



SCHOOL SEND INFORMATION REPORT

What is the report?

At some time in their school career many children require additional support for learning to help them access the curriculum effectively. All schools are now required to publish a report that details the provision and support that they will provide for any child with a high level of special educational need or disability.

In addition to this report please refer to the Special Educational Need and Disability Policy which you will find on the section of the website.

Below you will find the Information report for Merridale. Please contact us on the school number if you require any further information.

Reviewed July 2016



MERRIDALE PRIMARY SCHOOL SEND INFORMATION REPORT

1) Assessment, Targets & Review

HOW DO WE IDENTIFY ANY SPECIAL EDUCATIONAL NEEDS and HOW DO WE COMMUNICATE WITH PARENTS AND CARERS TO INFORM THEM OF SPECIAL NEEDS?

- All children starting our school, in Nursery, will receive a home visit whereby information from parents can be shared regarding their child's needs and education.
- All children are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children. Pupils whose language is not English will have a first language assessment.
- Children who join us from other schools are supported using information obtained from previous school. We then use this information to ensure they are placed in appropriate groups.
- If assessments show that a child may have a learning difficulty, parents are contacted at the earliest opportunity to discuss concerns and enlist their active help and participation. If additional support is required their child will be placed on the Special Educational Needs and Disability (SEND) register and extra provision is provided.
- If parents are unable to understand English, we encourage them to bring along a trusted friend who can translate for them or the school will endeavour to provide a translator.
- The school employs two Parent Ambassadors that support new families with the transition into their new school.

HOW DO WE ASSESS SPECIAL NEEDS AND MEASURE THE PROGRESS MADE BY INDIVIDUAL PUPILS?

- All pupils in the Foundation Stage are assessed against the 'Development Matters in Early Years Foundation Stage' criteria. This is carried out throughout the school day, in all areas of the curriculum, through observations, pupils work and responses. Children are also screened for speech and language difficulties on entry to Nursery and, where applicable, on entry to Reception.
- From years 1 to 6 all pupils are assessed in Reading, Writing, Mathematics and Science on a termly basis. This is an on-going process using levelled Learning Ladders to indicate the achievement of pupils in lessons. If a pupil is not making expected progress extra support will be provided through intervention sessions.
- In Year One a formal assessment of pupil's phonic ability is made and any pupils not achieving expected levels are re-tested in year 2.
- In addition, pupils with SEND are assessed against their Individual Learning Plan (ILP) targets. Targets are reviewed and set on a termly basis and break down their learning into smaller steps, allowing key concepts to be re-visited on a regular basis. All pupils who are on SEND register under SEN Support receive support for their areas of need. The areas of need are identified as:

Cognition and Learning Communication and Interaction Sensory and/or physical needs Social, emotional and mental health difficulties

HOW ARE CHILDREN AND YOUNG PEOPLES EDUCATIONAL NEEDS MONITORED AND REVIEWED AND HOW OFTEN DOES THIS HAPPEN?

- Staff are familiar with the ILP targets for all pupils in their class or group and are involved in teaching pupils to enable them to achieve their targets. When a pupil can do this independently on a number of occasions, the target is reviewed in discussion between the school, home and child and a new target is set.
- Review sheets are completed on a termly basis and are shared with parent/carers and pupils.

HOW ARE CHILDREN'S NEEDS PROVIDED FOR? WHAT LEVEL OF SUPPORT IS PROVIDED?

- Pupils specific areas of need are supported through interventions e.g. small group withdrawal sessions, Read, Write Inc. catch up sessions, 1 to 1 teaching programmes for Reading, Writing or Maths, Precision Teaching, Stories for Talking, Language Development groups, Handwriting intervention, EAL intervention. Targets are set prior to intervention and progress and achievement is monitored using Intervention Trackers monitored by the Intervention Leader.
- All interventions planned and delivered across the school are recorded on a 'Provision Map'. Progress is monitored throughout the interventions and the impact of the intervention is evaluated. This information is then added to the 'Provision Map' and the overall impact of specific interventions is scrutinised by the SENCO and Senior Leadership Team to plan for appropriate staffing and interventions as well as the children's next steps.
- Parents are informed of interventions their child are receiving through parent meetings and/or a letter outlining the support.

HOW CAN PARENTS/CARERS BE INVOLVED AND HOW CAN YOU SUPPORT YOUR CHILD?

- During the review session with parents/carers, teachers discuss with parents their aspirations and hopes for their child, developing agreed targets in the form of the Individual Learning Plan for home and school to support the individual with. Teachers will give a copy of the ILP which outlines strategies to support their child and will give suggestions of extra activities they can do at home.
- Homework is set on a weekly basis for Literacy and Numeracy and is specific to the pupil's ability. Reading books are sent home weekly and parents/carers are encouraged to make comments about their child's reading and comprehension skills. Home Learning Packs are projects set on a termly basis, with a wide range of suggestions to support all areas of the curriculum.

ARE THERE ANY TRAINING OPPORTUNITIES OR LEARNING SESSIONS PROVIDED BY SCHOOL FOR PARENTS/CARERS?

- Throughout the year we offer a range of workshops for parent/carers to allow them to gain an understanding of the curriculum and ideas of how to support their child at home, including Phonics (Read Write Inc workshops), Reading and Numeracy workshops and also Early Years Workshops.

HOW CAN PARENTS/CARERS RAISE ANY GENERAL CONCERNS THEY MAY HAVE?

- Class teachers are available to parents/carers on a daily basis, both at the beginning and end of the school day. Appointments for further discussion will be made if needed. Mr Lane, the Headteacher always makes himself to available to parents/carers to discuss any issues or concerns.
- Parents/carers evenings are held on a termly basis. Staff are always available at the end of the school day to discuss any parental concerns or share positive outcomes.
- Parent/carer consultations take place on a termly basis to discuss targets, reviews and additional support.
- Informal meetings for parents/carers of pupils with SEND to update on any changes in provision, to discuss strategies and activities to support their child at home with their targets and to voice any concerns they may have.

WHAT ARE THE NAMES AND CONTACT DETAILS OF THE KEY CONTACTS IN SCHOOL?

All staff can be contacted on the school number:

01902 558760 or via the school email address: **office@merridaleprimary.co.uk**

Headteacher: Mr S Lane

SENCO: Miss N Brown

Parent and Family Support Officer (PFSO): Mrs J Lay

Learning Mentor: Mrs B Corbett

School Business Manager: Mrs M Morgan

2) Curriculum Access

WHERE CAN PARENTS/CARERS FIND DETAILS OF THE SCHOOL CURRICULUM?

For information regarding the curriculum please visit the school website: merridaleprimary.co.uk

HOW IS THE CURRICULUM ORGANISED AND TAUGHT?

Reading and phonics are taught from Nursery through to successful completion of the Phonic Scheme.

Literacy and Numeracy lessons are taught in all class groups.

All other areas of the curriculum are taught within the year group and differentiated appropriately. *Details of the curriculum can be found on the school website.*

WHO IS THE LINK GOVERNOR FOR SEND?

The link Governor for SEND is Mrs A Costello who meets with the SENCO regularly throughout the school year. Reference to provision and achievement in SEND is made in the Head teacher's Termly Report to Governors.

WHO ARE THE PARENT GOVERNORS?

Parent/Carer Governors:

- * Mrs R Lewis
- * Mrs L Jiori

WHO ARE THE GOVERNORS INVOLVED IN CURRICULUM PROVISION?

The Governors Curriculum Committee monitor and support curriculum development through a range of presentations and reports. The Curriculum Committee meets on each term.

Members of the committee visit school as often as possible and report back to committee in person.

WHAT EXPERTISE HAVE THE SCHOOL STAFF GOT AND/OR WHAT TRAINING HAVE THEY DONE TO SUPPORT CHILDREN WITH SEND?

- SENCO keeps updated on a regular basis through local Network meetings, city-wide briefings and through training for specific areas of need. This information is then shared/delivered to all staff during Staff Meetings.
- All new members of staff receive in-house training with regards to SEND Policy and
- Cool Kids Training: Mrs M Smith, Mrs J Robinson
- ELKLAN training under 5's (Speech and Language): Miss N Brown, Mrs K Powell, Miss S Patel
- ELKLAN training (2 day overview): Miss N Brown, Mrs K Powell, Miss S Patel
- Dyslexia Training: All staff
- Penn Fields Outreach Service – Regular outreach work with Wolverhampton Special Schools to enhance provision including Pennfields, Tettenhall Wood and Penn Hall.

WHAT TYPE OF SEND DOES THE SCHOOL MAKE PROVISION FOR?

- Provisions are made for any pupils regardless of their needs in order for them to access the full curriculum. These include mild/moderate learning difficulties medical conditions, hearing impairment, mild visual impairment, speech and language disorder, behaviour, dyslexia, dyspraxia, dyscalculia and autism.

3) Grouping and Pastoral Care

WHAT IS THE SCHOOL'S PASTORAL SYSTEM?

- Class teachers are responsible for the pastoral care of their pupils. They will raise any concerns with the SENCO or the Welfare Officer, Learning Mentor and Parental Ambassadors who will then make appropriate referrals or organise appropriate support.

WHAT SOCIAL SUPPORT IS AVAILABLE AND HOW ARE GROUPS PLANNED?

- In addition to support given by staff, we encourage peer support e.g. play leaders, buddying systems, circle time.
- The school has a relationship with Believe 2 Achieve and access counselling, mentoring and 'social play' sessions.
- The school have 1:1, small group and sessions delivered by counsellors to support pupils with personal and social needs.

- School have support from local community police officers.

HOW CAN PARENTS/CARERS AND/OR CHILDREN RAISE ANY CONCERNS THEY HAVE ABOUT PROGRESS?

HOW CAN PARENTS/CARERS AND/OR CHILDREN REQUEST ADDITIONAL SUPPORT?

- Class teachers are available to parents/carers on a daily basis, both at the beginning and end of the school day. Appointments for further discussion will be made if needed.
- School surveys are sent out on a yearly basis and any issues or suggestions made by parents/carers feed into the School Improvement Plan for the following year.

WHAT OPPORTUNITIES ARE THERE FOR PUPILS TO HAVE A VOICE?

- Each year group elect two members to represent them on the School Council. Meetings are held on a regular basis to discuss suggestions, concerns and successes that have been raised through the week.
- School council meet with the Headteacher to feedback ideas and concerns to ensure their voice is heard and responded to.
- All pupils on the SEND register are involved in the setting of their targets. They are given the opportunity to discuss their progress and identify areas where they feel they need support.

HOW DOES MERRIDALE SUPPORT REGULAR ATTENDANCE?

- First day contact is made by phone if a child is not in school.
- Every term pupils with under 90% attendance are identified and receive a letter from the Head teacher. If attendance issues continue, parents/carers are invited to discuss issues and a Parenting Contract is put in place with support e.g. phone calls, discussions with the pupil.
- Attendance Officer meets weekly with Educational Welfare Officer (EWO) to discuss and monitor all pupils under 90% attendance
- Classes with the best attendance for the week are rewarded with 5 minutes extra playtime. Weekly percentages are displayed and announced in awards assemblies to encourage pupils to attend. Rewards are given on a termly basis for the best attendance with certificates.
- Certificates and treats are given every term for 100% attendance. Also at the end of the year, a certificate is given to pupils who have maintained 100% attendance.
- The Welfare Officer engages with families to support and provide solutions to issues impacting negatively on attendance.

WHAT STRATEGIES SUPPORT GOOD BEHAVIOUR AND WHAT SUPPORT IS AVAILABLE FOR CHILDREN?

- A copy of the Schools Behaviour Policy is available on the school website.
- In school support is provided through raffle tickets, reward charts for behaviour and certificates of achievement across Early Years, KS1 and KS2.
- Additional support is provided for both individual pupils and parent/carers by the Welfare Officer and Learning Mentor.
- Additional support can also be accessed through the local area 4 team.

WHAT ACCESS IS THERE TO OUT OF CLASSROOM ACTIVITIES?

- The School Curriculum and out of school activities are fully inclusive and accessible to all. Arrangements for pupils with SEND are made as required.
- Trips out or visitors in to school are organised termly and link with the year group topics. All pupils are expected to attend and additional support is organised if needed.
- A range of After School Clubs are on offer and pupils with SEND have full access to them.
- Residential visits are available for all pupils and are available to pupils with SEND where this is beneficial and where needs can be catered for appropriately.

HOW ARE PARENTS/CARERS INVOLVED IN PLANNING SCHOOL TRIPS ETC?

- Parents and carers views are always welcomed and will be shared with staff.
- Surveys are completed on a yearly basis requesting parent/carer views on school

WHAT ARE THE TRANSITION ARRANGEMENTS AND SUPPORT?*

- Transition meetings are held early in the Autumn Term of Year 6 to inform parents/carers of Secondary School Provision. SEND pupils will discuss the options of Secondary School at their Annual review which is held during the summer term of Year 5.
- A transition meeting is also planned for SEND pupils with a Statement / Education Health Care Plan in Y1 to consider Key Stage 2 provision in advance.
- Visits to prospective new schools are arranged and supported by the SENCo and Welfare Officer.

WHAT MEDICAL AND PERSONAL CARE PROCEDURES ARE IN PLACE?

- Training is delivered with regards to asthma, epilepsy, diabetes, Leukaemia, Cystic Fibrosis, Stoma care, the use of epi-pens and any other medical needs related to the pupils in the school.
- Many of our staff have received Paediatric First Aid Training.
- The school based First Aiders at Work are Mrs J Robinson and Mrs A Matthews
- Pupils requirements with regards to medical care are kept in the first aid box in each classroom so that it is accessible when needed. Parents/carers are required to fill out a medical consent form for any medication needed during the school day.
- Pupils with long term medical needs are invited to meet with the SENCO to develop a Medical Conditions Care Plan. The detail is listed on the school database and dedicated members of staff identified for support if necessary. Any medication given is recorded as part of a medical conditions care plan.
- The school has an Asthma Policy and procedures in place for the children to have their inhaler(s) administered and delivery of medication logged in the school based record as well as an administration slip provided for the parent/carer.
- Support staff will support pupils in the event of 'personal accident' e.g. wetting or soiling themselves. Parents/carers are informed at the end of the school day or by phone call if required.

4) Equipment & Resources

WHAT SPECIALIST STAFF WORK WITHIN SCHOOL OR ARE AVAILABLE TO SUPPORT CHILDREN?

- The school employ teaching assistants (SEND) to support pupils with SEND and those with a higher level of additional need where appropriate.

- The school also employ a PFSO to support parents with a range of needs.
- Other specialist staff are organised through outside agencies, using Outreach Services from Penn Fields Special School, Penn Hall Special School and Tettenhall Wood Special School. We also support the children through the extended services of Child and Family Service Area Team 4, including the Educational Psychologist, Area SENCO (Specialist Teacher) and Family Support Worker.

WHAT SERVICES DOES THE SCHOOL USE, INCLUDING OTHER EDUCATIONAL ESTABLISHMENTS AND SOCIAL CARE SERVICES?

School has links with all agencies supporting our pupils and works in partnership with them. These include:

Speech and Language Therapy Service

Early Years team

Special Needs Early Years' Service

Occupational Therapy: Gem Centre

Physiotherapy – Gem Centre.

Hearing Impairment Team

Visual Impairment Team

Paediatricians at Gem Centre.

Specialist Nurses at New Cross Hospital (Leukaemia, Cystic Fibrosis, Stoma Care)

Outreach support from Penn Fields Special School, Tettenhall Wood Special School and Penn Hall Special School.

CAMHS - Gem Centre

Educational Psychologist: Ian Jones

Area SENCO/ Specialist Teacher: Lesley Taylor

DOES THE SCHOOL HAVE LINKS WITH VOLUNTARY ORGANISATIONS INCLUDING SUPPORT SERVICES FOR PARENTS/CARERS?

Wolverhampton Information and Advice Support Service

MAST 4 Team:

Family Support Officer

Educational Welfare Officer

Parents/carers are encouraged to contact Wolverhampton IASS (Information Advice Support Service Network) if needed.

WHAT ARE THE SCHOOLS ACCESS ARRANGEMENTS

- Access to the building is provided via ramps wherever possible. Access to Key Stage 2 is provided by a ramp to the teaching area and to the office areas.
- Other phases are accessible through corridors but it is necessary to move around the outside of the building to access the hall/dining hall.
- Disabled toilet facilities are available
- The curriculum is differentiated to allow full access to all our pupils. A range of approaches are used to support access including visual resources and language prompt cards, interactive whiteboards with coloured pages etc, IPADS with Air Server, laptops, specialist resources where needed.

HOW IS THE SCHOOL SEND BUDGET ALLOCATED?

SENCO (funding for 0.4 timetable support)

Teaching Assistants (1:1 support, small group work, in class support).

Resources including ICT

Outside Agencies e.g. counsellors

ARE THERE ANY TRANSPORT ARRANGEMENTS FOR CHILDREN?

Travel arrangements for individual pupils with particular needs are arranged with the local authority when appropriate.