

MERIDEN CHURCH OF ENGLAND PRIMARY SCHOOL



SPECIAL EDUCATIONAL NEEDS AND DISABILITY INFORMATION REPORT

Introduction

Meriden Church of England Primary School is totally committed to providing high quality provision and support for all pupils. We recognise that all children are individuals with their own specific needs, gifts and talents.

We are a very inclusive school and modify tasks where needed to ensure that all children can access the curriculum and achieve their full potential. Children may be included on the Special Educational Needs and Disabilities register and may have a Needs Based Plan (NBP) which sets targets and outlines actions to support them. Where appropriate, a referral to an external support agency may be made. We support children and parents in addressing behaviour issues and will put strategies in place to support children in gaining the skills to manage and be responsible for their own behaviour. Above all, we want to raise the self-esteem of all our children and give them the skills to enjoy life in and out of school. We are committed to narrowing the attainment gap between SEND and non-SEND pupils. This may be done through short-term interventions, before school groups, nurture groups and personalised learning plans.

If your child has special educational needs and/or a disability and you would like to know more, please contact us on 01676 522488 or office@meriden.solihull.sch.uk.



Our Inclusion Leader is Mrs Sue Frankish. She is responsible for the implementation of the SEND policy and will support and encourage other members of staff where and when necessary. She liaises with parents and relevant outside agencies and services. She will attend and cascade appropriate in-service training in order to meet new developments with policy and practice. She prepares and delivers INSET and assists in the purchase and deployment of resources encouraging their efficient and effective use. The Inclusion Leader is also responsible for overseeing the maintenance of the Special Needs Register.

What types of Special Needs do we provide for?

Special Educational Provision is that which is additional to or different from that which is made generally for most children in school.

We refer to the term “Special Educational Needs” if a child:

- a. Has significantly greater difficulty in learning than the majority of children of his or her age in one or more areas of learning. Academic criteria are adhered to when making a decision. The threshold for each year group varies. **(See SEND Register)**
- b. Has a disability which either prevents or hinders him or her from making use of educational facilities of a kind generally provided in schools within the area of the Local Authority concerned for children of similar age.

The SEN 2015 Code of Practice identifies four areas of need:

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

The school has supported a huge number of children with a range of additional needs including Autism, Cerebral Palsy, Cerebral Visual Impairment, Dyslexia, Diabetes, Epilepsy, Learning Difficulties and Speech and Language Difficulties. To support these pupils in school we carefully differentiate the curriculum; develop Needs Based Plans, including relevant interventions; develop the use of a visual timetable and task board; share important information with all staff, so that everyone has a shared understanding of a child’s individual needs via the use of a passport; we actively seek support and advice from relevant agencies to ensure barriers to learning are identified and acted upon; work with parents/carers and external agencies; provides additional adult support as and when necessary; adapt the classroom to try and provide a low stimulatory learning environment; provide excellent pastoral care.

(See our Local Offer for more details at <http://meridenceprimaryschool.co.uk/schoollocaloffer.html>)

How do we identify and assess pupils with SEND?

The school promotes a graduated approach to assessing, identifying and providing for pupils’ special educational needs. This approach follows a model of action and intervention to help children make progress and successfully access the curriculum. It recognizes that there is a continuum of SEND and that where necessary increasing specialist expertise should be involved to address any difficulties a child may be experiencing.

Throughout the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 the children are assessed against nationally set criteria to check their attainment and progress across all areas of learning. It is through this process that children who are not making expected progress are highlighted. Teachers and Support Staff play a vital role in raising concerns about other barriers to learning, such as

behavioural, social and emotional matters.

A rigorous assessment procedure to track children's progress is continuously used. If a child fails to make expected progress and their attainment is well below that expected for their year group the next stage would be to move to the use of school intervention and/or outside agency involvement for the identification, assessment and recording of children's learning difficulties. We incorporate these procedures into our normal working practice.

Following assessment and Staff consultation a child's special needs are identified and the needs are recorded on the SEND Register. A Needs Based Plan is devised in collaboration with the parent and child. To coordinate support, instead of a Needs Based Plan, some children may have a My Support Plan. This document is completed in conjunction with specialist outside agencies.

What does our provision look like?

Class Teachers have responsibility for enabling all pupils to learn. To achieve this they plan appropriate work for their pupils; ensure that support is available for all children (inclusive 'quality first' teaching); differentiate the curriculum to take account of different learning styles, interests, abilities; ensure that all children can be included in tasks / activities; monitor individual progress; celebrate achievement; identify those children who require additional or different support in order to make progress and set targets on Needs Based Plans and discuss these with parents and pupils.

Teachers are familiar with the relevant equal opportunities legislation covering the protected characteristics: race, gender, disability, sexual orientation, religion or belief and age. (See Equalities Policy & Disability Access Plan).

Support Staff, through 'quality first' teaching, support the teachers in enabling all children to have access to the teacher; support the teachers in enabling children with SEND to have access to an appropriate curriculum; encourage and promote independence in the children; liaise with the Class Teacher; help to prepare resources and adapt materials; lead interventions to close the gap for children experiencing difficulty; promote the inclusion of all children in all aspects of life at school.

INTERVENTION:

Intervention is carried out by the school and is '**additional to or different from**' the usual differentiated curriculum. It can take the form of:

- using different learning materials in the classroom
- making reasonable adjustments within the physical environment
- making reasonable adjustments to routines
- Support Staff in the classroom

- a more focused level of support in a small group withdrawn from the class
- focused work to be completed at home

FREQUENCY & TIMING OF SUPPORT

This is arranged and timetabled by the Inclusion Leader. Teachers and support staff generally provide the intervention so that they can adapt provision according to need.

ORGANISATION OF SUPPORT

Our inclusive approach to provision means that the majority of pupils have their needs met by accessing appropriately differentiated planning. The school adopts a flexible approach to support provision in order that a child's individual needs can be met. The support provided usually falls into one of the following categories:

- Direct or indirect support in the classroom
- Focused withdrawal support from the classroom

We encourage emphasis being placed on learning within the normal peer groups. Although the needs of the pupils are considered individually they may not necessarily be supported individually. The physical layout of the school enables us to make provision for small groups of children as well as personal learning areas. This allows us to provide greater differentiation with more quality support. Bespoke pastoral and learning support may also be provided by Miss Parker, our Child and Family Support Worker.

What expertise and training do our staff have to support pupils with SEND?



Staff have completed Level 1 and Level 2 Autism Education Trust (AET) Training. FS1 Practitioners have also completed the AET EYFS Training. Key staff underwent AET Tier 3 Training in July 2017. School continues to work towards achieving the AET School Standards and has a detailed Action Plan to facilitate this. Staff in EYFS and KS1 have received Talk Therapy training to support them with helping children with language and communication needs. All staff have received training in anxiety, trauma and attachment difficulties. Key staff have been trained in ASC social skills and ASC transition. Staff have been trained in Team Teach.



How do we involve other organisations in meeting the needs of pupils with SEND and supporting their families?

Staff at Meriden are committed to working with external professionals in order to meet the needs of all children. We work in partnership with the Specialist Inclusion Support Service (SISS). The following teams support children within our school:

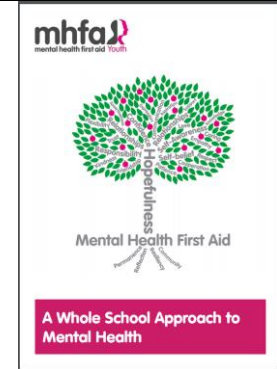
- Communication & Language Difficulties Team (CLD)
- Autistic Spectrum Condition Team (ASC)
- Social, Emotional and Mental Health Team (SEMH)
- Sensory/ Physical Team
- Speech, Language and Communication Disorders Team (SLCD)
- Visually Impaired Team (VI)
- Hearing Impaired Team (HI)

These teams support children from Year 1 upwards. A linked teacher is allocated to us from each team and the school work closely with the link teacher to plan the allocated time effectively. The ASC Team only work with children who have a diagnosis of ASC. The school also works with the Early Years Team (the Under 6 Team), which currently supports children in Nursery and Reception.

In addition, Meriden has invested in the services of a speech therapist, who is working with specific children in Nursery, Reception and Key Stage 1. She visits the school on a half-termly basis to work with children and staff in setting appropriate targets as well as providing staff training and assessing children. From September 2016 children with speech and language difficulties in Key Stage 2 have been supported via the Language Links support package.

In addition to the SISS Teams school also receives support from the following services:

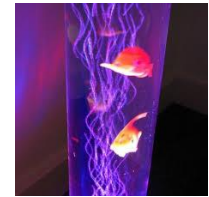
- Educational Psychologists
- Physiotherapists
- Occupation Health Therapists
- Physical Impairment Advisors
- School Nurses and Health Visitors
- SOLAR (previously known as CAMHS)



What specialist facilities and equipment are available to support children with SEND?



Meriden Primary School is committed to ensuring it has the best possible facilities and equipment to support all children. A range of equipment and resources are purchased throughout the year to support specific needs and these are usually recommended as part of advice received from the external professionals we work with. In recent years, resources have included specialist chairs for children with dyspraxia, Read, Write Inc materials to support spelling and reading.



How do we consult parents of pupils with SEND and involve them in their child's education?

At Meriden, we believe the on-going monitoring and assessment of each individual child's progress is essential. The school's rigorous systems for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs. The system includes reference to information provided by:

- Baseline assessment results
- End of Key Stage results
- Progress made against curricular targets
- Observations of social, emotional and mental health development
- An existing Educational Health Care plan
- Assessments made by a specialist service

Pupil Progress Meetings, held half termly, are used to highlight any concerns staff may have about a child's progress. These are then followed up by the Inclusion Leader. Based on the school's observations and assessment data, and following a discussion between the class teacher, Inclusion Leader and parent, the child may be recorded as needing either:

- Differentiated curriculum support within the class
- Additional support

Additional support may be in the form of a targeted intervention group. Parents are kept fully informed if their child is involved in a particular intervention via a letter. Alternatively, a child may benefit from a Personalised Learning Plan which has very specific short-term targets which are identified to support the child's progress. In these cases, parents are invited in to school to discuss the targets with the Inclusion Leader and class teacher and then be invited to termly review meetings to review the progress made against the targets and set new targets as appropriate.

For further information, please see the school's SEN Policy.

How do we consult pupils with SEND and involve them in their education?

Children's views are actively sought on a regular basis throughout their time at Meriden. This includes opportunities for children to be part of the School Council and the Eco Council. Key Stage 2 children also have the opportunity to present their views via questionnaires. Pupils with SEND have a role to play in voicing their suggestions as to how the teachers can help them to learn better. Pupils are invited to comment regarding their provision and their Needs Based Plans. Personal Mentoring meetings also provide an opportunity for personalised provision.

How do we assess and review pupils' progress towards their outcomes?

Assessment is an ongoing core process throughout the school. It is a check that each child is making adequate progress against the national expectations set for each year group from Nursery through to Year 6.

If a child is not making the expected progress, then we identify a need and determine the reasons why.

Adequate progress is defined as that which:

- closes the attainment gap between the child and children of a similar age
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than the majority of their peers
- matches or is better than the previous rate of progress
- ensures that a child has full access to the curriculum in line with their peers
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvement in a child's behaviour allowing them to be receptive to learning

Pupils are supported to understand the success criteria to enable progress to take place and are expected to behave in a responsible and respectful way within a learning context.

Engagement with pupils plays a key role in promoting a culture of positive expectation. Pupils are involved in the learning process at all levels. Through thorough marking, using feedback and response, they are aware of their targets and know what they have to do to improve. Support is tailored to their individual needs.

What is an EHC Plan or Statement?

When a child is demonstrating a **significant** cause for concern or their learning need is more **complex** and **persistent** than can be met by the interventions already put in place, statutory assessment will be considered. The EHC Plan incorporates all information about the child from birth to 25. All parties, including health and other agencies involved with the child contribute to this plan. If a Statutory Assessment is required the school, in consultation with the child, parents and outside agencies, will submit reports for consideration by the Local Authority's Provision Panel. The request is made to the Local Authority (LA), which in our case is Solihull Metropolitan Borough Council. Solihull's SEND Local Offer can be obtained from Solihull Metropolitan Borough Council's website (www.solihull.gov.uk), through the link on our school website (www.meridenceprimaryschool.co.uk) or directly from Solihull Council (0121 704 6000). The school office can also provide further information.

The Local Authority will need to have:

- information about the child's progress over time
- documentation in relation to the special educational need
- details of action taken by the school to meet the child's special educational needs
- particulars of any special resources or arrangements put in place.

This information includes where relevant:-

- Needs Based Plans for the child
- My Support Plans for the child
- records of regular reviews and their outcomes
- health reports, including medical history where relevant
- national assessment levels and reports or records of progress compiled by the teachers
- educational and other assessments, for example from an advisory teacher or an Educational Psychologist
- reports from other professionals involved with the child (Social Services, Educational Welfare services, Health and Education services)
- reports and assessments from SISS Teams.

EHCP – aka The Single Plan



The views of the parent and child are sought. Parents may also make a Request for Statutory Assessment. They will need to contact the

Solihull Special Educational Needs and Disability Information, Advice and Support (SENDIAS) Service to be advised of the way forward. The website address is <http://www.family-action.org.uk/solihullsendias>. The telephone number is 0121 516 5173. If the school makes a Request for Statutory Assessment, parents can still access SENDIAS Services at any point in the process. The process is defined by a specific timescale and statutory procedures.

All of the evidence is gathered and sent to the Local Authority Special Educational Needs Assessment Officer who in turn sends it for review to the Special Educational Needs Panel. If the request is successful, then further evidence is gathered from all of the agencies who have involvement with the child.

If the Provision Panel agrees to the need for an ‘**Education Health Care Plan**’, the Local Authority will lead on the process. School will prepare the necessary documentation and send it to the Local Authority. EHC Plans are subject to annual review which will include parental views about the child’s progress. Further reviews can be arranged at any time if significant concerns arise.

How does the school prepare children with SEND for their next stage of education and life?

From the beginning of Year 6, children are gradually prepared for their transfer to secondary school. Additional activities are planned to support the transition of our children with SEND and any other children we consider to be particularly vulnerable. For some children, additional visits are set up to visit their secondary school, so that they can become more familiar with the layout of the school and build a better relationship with staff. A transition book is also made for those children that need it. This includes pictures of their new teacher, their new classroom and other key parts of the school including the hall and playground for example.

Similar procedures are in place for children moving into new year groups within Meriden and more information can be found in the Transition Policy which can be found at www.meridenceprimaryschool.co.uk

Move to the next year's class in September.

This is me

My name is _____

The class I am in now is _____

My age _____

My school year _____

My teacher this year is _____

How do we support pupils with SEND to improve their emotional and social development?

Meriden School strives to be a family community that seeks to develop all children spiritually and morally through mutual respect and understanding. We want to raise the self-esteem of all our children and give them the skills to enjoy life in and out of school. All pupils are encouraged to talk to their teacher or teaching assistant if they have any worries or concerns. They have access to a ‘worry box’ in the classroom where they can put a message and circle time is a regular session in class where difficulties can be addressed. Pupils can also talk to Miss Parker, our Family Community Mentor.

We are a KiVa (Against Bullying) school: KiVa, Jigsaw and SEAL (Social and Emotional Aspects of Learning) sessions encourage children to explore and understand their feelings and those of others.



We value immensely the social benefits of school trips and experiences. To this end, every child in each year group participates in a range of trips which are carefully planned by staff to enhance their learning. Children in Years 4 and 6 benefit from an annual residential trip and every possible effort is made to ensure this is accessible to every child regardless of their needs.

Who can pupils and parents contact if they have concerns?

We hope that complaints about SEND provision will be rare; however, if there should be a concern the process outlined in the school's complaints policy should be followed. The complaints procedure is available on the school website www.meridenceprimaryschool.co.uk

What services, external agencies or support groups are available for parents?

There are many support groups for parents of children with special needs available locally and a full directory can be accessed via the Solihull Family Information Service. Tel: 0800 389 8667 Email: family.info@solihull.gov.uk Web: www.solihull.gov.uk/familyinfo

Support groups that are available include:

SASSI (Solihull Autistic Spectrum Support and Information) The group provides an opportunity to talk to parents in the same situation and talk informally to a variety of professionals. The group have monthly meetings locally on a range of subjects suggested by parents.

SENDIAS is an independent service that provides support to families - their website address is <https://www.family-action.org.uk//solihullsendias/>

S.P.A.C.E (Support for Parents and Autistic Children Everywhere) The group offers a 24hr helpline for advice and support, activities including soft play and a sensory centre. A holiday play scheme is also available.

Dyspraxia Foundation The group provides information and support to families of children with Dyspraxia.

Dyslexia Information Centre This centre offers books, guides and equipment for children and young adults with Dyslexia.

Face 2 Face This scheme offers parents a chance to connect with other parents of disabled children

Where can the Local Authority's Local Offer be found?

Solihull's SEND Local Offer can be obtained from Solihull Borough Council's website (www.solihull.gov.uk) or directly from the Council House (0121 704 6000). The school office can also provide further information.

Meriden Church of England Primary School's Local Offer is available on the school website www.meridenceprimaryschool.co.uk or from the school office.