

Mereside Primary Academy SEND Information Report 2025-2026

Introduction

Mereside Primary Academy is dedicated to providing an **inclusive and welcoming education for all learners**, enabling pupils with Special Educational Needs and Disabilities (SEND) to be 'the best they can be,' now and in the future. The school highly values partnerships with parents/carers and external agencies, and its approach is firmly based on the guidance provided within the SEND Code of Practice.

This SEND Information Report aims to offer parents/carers and pupils an insight into Mereside Primary Academy's provision for pupils with SEND, providing a clear understanding of the support and opportunities available. The school is committed to providing a **high-quality education to all children** and believes that all children, including those with additional needs, are entitled to a broad and balanced academic and social curriculum that is accessible and allows full inclusion in school life. The school's motto is "Learning together, achieving together".

The report was dated July 2025 with a review date of July 2026. If you have any questions about the information contained in this report, you can contact the school SENCO, Mrs Suzanne Shrewsbury (SENCo) or Mrs Tracy Nicholson (SEND Manager), at the provided contact details: Mereside Primary School, Langdale Road, Mereside, Blackpool, FY4 4RR, Telephone: 01253 761531, Email: admin@mereside.fcat.org.uk.

What kind of SEND needs can be met at Mereside Primary Academy?

Mereside Primary Academy is an inclusive academy that endeavours to support the needs of all learners across the full range of Special Educational Needs. These include:

- **Communication and Interaction.** This includes implementing individually tailored visual support packages, such as individual timetables, behavioural cue cards, task plans, and communication books, when needed. Speech and Language Therapy plans recommended by a Speech and Language Therapist are implemented by Teaching Assistants.
- **Cognition and Learning.** Targeted intervention programmes may be undertaken, along with the use of concrete apparatus, smaller adult-led group teaching, and pre-teaching of vocabulary or concepts in Maths and English. Clicker software is also used to support formulating and recording ideas, alongside reading activities.
- **Social, emotional and mental health.** Support includes counselling sessions from a trained counsellor, intervention groups based on Theraplay principles, Draw and Talk, and a KS2 lunchtime play-based 'Green Club'. Positive behaviour charts, social stories, and calm-down spaces are offered in the classroom when needed. The school's 'Hive Provision' aims to strengthen pupils' emotional wellbeing and resilience by providing opportunities for positive social interaction. Check-ins with emotionally available adults, school counsellors, and pastoral support are also

provided. The school has a robust behaviour policy and anti-bullying policy that include proactive strategies.

- **Sensory and/or physical needs.** Visual, auditory, and sensory processing needs are accommodated with resources such as fiddle toys, wobble cushions, overlays, adapted furniture, audio equipment, writing slopes, desk screens, easy hold scissors/rulers/pencils, balance boards, noise-cancelling headphones, and weighted blankets. Visual timetables are used in every classroom. Pupils identified with Sensory Needs are also offered a Sensory Diet, with daily sessions, if needed.

Additionally, the school's therapy dog, 'Fudge', offers interventions that support needs across all these categories, both in and out of the classroom.

How does the school identify and assess children and young people with Special Educational Needs and who is responsible for overseeing this process?

At Mereside Primary Academy, the school uses a variety of information to help identify and assess pupils with Special Educational Needs. The school's tracking systems for regularly observing, assessing, and recording the progress of all children are used by teachers to identify those who may need additional support.

The process for identification follows Blackpool Council's SEND Department's Graduated Approach:

- **Initial Observations:** If a class teacher or parent has concerns, these are recorded on an 'Initial Observations' form and shared with the SENCO. Actions are put in place and reviewed after about 6 weeks. If in-class strategies work, no further action is needed, and this is discussed with parents/carers.
- **First Concerns:** If a child is still struggling, they move to 'First Concerns'. Parents/carers are invited to discuss strategies and interventions, providing their suggestions on what works at home.
- **SEN Support:** After two cycles of 'First Concerns', if a child continues to struggle, the SENCO is notified and completes an observation before arranging an Assess, Plan, Do, Review (APDR) meeting with the family. At this meeting, adding the child to the SEND Register and moving to SEN Support is discussed. This involves further adaptive teaching and support within the class (Universal +) or additional support through targeted interventions (SEN 1 support).
- **Specialist SEN Support:** If more intensive support is needed, a referral may be made to outside agencies (SEN 2 support). Parental permission is sought before referrals to specialist professionals like an Educational Psychologist.
- **Education, Health and Care Plan (EHCP):** For children with severe, complex, and lifelong learning needs that require a high level of support beyond the school's delegated resources, an EHCP assessment may be initiated. The school or parents can make this referral to the Local Authority, which is a legal process. An EHCP is personalised to consider all individual needs in education, health, and care, identifying the required provision. Parents/carers can seek support from SENDIASS and are involved in writing the EHCP with Blackpool Authority SEND Officers. For

children moving from Lancashire, the process is similar but applications are made directly to Lancashire Council. A Personal Budget may also be available.

Mrs Suzanne Shrewsbury leads the identification and assessment processes as the school's SENCO, and she is assisted by Mrs Tracy Nicholson. Her contact details are Mereside Primary School, Langdale Road, Mereside, Blackpool, FY4 4RR, telephone: 01253 761531, email: admin@mereside.fcat.org.uk.

Other key personnel involved in overseeing the process include:

- **Acting Headteacher (Ms Kara Chapman):** Responsible for the day-to-day management and overall responsibility of all aspects of the school, including support for children with SEND.
 - **Assistant Headteacher (Mr John McDonald):** Responsible for Culture and Climate across the school.
 - **Deputy Headteacher (Mrs Lauren Richardson):** Responsible for Teaching and Learning and Assessment throughout the school.
 - **Teachers:** Check progress, identify gaps, plan additional support, inform the SENCO of concerns, and begin the graduated response approach.
 - **SEND Governor (Ms Sarah Myers):** Holds termly meetings with the SENCO to discuss provision across the school.
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What opportunities are provided for parents and carers to be consulted regarding the identification and support of their child's Special Educational Needs?

Mereside Primary Academy provides many ways to support parents/carers in being fully involved in the identification and support of pupils with Special Educational Needs. The school works in partnership with families and listens fully to their views.

Opportunities include:

- **Regular Meetings:**
 - **Termly Parent/Carer Evenings:** Parents and carers are invited to regular meetings to discuss their child's progress. The school's SENCO will also be available during these evenings to meet with parents/carers.
 - **Pupil Progress Meetings:** The Senior Leadership Team and class teachers meet termly to discuss the progress of all children.
 - **First Concerns Meetings:** If a child is identified as not making progress, the class teacher will set up a meeting with parents/carers to discuss concerns, listen to parent concerns, plan additional support, and discuss future actions.
 - **Assess, Plan, Do, Review (APDR) Meetings:** These meetings are held termly with parents and other agencies to assess needs, plan targets, and identify next steps. For children on the SEN register, provision is reviewed termly with parents/carers and the teacher. The SENCO joins meetings when further intervention or external agency referral is needed, or for children with EHCPs.

- **Annual Reviews for pupils with an EHCP:** A formal review of each pupil's EHCP takes place with parents/carers at least annually. An EHCP can be reviewed earlier at the request of parents or the school.
- **Transition Planning Meetings:** For new pupils or those transitioning to secondary schools or specialist settings, additional transition planning meetings will be held, involving parents, previous/new settings, and supporting professionals.
- **Sharing Information:**
 - The first point of contact for questions or concerns is the pupil's class teacher, who can be reached via informal discussion at the beginning or end of the school day, or by arrangement.
 - For specific SEND-related discussions, parents/carers can contact the SEND Manager or SENCO. The Headteacher, Deputy, or Assistant Headteacher are also available.
 - Parents/carers receive a progress report each term, and a full report of their child's achievements at the end of each academic year.
 - All information from outside professionals is shared with parents/carers, either in person by the professional or via a written report. The SENCO shares reports with class teachers and parents and agrees on recommendations.
 - A positive home/school communication book may be used for ongoing communication.
 - Information is shared via the school website and via weekly newsletters.
 - **Parent/Carer Drop-ins and Workshops:** Coffee Mornings are held with the Family Workers, covering various themes including mental health and SEND.
- **Questionnaires:** The school seeks parents/carers views through surveys and questionnaires to evaluate SEN support and identify areas for improvement.
- **Developing and reviewing pupils SEND support plans:** Parent/carer input is crucial, and they are actively involved in the development, review, and updating of their child's support plans. This allows them to share perspectives, discuss targets, and collaborate on strategies. These meetings may take place virtually or in person.
- **Accessibility of Information:** The school is committed to ensuring all information about SEN is clear, easy to understand, and accessible. If parents/carers require information in a different format (e.g., different language, large print), the school will make necessary adjustments.

How does the school involve pupils with Special Educational Needs in decisions relating to their education?

Mereside Primary Academy consults with pupils with SEN and involves them in decisions about their education in many ways.

- **Regular discussions with key staff:** All pupils have regular opportunities to communicate their feelings, learning, and needs to familiar staff, including their teachers, Teaching Assistants/SLSAs, behaviour mentors, emotionally available adults, the SEND Manager, the SENCO, pastoral staff, and external agency staff if appropriate.

- **Consultation on views:** Students with Special Educational Needs are consulted on their views and opinions about the school, their learning, and wellbeing.
- **Contribution to Support Plans and Reviews:** Pupils on the SEN register are supported to contribute towards the development and review of their SEN K Support Plans. For pupils with an EHCP, they are supported to contribute to the development and review of their plan as part of the annual review process, in an appropriate way for their age and developmental stage.
- **Self-Advocacy Support:** Pupils are supported to communicate and express their views appropriately for their age and developmental stage, for example, when sharing their learning, aspirations for their future, or seeking advice.
- **Feedback and Evaluation:** Through the graduated approach, pupils' views are sought regarding their learning, such as the effectiveness of the support they receive or the need for additional support.
- **Choice and Decision-Making Opportunities:** Pupils have opportunities to make choices relating to their learning during lessons and extra-curricular clubs..
- **Accessibility of Information:** Pupils are provided with accessible information to enable them to demonstrate their learning, for example, using concept planners to support written materials C-Pens to aid reading of texts.
- **Representation in School Decision-Making:** Pupils with SEN are supported and encouraged to apply for leadership positions in school and/or become representatives on the school council.

How does the school assess and review the progress of children with Special Educational Needs?

Mereside Primary Academy assesses and reviews the progress of pupils with Special Educational Needs through a variety of methods to ensure support is effective and tailored to individual needs. The views of the pupils and their parents/carers are central to the assessment and review process.

Methods include:

- **Continuous Monitoring:** Teachers and support staff continuously monitor pupil's progress through formative assessment, such as observations and questioning. This includes supporting pupils to contribute to assessments by reflecting on their own understanding.
- **Summative and Formal Assessments:** Pupils participate in the school's regular formal assessment schedule, with adaptations made as necessary for accessibility. This includes:
 - **EYFS:** Progress is reviewed termly against the 'Development Matters' framework (2021 version) and against Early Learning Goals at the end of Reception Year.
 - **Year 1 Phonics Screening Check:** Pupils are formally assessed using the Government's National Phonics Screening Check.

- **Year 2 Optional SATs:** Children may take part in optional SATs assessments in reading and maths, completed with familiar adults in usual classroom spaces.
 - **Year 6 SATs:** Children are required to be formally assessed using teacher assessment and SATs for reading, writing, and maths. Disapplication may be utilised for pupils working well below the level, and some children are eligible for additional time or a reader.
 - **FCAT's assessment system:** For pupils in Year 1 or above not yet accessing Age Related Expectations (ARE), they may be assessed on the Early Years Development Matters framework before moving to FCAT's assessment system, which measures progress towards ARE.
 - **Blackpool Council's SEND Assessments:** These may be used for English, Maths, and PSED to track progress in smaller steps.
 - **SEND Support Plans (Pupil Profiles):** For pupils on the SEN register, progress towards their specific targets detailed in their SEN support plans is tracked and reviewed as part of termly Assess, Plan, Do, Review (APDR) cycles.
 - **Assess:** Data on the student is collated to make an accurate assessment of needs.
 - **Plan:** If review indicates additional or different support is needed, views of all involved are attained, and evidence-based interventions are identified, recorded, and implemented.
 - **Do:** SEND support is recorded, and clear, short-term targets are identified, considering academic, developmental targets, and pupil/parent aspirations.
 - **Review:** Progress towards targets is tracked and reviewed termly, with next steps identified. Teachers meet with parents termly at Parents' Evenings or drop-ins to co-produce new targets and gain parent voice. The SENCo and SEND Manager quality assures documentation and join meetings when a developing SEND need requires further intervention or external agency referral, and for EHCP children.
 - **Annual Reviews for EHCPs:** For pupils with Education, Health, and Care Plans (EHCPs), annual reviews are conducted to evaluate progress towards key stage outcomes, review provision, and make necessary amendments. The EHCP can be reviewed earlier at the request of parents or school. Outcomes from EHCPs are broken down into smaller, short-term targets, shared with parents termly at SEND meetings.
 - **Use of Data:** A range of data, including screening and assessment results and progress tracking systems, is used to inform the review process and identify areas for additional support or adjustments.
 - **External Agency Involvement:** Where appropriate, the school works with external agencies, such as educational psychologists, speech and language therapists, and other specialists, to obtain further assessments and advice.
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How does the school support the transition of pupils with special educational needs between each phase of education? As part of this work, how are pupils prepared for adulthood?

Mereside Primary Academy recognises that transitions can be challenging for all pupils, especially those with Special Educational Needs, and takes appropriate steps to ensure smooth transitions.

Support for Transitions:

- **Planning early:** Transition planning involves the pupil at the centre of all planning.
- **Information Sharing:** Information about pupils' needs is found and shared from parents/carers, previous settings, and where possible, the pupil themselves.
 - **Nursery/Reception:** Reception staff meet with partner nursery schools. Additional transition planning meetings are held, taking advice from parents, previous settings, and supporting professionals. Children starting Nursery attend 'Play and Stay' sessions. Transition documents are shared for children open to the Early Years Inclusion Team.
 - **Moving Class in School:** A planning meeting takes place in the Summer term to share information on attainment, provision, targets, medical information, and EHCPs. Pupils spend time with new teachers in new classrooms on 'Meet your Teacher Day'. Extended transitions, additional opportunities for children and parents to meet new teachers, may be employed. All children receive a transition book via MCAS with photos of staff, classrooms, and important information.
 - **Moving to Another School:** The school contacts the new school's SENCO to ensure support is in place and all records are passed on in a timely fashion.
 - **Leaving School in Year 6:** Year 6 teachers liaise with all feeder Secondary Schools about all pupils. There is a transition event for SENCOs to meet and share specific SEND information and required support. The school supports parents by accompanying transition visits or tours if required. For EHCP pupils, the SEND Officer applies for schools after a Transition Review in the Autumn term. Special transition programmes may be arranged, including additional visits to the new school or staff from the new school visiting Mereside. Pupil Profiles and Support Plans are shared with Secondary Schools for all children on the SEND register.
- **Transition Meetings:** The school holds transition meetings with feeder secondary schools and AP settings.
- **Support Visits:** The school supports visits to new settings.
- **Individualised Transition Plans:** When a need is identified, individualised transition plans may be created, including strategies like social stories, extra visits, and strategies to reduce anxiety.
- **Collaboration with External Agencies:** The school collaborates with external agencies to support transitions.
- **Medical Conditions:** For specific medical conditions requiring a Medical Health Care Plan, the Assistant Headteacher arranges a meeting with medical professionals and parents to create a plan for managing the child's medical needs.

Preparing Students with SEND for Adulthood As a primary school, preparation for adulthood is focused on readiness for secondary education and developing foundational skills. Mereside prepares students with SEND for adulthood by:

- Developing independence skills from the time the pupil begins their journey in Year 1.
- Explicitly teaching personal and social skills through the PSHE curriculum and personalised support.
- Helping to raise aspiration and awareness of opportunities beyond school, including work, education, and training opportunities.
- Encouraging participation in community activities and the development of social relationships.

What is the school's approach to teaching children and young people with Special Educational Needs to ensure progress?

Mereside Primary Academy is committed to ensuring that all pupils, including those with Special Educational Needs (SEN), make at least good progress. The school provides a high-quality education to all children and believes all children, including those with additional needs, are entitled to a broad and balanced academic and social curriculum, accessible to them and allowing full inclusion.

The school achieves this through a **graduated approach to provision**, supported by Assess, Plan, Do, Review (APDR) cycles. This approach involves:

1. **High-Quality Adaptive Teaching and a Trauma-Informed Approach:** This forms the foundation of provision for all pupils. Teachers adapt their practice to meet classroom needs, including those of pupils with SEN. If a pupil's needs are met through this, universal provision continues. Teachers plan lessons according to the specific needs of all groups, tailoring lessons and varying teaching styles and resources. The school's curriculum is engaging, evolving, relevant, and reflects children's interests and needs. Support and practical adaptations enable children with SEND to access Quality First Teaching from the class teacher.
2. **Universal + Provision:** For pupils requiring additional support, Universal + Provision is implemented, involving further adaptations and close monitoring. This is referred to as **Universal +** and may involve the teacher making learning more practical or visual or providing different classroom resources.
3. **Targeted SEN Support:** Pupils requiring support that is "different from or additional to that normally available to pupils of the same age" receive Targeted SEN Support. These pupils are placed on the SEN register and have a SEN Support Plan. This plan details specific, time-limited interventions. Progress is reviewed at least termly with parents/carers, pupils, and staff, using the APDR cycle. If outcomes are met, pupils may return to universal provision; if not, targeted support continues, and advice from external agencies may be sought. This corresponds to **SEN 1 support** where children may participate in small groups, in or out of the classroom, led by a teacher or trained teaching assistant.
4. **Specialist SEND Support:** For pupils with complex needs, an Education, Health, and Care Plan (EHCP) needs assessment may be initiated. Pupils with an EHCP are also on the SEN register and have a Specialist Support Plan, outlining the provision specified in their EHCP. Progress is reviewed at least termly, including an Annual Review with parents/carers, pupils, and relevant external agencies. If outcomes are

met, the plan may cease. If the school cannot meet the EHCP needs, an emergency Annual Review is convened for further specialist advice. This corresponds to **SEN 2 support** or **Complex** support, where intensive support from specialist SEND professionals is deemed necessary, or an EHCP is in place.

Collaboration with parents/carers is essential at all stages of this process, ensuring that assessment, planning, implementation, and review are conducted in partnership to ensure effective and responsive support.

How are adaptations made to the curriculum and the learning environment to accommodate the diverse needs of children and young people with Special Educational Needs?

Adaptations are made to the curriculum and the learning environment by carefully considering each pupil's individual needs and making changes to how we teach and the learning environment. The curriculum is not amended, but teaching methods, resources, and the environment are changed to allow full access.

Key adaptations include:

- **Clear Explanations and Direct Instruction:** Explaining things clearly and, when appropriate, breaking down learning into smaller parts.
- **Metacognitive Strategies:** Teaching strategies to help pupils plan, check their understanding, and become more independent learners.
- **Scaffolding:** Offering scaffolding to support learning, such as visual aids or sentence starters, which are gradually removed as confidence increases.
- **Varied Grouping:** Using various ways of grouping children for learning.
- **Technology:** Using technology, such as special software or communication devices, to help pupils access learning and participate fully.
- **Interventions:** When necessary, learning is supported by interventions to ensure pupils make progress from their starting points. These may involve pre-teaching concepts, vocabulary, or information to build understanding and confidence. Targeted support is delivered through interventions and bespoke activities, and Age Related Curriculum Targets may be changed to smaller, more appropriate steps.
- **Physical Adaptations:** Making reasonable adaptations to the learning environment to ensure the curriculum is accessible to all, including physical aids and adaptations like adapted seating plans, adjustable tables, and/or adapted seating. The learning environment is emotionally supportive and Trauma Informed, fostering encouragement and respect. The school strives to create welcoming spaces, making the building accessible through reasonable adjustments. Appropriately adapted resources, including ICT, are available. Learning spaces are high quality, structured, and tidy.
- **Curriculum Design:** The curriculum is broad and balanced and adaptive to meet pupils' needs. It provides opportunities to develop pupils' cultural capital, ensuring all pupils, including those with SEND, have access to a rich and varied educational experience.

- **Individualised Support:** For pupils on the SEND register, individualised support is provided based on their specific needs, detailed in their SEND support plans. For pupils with an EHCP, individualised support is based on their specific needs as detailed in their EHCP plan.
- **Strategic Deployment of Teaching Assistants:** Teaching assistants are strategically deployed to maximise their impact on pupil learning and inclusion, working collaboratively with teachers to implement planned support and facilitate access.

The process of making adaptations involves:

- Assessing pupils' needs.
- Planning for adaptations.
- Making these adaptations.
- Checking regularly if it's working and making changes as needed.

Examples of specific provisions supporting the four areas of SEND need include:

- **Cognition & Learning:** Targeted intervention programmes, concrete apparatus, smaller adult-led group teaching, pre-teaching of vocabulary/concepts, and Clicker software.
- **Sensory &/or Physical:** Resources like fiddle toys, wobble cushions, overlays, adapted furniture, audio equipment, writing slopes, desk screens, easy hold scissors/rulers/pencils, balance boards, noise-cancelling headphones, weighted blankets. Visual timetables, now-and-next boards, and other visuals are used.
- **Communication & Interaction:** Speech and Language Therapy plans implemented by Teaching Assistants, and individually tailored visual support packages.
- **Social, Emotional, Mental Health Needs:** Counselling, intervention groups based on Theraplay principles, Draw and Talk, a KS2 lunchtime play-based 'Green Club', positive behaviour charts, social stories, and calm-down spaces. The Hive Provision strengthens emotional wellbeing.

What expertise and training do staff receive to support pupils with Special Educational Needs? How does the school secure specialist expertise when needed?

Mereside Primary Academy ensures its staff have expertise and training to support pupils with Special Educational Needs. The SENCO conducts regular training for staff.

Key expertise and training areas for staff include, but are not exhaustive to:

- **SENCO's Qualifications:** Mrs Suzanne Shrewsbury, the SENCO, holds a Postgraduate Certificate in SEN Co-ordination and a BEd with Hons in Primary Education, as well as an MSc in Psychology. She provides specialist support and advice for teachers and other staff or signposts them to appropriate courses and training (CPD).
- **General Training:** Trauma-informed practice, positive handling, and attachment in the classroom.

- **Specific Interventions/Strategies:** Precision teaching, Talk Boost, Colourful Semantics, Nuffield Early Language Intervention, Toe by Toe, First Class @ Number, Elklan - Communication Friendly Setting strategies, Draw and Talk.
- **Pastoral/Welfare Support:** Mental Health Lead training, Circle Time, Early Help, Protected Lunchtimes. Learning Mentors are trained to support children in regulating emotions and accessing learning.
- **Medical Training:** First Aid, Asthma/Epipen/Diabetes training.
- **Resource Management:** The SEND Manager oversees the availability of generic and specific SEND resource provision across the school.
- **Forest School:** Experienced Forest School trained Teaching Assistants are available.

Securing Specialist Expertise:

- **Internal Coordination:** The SENCo coordinates support for children with SEND, develops school policies, and coordinates provision from outside agencies.
 - **Referrals and Liaison:** The SENCo makes referrals and liaises with other agencies to ensure pupils have access to provision from professionals beyond the school.
 - **Multi-Agency Support:** As part of FCAT's graduated approach, the school works with a range of external agencies. The SENCo coordinates this work. These agencies include:
 - Educational Psychologists
 - Speech and Language Therapists
 - Occupational Therapists
 - Specialist Teachers
 - Child and Adolescent Mental Health Services (CAMHS)
 - Social Workers
 - School Nurses
 - Blackpool/Lancashire Local Authority (including Link Advisory Teacher and SEN Officers)
 - SENDIASS (Blackpool SEND Information, Advice and Support Service)
 - **Budget Allocation:** The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, based on school needs. The Senior Leadership Team discusses information about SEND, including children needing extra support, and decides on resources, training, and support. All SEND resources, training, and support are reviewed regularly.
 - **Additional Funding:** Additional funding can be sought through Blackpool Council for children whose needs require support above the notional SEND budget, or for emergency short-term SEND support. Applications for Emergency Temporary Top Up Funding can be made by the SENCo, in liaison with the Link Advisory Teacher. Additional funding is also provided if a child has an EHCP, with the amount varying based on the child's needs and required provision.
 - **External Audits and Monitoring:** Advice is sought from outside agencies like the Link Advisory Teacher from Blackpool Council and FCAT peer review audits and monitoring to inform the school provision.
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How does the school evaluate the effectiveness of the support provided for pupils with Special Educational Needs and what measures are in place for continuous improvement?

The effectiveness of Mereside Primary Academy's overall provision for pupils with SEND is measured against their **progress, attainment, and personal development** in all areas of their learning. The effectiveness of interventions is measured using the **graduated approach to SEND** via the Assess-Plan-Do-Review (APDR) model.

Measures for evaluation and continuous improvement include:

- **Ongoing Monitoring and Assessment:** Pupils' progress is continually monitored by class teachers who identify gaps and plan support. Formative and summative assessments and pupil observations are used throughout the school.
- **Assess, Plan, Do, Review (APDR) Cycles:** Personalised targets are recorded at meetings with parents and other agencies to assess needs and plan targets/next steps. Progress towards these targets is tracked and reviewed termly.
- **Termly Pupil Progress Meetings:** The Senior Leadership Team, SENCo, and class teachers hold these meetings to discuss the progress of all children in each class and plan for additional support.
- **Quality Assurance:** The SENCo and SEND Manager quality assure documentation related to SEND support plans, with support from the Specialist SEND Teaching Assistant.
- **Parent/Carer Feedback:** Parents/carers have opportunities to give feedback about progress at SEND meetings and Parents' Evenings. Feedback from surveys and questionnaires helps evaluate SEN support and identify areas for improvement.
- **Annual Reviews for EHCPs:** For pupils with EHCPs, formal annual reviews evaluate progress towards key stage outcomes, review provision appropriateness, and make necessary amendments.
- **Data Use:** The school uses a range of data, including screening and assessment results and progress tracking systems, to inform the review process and identify areas where additional support or adjustments may be needed.
- **Strategic Resource Review:** All SEND resources, training, and support are reviewed regularly, and changes are made as needed.
- **External Advice and Audits:** Advice is sought from outside agencies (e.g., Link Advisory Teacher from Blackpool Council, FCAT peer review audits, Educational Psychology Service) to inform the school about its provision.
- **Policy Review:** The Accessibility Policy is reviewed regularly, outlining provision made and containing an action plan for continuous development of physical environment accessibility, written information delivery, and curriculum access.

How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEN?

Mereside Primary Academy enables pupils with Special Educational Needs to engage in school activities alongside their peers through a whole-school commitment to inclusive practices, incorporating the environment, curriculum, and extracurricular provision.

- **Environment:** The learning environment is emotionally supportive and Trauma Informed, fostering encouragement and respect. The school strives to create spaces welcoming for pupils with diverse needs, with the building made accessible through reasonable adjustments. Appropriately adapted resources, including ICT, are available to support learning within the environment. Learning spaces are high quality, structured, and tidy.
- **Curriculum:** The curriculum is broad, balanced, and adaptive to meet pupils' needs. Learning is supported by interventions where necessary to ensure progress from starting points. For pupils on the SEN register, individualised support is provided based on their specific needs, as detailed in their SEN support plans, and for pupils with an EHCP, their plans. The deployment of teaching assistants is strategic and focused on maximising their impact on pupil learning and inclusion, working collaboratively with teachers to implement planned support and facilitate access to activities within the curriculum. The curriculum also provides opportunities to develop pupils' cultural capital, ensuring all pupils, including those with SEND, have access to a rich and varied educational experience.
- **Extracurricular Provision:** As part of its extended curriculum offer, the school actively monitors, encourages, and supports all pupils to participate in extracurricular activities, including clubs, school events, and trips.
 - Mereside offers a wide range of clubs designed to appeal to different ages, abilities, and interests. These change half-termly.
 - All clubs are inclusive and available to all children, and every reasonable endeavour is undertaken to support a child's access.
 - Examples of clubs include Football, Choir, Lego Club, Science, Art/Craft, Netball, Dance, Yoga, Knitting, Cookery, Music, Dodgeball, Handball, Multi skills, Sewing, Rounders, School's Alive, Homework Club, Gardening, Running Club, Digital Leaders Club, Puzzle Club, and Piano.
 - Breakfast and After School Clubs are also provided (at a cost to parents).

What support is available for improving the emotional and social development of children and young people with special educational needs?

Mereside Primary Academy understands that the emotional and social well-being of pupils with Special Educational Needs is crucial for their development and learning.

The provision for emotional and social development includes:

- **Curriculum and Interventions:**
 - The **PSHE (Personal, Social, Health and Economic)** curriculum.
 - **PSHE interventions.**
 - **Counselling sessions** from a trained counsellor.
 - **Intervention groups** based upon Theraplay principles and Draw and Talk.
 - **Specific interventions** planned by Learning Mentors to support groups and individuals with SEMH needs.
 - **The Hive Provision** to strengthen emotional wellbeing and resilience by providing opportunities for positive social interaction.

- **'Fudge' the Therapy Dog** can offer interventions that support emotional wellbeing.
- **Pastoral Support Arrangements:**
 - **Check-ins with emotionally available adults.**
 - **Withdrawal spaces.**
 - **Attendance support.**
 - **Multi-agency support** coordinated by the Assistant Headteacher and SENCo, liaising with CAMHS and other agencies, and signposting families to appropriate services.
 - **Parent/carer pastoral support**, including Family Support Workers, offering immediate support in areas like parenting advice, Early Helps (attendance, behaviour), signposting to mental health services for adults, and accessing resources like food banks or charity items.
 - **Learning Mentors** support children in classes who need help regulating their emotions, monitoring and intervening with appropriate strategies and interventions.
- **Measures to Prevent Bullying:**
 - The school has a robust behaviour policy and anti-bullying policy.
 - These policies include proactive strategies to prevent bullying of all pupils, including those with SEN.
 - They include explicit teaching of appropriate behaviour in and out of school.

How does the school engage multi agency support in meeting the Special Educational Needs of children and young people and supporting their families?

As part of FCAT's graduated approach to meeting the needs of pupils with SEND, Mereside Primary Academy works with a range of external agencies. The SENCo coordinates this work.

The agencies Mereside Primary Academy works with include:

- **Educational Psychologists.**
- **Speech and Language Therapists.**
- **Occupational Therapists.**
- **Specialist Teachers.**
- **Child and Adolescent Mental Health Services (CAMHS).** The Mental Health Lead (Assistant Headteacher) liaises with CAMHS to coordinate Primary Mental Health Worker drop-ins and signpost families.
- **Social Workers.** The Designated Safeguarding Lead (Assistant Headteacher) ensures Child Protection procedures are followed, attends Social Care meetings, and liaises with other professionals.
- **School Nurses.** The Assistant Headteacher liaises with the School Nurse to update Health Care Plans.
- **Blackpool/Lancashire Local Authority.** This includes SEN Officers from the Local Authority who are involved in arranging and completing annual reviews for EHCPs, and who assess children in partnership with the school when EHCPs are written. The

school also uses Blackpool Council's SEND Department's Graduated Approach for identification and support. Additional funding can be sought through Blackpool Council for children with emergency or high-level needs, and the SENCo liaises with the Link Advisory Teacher from Blackpool Council. Information about Blackpool's Local Offer is accessible.

- **SENDIASS (Blackpool SEND Information, Advice and Support Service):** This service can provide support to parents/carers in giving their views on a child's needs and future aspirations.
- **Family Support Worker (Mrs Taylor-Royston):** Provides immediate, same-day response support for children and families in areas such as parenting advice, Early Helps (attendance, behaviour), signposting to adult and children support services (e.g., Mental Health Services for adults, mentoring), accessing food banks, financial signposting, and household bill support. They also support families to access training and activities that improve life chances and wellbeing. The Assistant Headteacher works with the Family Support Worker for early identification of family needs and timely support.

What procedures are in place for handling complaints from parents/carers of children with Special Educational Needs regarding the provision made at the school?

Mereside Primary Academy always aims to address any concerns parents/carers may have promptly and effectively. The school works in partnership with families and encourages parents/carers to raise any concerns as early as possible so that issues can be resolved collaboratively.

If parents/carers feel their views have not been adequately considered, the school has a formal complaints policy and procedure in place. Parents/carers can find details of this procedure on the school website or request it at any time. Complaints will be dealt with in accordance with Mereside's Complaints Procedure.