

SEN Information Report

Meir Heath Academy



Approved by: Mrs M Southern

Date:

Last reviewed on: 07-09-18

Next review due Sept 2019
by:



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SEN Information Report

Aims of this SEND policy

The aims of our special educational need and disability policy and practice in this school are:

- To provide access to the curriculum, the environment and to printed information for all
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement
<https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum to better respond to the four areas of need:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health
 4. Sensory/physical
- To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of satisfaction and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

What are special educational needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.

The types of special educational needs for which provision is made at Meir Heath Academy

This primary school is part of St. Bart's Multi-Academy Trust and responds to the needs of pupils from ages 4 to 11 years.

The school therefore makes provision for pupils with needs that include those in:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

How will I know how the school supports my child?

All pupils will be provided with high quality teaching that is differentiated to meet their learning needs.

- Pupils will be provided with “reasonable adjustments” in order to increase their access to the taught curriculum.
- The quality of teaching is monitored through a number of processes that include:
 1. Learning Walks conducted by the leadership team, including the SENDCo, and external verifiers.
 2. Ongoing assessment of progress made by pupils in specific intervention groups.
 3. Work sampling on a termly basis.
 4. Scrutiny of planning.
 5. Pupil Progress interviews with the leadership team.
 6. Pupil and parent feedback when reviewing targets for progress attainment.
 7. Whole school performance data.
 8. Attendance and behaviour records.
 9. Principle's report to parents and governors.
- All pupils have individual curriculum targets set in line with national outcomes to ensure ambition. Pupils' progress towards these targets is then tracked using the whole school tracking system. Pupils who are failing to make at least expected levels of progress are identified very quickly and will be discussed in termly Pupil Progress Meetings, which are undertaken between the class/subject teacher and a member of the leadership team.
- An additional action plan to increase the rate of progress will be completed at this meeting that will follow an assess, plan, do and review model.
- This plan will identify a clear set of expected outcomes, which will include ambitious and relevant targets.
- Progress towards these targets will be tracked and reviewed regularly, at least termly with the parents and the pupil.

If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

1. SEN and Inclusion Learning Support Service, (Traded Service).
2. Educational Psychologist Service (Traded Service).
3. Speech and Language Therapists (SALT)
4. Occupational Therapists (OT)
5. Educational Welfare Officers (EWO)
6. Local Support Teams (LST)
7. School Nurse

In some cases parents and pupils will access support via the Health sector, as the result of a medical diagnosis. In these circumstances, school will liaise with the relevant agencies to provide educational advice and support, based on the outside agencies recommendations, these agencies include:

1. Child and Adolescent Mental Health Service (CAMHS)
2. Hearing Impairment Team (HI)
3. Visual Impairment Team (VI)
4. Staffordshire's LA Autism Outreach Team (AOT)

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

- Teachers plan using pupils' previous learning and attainment levels, differentiating work to better match ability. Pupils will be provided with additional support, aimed at accelerating progress, and providing specialised equipment or resources, and/or additional adult help, where appropriate.

How will I know how my child is doing?

- Attainment and progress is shared with parents termly through the school's reporting and review systems and through parent consultation appointments. You may also find the home school diary a useful tool to communicate with staff members and ask specific questions.
- If a parent would like to arrange an appointment to discuss their child's progress they should contact the school office who will arrange an appointment with the class teacher and / or SENDCo.

How will you help me to support my child's learning?

Please look at the school's website. It can be found at www.meirheathprimary.org.uk and includes links to a number of websites and resources that we have found useful in supporting parents to help their child learn at home.

The class/subject teacher may also suggest additional ways of supporting your child's learning.

- We organise a number of parent workshops during the year. These are advertised on the school newsletter and we hope provide useful opportunities for parents to learn more about the curriculum that is being offered to their child.
- The school will also involve external agencies including health and social services, local authority support services and voluntary organisations in supporting it to better meet the needs of pupils and their families. This support will be primarily identified and facilitated by our parent liaison officer Jeanette Allen.

What support will there be for my child's overall well-being?

The school offers a wide variety of pastoral support for pupils. These include:

- An effective Personal, Social, Health and Emotional (PHSE) curriculum that provides pupils with the knowledge, understanding and skills they need to develop their skills to enhance their emotional and social knowledge and well-being.
- Pupil voice mechanisms are in place via the school council and are monitored for effectiveness by the Leadership Team and Governing Body.
- Delivery of small group evidence led interventions to support pupil's wellbeing, usually delivered by TA as directed by Behaviour Support Specialist Teachers.
- Pupils, who find less formal times difficult, e.g. lunchtimes, are provided with alternative small group opportunities.
- Daily 'Meet and Greets' to support transitional times, e.g. from parents into school and at the end of break and lunchtimes into class.

Pupils with medical needs

If a pupil has a medical need then a detailed Health Care Plan is compiled by our school nurse (when required), parents and if appropriate the pupil themselves. Staff follow the LA policy/ DfE guidelines for medical conditions and the administration of medicines.

What training are the staff supporting children and young people with SEND?

In the last year school staff have received training on:

- How to support pupils with social, emotional and mental health needs

- Positive behaviour management.
- TA training on YARC Assessment.
- The SENDCo attends the St. Bart's MAT termly SEND network meetings in order to keep up to date with SEND policy and to share best practice; all aimed at improving outcomes for pupils with SEND.

How will my child be included in activities outside the classroom including school trips?

- Appropriate risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities. Staff adhere to the School Visits Policy and Guidelines.

How accessible is the school environment?

Our Accessibility Plan describes the actions the school has taken to increase access to the environment, the curriculum and to printed information, which is available via the school website or office.

How will the school prepare and support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective pupil's admission or transition. These include:

On entry:-

- Parent/carers and pupils are invited to a meeting at the school so that they become familiar with the school's routines and expectations, and have the opportunity to share any concerns / issues with the school.
- The Principle (Mrs Southern) or SENDCo (Mrs Askey) meet with all new parents of pupils to allow concerns to be raised and solutions to any perceived challenges to be identified and planned prior to entry.
- If pupils are transferring from another school, the previous school's records will be requested immediately and a meeting will be set up with parents to identify and reduce any concerns and to plan appropriate support.

Transition to the next school

- The annual review process, which is instigated in the year before transition, begins the process where parents are supported to make decisions regarding the next placement.
- The school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, staff from both schools will meet to discuss the needs of transferring pupil in order to ensure a smooth transition.
- The records of pupils who leave the school mid phase will be transferred to the other school.

How is the decision made about how much support my child will receive?

- For pupils with an Education Health and Care plan, the decision regarding the additional support required will be reached when the plan is being produced or amended as per an annual review.

How will I be involved in discussions about and planning my child's education?

This may be through:

- Discussions with the class teacher
- During parent consultation meetings
- During discussions with a member of the school's leadership team / SENDCo (Mrs Askey).
- Discussion and consultation with outside agencies (where appropriate).

Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact one of the following:

- Your child's class teacher
- The School's Principle (Mrs Southern).
- SENDCo – (Mrs Askey)
- For complaints please contact the Principle in the first instance and then following that the School Governor with responsibility SEN.

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