



Care, Imagine, Believe, Strive, Achieve

SEND/Inclusion Information Report

As a mainstream primary school, Melbourne Primary School strives to provide the best learning opportunities for all children. Our core values promote an inclusive school community which meets the needs for all children including those with Special Educational Needs and Disabilities (SEND). We pride ourselves on recognising that every child matters and has the right to achieve to the best of their ability.

All pupils at Melbourne receive quality teaching. This means that a range of teaching styles and approaches are used and that appropriate Learning Objectives are set for all children, with a curriculum matched to their needs. Children have access to different types of support in lessons and often work in small groups or one to one with a Teacher or Teaching Assistant.

As a whole school team, we ensure that we meet the learning needs of each of our pupils individually. This annual report outlines the types of support available for your child if extra support is needed, and who can provide it. We currently have pupils with high SEND including Speech and Language (SALT) and Autism Spectrum Disorder (ASD). Our provision for these highlights our commitment to meeting all pupils' needs within a mainstream school.

Children's difficulties may fall into one (or more) of four broad areas of SEND:

Speech, Language and Communication needs

- * Expressing themselves
- * Understanding others
- * Effective interactions and relaying of information

Learning needs

- * Some or all of the work in school

- * Making progress in reading, writing or maths
- * Understanding information
- * Specific learning difficulties such as Dyslexia

Social, Emotional, Mental Health Needs

- * Managing their behaviour
- * Making friends or relating to adults
- * Concentration and attention

Physical, Medical and Sensory needs

- * Physical disability
- * Visual, hearing or multi-sensory impairment

How is SEND identified and assessed?

Early identification of pupils with SEND is a priority. Concerns can be raised about a child having SEND by any member of staff, parents/carers or by the child themselves who can talk with the class teacher or our Inclusion Leader/Special Educational Needs Coordinator (SENCO), Chloe Cheshire.

Our teachers carry out various assessments and routinely check that all children are making the required progress. If teachers or a child's parents/carers think a child is not making the same progress as other pupils, or is significantly falling behind the level that is expected for their age, that child may be considered to have a Special Educational Need. We will share with parents/carers what we find out and what we will do next (as documented in our SEND Policy). Our Inclusion Leader/SENCO will support parents/carers and teachers to ensure the best provision for the child. We use screening and assessment tools to ascertain areas of concern and pupil progress, and we may consult with specialists to provide further support strategies at our School. The child is at the centre of planning and pupil voice is pivotal in assessment and identification of needs.

If a child has been identified as SEND before they start at Melbourne, we work with the people who already know about them and use the information already available to identify how we can meet their SEND within our school community.

How does Melbourne School evaluate the effectiveness of its SEND provision?

The root of all evaluation of SEND provision at Melbourne is Plan/Do/Assess/Review with the pupil at the core.

The school evaluates its effectiveness of its provision for such pupils by:

- Tracking the progress made by pupils from their starting points at the beginning of the Key Stage/Year/Term to the present time.
- Regular discussion of progress with pupils and parents/carers.
- Lesson observations, learning walks and staff discussions.
- Comparing moderated baseline assessment with final assessments for individual pupils.
- Measuring improvements in skills being developed – is the child using and applying independently the skills worked on? Are they able to transfer the skills to a different context?
- Benchmarking the attainment of pupils with special needs/disabilities.
- Against the national data provided in RAISE online on an annual basis and moving forward against Wolds Learning Partnership.

The Inclusion Leader/SENCO and SEND Governor, Mrs Henley, meet regularly to evaluate and monitor SEND. An annual report is created which is shared with Governors in the summer term.

How does Melbourne School assess and review progress?

As a school we measure children's progress in learning against national age related expectations. The achievement of pupils with SEND is a regular topic of conversation between the Head Teacher and Inclusion Leader/SENCO, and all pupils are assessed and tracked on a termly basis. Pupil Progress meetings are held every term and children who are not making expected progress are identified. In the first instance, the class teacher identifies and plans activities and provides support materials to meet their need and improve their attainment. These are met by our core offer (as stated in our SEND Policy) and are shared with the children and parents during our termly parent/teacher consultations, so that their views can be included in the process. When a child's needs are considered significantly different from their peers, they may, in consultation with their parents/carers and the SEND Lead, be placed on

the school's SEND register. A School Support Plan will be created with targets are SMART (Small, Measurable, Achievable and Realistic Targets). These are reviewed each term with input from pupils and parents being key. Strengths are celebrated and next steps with targets are discussed if necessary. Progress, however small, is recognised to build on motivation for learning and pupil self-esteem.

The Inclusion Leader/SENCO, Assistant Head Teacher and Head Teacher oversee all provision and progress for any child with SEND. At Melbourne, we fully support the teacher standard of every teacher being a teacher of SEND.

How is the curriculum adapted to suit the needs of SEND pupils?

As a Staff we believe all children should have a love of learning and be able to access a full and challenging curriculum. Assessments are made to ascertain children's current skills, knowledge and understanding. We aim to provide a stimulating and exciting curriculum that is multi-sensory, engaging all children and allowing independence in an environment that promotes positive learning experiences and a sensed of personal achievement.

Class teachers differentiate lessons to meet the needs of all the students in their class:

- Recommendations and strategies to remove barriers to learning and enable access to the curriculum are made by class teacher, SEND/Inclusion Lead, subject coordinators and by professionals from outside agencies.
- Sometimes children will take part in some small group or individual work with their teacher or a teaching assistant.

Provision is allocated according to needs of the child and follows the 'Assess, Plan, Do & Review' process as laid down in the Code of Practice (Jan 2015). Children who require some additional support may take part in a time limited interventions which run alongside their day-to-day lessons. These may include:

- Daily Reading
- Time on Lexia (an engaging game-like computer program which supporting phonics and reading)
- Additional phonics sessions
- Speech and language programmes (devised by the school Speech and Language therapist and delivered by school staff)

- Friendship groups
- Fine motor skills groups

What support is available for improving the emotional and social development of SEND pupils?

All children in school follow a taught programme PSHE (Personal, Social, Health and Economic education) which is taught in class by class teachers.

Specific intervention programmes such as Ginger Bear, friendship group and circle of friends are used to promote self-esteem and social development. The school's Emotional Literacy Support Assistant (ELSA) is able to support children with social skills, emotions, bereavement, anger management, self-esteem and friendships.

Will SEND impact educational visits and other activities?

No child is excluded from activities at Melbourne. Children with special educational needs will take part in all school activities and reasonable adjustments will be made if necessary.

Every child has opportunities to join in with class education visits and access trips including a Year 6 residential if parents wish. To ensure that this is successful for all pupils we may conduct a more detailed risk assessments, carry out pre-visits, provide extra staff or have social stories in preparation for these activities.

There is a range of extra-curricular clubs open to all children. The school runs a Breakfast Club and After School Club and arrangements are made to ensure children with SEND are supported.

What expertise and training is there within Melbourne School to support pupils with SEND?

We have an Inclusion Leader/SENCO

The Inclusion Leader/SENCO and Headteacher attend training run by the Local Authority to ensure that Melbourne Primary School are fully up to date and informed regarding the Code of Practice changes and implications for Primary Schools.

Some of our teachers and teaching assistants are 'Team Teach accredited' to safely support and remove children demonstrating unsafe behaviour (these incidents are always recorded).

All staff have completed the East Riding of Yorkshire Council Safeguarding and Child Protection training. We actively seek support from outside agencies for staff and families to write plans effectively. Staff training is ongoing to ensure the school is kept up to date with any changes and priorities. The training needs within our school reflect the needs of the staff and children we work with. Our Inclusion Leader/SENCO advises colleagues informally as part of daily school life and more formally at Pupil Progress meetings.

What specialist equipment is available?

We are committed to working with external colleagues to advise us on specialist equipment and facilities needed to support our SEND pupils. We are fortunate to have disabled toilet facilities and the school is accessible to wheelchairs, although additional adult assistance may be required.

How does Melbourne School consult with Parents/carers?

Parents/carers and families know their children better than anyone else; we respect this and recognise the relationship between parents and school is crucial in making sure your children reach their potential. Parents can expect to be involved in assessment of SEND and are regularly invited to review progress and be involved in the target setting process. We provide additional time for SEND meetings and we encourage parents to share with us any concerns they may have regarding their children. Parents, and the children themselves, are actively involved in setting and reviewing targets.

What if I am unhappy with SEND provision?

We welcome feedback from parents however if parents are unsure about any of the support or provision being made for their child, they should not hesitate to contact school in order to address any issues and action as necessary.

The school's complaints procedure is outlined in the school prospectus. Any complaint that refers to this policy should be referred to the Assistant Head Teacher or Head teacher. Only if the Head Teacher is unable to resolve the complaint or the

complainant is unwilling to contact the Head Teacher should the complainant invoke more formal procedures by contacting the Chair of Governors.

Support with issues relating to SEND can be sort from 'Families Information Services Hub (FISH), at www2.eastriding.gov.uk/living/children-and-families/the-family-information-service-hub/ or phone 01482 396469.

What happens when my child moves to secondary school or other school?

A key milestone for any child is the move from Year 6 to Secondary School. We are extremely mindful of potential additional provision and plans that need to be in place for our SEND pupils at this point. Enhanced Transition Plans are formulated with the team around the pupil from both settings to prepare them for a smooth transition. We encourage all parents and children to visit school prior to transfer. For pupils with SEND a phased transition or extra visits to school prior to transfer might be appropriate to help them get used to their new environment.

What external support is available to further support my child?

At Melbourne, we work closely with a wide range of support services and health professionals who offer guidance and support to our school and families. If a child's needs are more complex, a multi-agency approach will be used. We work closely with:

- Wonder Learning Partnerships SEND Consultant
- Education Inclusion Service (EIS)
- Educational Psychologist
- Occupational Therapy
- Physiotherapy
- Speech and Language Therapy Service (SALT)
- Integrated Sensor & Physical Teaching Service (SaPTS)
- Social Services
- Child and Adolescent Mental Health Service (CAMHS)

- Parent Support Service
- Behaviour Support Team
- Early Help and Safeguarding Hub (EHaSH)
- Children's Disability Team

The Local Authority Special Education Needs Team For more information on support services please visit 'Families Information Services Hub (FISH), at www2.eastriding.gov.uk/living/children-and-families/the-family-information-service-hub/ or phone 01482 396469.

More general support services information can be accessed from:

East Riding of Yorkshire Council, County Hall, Beverley, East Riding of Yorkshire, HU17 9BA or phone 01482 887700

Where can I find out more on the local authorities local offer?

For more information about the East Riding local offer please go to the following link:

<http://www.eastridinglocaloffer.org.uk/>

Or press the Local Offer button below.