

SEND Policy

Meir Heath Academy



Approved by: Mrs M Southern

Date: September 2024

Last reviewed on: September 2024

Next Review due by: September 2025

SEND POLICY

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 and has been written with reference to the following guidance and documents:

- Children and Families Act 2014
- Equality Act 2010

Aims:

At Meir Heath Academy we aim to:

- Create an inclusive curriculum for all children.
- Create an interesting and stimulating environment which meets the needs of each child.
 - Ensure each child reaches their full potential through high quality teaching and learning.
- Identify the roles and responsibilities of all staff in providing for children's special educational needs.
- Raise the aspirations of and expectations for all pupils with SEND and provide a focus on outcomes for children and young people.

Objectives:

In order to provide for the needs of children with SEND, we seek to:

- Work within the guidance provided in the SEND Code of Practice 2014.
- Ensure equal value for all children.
- Ensure the progress of all children through access to a relevant, broad and balanced curriculum.
- Maintain strong home/school links.
- Ensure early identification and assessment of SEN.
- Operate a 'whole pupil, whole school'; approach to the management of provision of support for special educational needs.
- Maintain links with outside agencies in identifying, assessing and providing for the needs of children with SEND.
- Ensure that policies and provision are monitored and reviewed on a regular basis and are updated accordingly.

Basic Information:

The SENDCO for Meir Heath Academy is Mrs Askey, who is also the Assistant Principal responsible for safeguarding and mental health. The SEND Governor is Mr J Spencer. Meir Heath Academy is a mainstream primary school committed to inclusion. We aim to maintain and extend the school's culture, policies and practices of inclusion for all learners. We aim to engender a sense of community, belonging, tolerance and respect for all and to offer new opportunities for learners taking into account their needs and experiences.

We pay particular attention to the provision for and achievement of different groups of learners:

- Girls and boys
- Minority ethnic and faith groups
- Learners with English as an additional language (EAL)
- Learners with special educational needs
- Learners who are disabled or have long term illness
- Those who are looked after by the local authority
- Any learners who are at risk of disaffection and exclusion.

This policy describes the way in which we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

Types of SEN

Communication and interaction:

Children and young people with SEN may have difficulties in one or more of the areas of speech, language and communication. These children and young people need help to develop their linguistic competence in order to support their thinking, as well as their communication skills. Specific learning difficulties such as dyslexia or a physical or sensory impairment such as hearing loss may also lead to communication difficulties.

Cognition and learning:

Children and young people with learning difficulties will learn at a slower pace than other children and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts, even with appropriate differentiation. They may also have other difficulties such as speech and language delay, low self-esteem, low levels of concentration and under-developed social skills. Children may demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.

Social, mental and emotional health:

Children and young people who have difficulties with their emotional and social development may have underdeveloped social skills and find it difficult to make and sustain healthy relationships. This may lead to the child or young person becoming withdrawn or isolated, or presenting with challenging, disruptive or disturbing behaviour. Difficulties that may be experienced can include problems of mood (anxiety or depression), problems of conduct (oppositional problems and more severe conduct problems including aggression), self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained. Some children and young people may have other recognised disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), attachment

disorder, autism or pervasive developmental disorder, an anxiety disorder, a disruptive disorder or, rarely, schizophrenia or bipolar disorder.

Sensory and or physical needs:

This includes children with sensory, multi-sensory and physical difficulties, hearing and visual impairments. Many children and young people require minor adaptations to the curriculum, their study programme or the physical environment. Many such adaptations may be required as reasonable adjustments under the Equality Act 2010. Children and young people with a visual impairment (VI) or a hearing impairment (HI) may require specialist support and equipment to access their learning. Children and young people with a Multi-Sensory Impairment (MSI) have a combination of visual and hearing difficulties, which makes it much more difficult for them to access the curriculum or study programme than those with a single sensory impairment. Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

Identification and Assessment:

Before a child enters our setting, our staff carry out nursery visits and / or transition meetings to find out about the children who are due to start with us. This includes discussing whether the child has already received any support for their needs, this provides details of any outside agency input.

If your child has a special need or disability we will:

- * Talk to you about your child's difficulties in learning or disability so we can understand their needs.
- * Make an assessment of your child's learning so we know which skills they need to learn next.
- * Ask the Special Educational Needs Coordinator to support and advise teachers so that your child can learn in the best way for him/her.
- * Have a range of programmes to help children who need extra support in an area of their learning and/or development.
- * Check on progress at least once a term and discuss that progress with you via a meeting or phone call.
- * Ask for advice from an educational psychologist, advisory teacher, speech and language therapist or health colleague if we are unsure how to help your child make progress.
- * Tell you how to get in touch with Parent Partnership Services (SENDIASS) who can offer advice and support
- * Inform you about how to make a complaint if you are not happy with what we are doing to support your child.
- *Talk to you if we think we need to consider asking the local authority to carry out a coordinated assessment of your child's needs because more advice/resources are needed to help your child to make progress.

The School's graduated approach to teaching pupils with special educational needs:

We provide support for any child who has additional needs applying the 'assess, plan, do, and review' approach to provision. In the first instance, all teachers must provide high quality teaching and differentiation. This is reviewed and if a child needs further support, the class teacher is initially responsible for planning appropriate additional support either, through small group support, catch-up sessions or specific 1-1 support to target particular gaps/issues. After review, where the additional support does not adequately bridge the gap and there are concerns that there may be a special educational need, a Pupil Passport may be drawn up in conjunction with the parents and the child may go on the register for SEN. They are then timetabled for small group/1-1 intervention from our teachers and teaching and learning support assistants, with targets set to work on through the interventions. These sessions, where possible, should be delivered in quiet, purposeful environments to ensure maximum impact for any intervention. Parents are involved at all stages to ensure they are instrumental in the planning for the child's provision.

Any support and intervention is planned on a half termly basis initially, taking into account which other lessons/activities will be missed so that the children get maximum access to a full, broad and balanced curriculum, whilst having their additional needs with particular difficulties met. Any child who is on the SEND Register will have a Pupil Passport, which details their particular barriers to learning and strategies that the child/parent/teacher feels helps them to overcome the barriers. These are updated each term by the class teacher and are saved in the child's file on their iPad. The class teacher is able to access the Passport regularly on the iPad in order to ensure they are meeting the child's needs wherever possible.

Parents are involved with the review of their child's support and intervention at least 3 times a year. Parents are also asked to support their child with any homework or additional activities that reinforce the support they receive in school. Parents comments/updates or changes will be noted and used and added to the passport, before it is updated for the coming term.

Key Stage One classes have teaching assistant support during the mornings. In Key Stage Two there is a Teaching Assistants in Year 3 and 4 classes and a teaching assistant shared across Y5 and 6. All teaching and learning support is allocated according to need across the whole school. Where a child has an EHC Plan which requires some of their time to be supported by an adult, or specific targets to be worked on, there may be an additional adult in these classrooms. In addition to this, teaching and learning support assistants timetable purposeful, specific and where possible, evidence based programmes to the children with significant additional needs in Key Stages 1 and 2. In the Foundation Stage, staff are assigned to assess and support the additional needs of the children through their EHC Plans, Pupil Passports or through their needs identified by assessments. We modify our teaching approaches according to the needs of the individual child. Where any outside agency has

been involved and any specific requirements have been advised, these are shared with all staff working with the child so that they can be incorporated into the teaching and any strategies are added to the child's Pupil Passport.

Monitoring and Evaluation of SEND provision:

The Senior Leadership Team carry out a rigorous monitoring and evaluation approach to the learning and teaching across the school. This involves monitoring planning and work on the iPads, lesson drop-ins, book scans, pupil interviews and teacher/teaching assistant discussions. Coaching conversations are held with staff following the monitoring sessions in order to look at refining and improving practice. The SLT also monitor and evaluate the additional support delivered to individuals and groups. Any intervention that is used to support a child's needs will have entry and exit success criteria. This may be in the form of a standardised assessment, a questionnaire, samples of work etc. The entry and exit success criteria will be analysed to see where improvements have been made or where an intervention may need adapting. Alongside this, all of the children are assessed at 3 main points through the year (Christmas, Easter and Summer/end of the school year) but half term progress assessments are also carried out and children not meeting age related expectations are identified and further support is planned for. We carry out standardised tests for the children with SEND to provide a measure of the impact of intervention at various intervals through school. The tests provide measures for reading ability, comprehension, receptive language, memory, and numeracy ability. The results from these are analysed and impacted upon. School make reasonable adjustments to ensure that children with SEND are able to access all the facilities. The school's Accessibility Plan can be found on the school website.

Inclusion in activities beyond the classroom:

We work closely with the Inclusion Support Services Advisory teachers to provide the next layer of advice for children with SEND. We work closely with the Advisory teachers for the Hearing Impaired and Visually impaired children across the school. All of our after school clubs are available for any child to join and if adaptations need to be made to ensure a child is able to access all elements of the club then these are made accordingly. A club letter is sent out at the start of each term for your child to choose what they would like to join. We can also access peripatetic music teachers who offer lessons in school for a weekly price. All children are encouraged and supported when necessary to enable them to be included in the clubs they have chosen. Their needs are taken into account when planning the activities for the club sessions.

Support for improving the emotional and social development of pupils:

All staff at Meir Heath pride themselves on getting to know the needs of each of their children – this includes an awareness of their emotional and social development. We have been accepted on to the 2024 Wave 12 of the Staffordshire Schools Mental Health Programme. We will be allocating a mental health practitioner who will work alongside Mrs Askey, our mental health lead and SENDCO, to develop and offer supportive provision for

pupils and parents. We currently provide daily pastoral and emotional support to children identified as have emotional needs. If there are significant concerns about the emotional welfare and needs of your child, we can also refer to the Child and Adolescent Mental Health Service (CAMHS) who can work with the parent(s) and child to try to enable them to move forwards. We will access support from the Inclusion Support Services or an Educational Psychologist if input from further outside professionals is considered necessary and appropriate.

Medical Support:

We follow the requirements of the latest DFE advice (Supporting Pupils at school with medical conditions - December 2015). Parents sign a form to detail when and how any medication needs to be taken. Any toileting or eating needs are managed sensitively and in consultation with the parents to agree the best approach. In the case of a medical emergency, an ambulance is called for and parents contacted. Children with a medical condition will have a care plan in place. Any child's care plan will detail what should happen in an emergency and what other pupils will know in general terms, such as informing a teacher immediately if they think help is needed. If a significant amount of time is needed to be taken out of school for medical reasons, school work will be provided for the child to complete at home once they are able to do so. We also work hard to ensure a member of staff sustains contact with the child, completing regular welfare checks and offering academic support where required. Additional work is sent out or left with the child and their family to complete in the interim. Where a care plan is necessary, staff work with the school nurse and the family to draw up the elements of the plan and then copies are given to all staff working with the child and a separate copy is kept in the medical file. Please also refer to the SBMAT Medical Needs Policy, available on our website

Including pupils with SEN who are looked after in local authority care:

Children who are looked after by the local authority have the same rights as all children. It is recognised that they may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning may affect their educational outcomes and their personal, social and emotional development. The school's designated teacher, Mrs Askey will monitor the progress and provision for pupils with SEN who are looked after, in consultation with the Inclusion Team and Virtual School.

Working together with pupils and families:

We offer regular informal meetings to discuss a particular issue or concern, or we can invite other professionals to meet with the parents in a multi-agency capacity if there are more wide-ranging issues. We can help families to access a range of services to meet their needs. We pride ourselves on our work with our families and like to think that we get to know our families well enough to know when more support may be needed. We are here to listen and help. We are supporting families through the Early Help Framework. We work closely with the social care service in supporting our families who meet the level 4 safeguarding criteria.

We have robust systems in place in school to ensure all of our children are safeguarded and that any concerns are logged through the CPOMS system which reports to the Designated Child Protection Officer and members of the Senior Leadership Team. Your child will be involved in discussing any additional support that is provided for them. If they have a Pupil Passport detailing their needs and their barriers to learning, they will have the chance each term to add their comments and will be involved in the review of their provision 3 times a year. All our children are encouraged to stand for School Council at the start of the academic year and a member of Pupil Parliament at the end of the academic year and they are supported in putting together their election speech. There are also opportunities to take on other roles in the school, such as Bistro Buddies and Eco Council Reps.

Alongside the ongoing communication with parents regarding their child's special educational needs, all parents are invited to come into school each term for our Parent events, where they can join their child's class in doing interesting and exciting activities about their topic for the term. Parents are also invited to attend their child's class assembly each year and the year group / key stage productions (depending on which year/key stage their child is this may be the Christmas, Easter or End of Year Productions). Parents are encouraged to contribute to and review the SEND provision in school through parent questionnaires and discussions at review meetings.

Agencies working in partnership with the school:

Educational Psychologist
School Health Visitors
School Nurse
Speech Therapy
PCSO
Autism Inclusion Team
Hearing Impaired Advisory Teacher
Vision Impaired Advisory Teacher
Inclusion Support Services
Special School Outreach Support
Community Paediatrician
Occupational Therapy Services
Staffordshire Mental Health Support Team

Parents can contact their child's class teacher, or Mrs Askey if they wish to discuss support from other agencies. Alternatively parents can go on the Local Authority's Local Offer (link provided below) which details services and how to access them. If parents are unsure how to contact any of the agencies, please come into school and speak to the SENCO.

The SEN Information Report published on the school's website can be accessed by clicking on the link here.

[Special Education Needs | Meir Heath Academy](#)

The Local Offer from the Local Authority can be accessed by clicking on the link here.

[What is the SEND Local Offer? – SEND Local Offer \(stoke.gov.uk\)](#)
[Staffordshire Connects | Special Educational Needs and Disabilities Local Offer](#)

Visits to our school can be made by contacting the school office on 01782 393856 or emailing meirheathoffice@sbmat.org.

If your child has an Education, Health and Care Plan, which names our school, and we are able to meet your child's needs, they will be automatically admitted and the support detailed in their paperwork will be planned for and delivered accordingly. If your child is new to our school, they will be assigned a buddy to help them become familiar with the building, routines and systems. They will have the chance to meet the staff they will be working with on a daily basis and will be encouraged to ask any questions they may have. They will be asked about their likes and interests so that we can try to make them feel at home as soon as possible. When your child moves up to their next class, they will have a transition period during the summer term to get a taster of what the next year will be like. This aims to alleviate any concerns and give the teachers the chance to meet and get to know the children prior to September. All assessment records are passed up to the next teachers and any information about additional needs are shared so that your child is fully included from day one. When it is time for your child to move to secondary school, there will be transition days for all children in Year 6 and then each of the high schools will put on extra sessions for children with additional needs so that they feel more comfortable and ready for the move in September. All records and information about your child are passed to the next school and conversations are held between our school SENCO and the high school SENCOs to ensure that interventions can be maintained or adapted appropriately.

Training and Resources:

Teaching and Learning Support Assistants have been trained to deliver a host of intervention programmes to support children with a range of needs. Where a specialist intervention is required, staff work closely with the agencies involved to gain knowledge and understanding in providing for individual needs. For example, staff work alongside the teachers from the Hearing/Vision Impaired service to ensure provision and practice is fully inclusive for our children with sensory needs. The SENDCO delivers staff training in SEND to raise awareness, knowledge and understanding of SEND. The SENDCO attends the termly SENCO Forums run by the Local Authority and also attends the annual Inclusion Event to ensure all current local and national information is understood and applied. The Inclusion Manager also arranges a termly meeting for the SENDCOs of the schools in the St Bart's Academy Trust. The SENDCO is supported by the MAT Strategic SEDN Lead, who attends the SEND Network meetings, offering and signposting support and provision. The SENDCO works alongside the Strategic SEND Lead, who visits school to complete regular SEND reviews. We have worked alongside the other SENDCOs in St Bart's MAT and WESEND, to complete a national level SEND review and complete an action plan, identifying areas for further development.

Complaints:

If you are not happy about a decision or something that is happening in school, please ask to speak to your child's class teacher initially. If you require further assistance then please request to speak to the SENDCO. If you are still not happy, then you can speak to the Principal or the school Governors who will do their best to help you with your concerns. The Parent Partnership Service (SENDIASS) is available to support families.

Storing and managing data:

All our paper documents are stored in locked, filing cabinets which are only accessible by specific members of staff. Files are handed over to the high schools at their point of transition. Our e-copies of documents are only accessible by relevant members of staff and are transferred to a zip file once the child leaves the school. They are stored confidentially until the child reaches the age of 25 upon which time they will be destroyed. Information which is stored on the iPads is only accessible by each individual child and each child has their own folder.

Reviewing the Policy:

Updated: July 2024

Review Date: September 2025

This policy will be reviewed at least annually and will be updated sooner than this should changes occur which require the policy to be altered mid-year.