

# MERCENFELD PRIMARY SCHOOL



## SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

2021/2022



**BRADGATE**  
Education Partnership

**Head Teacher** – Mrs Chris Chorlton

**Deputy Head Teacher**– Mrs Lindsay Weatherill

**Chair of Governors and SEND Governor** – Mrs Sally Collins

**SENDCO** – Mrs Laura Kasler

This policy can be accessed through the school website ([www.mercenfeld.leics.sch.uk](http://www.mercenfeld.leics.sch.uk)) 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 Mercenfeld 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. We endeavour to provide high quality teaching experiences to ensure that every child may:

- Become Resilient
- Be knowledgeable
- Be Adaptable
- Reach their potential
- Nurture a love of learning
- Develop a healthy social and emotional outlook
- Develop a spiritual and cultural understanding
- Develop a positive sense of self
- Have regard for others

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 Mercenfeld 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 a minority of children require, at some time during their school career, additional support to overcome the barriers that may block their learning and progress. These 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.

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 specifically, 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 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
- Identifying those with special educational needs
- Endeavouring 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 children'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, that is value for

- money and 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 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 HEADTEACHER – MRS CHRIS CHORLTON**

- To have overall responsibility for the implementation of the SEND policy
- To ensure that teachers meet expectations and Teaching Standards through performance management meetings
- 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 governors 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 SEND GOVERNOR**

The Governing Body endeavours to ensure the best possible provision for Special Educational Needs at Mercenfeld School. All governors understand their duty of care. The SEND Governor has responsibility to:

- Assist and advise the governing body on fulfilling its special education responsibilities
- Ensure children with special educational needs and disabilities are included in activities with other children, so far as this is reasonably practical and compatible with good education for all
- Ensure budget allocation takes account of staffing, training, resourcing requirements for individual children

- Be aware of the implementation and effectiveness of the school's policy by monitoring for example –
- The existence of accurate and up to date record keeping, including achievements
- The number of review meetings held at least termly for SEND pupils
- Feedback from pupils, parents and staff
- The standards and progress of pupils with SEND
- Awareness of the nature of needs and the demands these make

## **SENDCO – MRS LAURA KASLER**

- To ensure the schools' SEND register and Provision Maps are reviewed and updated regularly
- Performance management of SEND support staff
- Deployment of SEND support staff
- To support staff in maximising the learning outcomes for pupils with a barrier to learning
- Thorough assessment to identify SEND and 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 and some pupils who may not yet be on the SEND register
- To monitor and measure progress of pupils in consultation with staff
- Monitor intervention records
- To monitor and review 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
- Assess and review those pupils included in intervention groups, who have individual provision and may need referring to other professionals
- To liaise with Middle Leaders in school to share information from monitoring
- Attend senior leadership meetings
- Supporting teachers and learning support assistants in providing plans and interventions for pupils
- Liaising with parents and encouraging an 'open door' policy
- Liaising with outside agencies and professionals
- Liaising with potential next providers of education, transfer school and Early Year providers
- To report to Governors 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 TEACHER**

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.

Teachers are expected to:

- Identify pupils with a potential special educational need
- Measure the progress of the pupils in their care
- Know which pupils in their class are on the SEND record and how they are best supported
- Be instrumental in planning for intervention and support for pupils in their care
- 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**

- Carry out activities and learning programmes planned with the class teacher
- To keep records of this work as requested
- To feedback to the SENDCO and contribute to reviews and target setting
- 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 full understand the needs of the pupil/s they are supporting.

## **THE PUPIL**

Children and young people with special educational needs often 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 all the decision-making processes, where appropriate, and to contribute to the assessment of their needs, involved in planning their learning, in the review of their progress and in setting new targets. 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.

## **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 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 'blockers' to progress or a special educational need, 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 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
- Child
- Class teacher
- Widening gap or failure to close a gap between self and majority of peers
- Feedback from service providers
- Records transferred from another school
- Base line and on-going assessments
- EYFS/KS1 results
- In-house testing and assessment
- Pupil tracking

The school uses the following graduated approach as defined in the SEND Code of Practice (DFE, 2014):



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-teaching 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 pupils.

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

- making little or no progress when teaching approaches are targeted particularly at a child's identified areas of weakness
- showing signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas
- presenting persistent emotional or behavioural difficulties which are not modified by the positive behaviour management techniques usually employed in the school
- sensory or physical difficulties and the child continues to make little or no progress despite the provision of specialist equipment
- communication and/or interaction difficulties, and the child 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 as per the SEND Code of Practice 0 – 25 (DEF, 2014) into the following four headings:

### **1. Communication and Interaction**

This includes children with speech and language delay, impairments or disorders and those who demonstrate features within the autistic spectrum. Pupils may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

### **2. Cognition and Learning**

This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.

### **3. Social, Mental and Emotional Health**

This includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.

#### **4. Sensory and/or Physical Needs.**

This includes children with sensory, multi-sensory and physical difficulties.

It cannot be assumed that a child 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 child. The needs of the child will be identified with consideration of the 'whole child' not just their special educational needs.

Children 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.

Children 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 may be a range of considerations that impact on progress and attainment but these, in isolation, are not SEND issues.

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.

### **LINKS WITH EXTERNAL AGENCIES AND PROFESSIONALS**

Where a child 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 recorded.

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
- Consultant Pediatricians
- Physiotherapists
- Hearing impairment services
- Visual impairment services
- Social Services

- Speech and Language Therapist
- School Nurse
- Local pre-schools
- Family of schools
- Outreach services
- Child and Adolescent Mental Health Service (CAMHS)

## **HIGHER NEEDS FUNDING**

Should a child fail to make progress, 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. A Support Plan will be devised in consultation with parents and all those involved in the child's education and welfare. All Support Plans are reviewed annually.

An application may be made for High Needs Funding (also known as SEND Intervention Funding) to the Local Authority, 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. High Needs Funding is allocated annually or until the pupil finishes the key stage they are in, dependant on need. If it is deemed necessary for the funding to be continued for longer than a year, or into the next key stage, a reapplication will be made.

## **STATURORY ASSESSMENT OF SEND**

In some cases, children will have a wide range of complex 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 from the Local Authority. This may lead to an Education, Health and Care Plan (EHCP). The school will provide the evidence about the child's progress over time and documentation in relation to the any action taken to address their individual needs, including any resources or special arrangements in place.

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://resources.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

*Refer to Appendix A for a summary of graduated support.*

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

## **ASSESS – PLAN – DO – REVIEW**

The school use the 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 the child.
- The class teacher will meet with the parents of the pupil to discuss and agree the strategies to be used in school and strategies that could be used at home.
- The SENDCO will deploy appropriate support through intervention programs or individual support from learning support assistants and will monitor the quality of that provision.
- Regular feedback between class teacher and intervention staff will ensure continuity in learning for the pupil.
- The SENDCO will monitor records of the progress made through interventions.
- 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 at SENDIASS**  
(formerly Parent Partnership) [SENDIASS@leics.gov.uk](mailto:SENDIASS@leics.gov.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.

## **NATIONAL TESTS**

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 SENCO, Headteacher 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 children and then parents to meet the new teacher, work alongside their child and discuss any concerns. Open mornings enable parents to keep abreast of the work their children are doing and give a chance to familiarise themselves with methods and standards. Parents 'evenings and regular informal contact through an 'open door' policy provide good opportunities for parents and teachers to talk and share their views. We hold SEND Forums in school to listen to the concerns of parents and share relevant SEND information with parents.

Children transferring to High School have a planned transition programme. Less confident children are accompanied to the High School by a learning support assistant from Mercenfeld for a planned programme of additional induction. SENDCOs liaise and records are passed on.

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.

## **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 a Statement or 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.

**\*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. The local authority makes the final decisions on admissions.

## **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.

The Governing Body endeavours to ensure the best possible provision for Special

Educational Needs and Disabilities at Mercenfeld Primary School. All governors understand their duty of care.

## **TRAINING AND RESOURCES**

Training needs are identified by staff themselves or by the SENDCO our Deputy Headteacher or Headteacher to meet the needs of children 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 local authority briefings and 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:**

- 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
- Digit Span Tests
- Letters and Sounds Small Steps Tracking
- Non-Verbal Reasoning Tests
- Memory and Recall Tests
- Reports
- Observations
- Checklists of behaviours
- Records from feeder pre-schools
- Information from parents
- National Curriculum results
- External assessment results
- One Page Profiles

- Dyslexia Portfolio
- MALT Numeracy Assessments
- Information and outcomes from assessment:
- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the child within the class
- Use the assessment processes to identify any learning difficulties
- Ensure ongoing observation and assessment
- Provide regular feedback about the child'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 Headteacher, 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 the Parent partnership Service.

*\*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
<b>Nature of Support</b>	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.
<b>Criteria for Placement</b>	Working below age related expectation.  Making below expected progress.	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.
<b>Moving on</b>	Child will remain at this stage if making progress but still below standard	Child will remain at this stage whilst there is still a need for external support	Child will remain at this stage whilst significant modifications/support are essential to access the curriculum.	Child will remain at this stage whilst need remains. Subject to annual review.
<b>Criteria for exiting</b>	Child is making expected progress and attaining at, or just below, the expected standard for their age	When the child 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
- Memory group
- 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
- Pastoral and mentoring care
- Social communication groups
- Narrative 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