



**MEYNELL**  
NURSERY & PRIMARY SCHOOL

# Special Educational Needs and Disability Policy

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Committee	Standards and outcomes
Last Review / Update	September 2025
Level of change	Minor
Next Review	September 2026

## Special Educational Needs and Disability Policy

**This policy has been written with regard to the 2015 SEND Code of Practice: 0-25 years, the Equality Act 2010 and the Children and Families Act 2014 and aims to support inclusion for all of our children.**

The responsibility for the management of this policy falls to the Headteacher; the day-to-day operation of the policy is the responsibility of the SENCOs. The Governing Body, Headteacher and the SEND Team will work together closely to ensure that this policy is working effectively.

### **Definition of Special Educational Need**

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 him or her.

A young person has learning difficulty if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others the same age; or
- (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others the same age in mainstream schools (SEND Code of Practice 2015 p.15/16)

### **Definition of Disability**

Many children and young people who have SEN may also have a disability under the Equality Act 2010; that is 'a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities'. Long term is defined as 'a year or more', 'substantial' is defined as 'more than trivial' (SEND Code of Practice 2015 p.16)

We will ensure that all staff in the school are able to identify and provide for those children who have special educational needs or disabilities to allow children with SEND to join in the activities of the school and to ensure the school is an inclusive place to be.

The staff and governors of the school will work to ensure that all SEND children reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. This policy aims to support all members of staff in providing inclusive whole school approaches towards the learning, progress and achievement of SEND children. With this underlying principle, we believe that;

***All teachers are teachers of Special Educational Needs.***

***Every teacher is responsible and accountable for the progress and development of all children in their class, even where children access support from teaching assistants or specialist staff.***

Teaching and supporting children with SEND is therefore a whole school responsibility requiring a whole school response. Meeting the needs of children with SEND requires partnership-working between all those involved: Local Authority (LA), Tapton School Academy Trust (TSAT), school, parents/carers, children, children's services and all other agencies.

### **School Admissions**

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision.

### **Aims**

To provide the structure for a child-centred process that engages the child, family, school and other professionals plan for and implement high quality, needs-led, provision that is consistent across the school. This is to ensure all of our children are able to access the same opportunities for learning and social development achieving maximum progress, fulfilling their potential, whilst promoting their well-being.

### **Objectives**

This SEND Policy reflects the principles of the 0-25 SEND Code of Practice (2015). The aims of this special educational needs and disability policy are to:

- Ensure the Equality Act 2010 duties for children with disabilities are met,
- Enable children with special educational needs to have their needs met,
- Take into account the views of the children with special educational needs,
- Encourage good communication and genuine partnerships with parents/carers of children with special educational needs,
- Facilitate full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum, for children with special educational needs and disabilities
- Make arrangements to support children with medical conditions and to have regard to statutory guidance supporting children at school with medical conditions,
- Implement a graduated approach to meeting the needs of children using the Assess, Plan, Do, Review process,
- Develop a culture of inclusion; valuing high quality teaching for all learners with teachers using a range of effective differentiation methods,
- Employ a collaborative approach for learners with a SEN or disability, their families, staff within school, other external agencies including those from Health and Social Care,
- Set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family,
- Share expertise and good practice across the school and local learning community,
- Make efficient and effective use of school resources,
- Have regard to the Code of Practice (2015) for the identification, assessment, support and review of special educational needs,

- Work with the Local Authority to meet specific requirements.

### **Responsibilities and Resources**

The SENCOs, in collaboration with the Headteacher, oversees the SEND Team. This includes taking responsibility for; the operation of the SEND Policy; and the co-ordination of special needs provision. The SEND Team work closely with staff, parents and carers, and other agencies. The SENCOs provide professional guidance and support to colleagues to secure high quality teaching for children with SEND.

### **SENDCO responsibilities include:**

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEND
- Writing and reviewing risk assessments for children with SEND alongside key members of staff.
- Liaising with Early Years Providers, other schools, Educational Psychologists, Health and Social Care professionals and Independent or Voluntary Bodies
- Being a key point of contact with External Agencies, especially the Local Authority and its Support Services
- Arranging online or telephone support for parents and school staff during this time from a range of outside agencies
- Liaising with potential next providers of education to ensure a child and their parents are informed about options and a smooth transition is planned
- Working with the Senior Leadership Team and School Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all children with SEND up to date
- Working closely with other SENCOs and Locality Leads in Locality A to meet requirements
- Reviewing Support Plans and Extended Support Plans alongside class teachers in line with the Code of Practice.
- Providing a yearly report to the SEND Governor. This should include the number of children with SEND in each category of need as well as overall number of children on the SEND Register. It should also include information regarding the number of children supported using the Extended Support Plan documentation and the number supported with an Educational Health and Care Plan.
- Providing an Annual SEND Information Report. The content of the report is specified at section 6.79 of the Code of Practice 2015: 0 to 25 years

- Collaborating with class teachers to improve inclusive practice for SEND children within their phase
- Liaising with parents/ carers of children with SEND.
- Ensure the SEND register is updated using Sheffield Support Grid to identify need and provision
- Setting up of Provision Maps and One Page Profiles for children with SEND in each phase
- Working alongside External Agencies to support children in school with SEND

### **Class Teachers**

The SEND Code of Practice 2015: 0 – 25 years identifies that *‘teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff’*. As such the effective education of children with SEND remains the responsibility of class teachers.

### **School Leaders**

The Headteacher has responsibility for the day-to-day management of all aspects of the school’s work, including provision for children with SEND. The Headteacher works closely with the SENCOs and keeps the Governing Body fully informed of SEND issues.

The Governing Body must publish information on their websites about the implementation of their policy for children with SEND (Section 6.79 SEND Code of Practice 2015: 0 to 25 years).

### **Staff Supporting Children who are Vulnerable or have a Special Educational Need**

**Vikki Garratt** – Headteacher

**Hannah Lomas** – DSL

**Cara Allison** – Willow Class Teacher

**Yvonne Facey** – Willow Hub Practitioner

**Amy Evans** – Willow Hub Practitioner

**Emma Unwin** – Willow Hub Practitioner

**Nichole Badkin** – Learning Mentor, Oak Hub Lead, Forest School Practitioner and Thrive Practitioner

**Libby Keeling** – Oak Hub Practitioner

**Catherine Oates** – Learning Mentor

**Aslan Celik** – Learning Mentor and Thrive Practitioner

**Esme Holiday** – Senior Behaviour Co-ordinator and Thrive Practitioner

**Sarah Beer** – Thrive Practitioner

**Jannita Swaby** – Thrive Practitioner

**Sue Scanlon** – NTP Level 3 TA

**Toni Howard** – Speech and Language TA

**Lily Helmsley** – EWO

**Nina Churchus** – EYFS Lead

The above staff members are trained to deliver a variety of interventions which includes a wide range of Social and Emotional packages, e.g. Thrive, Young Carers Programme, Lego Therapy, Circle of Friends, Yoga, Emotional Literacy etc.... **Nichole Badkin** is trained to deliver the Forest Schools Programme.

### **Facilities for pupils with Special Educational Needs**

The school has a number of stairs, however there is ramp access at points throughout the building. The school will have regard to the Equality Act 2010, the Children's and Families Act 2014 and The SEND Code of Practice 2015: 0 to 25 years in terms of admitting pupils with disabilities.

There are a number of intervention rooms suitable for individual and small group support including Soft Landings, Oak Hub, Willow Hub and as well as year group small intervention spaces.

All members of the school community, including children, are invited to inform the school of any disabilities they may have.

### **Resources**

Delegated Funding, applied for via the locality procedure for High Needs Pupils, is used to pay for Support Staff who support children with complex needs. Additional school funds support the management of SEND provision by purchasing resources and training staff to meet the changing needs of the pupil profile. School also buys additional support from the Speech and Language Service and Educational Psychology Service. Additional funding for children in the Early Years can also be applied for, with support from the 0-5 SEND Service including Portage.

### **Identification, Assessment and Review**

The school follows the SEND Code of Practice 2015: 0 to 25 years graduated approach with regard to the Identification, Assessment and Review of children with Special Educational Needs. The four key actions are:

**Assess:** A range of assessment strategies are used in school including Foundation Stage Assessments, Teacher assessments, SATS results, Y1 phonics test scores and The British Picture Vocabulary Scale (BPVS). Children who are failing to make expected progress are discussed at Pupil Progress Meetings and placed on a monitoring register. Parents are informed of this decision by the class teacher.

The Class Teacher and Lead / Phase SENCOs then clearly analyse a child's needs before identifying a child as needing SEN support. It is the Class Teacher's role to provide clear analysis and evaluation. Class Teachers are supported by the SENCOs to gather and interpret this information. At this stage, an assessment by an outside professional, such as the Speech and Language Therapist, or Early Years Inclusion Teacher may be carried out.

**Plan:** Where a SEND need is identified, an outcome-focused plan is developed, making sure that the child and their needs are at the centre. The Class Teacher will discuss with parents that their child requires additional support and provision. Consent from parents/carers is sought and a SEND Concerns Form is completed by the Class Teacher; parents/carers are asked to contribute to the process. The form includes what changes are needed to support the child.

**Do:** The agreed plan developed in response to the assessment process is implemented. The Class Teacher should remain responsible for working with the child on a daily basis. The Class Teacher works closely with the SENCOs to plan and assess interventions that need to be put in place. The child may be supported in a small group or 1:1 basis with a teaching assistant directed by either the class teacher or SEND Team.

**Review:** Regular reviews must take place to discuss outcomes for each child on the SEND register. Progress against outcomes will be reviewed at least three times a year to evaluate the effectiveness of the support provided, in line with the SEND Code of Practice 2015. A meeting with the SENCOs will be arranged alongside class teachers, parents/carers and any other professionals involved with the child. Where appropriate, parents can request to complete the review via a phone call if they would prefer. The review will question what is working well, what the barriers to learning are and what needs to change.

### **The Monitoring Register**

The Monitoring Register identifies children who are at risk of falling behind their peers or children who have a low-level of need in a particular area. These children may currently be receiving short-term interventions or accessing external agencies. Progress and any barriers to learning are reviewed during the next pupil progress meeting. If concerns persist, advice will be sought from the SEND Team or from external professionals to identify any further support or advice and to decide whether or not a child need to be placed on the SEND Register. Class teachers who wish to discuss children being placed on the monitoring register will provide the SEND Team with a completed SEND Concern Form outlining the child's difficulties, steps taken to address these, assessment results and a record of discussions with parents/carers.

### **Sheffield Support Grid**

Children on the school's SEND Register are identified by need and provision using the Sheffield Support Grid.(SSG) The Support Grid is broken down into the 4 main areas with sub-categories in each. Each sub-category is levelled from 1-5 with 1 being the lowest level of need and 5 being the highest level of need. Children should be plotted according to their need and the provision they are receiving in school to support their needs. Locality SENCOs visit schools annually to moderate levels to ensure consistency across the city. Schools are then required to submit their figures to the Local Authority. These figures inform funding decisions for each of the seven Localities; Meynell Primary School falls within Locality A.

1. Communication and Interaction	A. Speech and Language
	B. Social Communication (and including those with a diagnosis of Autism)
2. Cognition and Learning	A. Learning
	B. Specific Learning Difficulties
3. Social Emotional Mental Health	A. Emotional Regulation
	B. Mental Health
4. Sensory and Physical	A. Visual Impairment
	B. Hearing Impairment
	C. Physical
	D. Medical

### Extended Support Plan

An Extended Support Plan is a detailed document outlining a child's history and needs, parent / carer information, advice from external agencies, yearly outcomes and the support in place to meet the outcomes. It should be reviewed at least three times a year with parents/ carers and other professionals as appropriate.

Meynell Primary School follow the recommendations in the Sheffield Support Grid regarding when an Extended Support Plan should be used. In general, children with a high level 3 in several areas of need, or level 4 / 5 in one or more areas of need would be considered for an Extended Support Plan if an EHCP is not in place.

### Education, Health and Care Plans (EHCPs)

Where we feel a child may need specialist provision now or in the future, or their need is considered to be Level 4 or above on the Sheffield Support Grid, in conjunction with other professionals, we will consider making a Request to Assess (R2A) for an EHCP. This can only be done with consent from parents/carers.

It is a lengthy process for the school to apply for an EHCP, even where children have an extremely high level of need. Sheffield Schools firstly need to complete an Extended Support Plan document and carry out at least two reviews. Then, school can take cases to a locality panel meeting for a consultation regarding the Extended Support Plan document. Following this, a second quality assurance locality panel meeting needs to take place before a third meeting to formally make a 'Request to Assess' the child. If the locality panel agrees the case meets the threshold, school can then send all the relevant documents to the Local Authority where they will then decide whether or not to proceed with an assessment. At this point, the 26-week statutory timescale begins. An Educational Psychology assessment is also necessary before applying. If agreed by the Local Authority, an EHCP will be issued, once a draft has been approved by parent/ carers. Once in place, special provision outlined in the document become a legal requirement for the child. EHCPs must be formally reviewed at least once each year. These Annual

Reviews can be completed earlier where a change in provision is requested by parent/carers or where there has been a significant change in needs or circumstances. Where a child in Early Years has an EHCP, this will be reviewed every six months.

## SEND files

Each child on the SEND Register will have their own File within Sharepoint – SEND Share

### Individual Files

*Each child will have:*

- Chronology
- One Page Profile
- SSG Grid Reference detailing areas and levels of need
- School Support Plan
- Individual Provision Map

*Where appropriate the file may also contain*

- An Extended Support Plan
- An Educational, Health and Care Plan
- Assessment reports and Advice from Outside Agencies
- Medical information
- Support materials such as Social Stories or Communicate in Print Resources
- Individual Timetables

## Curriculum

Pupils have access to a differentiated, broad and balanced curriculum with their needs identified in planning documents and SEND Review paperwork.

To enable access to the curriculum for pupils with SEND, the school provides:

- Teaching assistants, including teaching assistants highly trained to support children with Speech and language Needs
- Learning Mentors trained extensively in counselling and mental health support
- Intervention and Intervention resources
- Specialist equipment, such as ear defenders, pencil grips etc...
- Adaptations to learning
- Small group support
- Personalised approaches e.g. individual workstations for learners

- Sessions with qualified Thrive Practitioners
- Access to Alternative Provision, including the Locality Hub based at Coit School
- Access to support from EWOs where necessary

## **External Support**

Outside agencies we work closely with include:

- The Educational Psychology Service
- Early Years Inclusion Team (EYIT)
- Speech and Language Therapy
- Hearing Impaired Service
- The Autism Team
- Visual Impairment Service
- School Nursing
- Physiotherapy and Occupational Therapy
- Ryegate Children's Centre
- Children and Adolescent Mental Health Service (CAMHs)
- Multi Agency Support Team (MAST)
- Child Counselling Services
- Alternative Provision (Treehouse, Nature Box, Bumblebees)
- CILS (Commissioning, Inclusion and Learning Service)
- Primary Inclusion including Panel (PIP)
- Rowan Outreach Service
- Portage (0-5 Service)
- Parent Partnership
- Statutory Assessment Review Service SENDSARs
- MAPS (Multi Agency Panel Service)
- SNIPS (Special Need Inclusion Service)
- SEND Locality A Team
- Inclusion Task Force
- SEND Team (Central)
- Sheffield SEN and Disability Information Advice service (SSENDIAS)

This list is not exhaustive and there may be other services involved with a child depending on their individual needs.

## **The Local Offer**

The purpose of the Local Offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from 0 – 25, across education, health and social care. The Local Offer can be found on both the council page and the school website.

## **Liaison with Parents/Carers**

The school works in partnership with parents/carers of pupils in accordance with guidance in the 2015 SEND Code of Practice: 0 to 25 years. If the class teacher has an initial concern about a child's progress, parents/ carers will be invited to discuss this with the class teacher at the earliest opportunity and strategies and interventions in place to help their child will be discussed and implemented.

If concerns persist in terms of attainment and progress and the decision is made to include a child on the SEND register as SEND support or SEND monitoring, parents/ carers will be fully informed of this decision. If children are on the SEND register they will have a termly review meeting with the SEND Team, class teacher and any other relevant professionals. Parents/carers are invited to each SEND Review Meeting and their aspirations for their child will be key to the outcome-setting process. The views of parents / carers will also be sought prior to the review meetings.

## **Transition Arrangements**

**The following represents what we would consider to be our normal transition arrangements.**

### **Year 6-Year 7**

Transition Reviews are held for Y6 children to plan their transition to Secondary Provision. Responsibility for the secondary transition for children on the SEND register lies with the SENCOs and Phase Assistant Headteacher. Professionals from Secondary schools will be invited to attend Year 6 Annual Reviews for EHCPs as well as Year 6 SEND or Extended Support Plan Reviews held in the Summer Term of Year 6. Additional transition work such as extra visits and travel training may be organised. The SENCOs will contact and arrange to meet the Secondary SENCOs to share information and all SEND files will be passed on to Secondary Schools prior to children starting. With regards to any safeguarding information, this will be shared with the Secondary School by Meynell's Designated Safeguarding Lead, Hannah Lomas. Where possible this will be transferred using CPOMs.

### **FS2**

Nina Churchus (EYFS Lead) is responsible for the transition of children from Private Voluntary and Independent Childcare settings (PVI) or Nurseries to Foundation Stage This involves a home visit to see the child, before visiting them in their current setting. A discussion is held with the child's keyworker regarding attainment, Josie Hoban for SEND or any other concerns. Transition days are organised in school for children to visit Foundation Stage prior to starting in September.

### **Other Year Groups**

Responsibility of children transitioning to Meynell Primary School from a previous school is the responsibility of Gemma Smith, Assistant Headteacher Inclusion and Hannah Lomas, Designated Safeguarding Lead. An initial meeting is held with parents/ carers, the child and any other professionals prior to the start date. On the day the child starts school, they will be greeted by a member of the Inclusion Team and taken to meet their class teacher. The class teacher will then arrange a 'buddy' for the day.

If children allocated a place at Meynell Primary School are already on their previous school's SEND Register, the SENCOs will make contact with the SENCO or Class Teacher at the previous setting to gather information about the child. All relevant paperwork is passed on from the previous school to the SEND Team. As soon a child with an identified SEND starts at Meynell Primary School, a File is created for them on Sharepoint and the most relevant information is shared with the class teacher.

### **Equal Opportunities**

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgemental attitude throughout the school.

### **Other related documents**

This policy should be read in conjunction with the following documents, all of which are available on the school website.

- Medical Conditions Policy
- Local Offer
- SEN Information Report
- Emotional Regulation, Relationships and Communication Policy (Behaviour Policy)
- Attendance Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy