



**MERESIDE PRIMARY SCHOOL  
& CHILDREN'S CENTRE**  
Langdale Rd, Blackpool, FY4 4RR  
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Principal: Mrs S. Bamber  
Deputy Principal: Miss S. Upton  
Centre Leader: Mrs C. Whiteside

## SEND (Special Educational Needs and Disabilities) Information Report 2019

### The best we can be

#### What is our approach to teaching pupils with SEND ?

Our school is committed to providing a high quality education to all the children living in the local area. We are an inclusive school and believe that all children, including those with additional needs, are entitled to a broad and balanced academic and social curriculum, which is accessible to them and allows them to be fully included in all aspects of school life.

#### 1. Who are the best people to talk to in school if I think my child has difficulties with learning / Special Educational Needs or disability (SEND) ?

Role in school	Name of Person	Responsible for:
Principal	Mrs Sarah Bamber	The day to day management and overall responsibility of all aspects of the school, including support for children with SEND
SENDCO	Mrs Jane Walpole	<ul style="list-style-type: none"> <li>• Classroom observations to ensure high quality provision, teaching and learning for pupils with SEND</li> <li>• To monitor the progress of all children who are involved in individual or group interventions and discuss with teachers next steps / targets for these children.</li> <li>• Coordinating the support for children with SEND and developing school policies related to this so that provision is consistently high and pupils needs are met. This includes coordinating provision within school that is provided by outside agencies.</li> <li>• Making referrals and liaising with other agencies to ensure that pupils have access to provision from professionals beyond the school.</li> <li>• Updating the SEND register and liaising with the Pastoral Lead and School nurse</li> </ul>

		<p>to update Health Care Plans. Putting into place systems to ensure that all SEND needs and information is known and accessible to staff when needed.</p> <ul style="list-style-type: none"> <li>• Ensuring that parents and carers are involved in their child's learning and involved in reviewing their progress and provision.</li> <li>• Providing Specialist support and advice for teachers and other staff or signposting them for courses and training as appropriate (CPD).</li> <li>• Designated Teacher for Children who are Looked After.</li> <li>• Ensuring Child Protection procedures are in place and followed as part of the Designated Safeguarding Lead role.</li> </ul>
Pastoral Lead	Lesley Lawrence	<ul style="list-style-type: none"> <li>• First aid Lead</li> <li>• Monitor welfare and attendance of pupils and liaise with the Pupil Welfare Officer (PWO)</li> <li>• Providing family support</li> <li>• Attending Social Care meetings and liaising with other professionals, overseeing school actions, records of these meetings and the sharing of information.</li> </ul>
SEND Governor	Lisa fleet	To make sure that the necessary support is made for any child who attends the school who has SEND.
Teachers		<ul style="list-style-type: none"> <li>• To check the progress of children in their care, identifying gaps, planning additional support or help that the child may need.</li> <li>• Informing the SENDCO if they have particular concerns about a child.</li> <li>• Completing provision maps, sharing and reviewing these with parents termly.</li> <li>• Ensuring that the policies relating to SEND are followed in the classroom</li> </ul>
Specialist School nurse practitioner	Anne Squires	Medical support for children and their families.
School Doctor / Paediatrician	Dr Laycock	Medical support in the Children's Centre for children and their families

## 2. How do we measure the progress of your child in school ?

Every pupil at Mereside has the opportunity to follow all National Curriculum Subjects. We are committed to narrowing the attainment gap between SEND and non-SEND students.

- Your child's progress is continually monitored by their class teacher, who will have highlighted any gaps in their understanding/learning and planned support to help them make the best possible progress.

- Formative and summative assessments and pupil observations are used throughout the school.
- Children with additional needs will have a provision map which will be reviewed with your involvement, every term and targets for the next term made.
- If your child is in the Early Years and Foundation Stage (EYFS), their progress is reviewed termly against the 'Development Matters' framework and at the end of the Reception Year against Early Learning Goals.
- If your child is in year 1 or above, but is not yet accessing Age Related Work (ARE), they will still be assessed against the 'Development Matters framework' initially, before moving onto a finer tuned assessment tool called 'Progression Steps, B squared', which is used to show smaller, but significant steps of progress.
- At the end of Year 1, pupils are formally assessed using National Phonics Screening Check.
- In Year 2 and 6 all children are required to be formally assessed using teacher assessment and SATs (Standard Assessment Tests) for reading, writing and maths. These are tests that the government requires all schools to do and results are published nationally. For children who are working well below the level, there is a disapplication process so that a pupil does not have to take the test; parents are informed by school if this is deemed necessary. Some children will be eligible for additional time.
- Education Health and Care Plans (EHC Plans) informs all planning and is a record of the individual child's needs. The progress of children with an EHC plan is formally reviewed at an Annual Review with all adults involved in the child's education.
- Cycles of Assess, Plan, Do, review (APDR) and personalised targets are recorded at meetings with parents and other agencies to assess needs and plan targets / next steps.

### 3. How are pupils with SEND identified ?

We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be short or long term. At Mereside we aim to identify and respond to these needs as they arise so that our school is quickly responsive to children's changing needs, allowing every child to achieve their full potential.

The tracking systems for regularly observing, assessing and recording the progress of all children is used by teachers to identify children who may need additional support. Termly pupil progress meetings are held between Senior Leadership Team/SENDCO and class teachers to plan for all pupils who require additional support. If a teacher has concerns about a pupil during the term they may also complete and return a 'Cause for Concern' form and send it directly to the SENDCO (Special Education Needs Co-ordinator).

Based on the school's observations and assessment data and following a discussion between the class teacher, SENCO and parent, the child may be identified as needing either:

- Differentiated curriculum support within the class ( Wave 1 support)
- Additional support through **SEND** provision (Wave 2 Support)

### 4. How does the school adapt its teaching and curriculum to ensure teachers can include pupils with SEND?

Our school Offer demonstrates how we help our pupils with SEND to reach their full potential. It describes the variety of ways we are able to support and meet the needs of children who experience barriers to learning. At Mereside, we value the abilities and achievements of all our pupils and we are committed to providing anything appropriate in order for them to learn, progress and be happy. We recognise that

children learn at different rates and there are many factors that can affect their achievement. We set suitable learning challenges, have high expectations and respond to the diverse needs of all children. Class teachers plan lessons according to the specific needs of all groups of children in their class. They will adapt these on a daily basis to ensure that your child’s needs are met and so that they can:

- Achieve their best
- Become confident individuals and live fulfilling lives
- Make a successful transition into adulthood
- Develop resilience and a ‘Growth Mindset’

**The kinds of Special Educational Needs for which provision is made in our school**

- **Cognition & Learning** - for example dyslexia, dyscalculia intervention programmes are undertaken.
- **Sensory, Medical & Physical** – for example visual, auditory and sensory processing needs are accommodated .
- **Communication & Interaction** – for example Speech & language groups and individual programmes recommended by a Speech and Language Therapist are implemented by trained Support Assistants. Provision of individually tailored visual support packages including individual timetables, behavioural cue cards, PECS and communication books.
- **Social, Emotional, Mental Health Needs** – for example intervention groups based upon Theraplay principles, ‘Why Try ?’, and ‘Strong Feelings’, a KS1 and KS2 lunchtime play based ‘Green Club’.

Some of our teaching and support staff have additional qualifications and training that can be accessed to help your child. Some of these include:

First Aid Training	‘R’ Time
Asthma / Epipen / Diabetes training	Attachment in the Classroom
Positive Handling	Circle Time
MAPPA	Sport Coaches
Early Help	Working Together Level 1
Italk	Precision teaching
Talk Boost	Colourful Semantics
Nuffield Early Language Intervention	Toe by Toe
Qualified Specialist Dyslexia Teacher	Trained Mentors
ELKLAN trained staff	Success@arithmetic trained staff
ASD Champion	IDL trained staff
1 <sup>st</sup> Class@number trained staff	Hannon trained staff

Specific resources and strategies will be used to support your child on a daily basis. Examples include:

Fiddle toys	Calm down spaces
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Writing slope	Social stories
Easy hold scissors / rulers / pencils	Behaviour modification charts
Wobble cushions	Visual timetables, Now and Next, PECS symbols
Balance boards	Noise cancelling headphones
Weighted blankets / cushions	Desk dividers

## **5. What are the different types of support available for my child with SEND?**

### **Quality First Teaching- support within the classroom**

- Your child will experience different ways of teaching to enable him/her to be fully involved in their learning. This may involve things like the teacher making the learning more practical or visual or providing different classroom resources for your child.
- The teacher will use specific strategies which may be suggested by the SENDCO to enable your child to access the learning task.

### **Intervention groups (Specific, Targeted Group Work)**

- If your child has specific gaps in their understanding of a subject /area of learning they may need to participate in a small group. This can happen in the classroom or outside, by a teacher or a teaching assistant who has had training to run the group.
- Your child's progress will be carefully monitored by the class teacher during these group sessions and any concerns discussed with the school SENDCO.
- If your child continues to make little or no progress despite the additional support then they may be classified as 'School Concern' which means they have been identified by the class teacher as needing continued extra support in school but do not need referrals to outside agencies

### **Support from Outside Agencies or 'SEND provision'**

- If your child continues to make little or no progress over a sustained period or where they continue to work at levels substantially below those expected of children of a similar age despite well-founded SEND support, it may be deemed necessary to make a referral to outside agencies to seek advice and support to enable your child to make progress.
- Before referrals are made you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help both school and yourself understand your child's particular needs better.
- The specialist professional may observe or work directly with your child and child's teacher to better understand their needs, make recommendations and help set appropriate targets using their specific expertise.
- It may be necessary for your child to have some individual support from an additional adult who may be used to support your child with whole class learning or run individualised programmes.
- It is important that school explain what strategies will be put in place and how the support will be used.

### **Multi-agency support from outside agencies**

- Children whose learning needs are severe, complex and lifelong may need additional support in school which can be provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENDCO as needing a high level of support which cannot be provided from the resources already delegated to the school.

- The school (or you) can make a referral for an EHC Assessment to the Local Authority. This is a legal process and you can find more details on the Blackpool Council Family Information Service's Local website ([www.blackpool.fsd.org.uk/kb5/blackpool/fsd/home.page](http://www.blackpool.fsd.org.uk/kb5/blackpool/fsd/home.page))
- A Statement or an EHC Plan will be personalised and that means that all the child's or young person's individual needs in education, health and care will be considered and the provision required identified. The resources that are available will be used flexibly to allow families to make some choices about the provision their child/young person receives.
- Parents/carers can have a key worker to help them, if they wish. The key worker will help families to give their views of the child or young person's needs and their hopes for the future. This person can be sought from SENDiASS ([Blackpool SEND Information, Advice and Support Service \(formerly Parent Partnership Service\)](#))
  - Parents/Carers are involved in writing the EHC Plan with the Blackpool Authority SEND Officers who have assessed the child or young person in partnership with the school.
  - A Personal Budget may be available to families to choose how to support the child or young person.

## **6. What is the school's process for informing/consulting with parents? /How does school communication with parents?**

When a teacher or parent have raised concerns about a child's progress, and targeted teaching has not met the child's needs, the parent or teacher must raise this with the SENDCO.

- Senior Leadership Team and class teachers meet termly at Pupil Progress Meetings to discuss the progress of all children in each class.
- If your child is identified as not making progress the school will set up a meeting to discuss this with you in more detail, to listen to any concerns you may have too, to plan any additional support your child may receive and discuss with you any future necessary actions required.
- We hold termly parents evenings where parents and carers have the opportunity to discuss their child's progress, but we would like you to talk to your child's class teacher regularly so that information is shared about how things are at home and school. This will ensure that we are doing similar things to support at home and school and we can share what is working well in both places.
- The SENDCO (Principal and Deputy Principal) are available to meet with parents and carers at any time to discuss a child's progress or any concerns or worries.
- All information from outside professionals will be shared with you in person (by the professional directly) or where this is not possible, in a report. The SENDCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.
- If your child is on the school SEN register then their Provision Maps will be reviewed with both you and your child's teacher termly.
- A home/school communication book may be used to support communication between home and school.
- Homework will be adjusted as needed in line with your child's individual needs
- You will receive a full report of your child's achievements at the end of each academic year.
- Class teachers and school try to keep you informed about what is happening in school in a variety of other ways such as via our website, school newsletters, text messages, Facebook and Twitter.

In addition:

As a parent of a child with SEND (Special Educational Needs or Disability) parents and carers can be supported by the Blackpool SEND Information, Advice and Support Service (formerly Parent Partnership Service). This is an impartial service, funded by the Local Authority, which supports, assists and advises



Health	<p>Protected playtimes / Lunchtimes (Green Club)  Sunshine Circles (Theraplay informed practice)  Individual Arrangements for SATs Skillstreaming  Home School Diary / Positive Book (Food Diary)  Reduced timetable / flexible teaching arrangements  Individual behaviour monitoring target chart  Meet and Greet KIVA Nurture Group  Positive handling plan Listening group</p> <p><b>Agency Referral</b>  Behavioural Advisory Teacher (BAT)  Headstart (Boing Boing) Resilience programme Year 5  Headstart 1:1 coach (Walk &amp; Talk)  Primary Mental Health Outreach support  Child and Adolescent Mental Health Service (CAMHS)  SEMH School Advisory Teacher Linden Centre  School nurse / Health visitor</p> <p>Designated 1:1 mentor  Lunchtime provision (Galaxy)  Funky Friends Cool Dudes  ELSA  Peer mediating  Safe /calm space agreed  Peer Mentoring</p> <p>Partner School  SERF Provision  Headstart Group work  Young Carers  Educational Psychologist  The Den</p>
Sensory or Physical Needs	<p>Adaptations to the environment/ resources for pupils with HI/VI/PD -----  Staff aware of:  Hearing difficulty - right, left, both ears; grommets fitted, hearing aids  Visual difficulty: glasses (long / short sightedness); nystagmus, astigmatism, squint.  Sensory Integration timetable Sensory Diet (Weighted Rucksack/ blanket)  Fine /Gross motor skill development ABC - coordination activities Brain Gym  Handwriting support / Write Dance / handwriting slope /pencil grip / other equipment</p> <p><b>Agency Referral</b> Name Professional _____  Coordinated Kids OT / Sensory Assessment S&amp;P needs Advisory Teacher  Physical disabilities Advisor (HI / VI / PD) School nurse / Specialist Nursing Team /  Occupational Therapist</p>

**8. What extra curricular activities do we offer children with SEND?**

We try to offer a wide range of clubs to appeal to different ages, abilities and interests. Here are just some examples of the clubs we have provided before and after school. Breakfast and After School Club are provided at a cost to parents.

Football	Choir	Lego Club	Science	Art/Craft
Netball	Dance	Yoga	Knitting	Cookery
Music	Dodgeball	Handball	Multi skills	Sewing
Rounders	School's Alive	Homework Club	Breakfast Club	After School Club
Gardening	Running Club	Digital Leaders Club	Puzzle Club	Colouring Club

**9. How we will support your child when they are entering or leaving school or moving class?**

We recognise that transitions can be difficult for children with SEND (Special Educational Needs or Disabilities) and take appropriate steps to ensure that it is as smooth as possible.

**When starting school in Nursery or Reception:**

Reception staff will meet with staff from all partner nursery schools prior to all pupils starting school and any concerns or any additional needs will be brought to the attention of the SENDCO. If necessary,

additional transition planning meetings will be held to plan the transition in detail with the advice of you the parent and advice from the previous setting and any supporting professionals. Children will be asked to stay for 'Play and Stay' sessions.

If your child has a specific medical condition which may require a Health Care Plan, the school SENDCO will contact you to arrange a meeting where it will be discussed how school can ensure your child's well-being and adapt to the specific needs of your child whilst they are at school.

**When moving class in school:**

A planning meeting will take place in the summer term where information such as National Curriculum levels, provision maps, previous targets, medical information and EHC (Education and Health Care) Plans will be shared between the previous class teacher and the new class teacher. During the summer term your child will get the opportunity to spend time with their new teacher in their new classroom on 'Meet your Teacher Day'. Extended transitions - additional opportunities for you and your child to meet their new class teacher or the creation of 'bespoke transition social books' may help your child transition smoothly.

**If your child is moving to another school:**

We will contact the new school's SENDCO and ensure that he/she knows about any special arrangements or support that need to be made for your child. We will make sure that all records about your child are passed on as soon as possible.

**Leaving school in Year 6:**

The year 6 teacher/s liaise with all our feeder high schools about every pupil. If your child has SEND it is sometimes necessary for our SENDCO to make more specific transition arrangements. We are happy to support parents by accompanying transition visits or tours of other schools if required. Your child may be enrolled on a special transition programme to help support their understanding of the changes ahead; if possible it may be arranged for your child to have additional visits to their new school or sometimes for staff from the new school to visit your child in our school environment.

**10. How is Mereside school accessible for pupils with SEND?** Schools review their Accessibility Policy regularly – available on the school website. This policy outlines what provision has already been made by school to make the site more accessible and contains an action plan that endeavours to develop the accessibility to the physical environment of each site, improve the delivery of written information to parents and constantly seeks to improve access to the curriculum for all pupils.

**11. What arrangements are made by the governing body relating to the treatment of complaints from parents of pupils with SEND concerning the provision made in school?**

Complaints will be dealt with in accordance with the Mereside's Complaints Procedure: – available on the school website

**12. Who can I contact if I have any questions about SEND or the school offer?**

SENDCO	Mrs Jane Walpole
Contact Details:	Mereside Primary School Langdale Road Mereside Blackpool

	FY4 4RR
Telephone:	01253 761531
E-mail for queries:	j.walpole@mereside.fcat.org.uk

The information report has been written to comply with the following guidance:

Section 69 (2) of the Children and Families Act 2014

Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014

Section 6 of the Special educational needs and disability code of practice: 0 – 25 years



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