



# Meir Heath Primary School

## 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 kinds of special educational needs for which provision is made at the school

This school is a County Primary school responding to the needs of pupils from 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 includes:
  1. classroom observation by the senior leadership team, the SENCo and external verifiers.
  2. ongoing assessment of progress made by pupil in specific intervention groups
  3. work sampling on a termly basis.
  4. scrutiny of planning.
  5. teacher interviews with the senior leadership team
  6. pupil and parent feedback when reviewing target attainment
  7. whole school pupil progress tracking
  8. attendance and behaviour records
  9. head teacher’s report to parents and governors
- All pupils have individual curriculum targets set in line with national outcomes to ensure ambition. Pupils’ attainments to meet these targets are 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 meetings that are undertaken between the class/subject teacher and a member of the Senior 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 stretching and relevant academic and developmental targets.
- Progress towards these outcomes 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. Special Educational Needs Support Service (SENSS)
2. Behaviour Support Service
3. Hearing Impairment team
4. Visual Impairment team
5. Autism and Sensory Support in Staffordshire
6. Educational Psychologist Service
7. Educational Welfare Officers
8. Social Services
9. School Nurse
10. CAMHS (Child & Adolescent Mental Health Service)

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

- Teachers plan using pupils' achievement levels, differentiating work to better match ability to work provided for all pupils in the classroom. Pupils will be provided with additional support to increase progress and inclusion that that may include specialised equipment or resources, ICT and/or additional adult help.

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

- Attainments are shared with parents termly through the school reporting system and through parent's evenings. You may also find the home school diary a useful tool to communicate with staff members and ask specific questions.
- If you would like to arrange an appointment to discuss progress with a teacher please contact the school office who will arrange one from you.

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

Please look at the school website. It can be found at [www.meirheathprimary.org.uk](http://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

- 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 Economic (PHSE) curriculum that provides pupils with the knowledge, understanding and skills they need to develop 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 Senior Management Team and Governing Body.
- Delivery of small group evidence led interventions to support pupil's wellbeing, usually delivered by Behaviour Support Specialist Teachers.
- Pupils who find outside class times difficult are provided with alternative small group opportunities.

### **Pupils with medical needs**

If a pupil has a medical need then a detailed Health Care Plan is compiled by our school nurse in partnership with parents and if appropriate the pupil themselves. Staff who provide medicine administration complete training that is overseen by the school nurse and follow the LA policy/DfE guidelines.

### **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 a diagnosis of dyslexia.
- How to support pupils on the autistic spectrum
- How to support pupils with social, emotional and mental health needs
- How to support pupils with speech, language and communication difficulties
- Positive behaviour management.
- A member of staff attends the termly SEN Update in order to keep up to date with strategies to improve outcomes for pupils with SEN.
- The school also has regular visits from SENSS specialist teachers and the Behaviour Support Team who provide advice to support the success and progress of individual pupils
- The Governor with specific responsibility for SEN has completed the SEN Governor training.

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

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.

### **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 is available via the school website.

## **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 transition. These include:

### **On entry:-**

- Parent/carers and pupils are invited to a meeting at the school so that they know what to expect and are encouraged to share any concerns with the school.
- The headteacher meets with all new parents of pupils to allow concerns to be raised and solutions to any perceived challenges to be identified prior to entry.
- If pupils are transferring from another school, the previous school records will be requested immediately and a meeting will be set up with parents to identify and reduce any concerns.

### **Transition to the next school.**

- The annual review process that 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.
- Parents may like to take advantage of the independent Staffordshire School Choice support that is located at <http://www.staffordshire.gov.uk/education/schoolsandcolleges/admissions/schoolchoice/homepage.aspx> ,
- 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. Feedback from pupils who left last year on the effectiveness of the transition process can be located on our website in the transition folder.
- The records of pupils who leave the school mid phase will be transferred within five working days of the parents notifying their child has been enrolled at another 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 support required will be reached when the plan is being produced or an annual review.

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

This may be through:

- discussions with the class teacher
- during parents evenings
- during discussions with a senior leadership team member
- discussions 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 Headteacher
- SENCO – Mrs Askey
- For complaints please contact the School Governor with responsibility for SEN