

Mereside Primary Academy

SEND (Special Educational Needs and Disabilities) Information Report 2023-2024

The purpose of our SEND Information Report is to describe the variety of ways in which we are able to support and meet the needs of children who experience barriers to their learning at our school.

This information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs)

What is our approach to teaching pupils with SEND?

The best that we can be

Our school is committed to providing a high quality education to all the children living in the local area. We are an inclusive school and believe that all children, including those with additional needs, are entitled to a broad and balanced academic and social curriculum, which is accessible to them and allows them to be fully included in all aspects of school life. Our school motto is "Learning together, achieving together".

All our pupils with identified SEND needs have a 'Pupil Profile' this enables all who work with and support them to know their strengths, what works for them and how best to support them.

1. Who are the best people to talk to in school if I think my child has difficulties with learning / Special Educational Needs or disability (SEND) ?

Role in School	Name of Person	Responsible for:
Headteacher	Ms Samantha Upton	<ul style="list-style-type: none">• The day to day management and overall responsibility of all aspects of the school, including support for children with SEND
SENDCo Relevant Qualifications:	Mrs Sarah Peck	<ul style="list-style-type: none">• Classroom observations to ensure high quality provision, teaching and learning for pupils with SEND• Staff training on the Graduated Approach, sharing Blackpool Council's procedures and supporting staff in early identification of SEND

Date: December 2023
Review Date: October 2024

<p>Postgraduate Certificate in SEN Coordination</p> <p>BA (QTS) with Hons in Primary Education and Children's Development and Learning</p>		<ul style="list-style-type: none"> ● To monitor the progress of all children who are involved in individual or group interventions and discuss with teachers next steps / targets for these children. ● Coordinating the support for children with SEND and developing school policies related to this so that provision is consistently high and pupils' needs are met. This includes coordinating provision within school that is provided by outside agencies. ● Making referrals and liaising with other agencies to ensure that pupils have access to provision from professionals beyond the school. ● Updating the SEND register. Putting into place systems to ensure that all SEND needs and information is known and accessible to staff when needed. ● To ensure that the provision for children with an Education, Health, Care plan (EHCP) meets the needs of the children and appropriate supporting staff are employed to support them as needed. ● Arranging and completing annual reviews for children with EHCPs - liaising with professionals, including SEN Officers from the Local Authority ● Ensuring that parents and carers are involved in their child's learning and involved in reviewing their progress and provision. ● Providing Specialist support and advice for teachers and other staff or signposting them for courses and training as appropriate (CPD).
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Assistant Headteacher DSL Mental Health Lead	Mrs Jane Walpole	<ul style="list-style-type: none"> ● Designated Teacher for Children who are Looked After. ● Ensuring Child Protection procedures are in place and followed as part of the Designated Safeguarding Lead role. ● Liaising with the School nurse and other health professionals to update Health Care Plans ● Monitor welfare and attendance of pupils and liaise with the Pupil Welfare Officer (PWO) ● Signpost families to family support within school and with Children’s Social Care. ● Attending Social Care meetings and liaising with other professionals, overseeing school actions, records of these meetings and the sharing of information. ● Working with the Family Support team to ensure early identification of needs, within families, and timely appropriate support ● Mental Health Lead - in conjunction with SENDCo, liaising with CAMHS and other agencies to coordinate Primary Mental Health Worker drop ins and signpost families to appropriate services on offer
SEND Governor	Mr Graham Clarke	<ul style="list-style-type: none"> ● Termly meetings with SENDCo to discuss provision across school ● Feed back to FCAT re. current projects and any support SENDCo has requested
Teachers		<ul style="list-style-type: none"> ● To check the progress of children in their care, identifying gaps, planning additional support or help that the children may need. ● Informing the SENDCO if they have particular concerns about a child and beginning Blackpool’s graduated response approach to meeting SEND needs by completing ‘First concerns’ meetings with parents.

		<ul style="list-style-type: none"> • Joining Assess, Plan, Do, Review meetings for SEND children and setting targets in conjunction with Parents and the SENDCo termly. • Overseeing the daily provision of children with an Education, Health, Care plan (EHCP) and supporting any staff employed to support them. • Ensuring that the policies relating to SEND are followed in the classroom.
Specialist School nurse practitioner	Hajra Hussain	<ul style="list-style-type: none"> • Medical support for children and their families.
SEND Teaching Assistant	Tracy Nicholson	<ul style="list-style-type: none"> • To oversee the provision for children receiving Speech and Language plans from NHS and Communicate, ensuring that there is weekly intervention in school and plans are shared with staff and parents. • In conjunction with the SENDCo, train new members of staff and signpost them to CPD for specific interventions e.g. 'precision teaching' • To oversee the availability of generic SEND resource provision across the school e.g. fidget toys, pencil grips as well as more specific resources such as wobble cushions, sensory resources etc.
Family Support Workers	<p>Hayley Benyon (Mon-Thurs)</p> <p>Linda Harvey (Weds-Fri week 1, Thurs-Fri week 2)</p>	<ul style="list-style-type: none"> • Immediate, same day response support for children and their families in a range of areas: <p>Parenting support / advice and Early Helps e.g. attendance, behaviour challenge, family discord, SEND needs</p> <p>Signposting to other relevant support agencies / referrals into both adult and children support services e.g. Mental Health Services for adults, mentoring etc. for children.</p> <p>Accessing Food banks / financial signposting and household bill support/ uniform ,clothing and shoes available as needed. Supported to access specific items from charities e.g. sensory items for a bedroom.</p> <p>Supporting families to access training and other activities that improve the families life chances and wellbeing.</p>

Deputy Headteacher	Lauren Richardson	<ul style="list-style-type: none"> • Behaviour and SEMH support across the school. • Updating Behaviour policy, in conjunction with working party including SENDCo, to ensure this meets the needs of all children, including those with SEND
Learning Mentors	Mr Ewan Mooney Miss Shannon Farr	<p>Enable the teaching and learning in classes by supporting children who need help regulating their emotions, monitoring and intervening to give these children appropriate strategies and interventions, so that barriers are removed to learning in the classroom and they, and their peers, are able to learn fully</p> <p>Planning interventions to support groups of children and individuals with needs in relation to SEMH</p>

2. How do we measure the progress of your child in school?

Every pupil at Mereside has the opportunity to follow all National Curriculum Subjects. We are committed to narrowing the attainment gap between children with SEND and those who do not have additional SEND needs.

- Your child's progress is continually monitored by their class teacher, who will have highlighted any gaps in their understanding/learning and planned support to help them make the best possible progress.
- Formative and summative assessments and pupil observations are used throughout the school.
- Cycles of Assess, Plan, Do, Review (APDR) and personalised targets are recorded at meetings with parents and other agencies to assess needs and plan targets / next steps.
 - Assess – data on the student will be collated in order to make an accurate assessment of the student's needs
 - Plan – if review of the action taken indicates that additional or different support will be required, then the views of all involved will be attained and the appropriate evidence-based interventions identified, recorded, and implemented
 - Do – SEND support will be recorded and a clear set of short term targets identified, taking into account academic and developmental targets and student and parent aspirations
 - Review – progress towards these targets will be tracked and reviewed termly, and next steps identified.
 - Teaching staff will meet with parents termly at Parent's Evenings, with the SENDCo quality assuring documentation amended and new targets set with parents. The SENDCo will join the third meeting with parents and Class Teacher, at the end of the Summer Term, so new targets can be set ready for the child starting in the next year group. This means no learning time is lost, when moving classes. Documentation is shared with staff in the new class in the Summer term, so strategies and interventions can be implemented immediately.
- If your child is in the Early Years Foundation Stage (EYFS), their progress is reviewed termly against the 'Development Matters' framework (2021 version) and at the end of the Reception Year against

Early Learning Goals. Achievement is monitored on a tracking grid. Parents are able to contribute to the portfolio of achievement for their child by sharing information and pictures in their child's Google Drive folder.

- If your child is in Year 1 or above, but is not yet accessing Age Related Expectations (ARE), they may still be assessed on the Early Years Development Matters framework,, before moving onto FCAT's assessment system which measures progress towards Age Related Expectations. A finer tool for those assessed at working significantly below ARE, measures progress towards Pre Key stage Standards, allowing smaller, but significant steps of progress to be seen. Blackpool Council's SEND Assessments for English, Maths and PSED may be used to track progress in smaller steps, alongside FCAT's monitoring systems - this can help to show progress
- At the end of Year 1, pupils are formally assessed using the Government's National Phonics Screening Check.
- In Year 2, children may take part in optional SATs assessments in reading and maths. These assessments are completed with adults who know the children well, in their usual classroom spaces or outside the classrooms, in the heart space they are used to. In Year 6 children are required to be formally assessed using teacher assessment and SATs (Standard Assessment Tests) for reading, writing and maths. These are tests that the government requires all schools to do and results are published nationally. For children who are working well below the level, there is a disapplication process that may be utilised so that a pupil does not have to take the test; parents are informed by school if this is deemed necessary. Some children will be eligible for additional time or a reader.
- Education Health and Care Plans (EHCPs) inform planning and are a record of the individual child's needs. Outcomes from EHCPs are broken down into smaller steps (short term targets) to ensure that steps of progress towards the EHCP target are made termly. These are shared with parents termly at Assess, Plan Do, Review meetings (APDR). The progress of children with an EHC plan is formally reviewed at an Annual Review, with all adults involved in the child's education.

Students with Special Educational Needs and Disabilities are consulted on their views and opinions about the school, their learning and wellbeing. We work in partnership with home as much as possible. Parents and carers have opportunities to give feedback about progress at our Assess, Plan, Do , Review meetings/Parents' Evenings.

3. How are pupils with SEND identified? What Level of support will they receive ?

We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be short or long term. At Mereside we aim to identify and respond to these needs as they arise so that our school is quickly responsive to children's changing needs, allowing every child to achieve their full potential.

The tracking systems for regularly observing, assessing and recording the progress of all children is used by teachers to identify children who may need additional support. Termly Pupil Progress Meetings are held between Senior Leadership Team, SENDCo and class teachers to plan for all pupils who require additional support. If a teacher or parent has concerns about a pupil during the term they may also speak directly with their child's Class Teacher or the SENDCo (Special Educational Needs Coordinator).

School follows Blackpool Council's SEND Department's Graduated Approach to identifying needs and supporting children.

Initial discussions between Class Teacher and Teaching Assistant may take place, when staff notice a child may be struggling with a particular area of learning or development. These discussions will be recorded on an 'Initial Observations' form and shared with the SENDCo. Actions are put into place and, after a period of around 6 weeks, these will be reviewed. If initial in-class strategies are deemed to be working, and the child is no longer struggling, they will remain at 'Initial Observations', with no further action required; the Class Teacher will discuss this with parents/carers at Parents' Evening or may make a telephone call to discuss

what is working well. If a child is still struggling in a specific area, they will move onto First Concerns, and parents/carers will be invited in to provide their suggestions on what works and does not work well at home. Further strategies and interventions will be discussed, implemented and reviewed. If, following 2 cycles of First Concerns (First Concerns 1, First Concerns 2), a child is continuing to find an aspect/aspects of learning difficult, the SENDCo would be notified and would complete an observation before arranging an Assess, Plan, Do, Review meeting with family. At this meeting, a discussion would take place in relation to adding the child to the SEND Register, and moving onto SEN Support.

Based on the school's observations and assessment data and following a discussion between the class teacher, SENCO and parents/carers, the child may be identified as needing either:

- **Further adaptive teaching and support within the class (Quality +) (FIRST CONCERNS)**. This may involve things like the teacher making the learning more practical or visual or providing different classroom resources for your child.
- **Additional support through group and targeted interventions and adaptations via the school SEN provision (SEN 1 support)** Your child may need to participate in a small group. This can happen in the classroom or outside, by a teacher or a teaching assistant who has had training or advice on how to run the group. Your child's progress will be carefully monitored during these group sessions and any ongoing concerns will be discussed at Assess, Plan, Do, Review meetings.
- **Further and more intensive support from specialist SEND professionals (SEN 2 support)**. It may be deemed necessary to make a referral to outside agencies to seek advice and support to enable your child to make progress. Before referrals are made you will be asked to give your permission for the school to refer your child to a specialist professional e.g. an Educational Psychologist. This will help both school and yourself understand your child's particular needs better. The specialist professional may observe or work directly with your child and child's teacher to better understand their needs, make recommendations and help set appropriate targets using their specific expertise.
- **Children with an EHCP or additional funding or accessing alternative provision (Complex)** Children whose learning needs are severe, complex and lifelong may need additional support in school which can be provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified as needing a high level of support which cannot be provided from the resources already delegated to the school. The school (or you) can make a referral for an EHCP Assessment to the Local Authority. This is a legal process and you can find more details on Blackpool Council's website (<https://www.blackpool.gov.uk/Residents/Education-and-schools/Local-offer/Local-offer-home.aspx>)

An EHCP will be personalised and this means that all the child's individual needs in education, health and care will be considered and the provision required identified. The resources that are available will be used flexibly to ensure all involved are aware of the support the child will receive. This could include 1:1 interventions, group work with a TA trained in a specific area, support from Learning/Behaviour mentors, welfare assistant support at lunch times, Speech & Language therapy or something different.

Parents/carers can have support to help them, if they wish. The key worker will help families to give their views of the child or young person's needs and their hopes for the future. This person can be sought from SENDIASS (Blackpool SEND Information, Advice and Support Service) <https://www.blackpool.gov.uk/Residents/Health-and-social-care/Children-and-families/SENDIASS/Home.aspx> 01253 477083 sendiass@blackpool.gov.uk

Parents/Carers are involved in writing the EHCP with Blackpool Authority SEND Officers who have assessed the child or young person in partnership with the school. A co-production meeting will be arranged if a decision is made by Blackpool to issue an EHCP.

A Personal Budget may be available to families to choose how to support the child or young person.

4. How does the school adapt its teaching and curriculum to ensure teachers can include pupils with SEND?

At Mereside Primary Academy we want all children, including children with SEND, to reach their full potential. We provide an inclusive learning environment and are innovative in our support, offering many ways to help children who experience barriers to learning. We value the abilities and achievements of all our pupils and we are committed to providing appropriate resources and experiences in order for them to learn, progress and be happy. We recognise that children learn at different rates and there are many factors that can affect their achievement. We set suitable learning challenges, have high expectations and respond to the diverse needs of all children. Class teachers plan lessons according to the specific needs of all groups of children in their class, lessons are tailored to children's needs, with lessons adapted and teaching styles and resources varied to meet the different needs and learning styles of our children.

We are proud of our curriculum offer which is engaging, evolving, relevant and reflects the interests and needs of our children. The teachers have worked tirelessly to develop even more creative approaches to teaching. Visitors into school and a wide range of trips expand learning and life experiences for all children. We are a Forest School and children have opportunities to explore this area and develop their skills with our experienced Forest School trained teacher and TA.

The Curriculum meets the needs of children with SEND, through the use of different strategies, adaptive teaching, interventions and support methods. We aim to create a learning environment that enables children to be independent learners who are ready for a 'challenge' and who are intrinsically motivated and know how to improve their work. Marking and feedback supports children with this, clearly identifying when objectives have been met. Children are experts in their own learning and development and often want to have a go at something, proving they are capable of achieving more when able to explore and learn freely with their peers. Support and practical adaptations enable children with SEND to access Quality First Teaching from the class teacher. The curriculum is therefore not adapted, but teaching methods, resources and the environment changed to allow full access to the curriculum.

Some targeted support may be required to meet a child's identified needs and this is delivered by interventions and more bespoke activities. This may mean that Age Related Curriculum Targets are changed to smaller step targets, more appropriate targets or targets that are not normally in the child's year group curriculum. Children may also receive pre-teaching of concepts, vocabulary or information they may be about to encounter in lessons, to build their understanding and allow them to feel more confident, especially in subjects or curriculum areas they may find challenging. Interventions and targets are recorded termly on Support Plans.

Some examples of how we enable access to the curriculum while supporting the four areas of SEND need:

- **Cognition & Learning** - Targeted dyslexia, dyscalculia intervention programmes are undertaken, concrete apparatus support in the classrooms, smaller adult led group teaching, pre-teaching of vocabulary or concepts in Maths and English, using Clicker software to support formulating and recording ideas, alongside reading activities.
- **Sensory &/or Physical** – visual, auditory and sensory processing needs are accommodated within the classroom - 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, weighted blankets are available to support pupils. Visual timetables are used in every classroom, with now and next and other visuals used as appropriate. .
- **Communication & Interaction** – Speech & language groups and individual programmes recommended by a Speech and Language Therapist are implemented by trained Teaching Assistants. Provision of individually tailored visual support packages including individual timetables,

behavioural cue cards, task plans and communication books are used within the classroom when needed for individuals or groups.

- **Social, Emotional, Mental Health Needs** – Counselling sessions are available from a trained counsellor, intervention groups based upon Theraplay principles, Draw and Talk, and ‘Strong Feelings’, a KS2 lunchtime play-based ‘Green Club’ are available for pupils when required. Behaviour charts, social stories and calm down spaces are offered in the classroom when needed. The purpose of **Our Galaxy Provision** is to strengthen the emotional wellbeing and resilience of pupils, including those with SEND, by providing opportunities to gain, build and maintain positive social interaction in a respectful, fun and caring environment.

‘Fudge’, our Therapy dog, can offer interventions that support needs in all the above categories, both in and out of the classroom, fully supporting our curriculum.

Some of our teaching and support staff have additional qualifications and training that can be accessed to help your child. These include, but are not exhaustive to:

First Aid Training	Draw and Talk
Asthma / EpiPen / Diabetes training	Attachment in the Classroom
Positive Handling	Circle Time
Team Teach	Sport Coaches
Early Help	Protected Lunchtimes
Trauma Informed Schools	Precision teaching
Talk Boost	Colourful Semantics
Nuffield Early Language Intervention	Toe by Toe
First Class @ Number	Elklan

5. What is the school's process for informing/consulting with parents? /How does school communicate with parents?

When a teacher has raised concerns about a child's progress, and adaptive teaching has not met the child's needs, the teacher must raise this with the SENDCo, through the Graduated Approach process of Initial Observations and First Concerns, as detailed in Section 3 of this report. A parent or carer may also bring their concerns to the attention of the Class Teacher, who can liaise with the SENDCo. The SENDCo or Headteacher can also be contacted by parents/carers if they need further support or advice regarding their concerns.

- Senior Leadership Team and class teachers meet termly at Pupil Progress Meetings to discuss the progress of all children in each class.
- If your child is identified as not making progress the class teacher will set up a meeting to discuss their first concerns with you in more detail, to listen to any concerns you may have, to plan any additional support your child may receive and discuss with you any future necessary actions required.
- We hold termly parents' evenings where parents and carers have the opportunity to discuss their child's progress. In addition, we would like you to talk to your child's class teacher regularly so that information is shared about how things are at home and school. This will ensure that we can share what is working well in both environments.
- The SENDCO, as well as the Headteacher, Deputy or Assistant Headteacher are available to meet with parents and carers to discuss a child's progress or any concerns or worries.
- All information from outside professionals will be shared with you in person by the professional (or where this is not possible, via a written report). The SENDCO will share the report with class teachers and parents and will agree the start date for recommendations.
- If your child is on the school SEND register then their provision will be reviewed with both you and your child's teacher termly via an Assess, Plan, Do , Review meeting.
- A positive home/school communication book may be used to support communication between home and school.
- Homework will be adjusted as needed in line with your child's individual learning needs.
- You will receive a full report of your child's achievements at the end of each academic year, alongside termly progress reports
- Class teachers and school try to keep you informed about what is happening in school in a variety of ways such as via our website, weekly school newsletters, messages via ParentApps and Facebook.

Coffee Mornings are held with the Family Workers - these have different themes, including supporting children's mental health, SEND, music & movement for toddlers etc.

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

The school budget includes money for supporting children with SEND (Special Educational Needs or Disabilities)

The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.

The Senior Leadership Team discuss all the information they have about SEND in the school, including:

- the children getting extra support already
- the children needing extra support
- the children who have been identified as not making as much progress as would be expected

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

All SEND resources/training and support are reviewed regularly and changes made as needed. Advice is sought to inform the Senior Leadership Team about our school provision from outside agencies e.g. Link Advisory Teacher from Blackpool Council, FCAT peer review audits and monitoring, Educational Psychology Service.

Additional funding can be sought through Blackpool Council for children whose needs may require support above what can be offered through the notional SEND budget. Applications for Temporary Top Up Funding can be made by the SENDCo, in liaison with the Link Advisory Teacher, when appropriate. Additional funding will also be provided if a child has an EHCP.

7. What extra curricular activities do we offer children with SEND?

We offer a wide range of clubs to appeal to different ages, abilities and interests. These change on a half termly basis. All clubs are inclusive and are available to all children, as long as the needs of the children attending can be met. Every reasonable endeavour will be undertaken to support a child's access to a club.

Here are just some examples of the clubs we have provided before and after school. Breakfast and After School Club are provided at a cost to parents.

Football	Choir	Lego Club	Science	Art/Craft
Netball	Dance	Yoga	Knitting	Cookery
Music	Dodgeball	Handball	Multi skills	Sewing
Rounders	School's Alive	Homework Club	Breakfast Club 7:30- 8:45 (Paid)	After School Club 3:15- 5:30 (Paid)

Gardening	Running Club	Digital Leaders Club	Puzzle Club	Piano
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8. How we will support your child when they are entering or leaving school or moving class?

We recognise that transitions can be difficult for children with SEND (Special Educational Needs or Disabilities) and take appropriate steps to ensure that it is as smooth as possible.

When starting school in Nursery or Reception:

Where possible our Reception staff will meet with partner nursery schools prior to pupils starting school and any concerns or any additional needs will be brought to the attention of the SENDCo. If necessary, additional transition planning meetings will be held to determine the best way to support your child, taking advice from parents, the previous setting and any supporting professionals. Children starting Nursery will be asked to attend 'Play and Stay' sessions.

For any children already open to Early Years Inclusion Team, transition documents will be shared from their previous setting and a transition meeting will take place.

If your child has a specific medical condition which requires a Medical Health Care Plan, the Assistant Headteacher will contact you to arrange for you to attend a meeting with medical professionals where your child's medical needs will be discussed. A plan will be created and shared with school staff stating how we will manage and care for your child's medical needs whilst they are at school.

When moving class in school:

A planning meeting will take place in the Summer term where information such as attainment, provision, previous targets, medical information and EHCPs will be shared. During the Summer term your child will get the opportunity to spend time with their new teacher in their new classroom on 'Meet your Teacher Day'. Extended transitions, additional opportunities for you and your child to meet their new class teacher, may be employed to help your child transition more smoothly. All children will receive a transition book via ParentApps, with photos of staff they will encounter, classrooms, playgrounds and other important information - this can be used throughout the Summer holidays to prepare your child for moving into their new class.

If your child is moving to another school:

We will contact the new school's SENDCo and ensure that they know about any support that needs to be in place for your child. We will make sure that all records about your child are passed on in a timely fashion.

Leaving school in Year 6:

The year 6 teachers liaise with all our feeder Secondary Schools about all pupils. If your child has SEND, it is sometimes necessary for our SENDCo to make more specific transition arrangements. We are happy to support parents by accompanying transition visits or tours of schools if required. If your child has an EHCP, the SEND Officer in charge of your child's case will apply for schools on your behalf, following a Transition Review in the Autumn term. Your child may be enrolled on a special transition programme to help support their understanding of the changes ahead; if possible it may be arranged for your child to have additional visits to their new school or sometimes for staff from the new school to visit your child in our school environment. Pupil Profiles and Support Plans will be shared with Secondary Schools, for all children on our SEND register.

9. How is Mereside Primary Academy accessible for pupils with SEND?

Schools review their Accessibility Policy regularly – available on the school website. This policy outlines what provision has already been made by school to make the site more accessible and contains an action plan that endeavours to develop the accessibility to the physical environment of each site, improve the delivery of written information to parents and constantly seeks to improve access to the curriculum for all pupils.

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

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

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

11. Who can I contact if I have any questions about SEND or the school offer?

SENDCO	Mrs Sarah Peck
Contact Details:	Mereside Primary School Langdale Road Mereside Blackpool FY4 4RR
Telephone:	01253 761531
E-mail for queries:	s.peck@mereside.fcat.org.uk

12. Who else can offer support in the local area?

Information about Blackpool's Local offer can be accessed by using the link

Blackpool Local Offer

<https://www.blackpool.gov.uk/Residents/Education-and-schools/Local-offer/Local-offer-home.aspx>

Further information can be gained through SENDIASS

<https://www.blackpool.gov.uk/Residents/Health-and-social-care/Children-and-families/SENDIASS/Home.asp>

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