



SEN/D & ADDITIONAL SUPPORT INFORMATION REPORT 2017/18

MERRYLANDS IS A MAINSTREAM PRIMARY SCHOOL AND NURSERY WITH AN INCLUSIVE ETHOS.

IN ACCORDANCE WITH THE SEN CODE OF PRACTICE 2014 WE DEFINE SPECIAL EDUCATIONAL PROVISION AS BEING ADDITIONAL TO, OR DIFFERENT FROM, THAT MADE GENERALLY FOR OTHERS OF THE SAME AGE, AND PROVIDE FOR DIFFERENT KINDS OF SEN UNDER THE FOUR BROAD AREAS OF NEED:

- Communication and Interaction
 - Cognition and Learning
- Social, Emotional and Mental Health
 - Sensory and/or Physical needs

1. HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP?

At Merrylands Primary School and Nursery, children are identified as having SEN/D (Special Educational Needs and Disabilities) through a variety of ways, usually a combination, which may include some of the following:

- Liaison with previous school or pre-school setting
- Child performing below 'age related expectations' or equivalent (e.g. percentile rankings), both academically and socially.
- Concerns raised by a parent
- Concerns raised by a teacher: for example, if behaviour or self-esteem is affecting learning or progress
- Liaison with external agencies e.g. for a physical/sensory issue, speech and language needs, etc.
- Use of tools for standardised assessment such as: Sandwell Numeracy, RAPID (Dyslexia indicator) & Phonics Screening.
- Children with a Statement/Education Health & Care Plan (EHCP) already have many of their needs clearly identified. Their placement at our school is a decision that is made by the Local Education Authority.

2. HOW DO I RAISE CONCERNS IF I NEED TO?

- You (the child's parent[s]/carer[s]) should talk to your child's class teacher about your concerns initially.
- If, when suggested strategies have been put in place, you then feel you would like to speak to a senior member of staff, ask to arrange an appointment with our SENCO (Mrs. Wiggins) and/or our SEN Teacher (Mrs. Hallett), to discuss your concerns. You can arrange appointments via the school office in person, by 'phone or by e-mail, indicating what your concerns are. Please see the school contact details at the bottom of this report.

3. HOW WILL MY CHILD BE SUPPORTED?

At Merrylands we consider education to be a partnership between home and school and value the opportunity to discuss the learning, development and strategies used to support your child in both environments.

3a. WHO WILL OVERSEE, PLAN AND WORK WITH MY CHILD AND HOW OFTEN?

- The class teacher will oversee, plan and work with each child with SEN/D in their class on a weekly basis to ensure that appropriate progress is made in every area. This will include regular weekly homework (in the form of spellings, times tables, reading and Big Write preparation, all of which will be differentiated to suit your child) and your support to encourage them to complete it thoroughly would be appreciated.
- Our SENCO and SEN Teacher oversee and review the progress and support of any child, identified as having SEN/D, on a termly basis (or more frequently if necessary).
- There may be a Learning Support Assistant (LSA) working with your child either individually or as part of a small group who works under the direction of the SENCO and SEN teacher. The content of this support will be explained to parents if it is part of a child's bespoke programme of learning when this is reviewed and updated during regular/termly learning conversations or review meetings.
- If, at a meeting with your child's class teacher, an issue is identified they may write a Class Support Plan to outline strategies specific to your child's learning needs. They will then monitor your child's progress and discuss this with you at your next learning conversation; at this stage your child is not on the SEN Register.
- If at any time you or the class teacher feel that your child needs further support they will discuss this with the SENCO (Mrs. Wiggins) or the SEN teacher (Mrs. Hallett) and a Special Educational Needs Personal Learning Plan (SEN – PLP) may be put in place which will identify targets, strategies and provision to support your child's learning or social needs. If this is the case your child will be added to the school's SEN Register but none of this will be done without consultation with you.

3b. WHO WILL EXPLAIN THIS TO ME?

- Your child's class teacher will meet with you formally on at least a termly basis (this could be part of learning conversation meetings or separately), in order to discuss your child's progress and the support that they are receiving.
- Class teachers are always happy to discuss your child's needs if you have questions or concerns between more formal meetings. Please speak to them directly to arrange this.
- An appointment can be made with the SENCO or SEN Teacher to discuss support in more detail if required.

4 WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING?

4a. WHAT IS THE PASTORAL, MEDICAL AND SOCIAL SUPPORT AVAILABLE IN THE SCHOOL?

- We are an inclusive school that holds a child's emotional and spiritual development as a priority
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class
- Any additional staff working with vulnerable children requiring support during the school day will work under the direction of the SENCO and SEN Teacher who can seek advice from, or refer children to, the SED Department, our School Nurse or, in extreme cases, the Emotional Wellbeing & Mental Health Service (EWMHS).

4b. HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES?

- The school has a policy regarding the administration and managing of medicines, which is available on the policy page of the school website. Parents can request a 'hard copy' of this policy from the school office
- Parents need to contact the school office if prescribed medication is recommended by healthcare professionals and needs to be taken during the school day. Any medication must be given to the school in the packaging that it was dispensed in by the pharmacy, with the child's name and administration information clearly shown. A form must also be completed by the parent and medicines handed into and collected from the school office
- On a day-to-day basis, the administrative staff generally oversee the administration of any medicines.

- As a staff, we have regular training and updates on conditions and medication affecting individual children, so that all staff are able to manage medical situations
- A profile of children with vulnerabilities or medical conditions is shared with school staff for awareness, safeguarding and safety purposes.

4c. WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE?

- The school has behaviour and exclusion policies which are available on the school website. If a child has significant behaviour difficulties, a Consistent Management Plan (CMP) is written to identify the specific issues, put relevant strategies in place and set targets with a view to identifying and addressing the underlying reasons behind the behaviour. The school can work with external agencies, such as the South Essex Specialist Teacher Team, to provide help and support when a child's behaviour significantly affects their learning. Where needed our Parent Liaison Officer (Miss Collier) will engage with families to offer support and help them solve any problems that they have which could be affecting the behaviour of their children.
- The school, via our Parent Liaison Officer, is also able to support families in making contact with other agencies who can provide appropriate support.
- Whilst at school children have the opportunity to talk with the school's Anti-Bullying Ambassadors who are able to support them build and maintain positive relationships with their peers.
- The school has an adopted attendance policy. Attendance of every child is monitored on a daily basis by the school. Lateness and absence are recorded and reported to the Headteacher who may involve the Early Help Assessment Team or Children's Services if this becomes a concern. Various incentive schemes are used to promote positive attendance throughout the school including the presentation of certificates individually and 100% attendance rewards.

4d. HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

- If your child has a Statement or EHCP they will be invited to attend their review meetings/learning conversations and discuss their progress with all the other stakeholders.
- If your child has a SEN PLP and/or a CMP they are able to discuss their progress and targets at their learning conversations when their targets are regularly reviewed at regular/termly meetings.
- These children will also be supported in creating, writing or up-dating their own One Page Profile which details their wishes, likes, strengths and how they would like to be supported.
- Children are routinely asked to reflect on their learning and share how they feel they are progressing during the course of their school day.
- All children are provided with the opportunity to be voted onto the School Council, as well as hold other positions of responsibility, by their class or teachers.
- All children are provided with the opportunity to raise issues at the School Council meetings via their elected Class Councillor.
- All children are provided with the opportunity to discuss their views about all subjects through Pupil Voice discussions and feedback.

5. HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

- The majority areas of the school are accessible by wheelchair.
- Accessible toilet facilities are available and have a wet room.
- There is a dedicated disabled parking space in the staff car park. If you wish to use this space on a regular basis please speak with us.
- If you have specific access queries or concerns please speak with us.

6. HOW WILL THE CURRICULUM BE DIFFERENTIATED TO MATCH MY CHILD'S NEEDS?

- All learning activities within class are planned and differentiated at an appropriate level, so that all children are able to access learning according to their specific needs. Typically, this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this might be individually differentiated.
- The class teacher, alongside the SENCO or SEN Teacher, will discuss a child's needs and what differentiation will be appropriate for children with SEN PLPS, Statements or EHCPs.
- Children with SEN/D will have access to the appropriate resources needed in order to help make the curriculum accessible to them e.g. coloured overlays, visual aids, magnifiers, writing aids, practical resources (such as sensory toys), etc. and to ensure they are able to make progress.
- The SENCO reports to the Head teacher and Governors regularly to inform them about the progress of children with SEN/D and how resources are being used. Information provided will never name individual children in order to maintain confidentiality at all times.
- The governor responsible for SEN/D will also meet regularly with the SENCO and SEN Teacher and feedback to the Governing Body to keep them all conversant with school or Local Authority information.
- The governors agree priorities for spending within the SEN/D budget, including the Pupil Premium, with the overall aim that all children receive the support they need in order to make progress. This will include resourcing appropriate equipment and facilities.

6a. HOW WILL WE KNOW IF THIS HAS HAD AN IMPACT?

- By ensuring that the child is making progress academically and socially against their targets and that they make the required progress in their time at Merrylands Primary School.
- By reviewing children's PLP targets and ensuring that they are being met, worked towards or exceeded.
- Through verbal feedback from the child, the parent and teacher to build a wider picture.
- Through children moving off the SEN Register when they have made sufficient progress – parents will always be informed if this has taken place.

7. HOW WILL I KNOW HOW MY CHILD IS DOING AND WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?

- You are welcome to make an appointment to meet with the class teacher and SENCO/SEN Teacher at any time throughout the year and discuss how your child is getting on. We can offer advice and practical ways that you can help to support your child at home.
- If your child has a SEN PLP or EHCP it will have individual targets ("outcomes") and their progress against these will be discussed with you on a regular/termly basis with your child and their class teacher. The learning conversation will also provide suggestions as to how you can support your child's learning at home.
- When a child's PLP is reviewed, and its outcomes up-dated appropriately, comments are made against each target to show what progress they have made; parents are then provided with an up-dated copy.
- If your child has complex SEND, and therefore an EHCP, a formal annual meeting with the SENCO or SEN teacher, class teacher and other professionals (ie. a member of the Specialist Teacher Team) will take place to discuss your child's progress. A report will then be written taking account of everyone's contribution to your child's future outcomes and aspirations, their progress and their new targets; you will be sent a copy of this report, as will the Local Authority.

8. HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?

- As a school we track and analyse the children's progress in learning against national expectations and age related expectations on a half-termly basis.

- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at EYFS through to Year 6, using a variety of different methods. Please ask the school if you require any further details.
- Pupil Progress Meetings are held each half term between each class teacher and the Head teacher, Deputy Headteacher or Assistant Headteacher. In these meetings, a discussion takes place concerning children who are not making expected progress and possible actions are discussed. Progress of children with SEN is specifically monitored.
- At Merrylands Primary School, children with language difficulties are re-assessed at key points to enable us to monitor progress. If class teachers identify a child who may have Speech & Language difficulties they are able (with your written permission) to refer them to our independent S&L therapist for initial assessment and follow-up support sessions if required. You will receive copies of their reports at every assessment for information and resources to help you support your child's speech & language improvement at home.
- Where specific needs are apparent, the school has a range of assessments which can be used to explore a child's strengths and difficulties in more depth.
- The Headteacher and SENCO report regularly to the Governing Body. We have a governor who is responsible for SEN/D, who meets regularly with the SENCO and attends briefing sessions. They also report back to the Governing Body.

9. HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM, INCLUDING SCHOOL TRIPS?

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips and extra-curricular activities (sports, arts, choir, school competitions, etc.). We will endeavour to provide the necessary support to ensure that this is successful and may discuss this in advance with parents.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.
- The school is now open for a Breakfast Club **from 7:00 to 8:45 a.m.** and an After School Club from **3:30 – 6:30 p.m.** This service is provided by a company who uses our premises and for which payment is required. **Please contact them directly for details and/or questions or concerns: Mrs. R. Sherry - 07720 324222.**
- A variety of free extra-curricular clubs are provided before school, during lunchtimes and after school, run voluntarily by staff members. There are also extra-curricular after school clubs provided by various companies (ie. DanceWorld) for which payment is required. Please contact the school office for a list of currently running clubs; some may have a waiting list. We aim for all these clubs to be as inclusive as possible and may sometimes be able to provide additional adults for staff-run clubs in order to achieve this, but please ask about arrangements for clubs where payment is required.
- Some children find the lunchtime session challenging; depending upon their needs, it might not be appropriate for them to eat in the dining hall with a large number of children or spend long periods of time outside. Each child's needs will be considered on an individual basis and a Lunch Club is also available throughout the week which all children have access to if they are having issues in the playground or wish to play more quietly. Some children may be encouraged to attend as it is an opportunity for them to improve their play and social skills in a calmer environment.

10. HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL OR TRANSFERRING TO A NEW SCHOOL?

- We encourage all new children to visit the school prior to starting and will try to facilitate a transition period, depending on individual need.

- When joining or leaving us we can create ‘social stories’ and transition books with/for the children if transition is likely to prove challenging.
- We collate information to be passed on to a child’s new school and will liaise with new staff, if appropriate/possible, when children are leaving us.
- A transition form is sent to all pre-schools and other schools prior to children transferring to Merrylands. The SENCO/SEN Teacher/ASC Lead Teacher will visit settings where possible if appropriate or necessary.
- We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has complex needs, then a Statement or EHCP review will be used as a transition planning meeting to which we will invite staff from both schools.
- Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition which includes a handover of information to the next class teacher.
- At any point where a child with SEN/D is preparing to leave our school, we would seek to arrange additional visits for the child in question to support smooth transition. Many secondary schools also run programmes specifically tailored to aid transition for more vulnerable pupils at the end of the primary stage of education.

11. WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?

- Within the school we have a culture of sharing good practise and expertise; this enables us to ensure our staff has as much knowledge as possible within the field of supporting children with SEND.
- The environment is designed to support children with individual needs (e.g. reasonable adjustments, visual timetables, individual workstations, personal space, access to the Sensory Room, etc. as appropriate).
- As a school we work closely with any external agencies that we feel are relevant to supporting individual children’s needs within our school such as Health services (including GPs, school nurse, EWMHS, clinical psychologists, paediatricians and therapists: speech & language/occupational/physio.) or Children’s Services (including Early Help locality teams, social workers, educational psychologists and specialist advisory teachers).

12. WHO CAN I CONTACT FOR FURTHER INFORMATION?

- Please always speak to your child’s class teacher in the first instance.
- General information relating to SEN/D can be found on the school website, including the SEN/D policy, School’s local offer and parent guides.
- Further information is available from the SENCO (Mrs. Wiggins), SEN Teacher (Mrs. Hallett), Head of School (Mrs. Berry) or, in exceptional circumstances, the SEN/D Governor (Miss Booth).
- The school has a complaints policy, which is available on the policy page of the school website
- You might also wish to visit the following website:
 - Essex County Council’s Local Offer, outlining services available for children and young people who have SEN/D, can be found at: <http://www.essexlocaloffer.org.uk/>

13. WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?

Please contact the School office for further information about the school and to arrange a visit to the school with our Parent Liaison Officer in the first instance. If, after a visit, you are still considering your child with SEN joining our school please book an appointment to discuss your child’s specific needs with the SENCO or SEN teacher, which can also be done through the school office.

Contact details for the school office:

Tel: **01268 417893** – School office

01268 888499 – information line

E-mail: admin@merrylands-pri.essex.sch.uk

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