

Mereside Primary Academy

SEND (Special Educational Needs and Disabilities) Information Report 2022-2023

The purpose of our SEN 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".

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:
Head of school	Ms Samantha Upton	The day to day management and overall responsibility of all aspects of the school, including support for children with SEND

<p>SENDCO</p> <p><u>Qualifications</u></p> <p>NNEB (Nursery Nursing)</p> <p>Bachelor of Arts History Qualified Teacher Status</p> <p>Postgraduate Certificate in Special Educational Needs (SENCO AWARD)</p> <p>Postgraduate Certificate in Specific Learning Difficulties (Dyslexia)</p>	<p>Mrs Jane Walpole</p>	<ul style="list-style-type: none"> • Classroom observations to ensure high quality provision, teaching and learning for pupils with SEND • 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 and liaising with the School nurse and other health professionals to update Health Care Plans. 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. • 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). • 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. • 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.
<p>SEND Governor</p>	<p>All Governors</p>	<ul style="list-style-type: none"> • To check the progress of children in our care, ensuring that necessary support is given for any child who attends the school who has SEND needs.
<p>Teachers</p>		<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. • Joining Assess, Plan, Do, Review meetings for SEND children and setting targets in conjunction with Parents and the SENDCo termly.

		<ul style="list-style-type: none"> 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 their 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 / Officer	<p>Kayley Miller (officer)</p> <p>Hayley Benyon (Mon-Thurs)</p> <p>Amanda Chapman (Alternate Wednesdays and Thurs + Fri)</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.
Learning Mentors	<p>Ewan Mooney</p> <p>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 that barriers are removed to learning in the classroom and allows full learning for themselves and others.
--	--	--

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 SEND and non-SEND students.

- 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 outcomes identified, taking into account academic and developmental targets and student and parent aspirations
 - Review – progress towards these outcomes will be tracked and reviewed termly, and next steps identified.
- If your child is in the Early Years and 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 DRIVE folder..
- If your child is in year 1 or above, but is not yet accessing Age Related Expectations (ARE), they will still be assessed against the 'Development Matters framework' initially, before moving onto FCATs 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.
- At the end of Year 1, pupils are formally assessed using National Phonics Screening Check.
- In Year 2 and 6 all 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 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.
- Education Health and Care Plans (EHC Plans) informs all planning and is a record of the individual child's needs. EHCP targets are broken down into Personal Learning Intention Targets (PLITs) 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 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 and 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/SENDCOs 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 the SENDCO (Special Education Needs and Disabilities Co-ordinator).

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

- **Differentiated curriculum support within the class (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, with 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 intense 1:1 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. a Speech and Language Therapist or 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, accessing alternative provision e.g. SERF provision (SEN 3 support)** 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 the Blackpool Council Family Information Service's Local website (www.blackpool.fsd.org.uk/kb5/blackpool/fsd/home.page)

An EHC Plan 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 allow families to make some choices about the provision their child/young person receives.

Parents/carers can have a key worker to help them during the EHCP assessment process, 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

Date: September 2022

Review Date: September 2023

future. This person can be sought from SENDiASS (Blackpool SEND Information, Advice and Support Service (formerly Parent Partnership Service))

Parents/Carers are involved in writing the EHC Plan with the Blackpool Authority SEND Officers who have assessed the child or young person in partnership with the school.

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 SEND children, to reach their full potential. We provide an inclusive learning environment and are innovative in our support and offer 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 anything appropriate 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 our children. Class teachers plan lessons according to the specific needs of all groups of children in their class, lessons are differentiated, planning is adapted and teaching styles and resources are varied to meet the differing needs and learning styles of our children.

We are proud of our curriculum offer which is exciting, engaging, relevant and reflects the interests and needs of our children so is always evolving. The teachers have worked tirelessly to develop even more creative approaches to teaching and completely redesigned our curriculum with new topics, visitors into school and a wide range of trips to expand learning and life experiences. We are a Forest School and look forward to seeing this further develop this year.

The Curriculum is adapted for SEND children when needed using different strategies, interventions and support methods. We aim to create a learning environment that enables children to be independent learners who are up 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 and success criteria have been met.

Some support and practical adaptations enable SEND children to access Quality First Teaching from the class teacher. The curriculum is therefore not adapted, but teaching methods and the environment changed to allow full access to the curriculum.

Some targeted support is generally 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. These are recorded termly on Assess, Plan, Do, Review paperwork or EHCP Personal Learning Intention documentation.

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.
- **Sensory, Medical & Physical** – visual, auditory and sensory processing needs are accommodated within the classroom, fiddle toys, wobble cushions, overlays, adapted furniture, Audio equipment,

Writing slope, Desk dividers, Easy hold scissors / rulers / pencils, Balance boards, Noise cancelling headphones, Weighted blankets. Visual timetables are in every classroom, Now and Next, PECS symbols are used as needed.

- **Communication & Interaction** – Speech & language groups and individual programmes recommended by a Speech and Language Therapist are implemented by trained Support Assistants. Provision of individually tailored visual support packages including individual timetables, behavioural cue cards, PECS and communication books are used within the classroom.
- **Social, Emotional, Mental Health Needs** – Counselling sessions are available from a trained counsellor, intervention groups based upon Theraplay principles, ‘Why Try ?’, and ‘Strong Feelings’, a KS1 and KS2 lunchtime play based ‘Green Club’. Behaviour modification charts, Social stories, Calm down spaces are offered in the classroom. 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	‘R’ Time
Asthma / EpiPen / Diabetes training	Attachment in the Classroom
Positive Handling	Circle Time
MAPPA	Sport Coaches
Early Help	Working Together Level 1
Italk	Precision teaching

Talk Boost	Colourful Semantics
Nuffield Early Language Intervention	Toe by Toe
Qualified Specialist Dyslexia Teacher	Trained Mentors
ELKLAN trained staff	Success@arithmetic
ASD Champion	Indirect Dyslexia Learning (IDL) trained staff
1 st Class@number trained staff	Hannon trained staff

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

When a teacher or parent have raised concerns about a child's progress, and teaching has not met the child's needs, the parent or teacher must raise this with the SENDCO. In addition,

- Senior Leadership Team and class teachers meet termly at Pupil Progress Meetings to discuss the progress of all children in each class.
- 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.

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.

- The SENDCOs, as well as the Headteacher and 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 parents and carers 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/carers 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 home/school communication book may be used to support communication between home and school.

Date: September 2022
Review Date: September 2023

- 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.
- 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, school newsletters, text messages via parentapp and Facebook.

In addition:

As a parent of a child with SEND, parents and carers can be supported by the Blackpool SEND Information, Advice and Support Service (SENDIASS - formerly Parent Partnership Service). This is an impartial service, funded by the Local Authority, which supports, assists and advises parents/carers of children who have difficulty in learning, SEN and/or a disability. Contact details can be found via www.fyidirectory.co.uk

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

The school budget, received from Blackpool Local Authority, includes money for supporting children with SEND (Special Educational Needs or Disabilities)

The HeadTeacher 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. Blackpool Advisory Teachers, FCAT peer review audits and monitoring, Educational Psychology Service,

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 so 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	Guitar

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.

If your child has a specific medical condition which requires a Medical Health Care Plan, the school SENDCOs 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 National Curriculum levels, provision, previous targets, medical information and EHC (Education and Health Care) Plans will be shared between the previous class teacher and the new class teacher. Ideally, 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 or the creation of 'bespoke transition social books' may be employed to help your child transition more smoothly.

If your child is moving to another school:

We will contact the new school's SENDCO and ensure that they know about any special arrangements or support that need to be made 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 teacher/s liaise with all our feeder high schools about every pupil. 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 other schools if required. 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.

9. How is Mereside school 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 Jane Walpole
Contact Details:	Mereside Primary School Langdale Road Mereside Blackpool FY4 4RR

Telephone:	01253 761531
E-mail for queries:	j.walpole@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 www.blackpool.gov.uk/localoffer