Mesne Lea Primary School

Working together for individual excellence

SEND Policy

Reviewed by: Ms V. Unsworth

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Next review: May 2027

Definition of Special Educational Needs and Disability

According to the Special Educational Needs and Disability (SEND) Code of Practice (0–25 years), July 2014, a child or young person is considered to have SEND if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age in mainstream schools or post-16 institutions.

A child under compulsory school age is considered to have SEND if they are likely to fall within the above definitions when they reach school age, or would do so if special educational provision were not made for them.
In accordance with the Equality Act 2010, many children and young people who have SEND may also have a disability — that is, a physical or mental impairment that has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities. This includes long-term medical conditions such as asthma, diabetes, epilepsy, and cancer. While such conditions do not automatically mean a child has SEND, where additional educational provision is required beyond reasonable adjustments, they will be considered under the SEND definition.

Rationale
Mesne Lea Primary School is committed to ensuring that the necessary provision is made for every pupil. We celebrate the inclusive nature of our school and strive to meet the needs of all pupils with a special educational need and/or disability. High quality teaching, which is adapted to meet the needs of the majority of pupils, is the first response to supporting pupils with SEND. Some pupils will need something additional to and different from that which is ordinarily available for the majority of pupils, this is special educational provision and the pupils in receipt of this provision are classified as SEND Support.

Each school has a duty to use their best endeavours to ensure that provision is made for those who need it. Mesne Lea Primary School will ensure that the necessary provision is made for any pupil who has SEND. We ensure that all staff are able to identify and provide for pupils to enable them to partake in all activities in the school in order to reach their full potential, be included in all aspects of school life and feel a sense of belonging to the wider school community. This policy aims to support all members of staff in providing a framework of support and advice and is based on the underlying principle that we believe:
Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.
Teaching and supporting pupils with SEND is therefore a whole school responsibility, requiring a whole school response. In order to achieve, this we will work in partnership with parents/carers, pupils, governors, the local authority, specialist providers and other external agencies required to meet the individual needs of all our pupils.

School Vision, Values and Ethos

We want all members of the school community to succeed to the Mesne Lea Standard.
'Working together for individual excellence'

Mesne Lea School Values:
Kindness
Honesty
Respectful
Resilience
Determination

At Mesne Lea we work to ensure:
EVERY CHILD A READER
EVERY CHILD A WRITER
EVERY CHILD NUMERATE

A school where every child has the chance to shine and who is prepared for a future of possibilities.

We are committed to ensuring:

- Every teacher is a teacher of every child, including those with SEND.
- Every child, including those with SEND, has the right to access a broad, balanced and ambitious curriculum.
- Every child receives the appropriate provision they need to thrive.
- We work together for individual excellence in alignment with the Mesne Lea Standard.

Aims

Our school aims to:

- To follow the statutory guidance in the SEND Code of Practice: 0-25 years (2014).
- To operate a whole school, whole pupil approach to SEND.
- To provide a qualified SENDCo (Mrs Dougill) to lead SEND provision.
- To ensure early identification and assessment of needs through the Graduated Approach (Assess – Plan – Do – Review).
- To deliver high-quality CPD for all staff to support inclusive practice.
- To ensure equality of opportunity for and to eliminate prejudice and discrimination against, children with special educational needs.
- To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.

- To provide the greatest possible access to a broad and balanced education, including the National Curriculum, to children with Special Educational Needs and or Disabilities
- To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having SEND.
- To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
- To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
- To involve parents/carers at every stage in the plans to meet their child's additional needs, promoting a strong partnership.
- To involve the children themselves, where appropriate, in planning and in and decision making that affects them.
- To work closely with and promote strong partnerships with all appropriate outside agencies
- To continue the close links already established with Secondary schools in order to promote a smooth transition of SEN/D pupils. When appropriate liaise with other schools, to promote a smooth transition of SEN/D pupils at any stage of their primary school life.
- To develop and manage classroom support and training for teachers, non-teaching assistants and mid-day supervisors where appropriate for them to support pupils with SEN/D.

Identification, Assessment and Review Procedures

We follow Salford's Graduated Approach in line with the SEND Code of Practice.
Stages of SEND Support:

- SEND Support:

    - Concerns may be raised by teachers, parents/carers, or other professionals.
    - The SENDCo will coordinate appropriate assessments and interventions.
    - An Individual Support Plan (ISP) will be developed in collaboration with the child, parents, and relevant staff/agencies.
    - Progress is reviewed termly in review meetings.

- Education, Health and Care Plan (EHCP):
    - If a child does not make expected progress under SEND Support, a Statutory Assessment may be requested.
    - EHCPs outline specific outcomes and provision, and are reviewed annually in formal review meetings.

Children entering Mesne Lea already identified with SEND will continue on the register, pending internal review and reassessment if necessary.

Adaptive Teaching and Inclusion

At Mesne Lea, we are committed to adaptive teaching, as outlined in the SEND Code of Practice (2014, Sections 6.36–6.39):

- Teachers must plan lessons to address potential areas of difficulty and remove barriers to learning.
- Adaptive teaching involves differentiating content, delivery methods, outcomes, and support to meet a wide range of needs.
- Teachers consider the cognitive load, sensory needs, language demands, and emotional wellbeing of pupils.
- Where necessary, pupils are given scaffolding, alternative resources, and strategies to support access to learning.
- The aim is for SEND pupils to achieve the same ambitious curriculum goals as their peers, wherever possible, with necessary support and adjustments.

This is in line with the Education Inspection Framework (EIF), which

places emphasis on high expectations and an inclusive curriculum for all.

Access, Inclusion and Curriculum Offer

All pupils, regardless of need or background, will:

- Have access to a broad, balanced and inclusive curriculum.
- Be supported to develop academically, socially, emotionally and physically.
- Participate fully in the life of the school, including extracurricular activities and school trips.
- Benefit from reasonable adjustments and adaptive teaching approaches.
- Receive individualised interventions when appropriate.

At Mesne Lea Primary School, we are committed to ensuring that our curriculum is ambitious, inclusive, and accessible for all. We work to remove barriers to learning so that every pupil can succeed.
Mrs Cartwright, our Curriculum Lead, works closely with the SENDCo (Mrs Dougill) and Inclusion Lead (Miss Fisher) to:

- Ensure that curriculum planning reflects the needs of pupils with SEND.
- Embed adaptive teaching strategies across all subjects and key stages.
- Support staff in delivering a curriculum that is responsive to a range of learning styles and needs.
- Monitor curriculum impact for pupils with SEND, ensuring they make meaningful progress and achieve well.

Our approach aligns with the SEND Code of Practice (2014), which states that all children and young people should be supported to achieve the best possible educational and wider outcomes, and to become confident individuals living fulfilling lives.

Children in Care
When a child is in care, the carers are accorded the same rights and responsibilities as parents. The school has both an appointed member of staff and a governor for Looked after Children.

Pupil Voice
We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to share their views in a number of different ways (appropriate to age and ability). These views are welcome at any time but are specifically sought as part of their annual review, as part of their Pupil Progress Meetings and at the end of a targeted intervention. We ask all pupils to contribute to the setting of their own targets.

Partnership with External Agencies
The School is supported by a wide range of different agencies and teams. The school's SEN Information report details which agencies the school has worked with in the last 12 months. This report can be found on the school website and is up-dated annually.

Roles and Responsibilities
Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Governing Body, Head Teacher and SENDCo, all members of staff have important responsibilities.

The SENDCo (Kathryn Dougill) will:
- Work with the Head teacher 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
- Meet with class teachers to discuss additional needs concerns

- Monitor IsPs every term, these reviews will be used to inform and support whole class approaches to inclusion e.g. differentiation, resources, varied teaching styles.
- Monitor planning for SEND and support year group teams with curriculum planning when necessary
- Monitor and observe interventions to measure the impact of the outcomes for children with SEND
- 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, including the local authority and its support services
- Liaise with potential next providers of education to ensure 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 Governing Body will:

- Ensure that all pupils' special educational needs are addressed
- Raise awareness of SEND at GB meeting, by keeping abreast of any SEND developments locally and nationally
- Regard the CoP and the school's SEND and Inclusion Policy ensuring it is reviewed regularly
- Work in close partnership with the SENDCo to ensure that they are adhering to the School Improvement Plan (SIP) as was devised by the Head Teacher
- Ensure that the school website publishes the school's SEND offer, Salford's Local Offer, the SEND Inclusion Policy and all relating correspondence in accordance with the CoP (2014)
- Converse with and provide support for the SENDCo
- Monitor the implementation of the SEND policy as directed by the Head Teacher

The Head Teacher will:

- Ensure that all pupils' special educational needs are addressed
- To be held accountable, in conjunction with individual class teachers, for the progress and attainment of all SEND children
- Ensure that the school website publishes the school's SEND offer, Salford's Local Offer, the SEND Policy and all relating correspondence in accordance with the CoP (2014)
- Converse with and provide support for the SENDCo
- Monitor the implementation of the SEND policies
- Work in close partnership with the SENDCo to contribute to the School Improvement Plan (SIP)
- Ensure the GB are kept appropriately informed of any SEND updates

Each class teacher will:

- Maintain responsibility for all pupils' learning, including those with SEND
- Provide Quality First Teaching (QFT) across all aspects of the curriculum
- Constantly evaluate practices to ensure that all learners' needs are at the forefront of decisions and as a result their individual needs are met
- Assess the progress of children in line with the school Assessment Policy
- Share concerns with the SENDCo, listen to advice, adapt practices and endeavour to increase progress by following the steps laid out in policies and guidance
- Plan, organise and ensure that interventions are completed, review progress and adapt sessions with support of the SENDCo
- To read and implement all recommendations and targets set for individual pupils and ensure their knowledge of SEND pupils is kept up to date

Compliance

This policy complies with the statutory requirement laid out in the SEN/D Code of Practice (0- 25 years July 2014):

- Equality Act 2010; advice for schools DFE Feb 2013
- Children and Families Act 2014
- SEND Code of Practice 0-25 years July 2014
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sep2013
- Mesne Lea Primary School's Safeguarding Policy
- Mesne Lea Primary School's Accessibility Plan