



Mundella Primary School Policies  
Special Educational Needs and  
Disability Policy  
**2024-2025**

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# Special Educational Needs and Disability Policy

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We believe that all children have a right to a broad and well-balanced curriculum and to expect the school to make provision for them to achieve their full potential. We also believe that all children with SEND should be identified as early as possible and have the same rights, opportunities and entitlement as other pupils.

This policy is provided in accordance with the Equality Act 2010 and the Children and Families Act 2014 and relates to children and young people with special educational needs and disabled children and young people (SEND).

The policy refers to the Children and Families Act 2014 and associated regulations. The associated regulations are:

1. The Special Educational Needs and Disability Regulations 2014
2. The Special Educational Needs (Personal Budgets) Regulations 2014
3. The Order setting out transitional arrangements

## Definition of Special Educational Needs and Disabilities

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 them.

These needs can be categorised in four key areas that may create barriers to learning:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

A student has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of students of the same age
- Have a disability, which prevents or hinders the child from making use of facilities of a kind generally provided for others of the same age in mainstream schools

## Aims and Objectives of Provision at Mundella Primary School

At Mundella Primary School, we believe that all children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives
- Make a successful transition to adulthood, whether that is employment, training or further and higher education.

In order to achieve this aim, we will:

- Use our best endeavours to make sure that a child with SEND gets the support they need
- Ensure that students with SEND engage in activities alongside those students who do not have SEND
- Designate a teacher to be responsible for coordinating SEND provision (the SENDCO)
- Inform parents/carers when special educational provision is being made for a student
- Produce an annual SEND information report

### Identification, Assessment and Provision

At Mundella Primary School, we recognise the importance of early identification of SEND. Early intervention and response improves the long-term outcomes for students.

## Early Identification

Every student's skills and attainment will be assessed on entry. At the same time, we will consider whether a young person has a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made. We also assess children's learning and consider behaviours throughout their time at Mundella, and should any questions or concerns arise, these will be discussed with parents and SENDCO.

The needs of students are evaluated through a range of indicators:

- The outcomes from baseline assessments.
- Class teachers should make regular assessment of all students and identify those who are making less than expected progress or those who are finding other aspects of school life challenging, such as working with others or following class expectations. The first response to any student who falls in to this category should be highly targeted teaching at the area of weakness by the class teacher.
- Following this, if there is no improvement, the class teacher, in conjunction with the SENDCO, should gather further evidence (including the views of the student and parents)
- Concerns raised by parents, the young person and outside agencies and to take account of any information that they provide.
- Standardised screening or assessment tools.
- Behaviour data.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a young person has SEND, although they should be noted with the headteacher or our Learning Mentor (Lisa Hewitt).

If there are concerns, assessment should be made to determine if there are causal factors such as undiagnosed learning, communication or mental health difficulties. If it is thought that factors such as housing, family or other domestic circumstances are affecting a child's learning or ability, a multi-agency approach may be appropriate.

Once the appropriate assessments have taken place, a decision will be made on whether a student has SEND based on the SEND Support Frameworks in one or more of the 4 'broad areas of need'; Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health Difficulties or Sensory or Physical Needs. If it is decided that a child has

additional needs that require involvement from outside agencies, the child will be put on the SEND register with parental permission.

## **Reasonable adjustments**

As a provider of education, we have a duty to make 'reasonable adjustments' to make sure disabled students are not discriminated against. These changes could include providing extra support and aids for example specialist teachers or equipment. Please also see our school accessibility plan to see the ways in which we are increasing access to education for disabled pupils.

## **Special Educational Provision – A graduated approach**

Subject teachers are responsible and accountable for the progress and development in their classes, including where students access support from teaching assistants and/or specialist staff.

High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Additional support cannot compensate for the lack of good quality teaching. Reviews of the quality of teaching should include teacher's understanding of strategies to support vulnerable students.

In deciding whether a student has SEND, information should be gathered on pupil progress (alongside national and expected progress levels), parents and/or carers, teachers and the students. Any decision on whether SEND provision is required must start with the desired outcomes, including progress and attainment. This must include the views of the student (where appropriate) and the parents/carers. This should then determine the support that is needed.

If any support is to be provided, parent/carers must be informed and a clear date for reviewing progress must be set. SEND provision will be based on all information received. Identification and provision will be made through the SEND Support Frameworks for each of the four categories of need. The Senior Leadership Team with support from outside agencies will decide the in-class support allocated to a student with an Education health care plan (EHCP). Where there is any spare capacity for in class support, the SEND Support Frameworks will be used to decide where the in-class support is allocated. A student's level of SEND need will be recorded on our school system Scholar Pack.

## **School Support**

Where a student is identified as having SEND, action should be taken to remove the barriers to learning. This support should take a four –part cycle. This is known as the 'graduated approach'.

The four parts to the cycle are: **Assess, Plan, Do, Review.**

All students who are on the SEND Register as a K or E code will have a termly meeting between the school and parents/carers to review the plans. These meetings will set clear outcomes, review progress towards them, discuss the support that will be given to help the student achieve the outcomes and identify the responsibility of the parent, student and school.

These meetings will be led by the SENDCo. The record of the meetings will be made available to all teaching staff via their SEND folder. The Equality Act requires us as a school to provide auxiliary aids and services to disabled pupils to support them.

## **Involving specialists and external agencies**

Where a student continues to make less than expected progress due to SEND, despite the use of evidence-based approach and well-matched interventions, we will consider the use of specialist staff, either through the Local Authority or other outside agencies.

At any point where a specialist is involved, parents/carers will be fully involved in the process.

### [Links with External Agencies](#)

The school has positive links with many outside agencies which support the learning and development of the students in our care. This includes:

- Educational Psychology Service
- Fusion
- Speech and Language Team
- MAST
- CAMHS
- Autism Team
- Early Years Inclusion Team
- Occupational Therapy
- Physiotherapy
- Hearing Impairment team
- Visual impairment team
- Mental Health Support Team (MHST)

Sheffield's Local offer, including the school's contribution can be found on the Sheffield City Council Website under [www.sheffielddirectory.org.uk](http://www.sheffielddirectory.org.uk) Local Offer

### [Pupil profiles, My Plans and Education, Health and Care plans](#)

All children who have additional needs will have a one-page profile. This document explains in simple terms what you can do on a daily basis to support the child in school. It is used by all classroom staff, lunchtime supervisors and supply staff, who also have the opportunity see them before teaching children in school. We aim to include the child's views about how to best support them too.

If a child has a high level of need that is supported by a range of services, an extended support plan may be written which will give an in-depth picture of need and support required. This will include placing the child on the Sheffield support Grid of Need. This extended support plan may be used to form the basis of an EHCP request to assess at a later date, if we feel that a child would benefit from this to support them until the age of 25.

An application for an EHC Plan assessment may also be considered where all stakeholders no longer feel that a mainstream education meets the needs of the individual child. Parents and other outside agencies, where appropriate, will be fully involved in this consultation and process. The process includes a panel system of 2 stages before the request is sent in to the local authority. An application will only be sent in to the local authority if it is agreed at the stage 1 and 2 panel meetings. These panel meetings are attended by an educational psychologist, the lead headteacher, local SENDCOs and the locality SEND manager. Extra funding for a child may also be requested through the Locality Funding Panel.

## Removing a child from the SEND support record in consultation with parents

A child will be considered for removal from the record where sustained good progress is made for example if:

- The attainment gap has been sufficiently closed between the child and their peers.
- A child's wider development and /or social needs have improved and the progress in the targeted area is considered to be sustained.
- SEN support is no longer required to ensure progress is sustained.

## Admissions

The LA has overall responsibility for school admissions, and all applications should be made through them. However, we welcome visits from any parents thinking about applying for their child. Once a child with SEND has been allocated a place at Mundella Primary School, we endeavour to attend review meetings and meet with parents to ensure the transition is as smooth as possible.

## Access

The school has wheelchair accessibility. We also have a lift to ensure access to both levels in the new building. We also have toilets designed to accommodate wheelchairs.

## Resources

The overall level of funding (the Notional Budget) for SEN is delegated to the school by the LA and is identified in the school budget statement. This amount is not ring-fenced. The responsibility for determining the amount of resource for SEND lies with the school Governors who will seek advice from the Headteacher and SENDCo. The resources for SEND are used to provide teaching assistants, specific training on SEND and specialist resources. The costs of the SENDCo are met from the main school budget. The Headteacher has the key responsibility for determining the allocation of these resources in consultation with the senior management and the rest of the staff.

## Roles and Responsibilities

The Headteacher has overall responsibility for the management of SEND provision. On a day to day basis, this responsibility is delegated to the SENDCo who keeps the Head and governing body fully informed, through the line management system.

All teachers are teachers of students with SEND and they have a key role in ensuring that students' needs are identified and met. They are responsible for the progress, development and attainment of all students with SEND in their classes, including where students access support from teaching assistants or any other specialist staff. Teaching Assistants are a valuable part of the support for students with SEND. The SENDCo maintains overall responsibility for all SEND teaching assistants

## Role of the Governing Body

The Governors must have regard for the Code of Practice (Children and Families Act 2014, part 3) when carrying out their duties towards all students with SEND. The Governors and Headteacher are responsible for the school's policy and approach to meeting students' special educational needs and disabilities.

## Parental concerns regarding SEND

If any Parent/Carer has concerns, or wishes to make a complaint regarding their child's Special

Educational Needs these procedures should be followed:

- Raise initial concerns with the class teacher
- Arrange a meeting with SENDCo
- Arrange a meeting with the Headteacher
- Arrange a meeting with Special Needs Governor.
- Arrange a meeting with **Sheffield** SEN and Disability Information, Advice and Support (SENDIAS). - contact number 0114 2736009

If after speaking to all these people you are still not happy. Please follow the school complaints procedure that can be found on our website.

## Storing and Managing Information

All records containing sensitive information relating to the special educational needs or disabilities of pupils in school will be treated as highly confidential and be securely placed in a locked cabinet when not in use. Information is stored and shared in line with the school's Confidentiality and Data Protection Policies.

## SEND In-service Training for Staff

Staff in the school will be provided with general or specific training on meeting the needs of SEND within their classroom. The SENDCo is aware of relevant courses relating to SEND. All staff will have access to this information and the SENDCo will advise as necessary.

Attendance on courses is usually planned in relation to staff need, and decisions about staff development are based on this. All staff have access to training, including teaching assistants. Occasionally, specialised training will be necessary to support the needs of a particular student. This will be provided to those staff most directly involved with the student. Much of this training will be delivered in school, by specialist services working with particular students, e.g., Educational Psychology Service, Speech and Language, Fusion Service, Autism Team. There is an expectation that staff who receive training will disseminate their knowledge to others to benefit all working in SEND.

## Involving Parents/Carers

Mundella Primary School will ensure that all parents/carers are fully informed of any SEND their child may have. Partnership with parents plays a key role in promoting a culture of co-operation between parents and schools. This is important in enabling students and young people with SEND to achieve their potential.

Parents hold key information and have a critical role to play in their child's education. They have knowledge and experience to contribute to the shared view of a student's needs. We actively seek to work with parents and value the contribution they make. All parents of students with special educational needs are treated as partners. We expect parents/carers to:

- Recognise and fulfil their responsibilities and play an active and valued role in their child's education.
- Be informed by the school of their child's placement within the SEND framework.
- Have the opportunity to make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision-making processes about special educational provision.
- Alert the school to any concerns they have about their child's learning or provision.

- Fulfil their obligations under home/school agreements, which set out expectations of both sides. This will usually be done through: Parent Consultations (informal or formal); school support reviews and Annual Statement reviews. To help in this support the LA recommends the local parent partnership service.

### Student Participation – pupil voice

All students should be involved in making decisions about their education, where possible and appropriate. As part of the student's SEND provision the school should listen to the views of the student. For students with SEND, we aim to involve the student in understanding their difficulties and what is needed to overcome them. We also encourage students with SEND to make choices about targets and other elements of the SEND process, facilitated by an adult when necessary. All students with SEND are given the opportunity to contribute to their termly reviews.

### Transition arrangements for SEND children

The school wants to ensure successful transition arrangements are in place for all pupils, especially SEND children. At transition points, school will liaise with parents of SEND children on the SEND register regularly regarding the information to be shared with the new provider. This is an on-going process throughout the child's final year at Mundella. We recognise that children can find change difficult and we encourage them to complete a transition booklet to support them with the process. This booklet can be completed with parents, the child's class teacher and the SENDCo so that they are fully aware of transition arrangements. In addition, we always request additional visits to the new provider for any child who we feel would benefit from this so that they can become more familiar with their new setting. If your child has a SEND diagnosis, but is not on our SEND register, please feel free to contact the SENDCO if you feel you would like support with the transition process.