



## Merrydale Junior School SEND Information Report

### **Ethos, values and vision**

Merrydale Junior School is an inclusive school where every child matters. We ensure that pupils are included in all aspects of learning and school life. We aim to meet the needs of all the children through a broad, balanced and exciting curriculum and to:

- Enable all children to become respectful and responsible individuals
- Work in partnership with parents and the wider community
- To provide a curriculum that motivates and excites
- Inspire children to become independent and confident learners
- Develop aspirational lifelong learners

"Be the Best you can Be!"

From time to time some children require additional support or intervention to help meet their needs or improve their learning. The decision to do this is made by the school with parents' and carers' full involvement and is based on a variety of factors including academic progress, assessments carried out by teaching staff or other professionals, knowledge of the children and observations. It may also be based on ensuring children have a smooth transition into school or those who require support when going through significant change either at home or school. Parents or Carers are kept informed throughout this process and progress is reviewed regularly.

Some children will require support for a longer period of time to ensure they can access the curriculum effectively and be included fully in classroom learning and school events. Support will be planned by school staff and where appropriate by external professionals.

Children who require support in terms of their acquisition of English are not considered SEND pupils but, as they may require additional support, their needs are reflected in our school provision.

## **Objectives of our SEND Provision**

We aim to:

- \* enable every pupil to experience success and to achieve their full potential
- \* keep an up to date register of all children whom we consider to have special educational needs and disabilities.
- \* identify children as early as possible, assess, record and regularly review their progress and needs.
- \* provide learning programmes geared to meet children's needs.
- \* work collaboratively with parents, carers, other professionals and support services.
- \* ensure that parents or carers are fully involved in supporting their child's education.
- \* involve the child, so as to encourage a move from dependent to independent learning.
- \* adapt or create resources to support children to meet their individual needs and learning styles
- \* ensure appropriate equipment and resources to support learning are in place
- \* build on the skills children already have and support them in developing new skills

The school's SEND policy is available on the school website.

## **What kinds of SEND does the School cater for?**

SEND stands for Special Educational Needs and Disability. A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

There are four broad categories of SEND:

- **Communication and interaction**, such as autistic spectrum condition, speech and language difficulties and social interaction
- **Cognition and learning**, such as dyslexia, dyspraxia, dyscalculia and global developmental delay
- **Social, emotional and mental health difficulties**, such as attention deficit hyperactivity disorder ADHD or ADD, attachment difficulties and emotional or mental health difficulties
- **Sensory and/or physical needs**, such as hearing, vision and sensory processing difficulties

The SEN Code of Practice (0-25) was revised in September 2014 and updated in January 2015. The school complies with the Disability Discrimination Act 2005 and the Equality Act 2010.

There is no Designated Specialist Provision (DSP) available.

#### **Who is the SEN Co-ordinator?**

Mrs. Helen Smith is the SENCO and has the Accredited SENCO Award, Leicester University. She is experienced in the field of SEND and is an SLE. 0116 2767708. Available Monday to Thursday.

Mrs. Smith works closely with the Inclusion Team who consist of the school's Family Support Officer, Mrs Donna O'Connor and a Pastoral Team Mrs. Clair Munton, Pastoral Support Officer and Ms. Radika Raval, Behaviour Mentor and ELSA

#### **What should I do if I think my child may have SEND?**

If you have concerns about your child's progress you should speak to your child's class teacher first. It is best to make an appointment to see them before or after school.

At Merrydale Junior School we take your concerns very seriously as you know your child best.

Please feel free to contact the SENCO, Helen Smith, if you would rather discuss your concerns with her.

#### **What does the school do if they think my child may have SEND?**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class

teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. The progress of each child is monitored through regular pupil progress meetings and termly SEN surgeries.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If your child is identified as not making progress the school will set up a meeting with you to:

- Listen to any concerns you may have
- Explain what has made the school concerned about their progress
- Share any relevant data or information with you
- Plan any additional support your child may receive
- Discuss a reasonable timescale for support to be implemented and reviewed
- Discuss with you any referrals to outside professionals

### **How will the school support my child?**

At Merrydale Junior School we are mindful of and comply with the LA Inclusive Provision for SEND Pupil in Mainstream School Document (August 2016) which outlines the key ways in which pupils should be supported in class. This includes:

#### **Quality First Teaching**

This is high quality teaching that is differentiated, scaffolded and personalised to meet the individual needs of the majority of children and young people. We believe that all children learn best with the rest of the

class. Our aim is for all children to be working independently in the class with their peers. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a Teaching Assistant (TA)

### **Differentiation with adult support**

Some children require provision that's additional to or different from Quality First Teaching. When allocating additional TA support, the schools focus is on outcomes, not hours. We aim to put in sufficient support to enable the child to reach their challenging targets whilst also developing independence.

### **Interventions**

The school has a range of targeted interventions available to support children. All support provided for children is kept on a class Provision Map which is updated by the class teacher. When considering an intervention the school looks at the child's learning profile in order to select the intervention best matched to the child's needs. Interventions are planned in blocks and progress is reviewed regularly.

If your child is identified as having additional needs they will be placed on the Special Educational Needs Register under the category **SEN Support** with your agreement. Their progress will be monitored closely and they may be given extra support or targeted intervention.

A Pupil Passport will be written for your child with you identifying their strengths, difficulties, what works well to help them and the outcomes we are aiming for.

If they continue to make slow progress or have ongoing difficulties the school may ask for advice from external agencies, with your permission.

A small number of children with complex and significant, enduring needs may go on to have an Education, Health and Care Plan (EHC)

All resources, training and support are reviewed regularly and changes made as needed.

The schools Family Support Worker and Pastoral Team are also able to support children and families.

The school is able to contact external agencies for advice, support and training. If your child struggles to make progress even with the additional intervention then, with parental permission, further assessment from an

external agency can be asked for. Sometimes the school may advise you to make a referral via the GP to the Paediatrician Team to investigate any underlying causes. The school will support with this and Mrs O'Connor is able to attend appointments with you.

#### **How will the curriculum be matched to my child's needs?**

Class Teachers plan lessons according to the specific needs of all children in their class and will ensure that your child's needs are met. All teachers are trained to work with children with SEN and have access to advice, information, resources and training to enable them to teach all children affectively.

Specially trained support staff (TA's) can adapt the teachers planning to support the needs of your child where necessary.

Specific resources, strategies or interventions may be used to support your child individually and in groups. This will be decided with you and based on the information we gather in school.

Planning and teaching will be adapted and reviewed on a regular basis to meet your child's learning needs.

#### **What support will be available for my child's overall well-being?**

The school employs a Pastoral Support Team who supports all children with their emotional well-being.

If a child is felt to have long term social, emotional or mental health needs - for example anger management - the school provides an individual positive handling plan which is written with you and shared with the key staff involved with the child. The children may also have targets in place to help them to know what they are working on.

The school offers social skills interventions, Circle Time, PSHE lessons and 1:1 sessions and drawing and talking. Each child's needs are considered individually. The school runs a 'Lunch Club' to support those children who find lunchtimes difficult or overwhelming.

The school runs Forest School which aims to encourage and inspire individuals of any age to through an innovative, educational approach to outdoor play and learning in a woodland environment.

All children's behaviour is responded to consistently in line with the school's Behaviour Policy. The school uses a restorative approach. This is available on the school website.

The school has the ABC, Anti Bullying award and has a zero-tolerance approach to bullying. We actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

#### **How will both you and I know how my child is doing?**

The school uses a learning monitoring form to gather information and results of assessments available within school to try to find out where your child's difficulties lie. This information will be shared with you.

If your child is placed on the SEN register at SEN Support, a Pupil Passport is created and will be reviewed termly with you.

We will also meet regularly with you to find out what you think and how you feel about the progress. Any external agency assessments will be shared with you and a plan put in place to support your child.

We may send extra activities home, with your permission, so you can continue the support at home and your child can share what they are doing at school.

Parents meetings occur in the Autumn and Spring term and a formal end of year report will be sent at the end of the summer term

#### **What training have staff had in supporting children with special educational needs?**

SEND training is updated regularly in line with new changes to guidance, policies and the needs of the school.

All teaching staff and 1:1 TA's have had Team Teach training. There are three staff in school who are MAPA trained. Key staff have had First Aid Training.

Key staff, who work specifically with named children, have targeted training to meet the individual needs of the children that they support. This training is reviewed and updated regularly.

Examples of this training are;

Visual Support Systems

Personal Space and Safety Workshops

Scripted Language

Speech, Language and Communication Training - whole school  
Precision Teaching  
Guided Reading Training  
Phonics

**Who can the school contact if they need extra support or advice for my helping my child?**

- Special Needs Teaching Service (SNTS) Staff specialising in specific areas:
  - Hearing Impairment Team (HI)
  - Visual Impairment Team (VI)
  - Social, Emotional and Mental Health Team (SEMH)
  - Learning, Communication and Interaction Team (LCI)
- Educational Psychology Service (EPS)
- Special Education Service (SES)
- Speech and Language Therapy (SALT)
- Physiotherapy
- Occupational Therapy
- School Nurse
- Education Welfare Officer
- Early Help

The school are part of an Academy Trust, DSAT and buy into the EPIC Educational Psychology Service in order to provide additional Educational Psychology hours to support children.

**How accessible is the school environment? What facilities or equipment are available?**

Merrydale Junior School is an old building but it has access to most of the classrooms through external doors. The main entrance of the school has a disabled toilet which contains a hoist, changing table and shower area. There is another disabled toilet within the school located in the Year 6 area.

The Accessibility Plan is available on the school website.

**How will I be involved in supporting my child?**

You can support your child by ensuring they get to school on time and that their attendance is good.



By attending parents' evenings and working closely with the school we can ensure that your child has the best opportunities at school. Please try to attend the parent meetings that we offer at the beginning of each year so that you know what is happening.

Keep the class teacher informed if you have any concerns or anything at home that occurs that may impact on your child's behaviour or learning.

Provide lots of opportunities for your child to read daily, play games, number and money activities, write and do lots of talking and asking questions. Ensure they complete any homework set.

We offer workshops and opportunities to come into school at various points in the year so please look at the school newsletter for these events.

Staff are always happy to help and give ideas if you want any more information

#### **How is my child involved?**

When completing a Pupil Passport the staff sit down with the children and discuss with them what they think they are good at, what they need help with and how they think the school and staff can help them. The targets are discussed with the child whilst completing their Pupil passport.

Pupil questionnaires are completed over the year to get the children's views.

Children are interviewed and asked to provide their thoughts and suggestions for annual reviews of EHC plans. They will be asked to attend the meeting if they feel happy to do this.

#### **How will my child be supported with moving classes, year groups or to another school?**

We know that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

#### **If your child is moving to another school:**

We will contact the school SENCO and ensure 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 as soon as possible.

Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

**When moving classes within school:**

All important information will be shared with the new teacher through teacher meetings.

Opportunities for your child to visit the new class room and teacher are created, such as taking a message, sharing a book, showing their work to their new teacher.

Children with complex SEND or with anxiety issues are given a Transition Photo Book which includes staff, key areas and the new classroom associated with the new year group. These are shared at school and then at home in order to ensure children are prepared with the move.

**To Secondary School:**

The SENCO has a meeting with the SENCO of the other school, and your child's needs are discussed. The school will invite the SENCO to any Annual Reviews or any other review meetings. A transition plan will be put in place by the Secondary school.

If it will benefit your child, additional transition visits are arranged by the two schools.

**How will my child be included in activities outside of school including trips?**

Your child will be allowed to attend any school club allocated to them. We endeavour to make all activities accessible for all. Where there may be some extra arrangements to be made, you can arrange to meet with the club leader to ensure safety and inclusivity for your child.

Where appropriate, risk assessments will be completed for children with additional needs to ensure their safety on attending external trips.

**What can I do if I am worried, unhappy with something or I need to make a complaint?**

If you have concerns about your child's progress you should speak to your child's class teacher first. It is best to make an appointment to see them before or after school.

If you wish to arrange a meeting with the SENCO, Mrs Smith, please telephone to check she is available or appointments can be made via the office. 0116 2767708.

If you are still not happy or feel that your complaint has not been dealt with appropriately, please contact Mrs Mugglestone, Head Teacher. 0116 2767708

A letter or email to the school office outlining your concerns can also be sent to Mrs Mugglestone at [office@dsatmerrydale.org](mailto:office@dsatmerrydale.org)

If you wish to make a formal complaint please put it in writing to Mrs Mugglestone or our SEN Governor, Mrs Lesley Butcher.

#### **Who else can support me and my child?**

SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service) 0116 257 5027

[www.sendiassleicester.org.uk](http://www.sendiassleicester.org.uk)

School Nurse,  
0116 2943099

ADHD Solutions  
0116 261 0711

<https://adhd-solutions.org/>

National Autistic Society  
[www.autism.org.uk](http://www.autism.org.uk)

Dyslexia Action Leicester  
[leicester@dyslexiaaction.org.uk](mailto:leicester@dyslexiaaction.org.uk)

Barnados  
[www.barnados.org.uk](http://www.barnados.org.uk)

NSPCC  
[www.nspcc.org.uk](http://www.nspcc.org.uk)

The Laura Centre (Bereavement)  
[www.thelauracentre.org.uk](http://www.thelauracentre.org.uk)

**Local Offer Link**

<https://mychoice.leicester.gov.uk>

'My Choice' is a directory for care and support products and services for people living within the Leicester City area and is an invaluable source of support.

### **Report Compliance**

This report is compliant with the following legislation:

- Section 69 (2) of the Children and Families Act 2014 which sets out schools' responsibilities for pupils with SEN and disabilities
- Regulation 51 and Schedule 1 of the SEND Regulations 2014 which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- [Special Educational Needs and Disability \(SEND\) Code of Practice, Section 6 2014](#)