

Mereside Primary School and Children's Centre

SEND (Special Educational Needs and Disabilities) Information Report 2019

The best that 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"> Classroom observations to ensure high quality provision, teaching and learning for pupils with SEND 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. 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. Making referrals and liaising with other agencies to ensure that pupils have access to provision from professionals beyond the school. Updating the SEND register and liaising with the Pastoral Lead and School nurse 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. Ensuring that parents and carers are involved in their child's learning and involved in reviewing their progress and provision. Providing Specialist support and advice for teachers and other staff or signposting them for courses and training as appropriate (CPD). Designated Teacher for Children who are Looked After. Ensuring Child Protection procedures are in place and followed as part of the Designated Safeguarding Lead role.
Pastoral Lead	Lesley Lawrence	<ul style="list-style-type: none"> First aid Lead Monitor welfare and attendance of pupils and liaise with the Pupil Welfare Officer (PWO) Providing family support Attending Social Care meetings and liaising with other professionals, overseeing school actions, records of these meetings and the sharing of information.

SEND Governor	Lisa fleet	<ul style="list-style-type: none"> To check the progress of children in their care, identifying gaps, planning additional support or help that the child may need. Informing the SENDCO if they have particular concerns about a child. Completing provision maps, sharing and reviewing these with parents termly. Ensuring that the policies relating to SEND are followed in the classroom
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.

Teaching staff are made aware of any special educational needs or disability a student has and suggested strategies or external guidance is shared and they plan lessons according to the specific needs of all groups of children in their class and classroom based support and intervention takes place in one to one, small group or whole class settings as required.

Intervention lessons are also taught by subject teachers and these can take place before, during or after the school day. These are often in smaller groups and English and Mathematics intervention is available for identified students through timetabled lessons and activities, and is designed to promote independent learning and curriculum access.

Our staff 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'

We buy in specialist support from COMMUNICATE Speech and Language Service to deliver communication, speech and language therapy and to work with staff to improve communication and planning as part of the Quality First Teaching offer.

Where necessary, we will consult staff from a variety of external agencies to advise and support our provision across the range of special educational needs and disabilities

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 st 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
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)
- 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.
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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 parents/carers of children who have difficulty in learning, SEN and/or a disability. Contact details can be found via www.fyidirectory.co.uk

7. How specialist expertise, additional services and equipment will be secured?

The school budget, received from Blackpool Local Authority, includes money for supporting children with SEND (Special Educational Needs or Disabilities)

- The Principal decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The Senior Leadership Team discuss all the information they have about SEND in the school, including:
 - the children getting extra support already
 - the children needing extra support
 - the children who have been identified as not making as much progress
 - as would be expected

The Senior Leadership Team will then decide the resources/training and the support that is needed.

- All resources/training and support are reviewed regularly and changes made as needed.

The school provision map below highlights possible actions and support interventions for each area of send.

Areas of SEND:	
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<p>Communication and Interaction</p>	<p>Talk about group Social Skills Group Circle times 'I can' Group work PECS Visual timetable Now and Next cards Adult modelling language and responses using HANEN recommendations Use of ELKLAN Principles Social Stories Agency Referral SALT Therapist _____ Speech and Language Care Plan / Targets (Communicate) Communicate 1:1 sessions Speech and Language Care Plan (NHS) SALT Care plan group activities / 1:1 activities Referral to Autism Champion (KB) or C&I Advisory Teacher _____</p>
<p>Cognition and Learning</p>	<p>1:1 Reading time and daily target reader. Daily Lexia Better Reading Partner (BRP) Sumdog SPAG.com Method Base SENCO specialist Dyslexia support IDL (Indirect Dyslexia Learning) Letters & Sounds Intervention Precision Teaching Reading Club Homework Club 1:1 / small group in class (Lit / Num) Teacher/TA intervention group (Lit / Num) 1:1 Support out of class (Close Gap) Miss Upton (Upper KS2 support) KS1/KS2 Revision Club REALM Early Intervention Programme Curriculum Targets Additional focussed Class intervention Differentiated methods of recording e.g. adult scribe, ICT Pre - teaching ICT use for targeted programmes. Use of coloured overlays/viewfinders Use of concrete apparatus e.g. diennes Use of visual support materials Phonics intervention Individual Arrangements for SATs ECAT ECAR ECC ECW First Class at number Agency Referral Educational Psychologist Paediatrician CLAS advice Cognition and Learning Advisory Teacher Park School advice</p>
<p>Social, Mental and Emotional Health</p>	<p>SEMH (Social Emotional Mental Health) APDR meetings with parent/carer PAL CARE (Child at Risk Exclusion) APDR meetings with parent/carer Why Try? <i>Galaxy Nurture lesson Programme</i> Lego Therapy Protected playtimes / Lunchtimes (Green Club) Designated 1:1 mentor Sunshine Circles (Theraplay informed practice) Lunchtime provision (Galaxy) Individual Arrangements for SATs Skillstreaming Funky Friends Cool Dudes Home School Diary / Positive Book (Food Diary) ELSA Reduced timetable / flexible teaching arrangements Peer mediating Individual behaviour monitoring target chart Safe /calm space agreed Meet and Greet KIVA Nurture Group Peer Mentoring Positive handling plan Listening group Agency Referral Behavioural Advisory Teacher (BAT) Partner School Headstart (Boing Boing) Resilience programme Year 5 SERF Provision Headstart 1:1 coach (Walk & Talk) Headstart Group work Primary Mental Health Outreach support Young Carers Child and Adolescent Mental Health Service (CAMHS) Educational Psychologist SEMH School Advisory Teacher Linden Centre The Den School nurse / Health visitor</p>
<p>Sensory or Physical Needs</p>	<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>

	Agency Referral Name Professional _____ Coordinated Kids OT / Sensory Assessment S&P needs Advisory Teacher Physical disabilities Advisor (HI / VI / PD) School nurse / Specialist Nursing Team / Occupational Therapist
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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 requires 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. How do we know if our provision is effective?

The effectiveness of our provision is measured in the progress that individuals and groups of students make over time. We measure progress using nationally agreed standards and criteria.

The effectiveness of provision for individual students who require additional SEND support is monitored via an assess plan do review model:

- Assess – data on the student will be collated in order to make an accurate assessment of the student's needs
- Plan – if review of the action taken indicates that additional or different support will be required, then the views of all involved will be attained and the appropriate evidence-based interventions identified, recorded, and implemented
- Do – SEND support will be recorded and a clear set of outcomes identified, taking into account academic and developmental targets and student and parent aspirations
- Review – progress towards these outcomes will be tracked and reviewed termly, and next steps identified.

Where appropriate, we will oversee and support the application for statutory assessment of SEND. The SENDCo along with leaders across the school use learning walks, lesson observations, progress data and work scrutiny to monitor how effective our provision is for all students, including those with special educational needs. Students with special educational needs are consulted on their views and opinions about the school, their learning and wellbeing. We work in partnership with home as much as possible.

Here at Mereside, we encourage open conversations with the student and home about intended outcomes. We will seek feedback in evaluating how effective any support is in meeting those outcomes. Home-school communication for students with special educational needs and disabilities is achieved in a range of ways including the reflection log, letters, text, telephone calls and meetings. Where needed we also do home visits. Parents and carers are given the opportunity to indicate if they have a strong preference for how we work together. We work with families, parent partnership officers, and where appropriate wider agencies to review provision, progress and set new outcomes. Parents and carers can also give feedback at our Parents' Evenings with subject teachers.

12. What arrangements are made by the Academy Council relating to the treatment of complaints from parents of pupils with SEND concerning the provision made in school?

We work in partnership with home and listen fully to the views of our parents and carers. This includes any concerns or issues.

The range of formal and informal opportunities for parents and carers to meet with us means we can regularly check in and listen to the views of home about our provision. We welcome all parents and carers contacting the academy and raising any concerns they have. We encourage home to do this as early as possible so we can work together to resolve any issues. Where this is not possible, we have a formal complaints policy and procedure in place which can be requested by parents at any time or is available on the school website

13. 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