



## The Meadow Community Primary School and Pre-School

# Special Educational Needs and Disability Policy October 2018

This policy is intended for all teaching and non-teaching staff; local governors; parents and other interested parties.

### **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 0-25 September 2014 (updated version January 2015)
- School SEN Information Report regulations (2014)
- Statutory Guidance on Supporting Pupils with Medical Conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 Framework document September 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards 2012
- Children and Families Act 2014
- SEN and Disability Regulations 2014

This policy has been created by governors in consultation with staff, pupils, parents of The Meadow Community Primary School and SENCOs of Symphony Primary Schools Partnership. 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.

At The Meadow Community Primary School, the Special Educational Needs Co-ordinator, known as SENCO is Mrs. Zoe Rudd.

Contact details: 0116 2887227 or email [admin@meadowcommunity.leics.sch.uk](mailto:admin@meadowcommunity.leics.sch.uk)

The SENCO is a qualified teacher and is not a member of the SLT, the SEN advocate on the SLT is Mrs Charlie Smith. Mrs Rudd is an experienced SENCO of 16 years and, therefore, is not logally obliged to undertake the NASENCO Award.

This policy can be accessed through the school website [www.meadowcommunity.leics.sch.uk](http://www.meadowcommunity.leics.sch.uk) or as paper copy, if requested, from the school office.

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.

### **Mission Statement**

At The Meadow Community Primary School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. Every teacher is a teacher of every child including those with SEN. Our broad, balanced,

creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed. We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010. Together we take pride in making a positive contribution to our school and the wider community.

### **Aims of this SEND Policy**

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs.

The aims of SEND policy and practice in this school are:

- To raise the aspirations of and expectations for all pupils with SEN, to be ambitious for their success and well-being
- Provide the highest possible standard of education for all pupils
- Ensure all pupils have every opportunity to achieve their full potential
- To reach high levels of achievement for all
- To support pupils to become confident individuals living fulfilling lives
- To ensure pupils make a successful transition into further education
- To attain high levels of satisfaction and participation from pupils, parents and carers
- To share a common vision and understanding with all stakeholders
- To give transparent resourcing to SEND
- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure a wide range of special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum, to better respond to the four broad areas of need:
  1. Communication and interaction,
  2. Cognition and learning,
  3. Social, mental and emotional health,
  4. Sensory and/or physical needs.
- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- Every teacher is a teacher of every child including those with SEND.

## Objectives

- To work within the guidance provide in the SEND Code of Practice, 2014
- Identifying those with special educational needs and additional needs
- Ensuring all class teachers are well trained and equipped to support different additional needs
- Use our best endeavours to ensure that the necessary provision is made for any individual who has SEN
- Ensure that children with SEN take part in the activities of the school alongside children who do not have SEN
- 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 all 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 needs, is value for money and leads to good outcomes.
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Inclusion Policy
- To provide support and advice for all staff working with special educational needs pupils
- Ensuring pupil progress is tracked systematically and action is taken to address need at an early stage
- To prepare an SEN information report highlighting the school's policies for making provision for pupils with SEN whether or not the pupils have EHCPs

## Context

All children have a right to learn. For some children this will be more difficult than for others. The Meadow Community Primary 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 will 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.

Every child is valued. Every child is an individual with a personality, needs and interests. 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.

*High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. SEN Code of Practice (2015: Para 1.24)*

The Meadow school is a mixed Primary school for children between the ages of 4 and 11 years. The school is organised into three departments:

- Foundation Stage (Reception) - Our youngest children follow the Early Years Foundation Stage curriculum.
- Key Stage 1 (Infants) -In the Autumn after their fifth birthday children will join one of our Key Stage 1 classes.
- Key stage 2 (Juniors - up to year 6) In the Autumn after their seventh birthday children will join one of our Key Stage 2 classes.

Most children who live in the catchment area transfer to Wigston Academy at the start of the Autumn term following their eleventh birthday.

### **Definition of Special Educational Needs**

Taken from Section 20 of The Children and Families Act 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 physical or mental impairment 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.*

*A child under compulsory school age has special educational needs if they fall within the definition above or would do so if special educational provision was not made for them.*

### **Identifying Special Educational Needs**

We recognise that children learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. 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 The Meadow Community Primary School, we aim to identify problems as early as possible and provide teaching and learning contexts and effective provision to enable each child to achieve their full potential. The earlier action is taken, the more responsive the child is likely to be.

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
- Progress is significantly slower than that of their peers starting from the same baseline
- Failure to match or better the child's previous rate of progress
- Feedback from service providers
- Records transferred from another school
- Base line and on-going assessments
- EYFS/KS1 results
- Regular in-house testing and assessment
- Pupil tracking

There are four broad areas of special educational need. These areas are to help the school identify and provide for needs rather than to label a child or put them in a particular category. The needs of the child will be identified with consideration of the 'whole child' not just their special educational needs.

#### 1. Communication and Interaction

This includes children with speech and language delay, impairments or disorders, who may have difficulty with one, some or all of the different aspects of speech, language or social communication. Children with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction.

#### 2. Cognition and Learning

This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or 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. These behaviours may reflect underlying mental health difficulties. Other children may have disorders such as ADD, ADHD or attachment disorder.

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

This includes children with vision impairment, hearing impairment, multi-sensory and physical difficulties. Children must not be regarded as having a learning difficulty solely because of the language or form of language of their home is different from the language in which they will be taught.

There are other factors that may impact on progress and attainment that are not considered SEN:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language
- Being in receipt of a pupil premium grant
- Being a looked after child
- Being a child of a serviceman or service woman

All schools have a duty to make reasonable adjustments in accordance with current Disability Legislation. Children with poor behaviour, looked after children, poor attendees or those with medical need, 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 SEN. issues.

### **A Graduated Approach to SEN Support**

Quality First Teaching is an entitlement for every child. The graduated approach is implemented to put effective SEN support in place for a pupil. It relies on the following four actions: Assess Plan, Do and Review. Children who are falling behind their peers and therefore causing concern, will be monitored by teachers and supported with school resources. Assessment for learning, attention to learning styles, preparatory and over-teaching will resolve many issues for learners. High quality teaching differentiated for individuals is the first step in responding to pupils who may have SEN. The school regularly and systematically reviews the teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary,

improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of SEN most frequently encountered.

Where progress for any child is inadequate, the class teacher will make provision that is additional to and different from that provided as part of the usual differentiated curriculum offer, to enable the pupil to learn more effectively. Whatever the level of difficulty, the key test of how far the learning needs are being met is whether the child is making expected progress. Expected progress can be defined in a number of ways:

- Closes the gap between the child and peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting from the same baseline but less than that of the majority of peers
- Matches or betters the child's previous rate of progress
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the child's attitude and behaviour for learning

Teachers will identify the specific support being used in the class to address pupil's weaknesses. A record will be kept of support and outcomes. Progress will be reviewed at parents' evenings, Structured Conversations and at pupil progress meetings with the Head teacher and class teacher. In some cases an individual or group plan will be drawn up identifying three or four targets, agreed with parents, and identifying approaches to achieve these. At this stage support is devised and delivered by school staff using formative assessments and early assessment materials and is known as *SEN Support*.

The triggers for intervention could be the teacher's or others' concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- Makes little or no progress when teaching approaches are targeted particularly in a child's identified areas of weakness
- Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not modified by the positive behaviour management techniques usually employed in the school
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

Should a child continue to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age, despite quality teaching and targeted interventions, advice will be sought from external services. This stage is known as *Specialist Support* and involves outside agencies in advising and/or working to assess the nature of the need and helping plan more specific support. Parents will always be involved in any decision to involve specialists. The Meadow works closely with the LA and a range of other specialist service providers. Which include, but are not limited to: educational psychologists, CAMHS, specialist teaching service, therapists (including speech and language therapists, occupational therapists, visual impairment, hearing impairment and physiotherapists), Autism outreach, social services, paediatricians, health visitors, school nurse, ADHD solutions, Birkett House outreach, Oakfield outreach, Early Years SEN Inclusion Team, Advisory teacher for supporting pupils with physical disabilities, counsellors and family support workers. It will be

important to record all external advice and support received - this will be kept in the child's file and copied to the SENCO.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child, the child has not made expected progress, the school and/or parents may apply for additional funding to secure further support. We will use appropriately qualified personnel from 'external specialists' to make assessments and inform further action. Where the school recognises that there may be a significant cost to the school to secure support for the child, due to significant and sustained learning issues, a *Support Plan* will be devised in consultation with parents and all those involved in the child's education and welfare. An application may be made for High Needs Funding to the Local Authority, having regard to the criteria for funding provided through SENA service. The school will be responsible for managing any funds received.

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 significant support is needed from a range of sources, an application will be made to the Local Authority for an Education, Health and Care Plan, which will be drawn up in consultation with parents, child and services. This will be reviewed annually and will last for the duration of a key stage. At the end of each key stage, need will be reviewed and considerations of age and the next stage of development taken into account when planning provision.

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

### **Removing Pupils from the SEN Record**

In consultation with parents, the child will be considered for removal from the SEN record where he/she has made sustained, good progress that:

- Better than the previous rate of progress and have sufficiently closed the attainment gap between the child and their peers of the same age,
- Or where a child's wider development and/or social needs have improved and progress in the targeted area is considered to be sustained;
- Additional SEN provision is no longer required to ensure the progress is sustained.

### **Supporting Pupils and Families**

We listen to and act upon the concerns of parents. All staff are alert to the pressures that parents and families may be under because of a child's needs. We actively encourage parents to support their child through positive attitudes, giving user friendly information and effective communication. We work in partnership with parents, recognising their knowledge and expertise in relation to their child. We will make parents aware of the SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service) available as part of the LA Local Offer and keep our school website up to date with relevant information.

The views of the child with SEN will be considered at all stages of support so that they understand why they are working in a particular way and what the expected outcomes are. Further information can be found on the LA website about the Leicestershire Local Offer, which outlines service provision in the county and support available to parents and children with SEND.

Leicestershire Local Offer can be found here:

<http://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

The Meadow Community Primary School SEN Information Report can be found here:

<http://www.meadowcommunity.leics.sch.uk/send>

At The Meadow, pupils on the SEND Support Record will have additional support which is outlined in the SEND Support Provision Map. The school's provision map is updated each half term to maintain an overview of the programmes and interventions used with different groups of pupils across the school.

By monitoring pupil progress the area of need and appropriate level of support will be identified. This may include:

- Small group support work in class
- Small group intervention work for reading, phonics, spelling, writing or maths programmes.
- Individual support for reading, speech and language programmes, occupational therapy programmes.
- Social skills groups; Circle of Friends, Funtimes.
- Physical development programmes to support fine and gross motor skills; 'Big Moves', 'Finger Tips'.
- Nurture support, 1:1 support for Social Emotional and Mental Health Needs

Every class has a Learning Support Assistant (LSA) and access to support from our dedicated team of SEN Support LSAs. The class teacher liaises with their LSA to plan support programmes appropriately. Classes where there are higher levels of need will receive additional Learning Support Staff. The level and frequency of support will depend on the individual level of need.

### **Involving Parents and Pupils**

The Meadow believes that a child's education should be a partnership between parents and teachers, therefore the school aims to keep communication channels open and communicate regularly, especially if a child has complex needs. The Meadow offers an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENCO and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.

If a child is on the SEN Record they will have an ISP (Individual Support Plan) which will have individual SMART targets. Parents will be invited by the child's class teacher three times a year to review and agree new targets and discuss activities and support that will help the child achieve them. Concerns can be shared and, together with the class teacher, aspirations for the pupil can be agreed. The views of the pupils are always included in these discussions. Parents are invited to attend two parents' evenings throughout the year and a transition meeting at the end of the academic year. Furthermore, special extended meetings are offered twice a year to parents who have children with a special need or disability, which are called, 'Structured Conversations'. Parents with pupils who receive 1-1 support are invited to 'coffee and chat' sessions to meet the staff supporting their child. The school provides annual and mid-year reports which provide parents and carers feedback on their child's up to date academic levels, individual literacy and maths targets and any behavioural, emotional or social difficulties.

### **Transition**

At The Meadow Community Primary School, children usually stay with the same teacher for one year. We have transition days within the school during the summer term, a welcome meeting to



which parents and pupils are invited, enabling them to meet the new teacher and discuss any concerns. Parents' evenings and regular informal contact through an 'open door' policy provide good opportunities for parents and teachers to talk informally.

Children transferring to High School have a planned transition programme. Less confident children are accompanied to the High School by an LSA from The Meadow for a planned programme of additional induction. SENCOs liaise and records are passed on.

Children entering school at YR, visit the school. Parents meet the teaching team and pass on information relevant to the development of their child. Pre-school providers involve the SENCO 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.

### **Admission Arrangements**

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. The LA is the admitting authority for The Meadow Community Primary School. Schools cannot refuse admission to pupils with special educational needs 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 LA makes the final decisions on admissions.

### **Supporting Pupils at School with 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 The Meadow Community Primary School, we support children, where possible, with medical conditions. Staff will be trained as need arises. Refer to policy for Managing Medical Conditions in School.

### **Monitoring and Evaluation of SEND**

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, book-scrutiny, scrutiny of planning and pupil interview. Interventions are evaluated for their effectiveness and value for money. Parent and pupil surveys are administered annually and feedback on reports, at parent's evenings, and SEN review meetings, inform our work.

### **Training and Resources**

Training needs are identified by staff themselves or by SENCO 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 practice discussion of the needs of individual pupils. The SENCO regularly attends LA briefings and Symphony Primary Partnership meetings to keep up to date with local and national developments and to share best practice.

### **Roles and Responsibilities**

The Headteacher has the overall responsibility for overseeing the provision for children with SEN and is responsible for managing PPG and LAC funding. In addition, the Headteacher and

Heads of School are the designated teachers with specific Safeguarding responsibility and manage the schools responsibility for meeting the medical needs of pupils.

The person co-ordinating the day to day provision of education for pupils with SEN is Zoe Rudd (SENCO).

The SENCO has responsibility for:

- The day to day operation of the school's Special Educational Needs and Disability Policy
- Co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Liaising with parents of pupils with SEN
- Advising class teachers
- Liaising with external agencies including, educational, medical, social and voluntary services
- Liaising with early years providers and others schools
- Deployment of Learning Support Assistants
- Monitoring effectiveness of support programmes and services
- Ensuring parents are fully involved in positive outcomes for their children's learning
- Implementing a programme of annual review
- Overseeing records of all children with SEN
- Liaising with relevant schools to ensure smooth transition between phases and places of education
- Liaising with governors and keeping abreast of national/local developments through network meetings and relevant training

Teachers are responsible and accountable for the progress and development of pupils in their class at all stages of SEN support. At all stages teachers work to develop independent, confident learners. They are responsible for managing support staff and resources in their class and liaising with parents.

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

- Assist and advise the governing body on fulfilling its special education responsibilities
- Ensure children with Special Educational Needs 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 -
  1. The existence of accurate and up to date record keeping, including achievements
  2. The number of review meetings held at least termly for SEN pupils
  3. Feedback from pupils, parents and staff
  4. The standards and progress of pupils with SEN
  5. Awareness of the nature of needs and the demands these make

### **Funding**

The school's core budget is used to make general provision for all pupils in the school including pupils with SEN. In addition, every school receives an additional amount of money to help make special educational provision to meet children's SEN. This is called the 'notional SEN budget'. The amount in this budget is based on a formula which is agreed between schools and the local

authority. If the school can show that to meet the needs of a pupil with SEN costs more than £6,000, it can apply to the local authority for top-up funding to meet the cost of that provision. Where the local authority agrees that the school's request for top-up funding meets the agreed criteria, the additional costs are provided from funding held by the local authority. Schools will be expected to use this funding to make provision for that individual pupil.

The school may use Pupil Premium Funding where a pupil registered as SEN and is also in receipt of a Pupil Premium grant to address the needs of these pupils and enhance learning and achievement.

### **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 cabinet when not in use.

### **Reviewing the Policy**

This policy will be formally reviewed annually.

### **Accessibility**

The school complies with relevant accessibility requirements. The building can be accessed by wheelchair users and includes a toilet for disabled. 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 website.

### **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 SENDIASS. *Refer to School Complaints Policy.*

### **Bullying**

We are an inclusive school and work every day to create a safe, secure and happy environment for all children, where everyone is accepted for who they are and where the differences between us are valued and celebrated.

From time to time, parents and teachers become aware that a child has suffered intimidation by another child or a group of children. This may take the form of physical, verbal or mental cruelty. At The Meadow, we have 'zero tolerance' to bullying and we will act immediately to stop it. We have a number of strategies in place that we believe reduces the chances of a child being bullied at the school and help to combat bullying which will support victims and deal with the perpetrators.

As part of planning the support and provision for pupil's of SEN, we will always look to promoting pupils' independence and resilience and closely monitor pupil's well-being outside as well as within the classroom. Through the school's safeguarding arrangements, we will reinforce the safe use and understanding of social media.

More information about our approach to this issue is contained in our behaviour policy, which is available from the office and the school website.

## **Mental Well-Being**

At The Meadow Community Primary School, we aim to promote positive mental health and wellbeing for our whole school community (children, staff, parents and carers), and recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health. We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. This year we have launched our whole school 'Route to Resilience' project. We know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody's business and that we all have a role to play. The Department for Education (DfE) recognises that: "in order to help their children succeed; schools have a role to play in supporting them to be resilient and mentally healthy". Schools can be a place for children and young people to experience a nurturing and supportive environment that has the potential to develop self-esteem and give positive experiences for overcoming adversity and building resilience. For some, school will be a place of respite from difficult home lives and offer positive role models and relationships, which are critical in promoting children's wellbeing and can help engender a sense of belonging and community. Our role in school is to ensure that children are able to manage times of change and stress, and that they are supported to reach their potential or access help when they need it. We also have a role to ensure that children learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support. Our aim is to help develop the protective factors which build resilience to mental health problems and to be a school where:

- All children are valued.
- Children have a sense of belonging and feel safe.
- Children feel able to talk openly with trusted adults about their problems without feeling any stigma.
- Children are supported in understanding their emotions and feelings.
- Children are supported socially to form and maintain relationships
- Positive mental health is promoted and valued.
- Bullying is not tolerated.

**Appendix A**

The Meadow Community Primary School

SEND Graduated Support Provision

<b>Stage of Support</b>	<b>School Support</b>	<b>Specialist Support</b>	<b>Support Plan</b>	<b>Education, Health and Care Plan</b>
<b>Nature of Support</b>	Quality First Teaching/additional support using school's resources	This may be advisory or direct input with the pupil It may or may not require some level of funding from the school	Additional support to access the curriculum due to significant and sustained educational needs. The school may apply for High Needs Funding, enabling the school to more effectively support the child.	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 child's needs.
<b>Criteria for placement</b>	Working below age expectation Making below expected progress	Some children will go straight to this stage if they have a specific need requiring specialist advice e.g. children requiring input from Speech and Language Team or Autism Outreach. Other children will progress to this stage if they are making insufficient progress at the previous stage	Insufficient progress is being made and standards are significantly below expectation. Child meets the criteria specified by the LA	Where a child has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary 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 a need	Child will remain at this stage whilst significant modifications/support	Child will remain at this stage whilst need remains

		for external support	are essential to access the curriculum. Annual review	subject to annual review.
<b>Criteria for exiting</b>	Child is making expected progress and attaining at the expected , 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 'In school Support' 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 child will be reviewed and a decision made whether a plan for the next phase of education is required.