



SEN and Disabilities Policy

This policy will be reviewed in full on a yearly basis.

This policy was reviewed and updated in September 2025

Next review date: September 2026

This policy is reviewed by the Full Governing Board.

This Policy complies with the statutory requirements laid out in the SEND Code of Practice and has been written with reference to the following guidance and documents:

Equality Act 2010: advice for schools DfE Feb 2013

Children and Families Bill (2014)

SEND Code of Practice 0 - 25 (Sep 2014)

Schools SEN Information Report Regulations (2014)

Statutory Guidance on supporting pupils at school with medical conditions April 2014

The National Curriculum in England Key Stage 1 and 2 Sept 2014

Safeguarding Policy and Covid 19 Addendum

Accessibility Plan

Teachers Standards 2012

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Introduction

Merton Abbey Primary School is an inclusive school and we believe:

- that children with SEN and disabilities should be offered full access to a broad, balanced and relevant education
- that the special educational needs of children can be met mostly in the classroom with high quality teaching
- that high-quality, targeted and specialist intervention supports children's learning and development
- that every teacher is a teacher of every child, including those with SEN
- that every leader is a leader of SEND
- that the views of the child should be sought and taken into account
- that parents have a vital role to play in supporting their child's education

Our aim

We aim to hold aspirational goals and expectations for all children with SEN and disabilities and we want all children with SEN and disabilities to fulfil their potential. To achieve this we:

- carefully identify each child's unique interests, strengths, needs and challenges
- work collaboratively as a whole school, alongside professionals, and with families to plan suitably challenging short-term goals and long-term outcomes for every child with a Special Educational Need and/or disability
- see each child as a "whole child" and recognise, celebrate and build-on a broad range of successes
- ensure that our teaching practice meets the needs of each individual child
- engage with current best practice, share knowledge within our team, and drawn on the expertise of other SEND professionals
- consider and incorporate our knowledge of local and national SEND attainment and progress- when setting appropriate and aspirational goals for individual pupils with SEND
- work within the guidance provided in the SEND Code of Practice

Identifying Special Educational Needs

Early identification of a child's Special Educational Needs is essential. At Merton Abbey we ensure that we gather as much information about each child and their needs as early as possible through discussions with parents and carers. We seek to build a picture of each child's previous experiences of settings, the child's developmental history, which languages are spoken and what support has already been given to date. We identify the needs of pupils by considering the needs of the whole child. We consider disability, attendance and punctuality, health and welfare, being in receipt of the Pupil Premium grant, being a Looked

After Child and being the child of a Serviceman/woman. If a child's behaviour is a concern, we view this as the child's response to an underlying need and we aim to know all our pupils well enough to be able to recognise and respond to this.

We use this information from parents and carers along with careful in-class observations, age-appropriate assessment and sometimes speak with previous teachers/ settings and with professionals who have already been involved with the child, with parent's permission. We use this identify clearly the specific needs of the child so that we can carefully tailor the provision through SEND Support Plans and Education Health Care Plans. These plans are reviewed regularly in order to monitor progress towards outcomes to monitor and identify changing needs so that we can carefully match the provision- to these needs.

The purpose of SEN identification is to work out what action we need to take. Children can have a Special Educational Need within just one of the four broad categories, over a number of categories, or across all four categories. The SEND Code of Practice describes these four broad categories of need. Primary categories of need sit within the broad categories of need as follows:

Communication and Interaction: Speech, Language and Communication Need (SLCN) and Autism Spectrum Disorder (ASD)

Cognition and Learning: Specific Learning Difficulty (SpLD), Moderate Learning Difficulty (MLD), Severe Learning Difficulty (SLD), Profound and Multiple Learning Difficulty (PMLD).

Social, Mental and Emotional Health: (SEMH)

Sensory and/or Physical: Visual Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI), Physical Difficulty (PD) Sensory and/ or Physical needs.

Our Graduated Assess-Plan-Do-Review Approach to Special Educational Needs

We strive to provide Quality First teaching in all of our classes and our teachers are responsible and accountable for the progress and development of all the pupils in their class, including pupils who have support from teaching assistants or specialist staff. High quality teaching, differentiated for individual children, is our first step in responding to children who have or may have special educational needs.

We regularly and carefully review the quality of teaching for all children through visiting classes, talking to children about their learning, professional discussion with teachers and teaching assistants, and monitoring the quality of children's written work. We monitor the attainment and progress of all children every term in our Provision Mapping meetings which are attended by teachers, teaching assistants, the SENDCo and our Deputy Head Teacher. In these meetings we look at attainment and progress (Assess and Review), make plans for additional support for groups and individual children and discuss which children would benefit from further assessment from external professionals (Plan), put the plan into action over the term (Do) and hold another Provision Mapping Meeting the following term (Assess and Review). Provision Maps show what strategies will be in place all the time to ensure high quality teaching and access for all children, and which small groups and individual support will be used to provide extra support for the children who need it.

SEND Support Plans, EHCPs and the Graduated Approach

Our SEND Support Plans clearly records the Assess, Plan, Do & Review Process and every child on the SEN Register is given a SEND Support plan which is reviewed on a termly basis. The 'Assess' section of the plan records the views of the child, the parent and the teacher and records what the child enjoys and does well-in and also what their specific needs and difficulties are. This information can be based on recent assessment, informal observation and professional reports. The 'Assess' information informs the 'Plan' - which takes the form of three, SMART (Specific, Measurable, Achievable, Realistic and Time-Bound) targets. The short-term targets are the most essential targets for the child to achieve, at that point in time, in order to make good progress. These targets should address the child's main barriers to learning. The 'Do' section details how we will ensure the child achieves these targets and may include details of specific interventions and focus groups, who will carry them out and how often. It may also detail the in-class teaching strategies, resources and types of differentiation that will be used. An optional informal mid-point review is available as part of the plan and all plans are reviewed formally at least once each term. The 'Review' section details whether the child has met their target and what the next steps might be. Next steps could include requesting professional advice, applying for an EHCP, continuing with SEND Support or indeed removing SEND Support.

Pupils who have an EHCP have their EHCPs reviewed annually when they are 5 years old and over, and twice a year when they are under the age of 5. EHCPs set long term outcomes and we therefore provide all children with an EHCP with a SEND Support plans so that short term targets can be planned to help children reach their longer term outcomes. The Assess, Plan, Do, Review cycle continues term-to-term. Children who have SEND Support are added to the SEN register and this entire process is with parents' informed consent.

If a child is still not making adequate progress even though they have had continued accessed to high quality teaching and targeted intervention - then the Class Teacher and the SENDCo may consider whether the child requires a special educational provision such as Speech and Language Therapy, or Occupational Therapy. This is always discussed with parents in advance of making any referrals and we always seek parents informed consent, either verbally or in writing, before seeking advice from external agencies and professionals.

We may use our Notional SEN Budget to seek professional advice and guidance from:

Educational Psychologists

Merton Language Behaviour and Learning Team

Speech and Language therapists

CAMHS (Child and Adolescent Mental Health) specialists

Occupational Therapists

Physiotherapists

School Nurse

Merton Autism Outreach Service

Applying for additional funding and support through an Education, Health and Care Plan

If a child needs funding and support over and above what we can provide through our notional SEN budget within school, we talk to parents, and the child where appropriate, about making an application to the Local Authority for a Statutory Assessment of special educational needs. If we agree to make an application, school and parents meet to provide

information to the Local Authority about the child's needs. We share the support the child has had until now, the progress they have made with this support, what additional support we feel they need and how much we think that might cost. The Local Authority then decides whether to go ahead with Statutory Assessment.

If the Local Authority goes ahead, a variety of professionals such as Educational Psychologists, Speech and Language Therapists and Occupational Therapists might come into school to observe and assess the child. Parents may also be asked to take their child to various appointments with professionals such as paediatricians. At the end of this process, the Local Authority meets to decide whether to issue an Education and Health Care (EHC) Plan and provide additional funding to meet the child's needs. If the decision is to issue an EHC Plan, a planning meeting then takes place with parents, school, and all the professionals who have been into school to agree the outcomes for the child which will go into the EHC Plan.

If the Local Authority decides not to go ahead with Statutory Assessment, they will write to school and to the parents explaining why. School may be asked to provide additional information to allow the Local Authority to consider the application again. Or the Local Authority may feel that it should be possible to meet the child's needs from school's notional SEN budget and that no additional funding will be given. In all cases, we work closely with our Case Officers within the Local Authority.

Taking a child off the SEN register and SEND Support

The aim of having SEND Support plans is to try to provide an additional level of support to help children to achieve as fully as possible. Some children might, therefore, be taken off SEND Support if they consistently meet their short-term targets and if they are working within expected levels or if they no longer have SEMH needs, for example, due to effective interventions. If the child no longer requires additional support to access the learning, maintain the pace of learning, nor require interventions outside of class then it is appropriate for the Class teacher or SENDCo to discuss removing the child from the SEN register with the parents/carers. If removal is agreed, the child's will still be carefully supported and monitored, as all pupils are, through the termly assessment procedures and Provision Mapping meetings. School and parents should maintain ongoing communication through parent consultation meetings and parents are invited to speak with the SENDCo at any time.

Supporting children and families

The Authority's Local Offer (localoffer.merton.gov.uk) has information about a wide range of support available locally to children and families.

Our SEN Information Report is on our school website.

Abbey Children's Centre, which is located on the same site as us, provides targeted services to families with young children as well as pre-school provision for 2 year olds.

Places in our school are allocated by the Local Authority.

Supporting children with SEN and disabilities to access exams

Children in Primary Schools currently do a Phonics Check during KS1 and SATs in Years 2 and 6. It is possible for children with SEN and disabilities to have support such as extra time, a scribe (someone to write some of their answers for them) and physical adjustments to the papers themselves, such as enlarged papers for children with vision impairment. School will talk to parents and the child about this support if it is needed, and will then apply for it through the appropriate route.

Supporting Transition

We support transition from class to class and across key stages. Teachers meet at the end of each year to pass on information about the class they have been teaching and to talk about any special support in place for particular children. When a child goes to a new school we share information about their progress and support. The Local Authority holds a Transition Day each year for children moving on to secondary school, and our SENDCo attends this to pass on information about children who have EHC Plans, children on our SEN register and children who may be vulnerable at transition to secondary school. Wherever possible, SENDCos from secondary schools attend Year 6 Annual Reviews for children with EHC Plans or come to meet the child in school and see them in class.

Supporting Children at School with Medical Conditions

We recognise that children 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. Please see our policy for supporting children with medical conditions.

Monitoring and Evaluation

We regularly monitor and evaluate the quality of provision we offer all children through SLT audits, sampling of parent views, pupil views, and the views of staff. Our Head Teacher provides information to our school governors in liaison with our SENDCo. As well as supporting the school, governors also challenge school leaders to improve the quality of teaching and learning. In this way we are able to continually adapt and improve our provision as needed to best meet the needs of our children.

Training and Resources

All staff undertake induction on taking up a post, attend the whole school training program and are supported to attend training from external providers wherever possible and appropriate. Our SENDCo attends the Local Authority's SENDCo workshops and forums in order to keep up to date with local and national updates in SEN and disabilities, and is a member of NASEN (National Association of Special Educational Needs).

Our provision for children with SEN and disabilities is funded from our notional SEN budget which is given to us from the Local Authority's SEN budget.

Roles and Responsibilities

The roles and responsibilities of the SEN Governor, the Headteacher, the SENDCo, class teachers and all staff who work with children with SEND is set out in the SEND Code of Practice.

The role of our SEN Governor is to be knowledgeable about SEN and disabilities and to support and challenge us in our work. Our Headteacher, Mr Michael Bradley has the overall responsibility for the operation of SEND provision. Our SENDCO, Miss Ashleen Browne, is responsible for overseeing the day to day operation of the SEND provision, co-ordinates this provision, advises and supports the Graduated Approach and liaises with school staff, families and external agencies. Class Teachers are responsible and held accountable for each child in their class and all staff working with children are responsible for supporting children with Special Educational Needs and/ Disabilities. Our Head Teacher Mr Michael Bradley and our Administrator, Mrs Diane Sutton are jointly responsible for managing school's responsibility for meeting the medical needs of pupils.

Storing and Managing Information

Documents are stored in line with policies on Information Management, Confidentiality and statutory responsibilities such as Freedom of Information. These determine how long we store documents, when they should be destroyed, what should be kept and where.

Reviewing this policy

We will review this policy annually. **This policy was reviewed in September 2025 by Ashleen Browne.**