



Mereside Primary Academy

Special Educational Needs and Disability (SEND) Policy

Person responsible for the policy	SENCO Mrs Sarah Peck (NASENCo Award) Contact details: admin@mereside.fcat.org.uk 01253 761531
Date review:	November 2024
Next review	November 2025

Introduction

Mereside is an inclusive Primary Academy, situated in Blackpool, with a nursery setting educating children from age 2. Mereside Primary Academy is part of the Fylde Coast Academy Trust (FCAT). As an inclusive academy, we are committed to ensuring every child has access to an education which meets their needs and prepares them for adulthood. Mereside Primary Academy is committed to working with all our pupils, families and a range of external partners to ensure all aspects of academy life are accessible and appropriately adapted to meet a wide range of individual needs.

Our SEND Intent Statement

All FCAT academies strive to provide an inclusive and welcoming education for all learners, enabling pupils with SEND to be ‘the best they can be,’ now and in the future.

Mereside Primary Academy aims to achieve this intent by embedding the following principles:

- Children come first
- Positive relationships underpin all our work
- High expectations for all – understanding that everyone, given the correct support, can achieve (FCAT Improvement Model)

At Mereside Primary Academy our SEND Policy enables all pupils to ‘learn together and achieve together’, by providing them with the right support at the right time.

Definition of SEND

The definition of SEND used across Mereside Primary Academy is taken from the SEND Code of Practice which states a child or young person has SEND if they have:



“A learning difficulty or disability which calls for special educational provision to be made for him or her. * A child of compulsory school age or a young person has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her* from making use of facilities of a kind generally provided for others of the same age in mainstream schools.” (SEND Code of Practice, January 2015 updated 2020). Introduction section xii & xiv Pages 15 & 16)

*him/her/they/them

Categories of SEND

SEND is recognised as four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

It is recognised pupils may have multiple needs, but the primary area of need is the need which is creating the main barrier to learning.

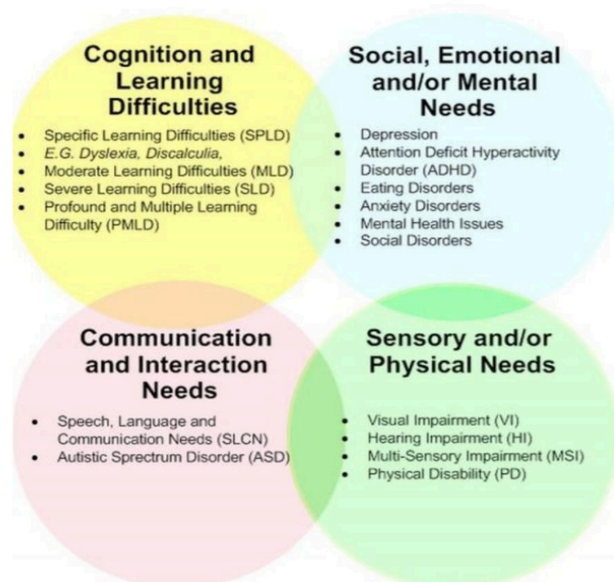


Figure 1: Categories of Need

Many pupils identified with SEND needs are well placed in our inclusive mainstream provision. As an inclusive Primary Academy, we strive to meet an increasing number of



children's needs through High Quality Adaptive Teaching and a developing Trauma Informed Approach.

Creating Enabling Learning Environments

Mereside Primary Academy aims to provide children with learning environments which are:

- Trauma Informed, with an atmosphere of encouragement and respect of individual needs
- Welcoming for children with diverse needs and where reasonable adjustments are made, so the curriculum is accessible for all
- Resourced with appropriately adapted materials, including ICT
- High quality, structured and tidy learning spaces appropriate to the age and developmental needs of the children

Ensuring Effective SEND Provision

To enable Mereside Academy to provide high quality provision for pupils with SEND the following eight areas of practice are developed across our academy:

- 1) **Effective Leadership of SEND**, ensuring clear direction and accountability for SEND provision
- 2) **Early and accurate assessment and identification of need**, with systems and processes which enable our SENCO and Specialist SEND TA to work closely with teachers, TAs and parent/ carers to support the early identification of pupils with SEND. Early identification is the process where concerns about an individual are noted and acted upon as soon as they become apparent; this could be prior to a child entering nursery provisions, to a need arising in Year 6
- 3) **High Quality Adaptive Teaching and Learning and a developing Trauma Informed Approach** for all pupils, including those with SEND
- 4) **A graduated and holistic approach to SEND provision** which is responsive to the needs, development and wellbeing of the pupils
- 5) **Effective monitoring, tracking and evaluation** of pupil progress and attainment of learners with SEND
- 6) **The efficient use of resources** to support children's needs, including staff access to SEND CPD (Continuing Professional Development)
- 7) **SEND improvement processes** to support the identification of success and address areas which require development
- 8) **Systems which ensure our academy meets the statutory responsibilities** for children with SEND



Working in Partnership

Staff at Mereside Primary Academy are committed to working in partnership with integrity and an outward mindset with the following stakeholders:

- **Children** with SEND - listening to and responding to pupil voice
- **Parent/carers** of pupils with SEND - working in partnership to support their child
- **External agencies** - supporting children, their families and staff. At Mereside Primary Academy we work in partnership with educational specialists and external agencies, including health and Children's Social Care, as well as Blackpool and Lancashire Local Authority SEND teams
- **Colleagues** across our academy and Trust - working together to develop shared staff expertise and support

Roles and Responsibilities

All leaders at Mereside Primary Academy are leaders of SEND and therefore have a responsibility to include developing SEND provision and meeting the needs of children with SEND, as part of their leadership roles.

To ensure clear direction and accountability for SEND provision at Mereside Primary Academy, the SLT and SENCO (Mrs Sarah Peck) are responsible for ensuring staff work with children and their families to support identification of SEND needs and support staff to provide children with the support they require, at a level appropriate to their needs.

All teachers at Mereside Primary Academy are responsible for meeting the needs and the progress of all pupils in their class, including those with SEND.

In this policy the term 'teachers' encompasses support staff, who work alongside teachers to support and teach our children.

Interventions

Interventions are used across Mereside Primary Academy to support children to progress and secure positive outcomes. An intervention is defined as, "any action or series of actions which are taken specifically to meet the particular identified needs of a pupil." (5 supporting Documents for Early Identification of Children's Needs, 2021, asset.nasen.org.uk)



Graduated Approach to supporting pupils with SEND.

At Mereside Primary Academy we follow the Assess-Plan-Do Review cycle to monitor the impact of interventions, helping our staff to develop a growing understanding of children's needs and effective ways to support children with SEND.



Figure 2: Assess, Plan, Do and Review Cycle (APDR)

The Assess, Plan, Do, Review cycle is part of Mereside Primary Academy's graduated SEND provision. Parents/ Carers and children will be supported to be involved at all stages of the graduated approach.

Graduated SEND Provision

1. Universal Provision

The first stage of provision for all our pupils at Mereside Primary Academy including those with SEND is High Quality Adaptive Teaching and developing Trauma Informed Approach to meeting need.

If children's needs are being met, universal provision continues.

2. Universal + Provision

If children's needs are identified as not being met as expected, Universal + will be implemented. Successful strategies/micro-interventions will be recorded as part of Mereside Primary Academy's monitoring and transition information, through a monitoring



register. This information will be shared with staff via the SEND Drive and during planned transition meetings.

In addition, when the SENCO has information which confirms a pupil requires reasonable adjustments to meet their need the adjustment will be recorded as part of monitoring and transition information.

2. Targeted SEN Support (K)

If children's needs are assessed as not being fully met and pupils are identified as requiring provision which is, "Different from or additional to that normally available to pupils of the same age," they will receive targeted SEN support. (SEND Code of Practice, section 6 para 6.15 Page 94)

These pupils will be on the SEN register, coded K. These pupils will have a SEND Support Plan (K). The SEND Support Plan will detail the targeted, timed interventions the pupil will receive.

SEND support plans will be reviewed at least termly with families, pupils and staff as part of the assess, plan, do, review cycle. If children's outcomes are met, and no further outcomes are necessary the child will return to universal provision.

If outcomes are not met pupils will continue to receive targeted SEND support. If needed, as part of Mereside Primary Academy's graduated SEND provision, additional external agency support will be sought to help develop the interventions being provided and ensure there are no unmet SEND needs.

3. Specialist SEND support - Education Health and Care Plan (EHCP)

For identified pupils it may be appropriate to progress to an EHC needs assessment request, to support more complex needs. The SENCO will coordinate the necessary specialist support and prepare the documentation for the external assessment panel.

The assessment panel is an external body of professionals who will decide based upon all the evidence whether it is appropriate for an EHCP to be issued, or for a pupil to remain on Targeted SEN support.

A child's EHCP will include detailed information about their needs, the arrangements to support the child, identified provision and agreed outcomes for the end of the child's current or next key stage.

Pupils with an EHCP will be on the SEN register, coded E. These pupils will have a Specialist SEND Support Plan (E). The Specialist SEND Support Plan will detail the targeted, timed interventions detailed in Section F of the child's EHCP.



Progress towards the end of key stage outcomes identified in these children's EHCPs will be reviewed at least termly with families, pupils and staff and will include an Annual Review.

Annual reviews will always include parents/carers and children. The external agencies supporting the pupil should attend the review and provide advice.

If a child's outcomes are met, and no further outcomes are necessary, an EHCP can cease at the annual review and the pupil will return to the appropriate level of Mereside Primary Academy's graduated SEND provision.

If a child is working towards outcomes in their EHCP, the plan will be maintained.

If needs cannot be met, as stated in the EHCP, the SENCO will call an emergency Annual Review to seek further specialist advice including the consideration of specialist or alternative provision.

SEN Register

Mereside Primary Academy has a SEN register. The register enables senior leaders, teachers and support staff to be aware of children receiving targeted or specialist SEND provision.

Mereside Primary Academy also has a monitoring list of pupils who are receiving Universal + provision. The SENCO will ensure these records are accurate and kept up to date.

Curriculum Entitlement

All children with SEND at Mereside Primary Academy will access a broad and balanced curriculum appropriate to the child's age, developmental and SEND needs.

Assessment

All children, including those with SEND, will be assessed formatively to ensure barriers to learning can be broken down, gaps in learning can be quickly addressed and interventions adapted to meet need. This is the start of the Assess, Plan, Do, Review cycle.

The Assess, Plan, Do, Review cycle for pupils on the SEN register will be completed formally at least termly.

Pupils will also be assessed using a range of summative assessments. Children's progress and attainment will be tracked and monitored to ensure there is a positive impact of SEND provision or to identify areas requiring development, these will be actioned.

Ambitious End points

Assessment information will be used to enable staff at Mereside Primary Academy to understand each child's starting point. From these starting points, ambitious end points (end of Key Stage Outcomes (E) or termly targets (K)) will be identified for children with SEND.



Transition

Mereside Primary Academy recognises times of transition are challenging for all children and particularly for pupils with SEND. Therefore, our SENCO will coordinate meetings and/or discussions with pupils, parents, external agencies, feeder providers and secondary or specialist provisions, to ensure effective and efficient communication and transfer of information. At Mereside Primary Academy, we also recognise transition takes place every time a learner moves class or lesson. The SENCO at Mereside Primary Academy will coordinate the transfer of information as appropriate, to ensure that no gaps to learning occur during these times.

Staff Development

To develop staff awareness and expertise in SEND, Mereside Primary Academy supports the SENCO to facilitate appropriate training opportunities for all. Our SENCO also attends the Quality Improvement Group (QIG) for SENCOs and receives support from the Director for SEND and colleagues across FCAT, alongside joining Blackpool's SENCO Network Meetings.

The Local Offer

Mereside Primary Academy works in partnership with Blackpool Local Authority as an agency partner in the development, review and publication of the Blackpool Local Offer. The Blackpool Local Offer gives pupils with SEND and their families information about the support services Blackpool local authority provides for pupils with SEND. This includes access to impartial advice from the SEND Information Advice and Support Services (SENDIASS).

The Local Offer can be assessed through this link

<https://www.blackpool.gov.uk/Residents/Education-and-schools/Local-offer/Local-offer-home.aspx> there is also a link available on our school website.

Date reviewed: November 2024

Date to review policy: November 2025