

MERCENFELD PRIMARY SCHOOL



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

2026/2027



Head Teacher – Mrs Kirstie Randle

Deputy Head Teacher– Mrs Lindsay Weatherill

SENDCo – Mrs Laura Kasler

Approved date: August 2026

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This policy can be accessed through the school website (<https://www.mercentfeld.bepschools.org/>) or as a paper copy, if requested, from the school office.

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014). It has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice September 2014
- Statutory Guidance on Supporting Pupils with Medical Conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 Framework document
- Teachers' Standards 2012
- Children and Families Act 2014

It should be read in conjunction with all other school policies, particularly: Equal Opportunities, Teaching and Learning, Child Protection/Safeguarding, Accessibility and Equalities. It is an essential part of all curriculum policies.

Further information can be found on the local authority website about the Leicestershire Local Offer, which outlines service provision in the county and support available to parents and children with SEND.

POLICY STATEMENT

At Mercentfeld Primary School we are committed to providing the best possible learning opportunities for all our pupils through a broad and balanced curriculum. We believe that every child matters and our aim is to provide for all pupils so that they may thrive and fulfil their potential. We strive for excellence at Mercentfeld and endeavour to provide high quality teaching which engages and empowers our pupils.

Every child is valued. We believe in the right of children to feel safe and to enjoy their school experience – thus developing the whole child, academically, socially, physically, morally, emotionally and spiritually.

At Mercentfeld School, we believe that all children have rights to a full, enriching and enjoyable curriculum, irrespective of race, belief, gender, background or ability. We aim to meet each child's requirements, making necessary adaptations and taking in to account their needs and wishes. We consult with children, parents and outside agencies to help support our good practice. Strengths will be acknowledged as well as difficulties, so that adaptations may be

made relevant to the individual child. We focus on individual progress as the main indicator of success.

We acknowledge that within our school there is a diverse range of learning needs and styles and that some children require additional support to overcome barriers to their learning and progress. These barriers may arise as a consequence of a child having a special educational need or disability (SEND).

As a school with an inclusive ethos, teachers' planning takes into account the requirements of groups of pupils and individuals to enable all to participate effectively in all aspects of the curriculum and extended school day. Staff adapt their teaching to meet the individual needs of our pupils.

A cycle of identification, assessment, communication, planning and provision and continual review of progress, is key to our inclusive approach for pupils, who may at some time, present with a special need in an area of their development.

All staff have a responsibility for maximising opportunities and achievements for all learners; all teachers are teachers of pupils with special educational needs. Staff are aware of their responsibilities towards all vulnerable learners and a positive, sensitive and ambitious attitude is shown towards all pupils at all times. This policy outlines our principles and practice.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

Taken from the SEND Code of Practice (2014):

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

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

Through our SEND policy we aim to:

- Provide the highest possible standard of education for all pupils
- Raise aspirations of pupils with SEND, and those working with them, to be ambitious for their success, outcomes and well-being
- Ensure all pupils have every opportunity to achieve their full potential

We will achieve this by:

- Having regard for the SEND Code of Practice guiding the identification and processes for pupils with SEND
- Ensuring pupil progress is tracked systematically and action is taken to address needs at an early stage
- Having a robust system for the identification of pupils with special educational needs
- Endeavoring to ensure all class teachers are well trained and equipped to support different additional needs
- Keeping up to date with research and best practice
- Working in a co-operative, productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of vulnerable learners.
- Listening to pupils and parents, working in partnership with them, respecting their views and concerns
- Building capacity within the school to recognise and support a wide range of need on a day-to-day basis
- Promoting pupil's self-esteem and emotional well-being and helping them to form and maintain worthwhile relationships based on respect for themselves and others
- Offering quality provision which meets a pupils' needs which leads to good outcomes
- Ensuring that all procedures for identifying pupils with SEND are known and understood by everyone

ROLES AND RESPONSIBILITIES

At Mercenfeld we recognise that provision and inclusion for our pupils with Special Educational Needs and disabilities is a matter for us as a whole school and all staff share a responsibility to oversee and support in the inclusion and development of our SEND pupils.

THE HEAD TEACHER – MRS KIRSTIE RANDLE

- To have overall responsibility for the implementation of the SEND policy
- To ensure that teachers meet expectations and Teaching Standards
- To ensure that SEND provision is an integral part of the School Improvement Plan
- To have up to date knowledge about the school's SEND provisions, including funding - allocate budget
- To be involved in developing and monitoring the SEND policy
- To liaise with the SENDCo, staff, support services, parents and pupils
- To report to The Local Advisory Board on the needs of the SEND children in her care
- To ensure that the needs of SEND children are met within the school

- CPD - Professional development
- To ensure the quality of SEND provision is continually monitored
- To ensure the SEND policy is subject to a regular cycle of monitoring, evaluation and review
- To report to parents on the implementation of the SEND policy and changes

THE LOCAL ADVISORY BOARD – NAMED SEND ADVISOR

Ultimate governance responsibilities sit with Bradgate Educational Partnership's Board of Trustees and the school's Local Advisory Board (LAB) provides guidance and supports Mercenfeld's visions and values. The school's Local Advisory Board has a named advisor for SEND whose responsibility it is to champion the issue of SEND within the work of the Board and has specific oversight of the school's arrangements and provision for meeting the special educational needs of pupils.

SENDCO – MRS LAURA KASLER

The SENDCo has responsibility to:

- To ensure the schools' SEND register and adaptive teaching profiles are reviewed and updated regularly
- To be involved with decisions regarding the employment of SEND support staff
- To support staff in maximising the learning outcomes for SEND pupils
- To carry out assessments to help identify pupils with SEND and then support in planning next steps
- To oversee the day-to-day operation of the school's Special Educational Needs Policy
- To coordinate provision for pupils with SEND
- To monitor the progress of pupils in consultation with staff
- To monitor the effectiveness of provision and intervention for pupils and to give advice on the level of support and appropriate strategies to support learning and development of pupils
- To support teachers in assessing pupils who have been identified as having a potential need
- To assess and review pupils who have individual provision and may need referring to other professionals
- To liaise with middle leaders in school to share information from monitoring
- To attend senior leadership team meetings
- To support teachers and learning support assistants in providing plans and interventions for pupils
- To liaise with parents and encourage an open-door policy
- To liaise with outside agencies and professionals
- To liaise with potential next providers of education, transfer schools and Early Year providers

- To report to the Local Advisory Board and Head teacher, as requested
- To be aware of latest research and developments in SEND, through reading, attending courses and sharing best practice with other professionals
- To offer training and share knowledge with staff through termly SEND monitoring days, staff meetings, sharing information regarding best practice for SEND pupils.

CLASS TEACHERS

All teachers are teachers of SEND pupils and are responsible and accountable for the progress and development of the pupils in their class, at all stages of SEND support. It is an expectation that high quality and differentiated learning and experiences, are provided for pupils with special educational needs, as for all pupils.

Class teachers are expected to:

- Identify pupils with a potential special educational need
- Liaise with the SENDCo regarding pupils who have a potential special educational need
- Measure the progress of the pupils in their class
- Know which pupils in their class are on the SEND register and how they are best supported
- Write/ update the adaptive teaching profiles of all SEND pupils in their class, once a term
- Update the one-page profiles of all SEND pupils in their class at least annually
- Be instrumental in planning for intervention and support for their pupils
- Ensure that SEND provision review meetings take place termly, with parents/carers and that information, results and updates are gathered from the staff working with those pupils, to inform parents and pupils of the impact of any intervention
- Deploy support staff effectively to help meet the needs of SEND pupils.

LEARNING SUPPORT ASSISTANTS (LSAs)

- Carry out activities and learning programmes planned by the class teacher
- To keep records of this work as requested
- To feedback to the class teacher and SENDCo and contribute to reviews and target setting where appropriate
- To support children in class or by withdrawing individuals and small groups
- To attend INSET and courses where appropriate
- To be fully aware of the school's SEND policy
- To fully understand the needs of the pupil/s they are supporting.

THE PUPIL

Children and young people with special educational needs have a unique knowledge of their own needs and views about the sort of support they appreciate and value to help them reach their outcomes and make the most of their education. They will be encouraged to participate in decision-making processes, as appropriate; contributing to discussions about their learning and learning needs. We have regard for the child as a 'unique whole' and through our assessment, interventions and support, place much value on a pupil's individual developmental needs. All SEND pupils are involved in the writing of their one-page profiles.

PARENTS AS PARTNERS

We strongly recognise that parents and carers in our community play a vital role in enabling our children with SEND to achieve their 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/carers of children with special educational needs will be treated as partners and supported to play an active and valued role in their child's education. We are committed to providing an 'open door' and offering opportunities to share informed and honest information. We take seriously any concerns raised by parents/carers concerning their child's needs and development.

SUPPORTING PUPILS WITH SEND – MERCENFELD'S MODEL OF ASSESSMENT IDENTIFICATION and PROVISION

We recognise that children learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We understand that many pupils, at some time in their school life, may experience difficulties affecting their learning, and we recognise that these may be long or short term. At Mercenfeld Primary School, we aim to identify potential barriers to progress and special educational needs as early as possible and provide teaching and learning contexts that enable each child to achieve their full potential.

We understand that it is crucial to identify special educational needs as early as possible and to quickly implement strategies that support learning to promote achievement and attainment in all pupils. The earlier action is taken, the more responsive the child is likely to be. However, we also recognise that some pupils' needs will only become evident as they develop.

Any of the following can trigger a concern:

- Parent/carer
- The pupil themselves
- Class teacher

- Widening gap or failure to close a gap between self and majority of peers despite high quality first teaching
- Feedback from external agencies
- Records transferred from another school
- Base line and on-going assessments
- EYFS/KS1 results
- In-house formative and summative testing and assessment
- Pupil tracking

The school uses the graduated approach as defined in the SEND Code of Practice (DFE, 2014). This means that high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for a lack of high-quality teaching. Assessment for learning, attention to learning styles, preparatory and over-learning will resolve many issues for learners. The school regularly and systematically reviews the quality of teaching for all pupils, including those at risk of underachievement through lesson observations, planning and book scrutiny and pupil progress meetings. This also includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and extend their knowledge of SEND. This is known as **universal provision**.

A pupil will be deemed to have special educational needs, *"...where their learning difficulty calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age."* (SEND Code of Practice 0 – 25, 2014, p94). A pupil's special educational need will be identified in discussion with parents and, where appropriate, with the pupil.

Signs that a pupil has a special educational need could include:

- Making little or no progress even when teaching approaches are targeted at a pupil's identified areas of weakness
- Showing persistent signs of difficulty in developing literacy or mathematical skills which result in poor attainment
- Presenting persistent emotional or behavioural difficulties which are not modified by the positive behaviour management techniques usually employed within the school
- Sensory or physical difficulties and the pupil continues to make little or no progress despite the provision of specialist equipment
- Communication and/or interaction difficulties and the pupil continues to make little or no progress despite the provision of a differentiated curriculum.

Where a pupil is identified as having a Special Educational Need or Disability, their needs will be categorised into the following four headings, as per the SEND Code of Practice 0 – 25 (DEF, 2014):

1. Communication and Interaction

Children and young people with communication and interaction needs may have difficulties with speech, language and communication, including understanding and using language, expressing themselves, or social interaction. This area includes pupils with speech and language needs and those with Autism Spectrum Condition (ASC), who may experience differences in social communication, social interaction and sensory processing.

2. Cognition and Learning

Children and young people with cognition and learning needs may learn at a slower pace than their peers or find specific areas of learning particularly challenging. This includes moderate, severe and profound learning difficulties, as well as specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia. Pupils may require adaptations to teaching, additional support or specialised interventions to help them access the curriculum.

3. Social, Emotional and Mental Health (SEMH)

Children and young people with social, emotional and mental health needs may experience difficulties managing their emotions, behaviour and relationships. They may present as anxious, withdrawn, distressed, disruptive, hyperactive or have difficulties with attention and self-regulation. These needs can affect wellbeing, learning and participation in school life.

4. Sensory and/or Physical Needs

Children and young people with sensory and/or physical needs may have a disability or medical condition that affects their ability to access learning and the school environment. This includes visual impairment, hearing impairment, multi-sensory impairment and physical disabilities. Pupils may require specialist equipment, environmental adaptations or additional support to enable them to participate fully in school life.

It cannot be assumed that a pupil will fall into one of these categories alone. Many will have inter-related needs and some children may have more complex needs. These areas are to help the school identify and provide for needs rather than to label a pupil. The needs of the pupil will be identified with consideration of the whole child not just their special educational needs.

Pupils must not be regarded as having a learning difficulty solely because the language, or form of language of their home, is different from the language in which they will be taught. All schools have a duty to make reasonable adjustments in accordance with current Disability Legislation.

Pupils with challenging behaviour, looked after children, poor attendees or those with medical needs, for example, will not necessarily be considered as having special educational needs. There can be a range of considerations that impact on progress and attainment but these, in isolation, are not SEND issues.

The identification of a special educational need is based on a pupil's individual needs rather than a medical diagnosis alone. A diagnosis of a condition such as Autism Spectrum Condition (ASC), ADHD or a medical need does not automatically result in placement on the SEND Register. The school will consider whether the pupil has a learning difficulty or disability that requires special educational provision which is additional to, or different from, that ordinarily available to pupils of the same age. Decisions regarding SEND identification are made in consultation with parents, staff and, where appropriate, the pupil, following the graduated approach of assess, plan, do, review.

Once a pupil has been identified as having SEND, **TARGETED SUPPORT** will be put into place. The adaptations and provisions that are made as part of targeted support are in addition to those offered as part of the school's universal provision. At this stage support is devised and delivered by school staff using formative assessments and early assessment materials.

ADAPTIVE TEACHING PROFILES

Once a pupil is brought onto Mercenfeld's SEND register, their class teacher will produce an adaptive teaching profile for them, which details their individual needs and the ways in which their teaching and learning will be adapted to meet these needs. This will be created with input from the pupil and shared with parents/carers.

SEND PROVISION REVIEWS

Once a pupil is brought onto the SEND register, parents/carers will be invited to meet with the class teacher to discuss the strategies and interventions which will be put in place to meet the pupil's needs in school.

Parents/carers will then be invited to meet with the class teacher for a SEND provision review once each term. This can be in person or over the phone. These reviews are commonly completed as part of parents' evenings.

Parents/carers will also be invited to book a parents' evening slot with the SENDCo in the Autumn and Spring terms, should they wish to do so.

ONE PAGE PROFILES

All pupils on our SEND register have a One Page Profile. One Page Profiles are completed by the class teacher or Learning Support Assistant with the pupil. These are useful in helping teaching staff to learn important things about our pupils; things which they would otherwise never have known. Additionally, taking the time to find about these things can be very powerful in helping pupils to form relationships with key adults.

LINKS WITH EXTERNAL AGENCIES AND PROFESSIONALS

Where a pupil continues to have difficulties, advice may be sought from external services. At Mercenfeld Primary School this stage is known as **SPECIALIST SUPPORT** and involves agencies in advising and/or working to assess the nature of the need and helping plan more specific support. A record of all external advice and support received will be kept and shared with parents.

The school recognises the important contribution that external support services can make in assisting to identify, assess, and provide for SEND pupils. When it is considered necessary, colleagues from the following support services may be contacted:

- Educational Psychologists
- Community Paediatrician
- Occupational Therapists
- Hearing impairment services
- Visual impairment services
- The specialist teaching team
- Social Services
- Speech and Language Therapists
- School nursing team
- Family Help and their well-being practitioners (formally Early Help)
- Local pre-schools
- Family of schools
- Outreach services, including the Autism Outreach Service
- Child and Adolescent Mental Health Service (CAMHS)

HIGHER NEEDS FUNDING

Should a child fail to make progress from their starting points, despite quality teaching and specialist, targeted interventions, it may be necessary to apply for additional funding to secure further support. We will use appropriately qualified personnel from outside agencies to make assessments and inform further action.

An application may be made to the Local Authority for SEND Intervention Funding, having regard to the criteria for funding provided through SENA service (The Special Educational Needs Assessment and Commissioning Service). The school will be responsible for managing any funds received. SENA decide upon how long SEND Intervention Funding is allocated for, commonly it is for two or three terms. If it is deemed necessary for the funding to be continued for longer than the given time period, then a reapplication can be made.

STATUTORY ASSESSMENT OF SEND

In some cases, children will have a wide range of complex on-going issues, including health

and welfare, which are impacting on their education. Where the need is such that on-going, significant support is needed from a range of sources, the school may request a statutory assessment of the child's Education, Health and Care Needs from the Local Authority. This may lead to the pupil having an Education, Health and Care Plan (EHCP). The school provide the evidence about the child's progress over time and documentation in relation to the actions taken to address their individual needs, including any resources or special arrangements in place and the Local Authority make the decision regarding whether or not to carry out an assessment and then whether or not to issue an EHCP.

If the Local Authority agrees to a Statutory Assessment, it must assess the education, health and care needs of that child. The local authority must request advice and information on the child and the provision that must be put in place to meet those needs from:

- Parents/ carers and/ or child
- The school
- An educational psychologist
- Health
- Social care
- Anyone else that parents/ carers request
- A specialist teacher for the visually impaired or hearing impaired, if appropriate.

From this information, it must then be decided whether or not to issue an Education, Health and Care Plan (EHCP).

EHCPs are reviewed annually and will last for the duration of a key stage. At the end of each key stage, the child's needs will be reviewed and considerations of age and the next stage of development are taken into account when planning provision.

Further information can be found on the local authority website:

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/where-to-start-with-send/get-help-with-your-childs-progress/how-to-get-help>

Refer to Appendix A for a summary of graduated support.

Refer to Appendix B for examples of Mercenfeld's support programs and intervention

ASSESS – PLAN – DO – REVIEW

The school use the graduated approach or ASSESS – PLAN – DO – REVIEW model outlined in the SEND Code of Practice 0-25 (2014). When a pupil has been identified as having SEND, support will be put into place as follows:

- The class teacher will remain responsible and accountable for the progress and development of the pupil. They will continue to provide high quality teaching and learning opportunities that are differentiated to the needs of the individual pupil.
- The class teacher and SENDCo will meet to discuss the individual needs of the pupil and to discuss possible strategies and intervention programs to support them.
- The class teacher will meet with the parents of the pupil to discuss and agree the strategies to be used in school and support strategies that could be used at home.
- The class teacher will deploy appropriate support through intervention programs and/or additional adult support from learning support assistants and will monitor the quality of that provision. This will be overseen by the SENDCo.
- Regular feedback between class teacher and intervention staff will ensure continuity in learning for the pupil.
- The class teacher and SENDCo will monitor the pupil's progress through feedback from pupil progress meetings.
- The class teacher will liaise with the learning support assistants providing support for the pupil and use formative assessment strategies to monitor progress made and then make adaptations where necessary.
- A pupil categorised as receiving SEND support may have their needs met by the school or they may have involvement and additional support from an external agency.

SUPPORTING CHILDREN AND FAMILIES

We encourage an 'open door' policy and encourage parents to share their concerns. We listen to and act upon the concerns of parents. We encourage parents to support their child through positive attitudes in line with the ethos of the school. We work in partnership with parents recognising and valuing their knowledge and expertise in relation to their child. The views of the child will be considered at all stages of support to ensure the child understands why they may be working in a particular way and what the expected outcomes are for them.

Information Advice and Support for parents can be found from SENDIASS (Leicestershire's Special Educational Needs and Disabilities Advise and Support Service)
<https://sendiassleicestershire.org.uk/>

Further Information can be found on the local authority website about the Leicestershire Local Offer, which outlines service provision in the county and support available to parents and children with SEND: <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

NATIONAL TESTS – KS2

Children entering SATs tests will be considered for access arrangements or withdrawal from the tests if their special needs are such that they could not attempt the tests without additional provision. The SENDCo, Head Teacher and class teacher will make the necessary arrangements in line with statutory guidance.

TRANSITION

At Mercenfeld we have transition days within the school during the summer term, enabling pupils to meet the new teacher. Bespoke transition timetables are created for those SEND pupils who require additional time and opportunity to prepare for such a change.

All pupils transferring to secondary school have a planned transition programme. Additional transition visits may be organised for those pupils who need further time to prepare for this transition. Mercenfeld's SENDCo liaises with the SENDCos from the secondary schools and all records are passed on. If parents wish to speak with the SENDCo of their child's secondary school before the transition then they can contact the secondary school directly.

Children entering school at Foundation Stage, visit the school. Parents meet the teaching team and pass on information relevant to the development of their child. Our home- school visits by our Foundation Stage staff are highly valued. Pre –school providers involve the SENDCo and class teacher in pre-school meetings for children causing concern

If the school is alerted to the fact that a child may have a difficulty in learning, they will make their best endeavours to collect all relevant information and plan a relevant, differentiated curriculum and training for staff is put in place as soon as is possible.

When a pupil with SEND joins Mercenfeld from another school, staff liaise with the transferring school to ensure that all SEND information is passed on. The class teacher and/or SENDCo at Mercenfeld will also liaise with the class teacher and SENDCo at the transferring school to aid effective communication and a positive transition. In addition, parents of new pupils with SEND are encouraged to meet with the class teacher and SENDCo as part of this transition process.

MANAGING MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some children may also have special educational needs and may have an Education, Health and Care Plan which brings together their special educational, health and social care provision.

At Mercenfeld School, we keep a record of our pupil's medical needs and support children, where possible, with medical conditions to our best endeavours. Staff will be trained as need arises.

**Please refer to our policy for Managing Medical Conditions in School*

ADMISSION ARRANGEMENTS

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. The local authority is the admitting authority for Mercenfeld Primary School. Schools cannot refuse admission to pupils with SEND unless that need would seriously compromise the learning of other pupils and there are no reasonable steps that can be taken to prevent any incompatibility.

FACILITIES FOR PUPILS WITH SEND

The school complies with relevant accessibility requirements. At Mercenfeld we have dedicated learning spaces for withdrawal groups. The building can be accessed by wheelchair users and includes an accessible toilet and changing facilities. Our staff are highly trained and have experience of working with a wide range of agencies. The accessibility plan is updated annually and is available from the school's website.

TRAINING AND RESOURCES

Training needs are identified by staff themselves and/or by the SENDCo our Deputy Head Teacher or Head Teacher to meet the needs of pupils in school or those known to be coming into school. All teachers and staff undertake induction on taking up post and this involves an introduction to the school's provision and practices for meeting the needs of individual pupils.

The SENDCo attends School Partnership meetings to keep up to date with local and national developments and best practice.

MONITORING AND EVALUATION

Pupils' progress is monitored using standardised tests as well as teacher assessment and small steps trackers. Quality of teaching is monitored through lesson observations, learning walks, planning and book- scrutinies and pupil interviews. Interventions are regularly evaluated for their effectiveness and value for money.

Feedback at parent's evenings and SEND review meetings help to inform our work.

Progress is measured using a range of assessment tools:

- Ongoing formative teacher assessment
- In class assessments
- Vernon Spelling Test
- Single Word Spelling Test
- NFER Reading Test
- Salford Sentence Reading Test

- British Picture Vocabulary Scale
- PHAB Test for Phonological Awareness
- Renfrew Tests for language
- Letters and Sounds Small Steps Tracking
- Non-Verbal Reasoning Tests
- Memory and Recall Tests
- Reports
- Observations
- Strengths and Difficulties Questionnaires (SDQs)
- Records from feeder pre-schools
- Information from parents
- National Curriculum results
- External assessment results
- One Page Profiles
- Dyslexia Portfolio
- Sandwell Numeracy Tests

Information and outcomes from assessments:

- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the pupil within the class
- Use the assessment processes to identify any learning difficulties
- Ensure ongoing observation and assessment
- Provide regular feedback about the pupil's achievements and experiences to form the basis for planning the next steps of the child's learning
- Involve parents in implementing a joint learning approach at home

COMPLAINTS

Should a parent or carer have a concern about special provision made for their child, they should, in the first instance, discuss this with the class teacher. If the concern continues this should be referred to the Head Teacher, who will try to resolve the matter and can advise on formal procedures for complaint.

At all stages parents are able to seek advice from Special Educational Needs and Disabilities Information and Advice Support Service (SENDIASS), who can be contacted on 0116 305 5614 or via their website at <https://sendiassleicestershire.org.uk/get-touch>.

**Please refer to School Complaints Policy*

Appendix A : Mercenfeld Primary School SEND Graduated Support Provision

Stage of Support	Targeted Support	Specialist Support	High Needs Support Plan	Education, Health and Care Plan
Nature of Support	Quality first teaching/ additional support using school resources.	It may be advisory for the pupil to have input from an external agency such as the speech and language therapy team or Autism Outreach.	Additional support to access the curriculum due to significant and sustained educational needs. The school may need to apply for Higher Needs Funding to enable them to more effectively support the pupil.	This plan considers a number of needs which include a combination of education, health and welfare/social issues. Additional funding will be available to meet the pupil's needs.
Criteria for Placement	Working significantly below age related expectation and/or making below expected progress despite high quality first teaching.	Some pupils will go straight to this stage if they have a specific need requiring specialist advice e.g. pupils requiring input from the speech and language team of Autism Outreach if they are making insufficient progress at the previous stage.	Insufficient progress is being made and standards of attainment are significantly below age related expectation. Pupil meet criteria specified by the local authority.	Where a pupil has significant, severe and sustained need, it may be necessary to enter a multidisciplinary assessment process with health and social care in order to consider the need for an Education, Health and Care Plan.
Moving on	Pupil will remain at this stage whilst progress remains slow.	Pupil will remain at this stage whilst there is still a need for external support	Pupil will remain at this stage whilst significant modifications/support are essential to access the curriculum.	Pupil will remain at this stage whilst need remains. Subject to annual review.
Criteria for exiting	Pupil is making expected progress and attaining at, or just below, the expected standard for their age	When the pupil no longer needs specialist support they may be removed from SEND support altogether or move back to 'Targeted Support' if progress is as good as or better than expected.	If progress is such that significant modifications and support are no longer required to enable access to the curriculum.	At the end of each key stage the plan will be reviewed and a decision made whether a plan for the next phase of education is required.

Appendix B: Examples of Intervention and Support Programs at Mercenfeld Primary School

The SENDCo, in collaboration with the class teacher, will decide upon the action required to help the pupil progress. Based on the results of previous assessments, the pupil may be supported with a range of different interventions:

- Handwriting and fine motor skills
- Speech and language programmes
- Small group writing intervention group
- Small group reading intervention group
- Additional 1:1 reading
- Highly differentiated and targeted numeracy programmes
- Reading intervention programmes - 1:1 / small group
- Phonological training programmes
- Gross motor and movement programmes
- Social communication groups
- Small group and 1:1 speech and language support
- Specific and tailored resources and aids
- Deployment of extra staff to work with the pupil/s in class-
- Small group support
- Positive intervention plan for managing behaviour