different strategies are in place throughout the whole school which our SEND children form part of such as our 7 Steps to Well-Being philosophy which underpins all that we do and whole school rewards (in line with our Behaviour Policy). Some of our children will require further support. In which case, our school nurse works closely with children and families to ensure the correct support can be put in place. We also have a TA who is trained in emotional support strategies and successfully supports some of the children. The school liaises closely with external agencies who provide expert guidance and advice for the children, the families and the school. Melling always ensure that recommendations or advice given is implemented to the very best of our abilities and is regularly reviewed.

The name and contact details of the SEND co-ordinator.

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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.	Training needs are identified and sessions are held to increase staff's knowledge and understanding of SEND and to ensure they have the skills required to meet the needs of the school population. Staff take part in training sessions to keep up to date with systems and procedures for SEND. Specialist training is provided to enable staff to deliver specific intervention programmes. Additional adults are deployed around the school to support children with SEND based on the needs of the population of the school. This is regularly reviewed. Where specialist advice is given for staff who work with groups or individual children, the SENCO is involved to ensure that expertise is secured and disseminated in order to be used elsewhere in the school for other children who would benefit.
Information about how equipment and facilities to support children and young people with special educational needs will be secured.	The school adheres to its Equality Policy, and promotes inclusive practice in all opportunities that are offered to the children. It ensures that the curriculum is tailored to meet the needs of all children through awareness and understanding of each individual child. The school makes use of specialist resources where appropriate in order to further support children with their learning. It also ensures that each area of the school building, both interior and exterior, are made accessible for all children. At playtimes and lunchtimes, adults are deployed to ensure that all children are able to access and enjoy these activities. Staff aim to exceed the minimum adult to child ratio on school trips wherever possible. In addition to this, if children are identified as needing further support, extra adults will be deployed.
The arrangements for consulting young people and parents of children with special educational needs about, and involving such parents in, the education of their child.	<p>The school adheres to the SEND Code of Practice when carrying out duties towards all children with SEND and ensures that parents are consulted when making a decision that SEND provision will be required for their child. Partnership with parents plays a key role in enabling children with SEND to achieve their full potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents are treated as partners and supported to play an active and valued role in their children's education. We aim to work in partnership with parents/carers. We do so by:</p> <ul style="list-style-type: none"> <li>• keeping parents/carers informed and giving support during assessment and any related decision making process about SEND provision</li> <li>• working effectively with all other agencies supporting children and their parents</li> <li>• making parents/carers feel welcome and valued</li> <li>• 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 instilling confidence that the school will listen and act appropriately</li> <li>• focusing on the child's strengths as well as areas of need</li> <li>• allowing parents and carers opportunities to discuss ways in which they and the school can help their child</li> </ul> <p>Parents of children with SEND are also encouraged to contact the SENCO at any time. If a child requires a referral to an outside specialist, the parents are always included in the process. They will attend meetings with the specialists concerned, and their views, advice and co-operation sought.</p>

<p>The arrangements for consulting young people with special educational needs about, and involving them in, their education.</p>	<p>We recognise that all children have the right to be involved in making decisions and exercising choice (SEND Code of Practice). Children with SEND often have a unique knowledge of their own needs and their views about what sort of help they would like are ascertained. Where appropriate, they will be encouraged to participate in the decision making process and contribute to the assessment of their needs, the review and the transition process. We endeavour to fully involve all children by encouraging them to:</p> <ul style="list-style-type: none"> <li>• state their views about their education and learning</li> <li>• identify their own needs (self evaluation)</li> <li>• share in individual target setting across the curriculum</li> <li>• self review their progress and set new targets</li> </ul> <p>Small group and 1:1 teaching also give rise to spontaneous comments and discussions which help school and children to communicate effectively. Communication with parents also plays an integral part of understanding children's views about themselves and their learning.</p>
<p>Any arrangements made by the governing body relating to the treatment of complaints from parents of children with special educational needs concerning the provision made at the school.</p>	<p>It is in everyone's interests for complaints to be resolved as quickly as possible, the SEND complaint procedure is as follows:</p> <ul style="list-style-type: none"> <li>- The complaint is dealt with by the class teacher – the complainant needs to feel that they have been listened to and that all points raised have been addressed.</li> <li>- If the matter remains unresolved, the complaint is dealt with by the SENCO or by a member of the senior leadership team.</li> <li>- If there is still no resolution, the Head teacher should become actively involved.</li> <li>- If the matter is still not resolved, the complainant must put their complaint in writing to the Chair of Governors.</li> <li>- The Governing Body will deal with the matter through their agreed complaint resolution procedures.</li> <li>- In the unlikely event that the matter is still not resolved, the parent can then take the complaint to the Local Authority.</li> </ul> <p>(See the link on the SEND page of our website to the Policies page where a copy of the school's complaints procedure can be found.)</p>
<p>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 children with special educational needs and in supporting the families of such children</p>	<p>The school works with a number of external agencies to seek advice and support to ensure that the needs of the children are fully understood and met. These can include (this list is not exhaustive):</p> <ul style="list-style-type: none"> <li>- Sefton Special Educational Needs and Inclusion Service (SENIS)</li> <li>- Educational Psychology service</li> <li>- Speech and Language Therapy service</li> <li>- School Nurse</li> <li>- Paediatric services</li> <li>- Occupational Therapy service</li> <li>- Social Services</li> <li>- CAMHS</li> </ul> <p>The SENCO attends briefing meetings with the Local Authority throughout the year. These are multi professional planning meetings to discuss how professionals can help to support children with SEND. When specialist support is required, beyond that which the school is able to offer, an individual referral will be made. In these cases, parents will be consulted and their consent sought. The school has established excellent relationships with a range of professionals in health and social care. When multiple agencies are involved with a family, Early Help can be offered in order to coordinate support for that child and their family.</p>
<p>The contact details of support services for the parents of children with special educational needs, including those for arrangements made in accordance with section 32.</p>	<p>The school works with several external agencies, seeking advice and support to ensure the needs of all children are fully understood and met and to ensure that the families of such children are supported. The Sefton Local Offer webpage can be accessed using the link at the end of this document. The site contains useful information and contact details relating to all areas of SEND and support services</p>

<p>The school's arrangements for supporting children with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.</p>	<p>For children who are beginning in Reception class, the Reception teacher carries out transition meetings with nurseries and either school or home visits for each child prior to them starting school. New starter sessions are also held in the summer term before the children start to allow them to familiarise with their new learning environment and the staff that will be working with them. For existing pupils, from Reception class upwards, towards the end of the summer term, all children attend a transition session in their new classroom with the staff that will be working with them. At the end of the summer term, the current teacher and new teacher hold a transition meeting in which they discuss the progress and needs of every child, including those with SEND. If appropriate, a separate meeting will be held to discuss specific needs and support strategies. Y6 children attend transition sessions in their new high school setting. Secondary staff visit the school to meet with the Y6 teacher and some also choose to meet with the children. For children who are identified as having SEND in Y6, a separate meeting will be held with the SENCO to discuss their additional needs, which parents are invited to. Where appropriate, for children with certain additional needs, there may be further enhanced transition sessions planned.</p>
<p>Information on where the local authority's local offer is published.</p>	<p>This SEND Information Report is part of the Sefton Local Authority Local Offer for learners with Special Educational Needs and Disabilities. Sefton's Local Offer provides information for children and young people with SEND, their parents and carers. For all general enquiries on the Local Offer, please contact Sefton Council Contact Centre on 0345 140 0845. For more information regarding Sefton's Local Offer, please see the document on the SEND page of our website entitled '<a href="#">Sefton Quality First Teaching Offer Reflecting Inclusive Practice.pdf</a>' and/or visit the following website:  <a href="https://www.seftondirectory.com/kb5/sefton/directory/localoffer.page?localofferchannel=0">https://www.seftondirectory.com/kb5/sefton/directory/localoffer.page?localofferchannel=0</a> (The direct link is also on the SEND section of our website.)</p>