



**MERRYLANDS**  
PRIMARY SCHOOL AND NURSERY

# **SEND Policy**

**2021-2022**

## Aims

The SEND Policy and Information Report aims to:

- set out how the 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
- set out our vision and values with regards to children with SEND which is that all children regardless of need, can thrive, make a valuable contribution to school and make progress given the right support and good teaching

At Merrylands Primary School we ensure that ours is a safe and happy school where everyone:

- is valued and has high expectations of themselves and each other
- has access to a motivating and inspiring curriculum, focusing on key skills and knowledge which enable all children to achieve their full potential and make a valuable contribution to society
- has the opportunity to overcome potential barriers to learning and assessment

## Legislation and guidance

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 SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

## Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- a significantly greater difficulty in learning than most others of the same age
- a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is an 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

### SENCO

The SENCO will:

- work with the Headteacher, Inclusion Manager and SEND governor to determine the strategic development of the SEND policy and provision in the school
- have day-to-day 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 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 a smooth transition is planned
- work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 about reasonable adjustments and access arrangements
- ensure the school keeps the records of all pupils with SEND up-to-date

### **SEND Governor**

The SEND Governor will:

- help to raise awareness of SEND issues at governing board meetings
- monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- work with the Headteacher and SENCO to determine the strategic development of the SEND Policy and provision in the school

### **Headteacher**

The Headteacher and Inclusion Manager will:

- work with the SENCO and SEND governor 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 SEN 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 Learning Support Assistant (LSA) 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 to review each pupil's progress and development and decide on any changes to provision
- ensuring they follow this SEND Policy

## **Support, Intervention and Provision**

At Merrylands Primary School, the first step to supporting all children with potential areas of additional need is through high quality teaching (HQT). Inclusive HQT ensures that planning and implementation meets the needs of all pupils and builds in high expectations for all pupils including those with SEND. HQT is the day-to-day interactions that take place in the classroom and the different pedagogical approaches used to engage, motivate, and challenge learners. Using HQT, assessment and feedback, teachers can identify individuals who they believe require further support.

### **Assess, Plan, Do, Review**

If the class teacher identifies an area of need, in-class interventions will be set up to the pupil, and the teacher will complete a *Class Support Plan*; an in-school document planning and reviewing the intervention in place.

When it is felt that a pupil needs further actions in addition to, or different from those already being provided, the following steps will be taken:

- the parent/carer of the pupil will be informed and will be consulted with by a member of staff to gain any additional information
- the pupil's views will be sought
- where necessary, or when requested by parents/carer, contact will be made with outside agencies. A request by the school, for additional advice from external agencies may be made, this will be in consultation with teaching staff, parents, and pupil. This may include specialist assessment arrangements or the involvement of an educational psychologist.
- a One Plan will be created focusing on achievable targets to support the pupil and additional support and intervention that will be put in place. These targets will be shared with pupil and parents/carer.

All areas of support for our pupils follow the 'assess, plan, do, review' model; all support is based on assessment of a pupil's needs, a plan to address this, actioning targets and a review of the success of this approach.

Parents/carers and the pupil will be invited to take part in the review process of a pupil's One Plan and will be involved in setting subsequent targets. These targets will reflect a graduated response and strategies required to meet the identified needs.

At any point in a pupil's education, it may be agreed that they are no longer requiring any one of these supports.

### **Education, Health and Care Plan (EHCP)**

If a child has received a diagnosis of a special educational need or disability and further provision, to the above steps, are required, then the SENCO or Inclusion Lead, can take a leading role to provide the information required for a Statutory Assessment for an EHCP.

Where it is agreed to proceed, following a Statutory Assessment, the Local Authority (LA) will take the lead in determining the provision that must be made to meet the pupil's special educational needs.

Once completed and shared with appropriate bodies, the SENCO will ensure the recommendations are implemented.

Progress will be formally reviewed by holding an Annual Review meeting involving the school and other appropriate parties.

### **Inclusion**

At Merrylands Primary School, we are committed to an inclusive practice. Our policy, as set out in this document, will enable pupils with SEND to be supported in overcoming barriers to learning. Regardless of each individual's need, all pupils are given full access to the full range of activities our school has to offer. This is achieved by careful consideration of the needs of each pupil, and by either modifying activities, or providing support that will help the pupil to participate in them.

### **SEN Information Report**

We will publish an annual report on SEND on our website, containing information required by the Special Educational Needs (information) Regulations 2015.

### **Monitoring arrangements**

This Policy and Information Report will be reviewed annually and will be updated if any change to the information is made during the year. The Policy will be approved by the governing board.

## **Links with other Policies and Documents**

This policy links to the Policies on

- Accessibility Plan
- Behaviour
- Equality Information and Objectives
- Supporting Pupils with Medical Conditions